



Belmont Technical College

**BOARD OF TRUSTEES
MEETING**



September 24, 2009

7:00 p.m.

Belmont Technical College

Board Room

Belmont Technical College
District Board of Trustees Meeting
September 24, 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		B
Human Resource Items		B1
	1 Additions to Eligible Adjunct Faculty List	
	2 Promotions in Rank – Full-time Faculty	
	Marge A. Hawthorne, Director of Human Resources	
Administrative Items		B2
	1 Adjustments to Course Fees	
	2 Transfer of Appropriated Fund Balance/ Reappropriation of Fund Balance	
	John S. Koucoumaris, Vice President of Administrative Affairs	
PRESIDENT'S REPORT	Dr. Joseph E. Bukowski, President	
MONITORING ACTIVITIES		C
Financial Report	August 2009 Financial Report	C1
	John S. Koucoumaris, Vice President of Administrative Affairs	
SECTION IV: ENDS POLICIES		
Board Rule 400.0200.00	Degree Completion	C2
	<i>Graduation and Completion Rates</i>	
	<i>Graduation Rate Comparisons with Comparable Institutions</i>	
	<i>Strategies Employed to Improve Graduation Rates</i>	
REPORTS AND PRESENTATIONS		
UPCOMING EVENTS/MEETINGS	Heritage Tree/Emeritus Reception October 22, 2009	

**COMMENTS FROM
THE CHAIR**

Ms. Elizabeth Gates, Chair

**COMMENTS FROM
COLLEGE COMMUNITY**

NEXT REGULAR MEETING

Next Meeting October 22, 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 August 27, 2009

The regular meeting of the Belmont Technical College District Board of Trustees was held at 7:00 p.m. on August 27, 2009 at Belmont Technical College in the Board Room.

Call to Order Elizabeth Gates, Chair, called the meeting to order at 7:05 p.m.

Roll Call

Marcia Bedway-----	Present
Terry Carson-----	Present
Lorrinda Saxby-----	Present
Elizabeth Gates-----	Present
William Hunkler-----	Present
Charles Jobe-----	Absent
Marshall Piccin-----	Present
Suzanne Pollock-----	Present
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, Erin Neely, Jody Peeler, Tim Houston, Judy Sandstead, Marilyn Wildman, Troy Caldwell, 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- BPR Faculty and **Administrative Items**- Transfer of Appropriated Fund Balance/Reappropriation of Fund Balance.

Mr. Hunkler 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.

Dr. Saxby motioned, seconded by Mr. Piccin to approve the minutes of July 27, 2009 with the following correction:

Access to Higher Education -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.* to be corrected to: *that they need in order to become more productive.* (Pg. 11, Paragraph 4)

Five ayes, one abstained (Mr. Carson); motion carried.

Approval
of Consent
Agenda

Human Resource Items

Ratification of Employment – Full-Time Faculty - English

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.

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

Ratification of Employment – Full-Time Faculty – Building Preservation and Restoration

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

Mr. Jeffrey MacDonald has accepted the position and will begin on November 2, 2009. He has a Master of Fine Arts degree in Historic Preservation, a Bachelor of Fine Arts degree in Illustration, and an Associate of Science degree in Commercial Art & Design. Mr. MacDonald is currently the Lead Preservation Specialist for the State of Montana Heritage Commission, and has prior experience in design and preservation services, historic decorative arts, and as a decorative artist and muralist. He has been an adjunct lecturer and made numerous presentations on topics of historic preservation and interior design and decorative arts.

Reference checks for Mr. MacDonald were exceptional. It was recommended that the Board ratify the employment of Mr. Jeffrey MacDonald in the position of Full-time Building Preservation and Restoration Faculty, at the rank of Assistant Professor effective November 2, 2009 at an annual salary of \$38,000 for a nine-month teaching contract.

Administrative Items

Upgrade to the North Center Connectivity

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.

It was recommended that fiber be installed in the North Center for \$23,000. The installation of fiber will meet current College needs and provide for growth in the future. It was requested that OBR Capital Component Funds be used for this purpose. It was also recommended that the Board approve the use of OBR Capital Component Funds to complete the upgrade to the North Center Connectivity.

Transfer of Appropriated Fund Balance

The Board is requested to approve the following transfer from the General Fund Appropriated fund balance, as designated below, in the amount of \$25,000 to the General Fund Un-appropriated fund balance for Fundraising and Development:

Component	Amount	Date Appropriated
Community College Initiative	\$25,000.00	June 2003, July 2007
Total	\$25,000.00	

It was recommended that the Board approve the fund balance transfer in the amount of \$25,000.00 to the General Fund Un-appropriated fund balance for Fundraising and Development.

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 \$25,000.00 for Fundraising and Development. It was recommended that the Board approve the fund balance transfer in the amount of \$25,000.00 to the General Fund Appropriated fund balance for Fundraising and Development.

Board Items

American Graduation Initiative Resolution

On July 14, President Obama announced a dramatic proposal to provide additional support for America's community colleges. Community colleges applaud the Administration for crafting policies focused on the unique needs and capabilities of the nation's network of community colleges. This support will help them better serve the country by offering easily accessible, high-quality education and training programs.

Along with other community college's and state executives from across the country, Belmont Technical College looks forward to ensuring that the fundamentals of the President's proposals become enacted into legislation as soon as soon as possible. It was recommended that the Board of Trustees support the American Graduation Initiative.

**BELMONT TECHNICAL COLLEGE
BOARD OF TRUSTEES**



**RESOLUTION TO SUPPORT THE
AMERICAN GRADUATION INITIATIVE**

WHEREAS, community colleges are the largest and fastest growing sector of higher education in the U.S., educating more than 45% of all undergraduate students as well as more than five million additional non-credit students; and

WHEREAS, there is a national consensus that the United States needs to provide greater numbers and percentages of its citizens with a higher education, as a moral, social, and economic imperative; and

WHEREAS, community colleges continue to need greater financial and related support as well as a new national focus, in order to fully realize their potential in helping more Americans obtain a college education and meet related career and personal goals; and

WHEREAS, President Obama has specifically set the goal of increasing the number of community college graduates by 5 million by 2020, along with ambitious national goals concerning postsecondary education; and

WHEREAS, President Obama's "America Graduation Initiative" recognizes the centrality of community colleges to America's well-being, and need for financial resources to help those institutions,

THEREFORE BE IT RESOLVED that the Board of Belmont Technical College formally endorses the American Graduation Initiative and commits to doing everything it can to achieve its enactment.

Elizabeth F. Gates, Chair
Board of Trustees

Joseph E. Bukowski, President
Secretary to the Board of Trustees

Adopted: _____

Dr. Saxby motioned, seconded by Ms. Bedway to approve the Consent Agenda, (One item pulled from the agenda: Ends Policy Revisions)

All ayes; motion carried

Ends Policy Revisions

An ad hoc committee was formed to review the current ends policies and monitoring activities. The proposed revisions are a result of discussions among the ad hoc group. It was recommended that the Board of Trustees approve the proposed changes made to the ends policies.

400.0000.00 ACCESS TO HIGHER EDUCATION

Current:

Belmont Technical College will constantly improve access to higher education for those individuals residing in Belmont, Harrison and Monroe counties. The college will employ strategies to reach and to serve citizens who are identified as having barriers to access.

Belmont Technical College will provide lifelong learning opportunities for the citizens of the region which enable participants to achieve their varied learning goals and which foster the growth of a better educated, trained and employable citizenry.

MONITORING ACTIVITIES

- Quarterly enrollment statistics
- Demographic enrollment statistics
- Strategies employed to provide greater access
- Tuition and fee comparisons with regional and other comparable institutions

Proposed:

Belmont Technical College will improve access to higher education and provide lifelong learning opportunities for all residents of Belmont, Harrison and Monroe counties, thereby fostering the growth of an educated, trained and employable citizenry.

Monitoring Activities

- Quarterly enrollment statistics
- Demographic enrollment statistics
 - Enrollment by county
 - Enrollment of individuals 25 or older (USM)
 - Percent of first- time enrollees below the age of 21 (USM)
 - Percent of high school students entering as freshmen with college credit (0-15,15-30 credit hours) (USM)

- Strategies employed to provide greater access
- Tuition and fee comparisons with regional and other comparable institutions

400.0100.00 STUDENT DEVELOPMENT

Current:

Belmont Technical College will help students foster their development as lifelong learners. To this end, Belmont Technical College will offer curricula which are designed to help students acquire the ability to: communicate clearly, concisely, and effectively with an awareness of audience and purpose; use appropriate technology in work and everyday life; locate, evaluate, manage, and effectively use information and understand the ethical and social issues concerning information; exhibit knowledge and skills of responsible citizenship in a diverse and democratic society, reach reasoned conclusions based on reliable evidence utilizing the criteria of a given discipline; and exhibit knowledge of human needs and behavior from the perspectives of self and others. In both the general education and technical core, the students will acquire knowledge and skills for meaningful employment.

MONITORING ACTIVITY

- Program reviews of all degree programs
- Assessment of student core learning outcomes (critical thinking, communications, active learning and accountability).
- Completion rates in the transitional studies (developmental education) program
- Assessment studies of English and Mathematics
- Success in subsequent college level course work
- Licensure pass rates
- National registry exam pass rates
- Graduation and completion rates
- Student success in capstone courses
- Certification pass rates
- Placement data and rates – by program area
- Employer satisfaction surveys

Proposed:

Belmont Technical College will aggressively foster its students' development as lifelong learners. In both the general education and technical core, students will acquire knowledge and skills on which to build a foundation for further education. To this end, Belmont Technical College will offer the environment and curricula designed to help students:

- Communicate clearly, concisely and effectively, with an awareness of audience and purpose
- Use appropriate technology in work and everyday life

- Reach reasoned conclusions based on reliable evidence utilizing the criteria of a given discipline
- Exhibit knowledge of human needs and behavior from perspectives other than their own
- Locate, evaluate, manage, and effectively use information to understand ethical and social issues
- Exhibit knowledge and skills of responsible citizenship in a diverse and democratic society

MONITORING ACTIVITY

- Program reviews of all degree programs
- Assessment of student core learning outcomes (critical thinking, communications, active learning and accountability)
- Completion rates in the transitional studies (developmental education) program
- Assessment studies of English and Mathematics
 - Student success in the transitional studies program, English course sequence(s), and math course sequence(s)
- Success in subsequent college level course work
 - Percentage of bachelor degree recipients with at least one year of credit from Belmont Technical College (USM)
- Licensure pass rates
- National registry exam pass rates
- Student success in capstone courses
- Certification pass rates
- Placement data and rates – by program area
- Employer satisfaction surveys
- Number of students engaged in internships and co-ops (USM)
- Student success at transfer institutions
- Student surveys of success at transfer institutions

400.0200.00 DEGREE COMPLETION

Current:

Belmont Technical College will enhance the number of two-year college graduates in the region. 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.

MONITORING ACTIVITY

- Fall to Fall and quarter to quarter student retention data
 - Graduation data
 - Graduation rate comparisons with comparable institutions
 - Student satisfaction surveys
 - Strategies employed to improve graduation rates
 - Student Success Plans: rate of goal attainment
 - Demographic profile of Belmont Technical College students compared to selective admissions institution – other public and/or private?
-

Proposed:

Belmont Technical College will increase the number of two-year college graduates in the region.

MONITORING ACTIVITY

- Fall to Fall and quarter to quarter student retention studies
- Graduation and completion rates
 - Total STEM degrees awarded (USM)
 - Total degrees awarded to first generation college students (USM)
 - Total degrees awarded to Black and Hispanic students (USM)
 - Improvement in actual over expected graduation rates (2007 baseline) (USM)
- Graduation rate comparisons with comparable institutions
- Student satisfaction studies
- Strategies employed to improve graduation rates
- Student Success Plans: rate of goal attainment
- Demographic studies of Belmont Technical College students compared to other higher education institutions

400.0300.00 ARTICULATION AND TRANSFER

Current:

Belmont Technical College will provide transfer and articulation programs which prepare students for transfer to upper division colleges and universities to attain advanced degrees.

MONITORING ACTIVITY

- Transfer amount and rates
- Transfer amounts and rates compared to comparable institutions
- Performance after transfer to upper division baccalaureate programs
- Assessment of transfer students with respect to BTC preparation

- Success rates for course/program transfer
 - Success of articulation and transfer agreements
 - Success with TAG courses
-

Proposed:

Belmont Technical College will provide transfer and articulation programs which prepare students for transfer to upper division colleges and universities to attain advanced degrees.

MONITORING ACTIVITY

- Transfer amounts and rates compared to comparable institutions
- Performance studies after transfer to upper division baccalaureate programs

400.0400.00 ECONOMIC DEVELOPMENT

Current Community Development:

Belmont Technical College is committed to enriching and broadening the intellectual and the cultural life of the region and its citizen/students through the exercise of leadership in promoting creativity and vitality in the cultural affairs of the three county service area of the college. To that end the college will support and advance programs that provide the community with access to opportunities both to participate in and partake of a diverse offering of cultural activities.

MONITORING ACTIVITY

- Number and frequency of events
- Number of recreational learning non-credit courses.
- Enrollment trends in off-campus and non-credit recreational learning offerings.
- Number of college sponsored or co-sponsored community events.
- Enrollment in credit/non-credit programs.
- Stakeholder perceptions/satisfaction

Current Workforce Development:

Belmont Technical College will help to meet the training needs of the service district by providing training for employees of the region's business enterprises.

MONITORING ACTIVITY

- Number of non-credit/credit courses offered via contract training
- Enrollment trends in contract training, credit/non-credit courses
- Satisfaction surveys of the business community

Current Economic Development:

Belmont Technical College will support the economic development of its communities by providing educational programs which are driven by community needs. The college will participate and partner with community agencies to enhance economic development services to the business community and provide support and services to new and emerging businesses.

MONITORING ACTIVITY

- Hosting of activities relating to economic and community development
 - Membership in chambers of commerce and other community organizations
 - College employee participation in workforce boards, boards of directors of chambers of commerce, community improvement, and corporations
 - Number of companies receiving assistance by the college in achieving workforce development and/or job development
-

Proposed:

Economic Development will combine community, workforce and economic development into one ends policy.

Belmont Technical College will continuously support the economic development of the region by educating a quality workforce, establishing strong community partnerships, and contributing to the region's overall vitality.

MONITORING ACTIVITIES

- Number of New Courses/Trainings Developed
 - Off-site/On-site
 - Customized training
 - Professional development
 - Cultural enrichment
- Completion Rates
 - Training programs – on-site and off-site
 - Certification programs
 - Dislocated workers
- Enrollment Rates
 - Professional training
 - Community enrichment programs
- Satisfaction Survey Analysis
 - Employers
 - Employees
- Every 3-years Assess Community Involvement / Responsiveness

Ms. Bedway thanked Ms. Laura Doty for her hard work, especially her organizational skills, extraordinary tact, patience and good humor; all of which contributed greatly to bringing this project to a successful conclusion.

Mr. Carson motioned, seconded by Mr. Piccin to approve proposed changes to the ends policies with one revision; acronyms be spelled out where they first appear in the ends policies.

All ayes; motion carried

President's Report

- **Fundraising Consultant**-we have signed a consulting contract with the Clements Group. They will assess our fundraising strengths and weakness. A recommendation for board approval will be formulated once the assessment is complete.
- **Unit Level Planning**- we are still in the process of drilling down the various sections of the strategic plan to create strategies and actions to achieve the overall goal and objectives. The final action steps will be submitted on September 11th.
- **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. Hopefully the final agreement will be ready for the September board meeting.
- **Harrison County**- Dr. Holly Bennett is continuing to work with Harrison County to develop a strategic plan for economic development.
- **Enrollment**-we are at record pace with fall enrollment numbers. At the September board meeting we should have a pretty good idea of where we will end up for Fall.
- **Tributes**- board folders contain tributes for Alan Banker and Milton Ronsheim who have both passed away recently.
- **Tuition reimbursement**- it has been decided that employees seeking further education will be reimbursed up to 75% for tuition expenses this year.

Monitoring Activities

Financial Report

July 2009 Financial Report

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

Checking Account	\$ 318,500.72
Certificates of Deposit	\$ 11,356,530.49
Savings	\$ 411,149.27
Total Temporary Investments	\$ 11,767,679.76
Total Cash and Temporary Investments	\$ 12,086,180.48

The Budget Report shows the following:

	<u>This Year % Recorded</u>	<u>% Year Completed</u>
Budgeted Revenues	11.7%	8.3%
Budgeted Expenditures	5.7%	8.3%

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 \$ 2,623,944.43.
4. The Start up Fund is in the amount of \$ 320,252.75.

Mr. Carson motioned, seconded by Ms. Pollock to accept the financial report as presented for July 2009.

All ayes; motion carried.

Six-Month BTC Foundation Financial Report

The Six-Month financial report for the Belmont Technical College Foundation was presented for review by the Board of Trustees.

See Appendix A for Financials.

Sec IV:
 Ends
 Policies

Board
 Rule:
 400.0100.00-
 Student
 Development

Board Rule: 400.0100.00- Student Development

Success in Subsequent College Level Course Work

The goal of assessing student success in subsequent college-level course work at Belmont Technical College is to demonstrate the effectiveness of transitional course work and to help students foster their development as lifelong learners (*Ends Policies*, Section IV, 400.0100.00 Student Development). Monitoring procedures are being developed to monitor effectiveness of the Transitional Studies Program. Systematically organized student support processes are being designed and implemented in the Student Success Center to guide the ongoing process of improving quality in transitional studies programming overall. This report provides data on the key indicator, *Success in subsequent college-level course work*, in two tables and one graph. The report helps determine the extent to which new systems and processes are effective.

The report tracks the final course grades of students who were enrolled in developmental math, English, and reading courses and were enrolled subsequently in college-level courses. Measurement of students' success is achieved by examining students' completion or non-completion of subsequent college-level courses. For the purposes of this report, "subsequent college-level courses" include: Composition I (ENG101), Manufacturing Math I (MAT102), Manufacturing Math II (MAT104), Allied Health Math (MAT112), College Business Math (MAT114), Statistics I (MAT116), Technical Mathematics I (MAT121), and College Algebra (MAT131). Successful completion is defined as an end-of-quarter grade of A, B, C, or D in entry-level college course work. Analysis of data measuring students' successes systematically documents improvements and provides data for decision-making about future quality improvements.

Data

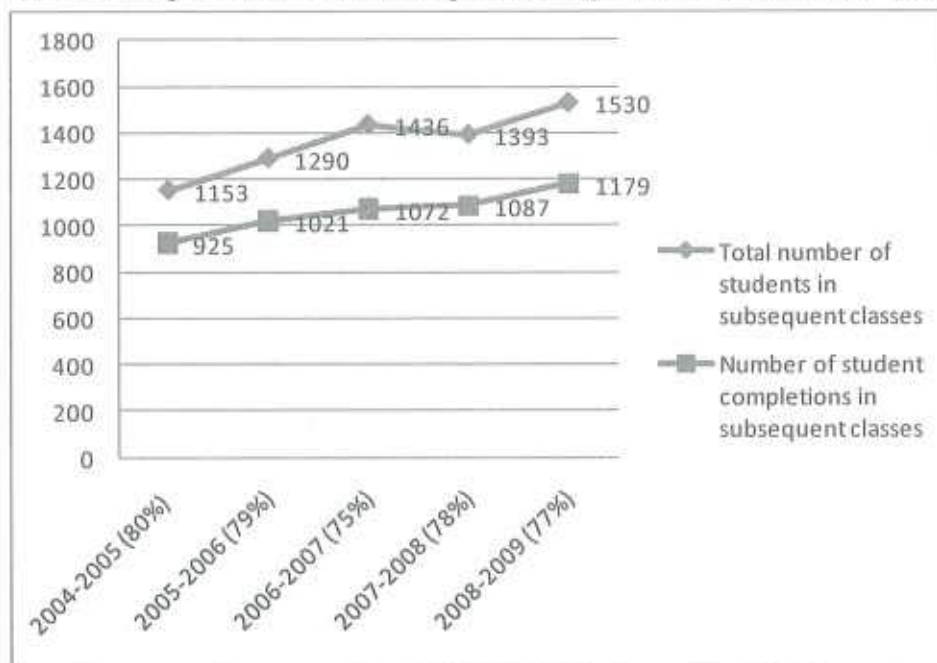
Data were gathered from student records for individual grades received on a quarterly basis. Grades were then aggregated by year. Table 1, *Success in Subsequent College Level Course Work*, displays values for students' grades that were assigned in a defined group of eight courses referred to as "subsequent college level courses." These data represent grades assigned to students across five academic years. Each year is broken down by quarter of enrollment.

Table 1, *Success in Subsequent College Level Course Work*

		Year				
		2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Number of students enrolled in college level courses		n=1153	n=1290	n=1436	n=1393	n=1530
Successful completions*						
Quarter of enrollment						
	Summer	102	101	114	99	95
	Fall	308	358	395	420	452
	Winter	267	322	344	333	332
	Spring	248	240	219	235	300
Total number of completions		925	1021	1072	1087	1179
Non-completions						
Quarter of enrollment						
	Summer	13	12	21	15	28
	Fall	87	92	129	91	107
	Winter	57	93	105	109	104
	Spring	71	72	109	91	112
Total number of non-completions		228	269	364	306	351
Annual percentage of completions		80%	79%	75%	78%	77%
* Successful completion is defined as a grade of A, B, C, or D						

Trends for successful completion rates by year can be seen in Chart 1, *Completion rates in subsequent college-level courses, 2005 through 2009*. The blue line in the completion rate chart shows the number of enrollments in subsequent classes. A red line represents the number of successful completions in subsequent courses. Percentages of successful completions are displayed in parentheses beside the academic year labels (e.g. 2008-2009 (77%)). The successful completion rate has varied between a high of 80 percent in for the 2005-2005 year to a low of 75 percent for the 2006-2007 year. The percent of successful completions for the most recent year, 2008-2009, is 77 percent.

Chart 1, Completion rates in subsequent college-level courses, 2005 through 2009



The second table, *Rates of successful completions in subsequent courses, 2006-2009*, drills down to the course level for eight courses in which students frequently enrolled following completion of transitional studies courses.

Table 2, *Rates of successful completions in subsequent courses, 2006-2009*

Subsequent course	Year			
	2006	2007	2008	2009
Composition (Eng 101)	79.30%	75.50%	76.70%	75.30%
Manufacturing Math I (MAT 102)	87.00%	73.10%	85.70%	81.30%
Manufacturing Math II (MAT 104)	76.20%	68.80%	69.00%	57.10%
Allied Health Math (MAT 112)	81.10%	75.50%	74.90%	71.50%
College Business Math (MAT 114)	68.00%	68.20%	73.40%	75.90%
Statistics I (MAT 116)	78.90%	70.80%	66.20%	64.70%
Technical Mathematics I (MAT 121)	88.90%	100%	80.00%	100%
College Algebra (MAT 131)	81.40%	66.20%	75.50%	81.40%

Analysis

Data in Table 1 and Chart 1 reveals that annually, the number of students completing subsequent college-level courses has increased over the last five years, as the number of students enrolling in college-level courses has increased. Thus, both the number of students and the number of successful completions of courses have increased. For the 2004-2005 academic year, 1,153 students enrolled in college-level courses after completing transitional studies courses. For those enrollments, there were 925 successful completions. For the 2008-2009 year, there were 1,530 enrollments by students who had completed transitional studies courses; during the same year, there were 1,179 successful completions. Thus, there were more successful completions in 2008-2009 than there were successful and unsuccessful completions for 2004-2005.

When the data for numbers of students enrolled and numbers of students completing subsequent college-level courses are aggregated by year, as the data appears in the first table and chart, a positive trend is displayed. When data for subsequent college-level courses are disaggregated and displayed by distinct courses, as in Table 2, that positive trend is not evident. Students' successful completions in three courses: College Business Math, College Algebra, and Technical Business Math I have increased, while students in the other five courses have had declining percentages of successful completions.

Conclusions/Recommendations

The data for success in college-level courses for those students who initially tested in to transitional studies classes suggest that there is variability in students' successes in subsequent college-level courses. Success rates for the five courses with declining rates of success in subsequent college level courses suggest the strategies implemented to help Belmont Technical College students achieve success in their chosen certificate or degree programs and throughout their chosen careers may be contributing to decreased success rates while students adapt to more challenging requirements. The following strategies have been implemented in the past several years, and it is likely that success rates in Composition I, Manufacturing Math I & II, Allied Health Math, and Statistics, shown in Table 2, *Rates of successful completions in subsequent courses, 2006-2009* have declined while students adapt.

- In Composition I, an increased focus on the negative results of grade inflation and the implementation of a standard syllabus for all ENG101 courses have increased the rigor in this course. Increased expectations for students may have negatively impacted success rates in the past few years as shown in Table 2, *Rates of successful completions in subsequent courses, 2006-2009*. However, students who successfully complete ENG101 are now better-prepared writers, and their performance in subsequent English and non-English courses and in the workplace has been positively impacted.
- An increased focus on high expectations and rigor has been implemented in the math department over the past several years. In addition, the math department has also worked to standardize courses and syllabi.

Continued evaluation over a several year period will help administrators, faculty, and staff make informed, data-driven decisions regarding the effectiveness of all strategies listed above. Indeed, research suggests that in developmental education, systematic evaluation contributes to students' success (Boylan, 2002). A more systematic approach has been taken to evaluate student success at Belmont Technical College over the last two years. The implementation of evaluation strategies to improve outcomes is an important aspect of the college's AQIP projects. Initiatives such as Right Start, PSY104 ("Student Learning and Success"), academic alerts, and supplemental instruction are being evaluated regularly by the faculty, staff, and administrators who have content knowledge in these areas. Systematic evaluation of programs will contribute to students' success, and data-driven decision making appears to be making a difference in student success. The pathway to student success will be enhanced through the efforts of all who are involved in systematic evaluation strategies.

During the past two years, supplemental instruction has been incorporated into classes where students were having the greatest difficulty achieving success. Indicators suggest that students benefit from the assignment of "Supplemental Instruction Leaders" to classes. Supplemental Instruction Leaders are students who have previously taken the class and shown exceptional mastery of the course content. These leaders then attend each class

of a same, but subsequent course, take notes, provide in-class support to currently-enrolled students, and hold study groups outside of class. Comparison of outcomes from classes where supplemental instruction was included, with those classes where it was not, may provide data to support increased implementation of this strategy. In addition, qualitative data from participating instructors and students may also provide data to support an increase in this strategy.

Increased monitoring of student success in subsequent college-level courses has been enhanced with the implementation of Case Management Advising (CMA). CMA provides an electronic mechanism for monitoring the success of students who have been identified as being at risk for failure. Advisors have developed individualized programs for students who have been identified as “at risk.” Electronic tracking by advisors provides more timely identification of potential threats to success that arise. This process has facilitated the implementation of interventions for individual students, and the process will continue to increase in total number of students served and interventions implemented for students. In addition, monitoring of student performance will be enhanced. Research indicates that through CMA, faculty and advisors have been able to make a positive impact on student success.

Finally, the Student Success Center (SSC) has implemented a “triage approach” to student assistance and success that complements CMA. When students request assistance in the SSC, they receive individualized assessment of their needs from one of the SSC staff members. Students then receive interventions and assistance based on their unique needs. Students who are involved in CMA can and do take advantage of this unique service, and the effectiveness of this triage approach to student support will be assessed.

Looking toward the future, efforts continue to be made to help more students be successful. Toward this end, Belmont Technical College encourages or sponsors a number of college-wide initiatives. These initiatives include: participation by students, faculty and staff in local workshops; faculty and staff participation in regional and national workshops and conferences; and Celebration of Learning student, staff, and faculty participation. These initiatives—and more—tie together the college’s efforts to implement continuous quality improvements and to foster success for all students.

Board
Rule:
400.0400.00-
Community
Development

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Number of Recreational Learning Non-Credit Courses

Belmont Technical College provides recreational learning non-credit courses for residents of Belmont, Harrison, and Monroe counties. These courses offer skills aimed to enrich the lives of citizens and students in the service area. Enrollment in recreational learning non-credit courses is monitored by the Workforce Development and Community Education Department. (Board of Trustees, *Ends Policies*, Section IV, 400.0400.00 Community Development)

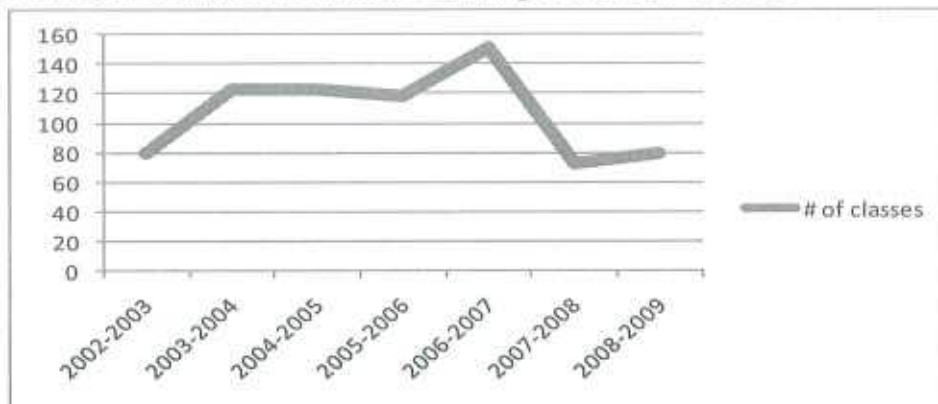
Data

Data in this report are presented in four graphs and summarize recreational learning non-credit classes made available during the 2008-2009 academic year. Some courses provide opportunities to enhance workplace skills or to present short-term pathways to employment. This type of programming includes a *Real Estate Post-licensure* course that

was offered in August 2008. Other recreational learning courses focus on personal enrichment and include *Beginning Yoga, Zumba Latin Dance, and Woodworking.*

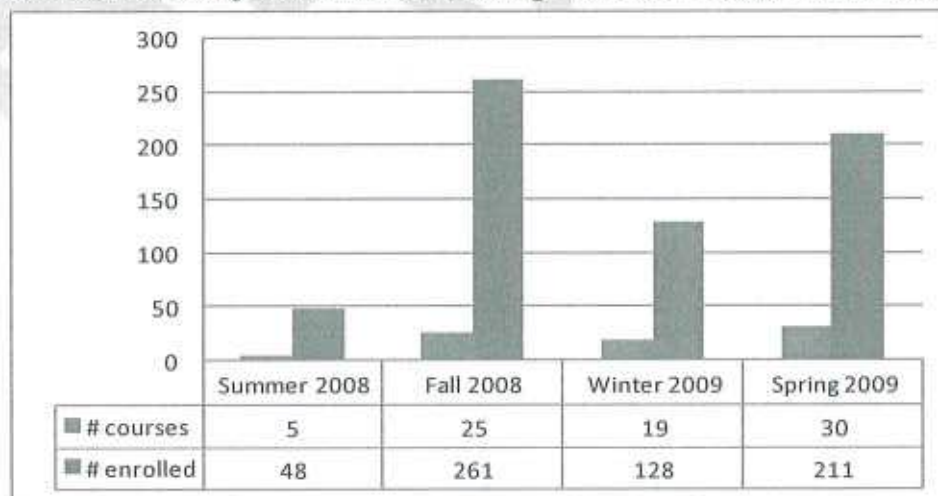
The first chart, *Trends in Recreational Learning Non-credit Courses*, displays data gathered over the last seven years. Courses included in these data are limited to classes delivered in a traditional face-to-face format. This chart shows that the number of recreational learning non-credit courses has recovered in the past year to the same level that was reached during the 2002-2003 academic year.

Chart 1, *Trends in Recreational Learning Non-credit Courses*



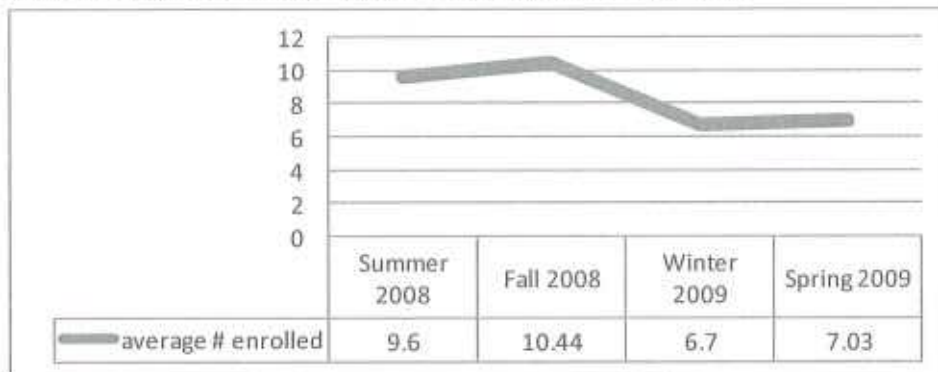
The second chart, *Number of Recreational Learning Non-credit Courses 2008-2009*, displays data for courses that were conducted by instructors using face-to-face delivery format during the past academic year. Data in this chart are arranged in a bar graph and organized by quarters. The blue bars represent the number of courses offered; the red bars indicate the number of students enrolled in the courses for that quarter.

Chart 2, *Number of Recreational Learning Non-credit Courses 2008-2009*



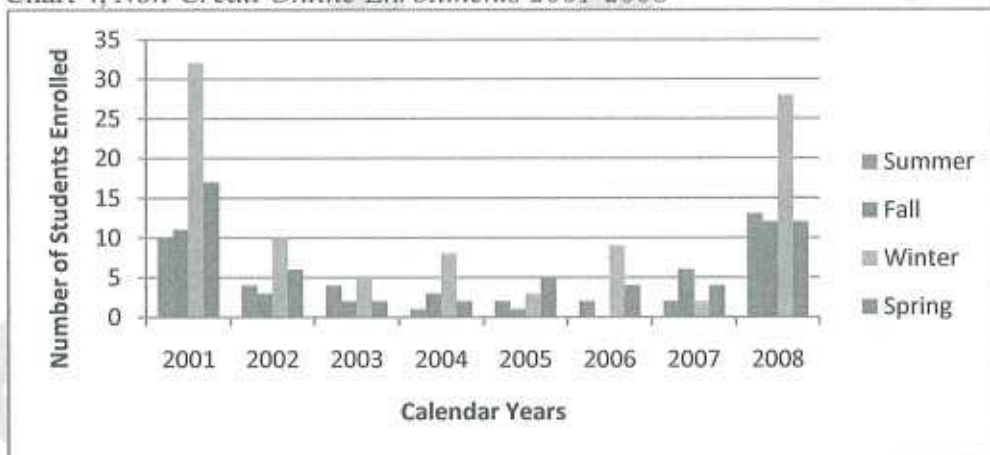
The third chart, *Average Number of Students Enrolled, 2008-2009*, shows the average number of enrollments in face-to-face delivery of non-credit courses for each quarter of the academic year.

Chart 3, Average Number of Students Enrolled, 2008-2009



The fourth chart, *Non-credit Online Enrollments 2001-2008*, displays data for non-credit courses that were offered online over the last eight years. Advertising and registration for these courses are handled through the Community Ed department at BTC, while online delivery of the courses is provided by ed2go^o [http://www.ed2go.com/online_courses.html].

Chart 4, Non-Credit Online Enrollments 2001-2008



Ed2go^o has been providing education for the Workforce and Community Education Department since 2001. The data reported by Ed2Go we felt the information in our system was not reliable. We have more confidence the information from ed2go is more exacting. However their information is organized on a calendar year and not an academic year.

Analysis

The trend in recreational learning non-credit course programming has been shifting from recreational in nature to more of a professional development type of programming and from exclusively face-to-face to the addition of online delivery. As the demand for enrichment programming has declined over the last seven years, enrollment in courses focusing more on professional development skills has increased. In addition, the convenience of being able to take online courses anytime and any place has increased opportunities for community education, especially those courses that might have had low enrollment.

During 2008-2009, BTC has offered courses through ed2go^o, and thirty-nine enrollments have been recorded for the academic year. Online courses in Workforce and Community Education have become more popular through the years. In addition,

enrollments are higher during winter quarter than during any other quarter. This follows the same pattern as seen in states that rely heavily on on-line courses because of the harsh winter conditions. Such states include Wisconsin, Minnesota, and North Dakota. Closely following that pattern of increased enrollments in winter is the trend for higher enrollments in spring. These peaks and valleys in enrollment may also be due to an increased emphasis on marketing the courses during certain times of the year.

Conclusions/Recommendations

Quality in recreational learning non-credit course programming has been emphasized by the faculty and staff in all courses over the past year. Reorganization and new leadership in the Community Education department is developing a model to house recreational non-credit programming in its own environment and to track trends independently from other courses. In the past year, the number of recreational learning non-credit courses offered has increased from 73 in 2008 to 79 in 2009. This represents an eight percent increase in the number of courses offered this year.

Progress has been made on integrating monitoring of courses and activities into systematic processes. Data are analyzed and reported systematically. As strengths and opportunities for increasing quality are identified, improvements are implemented. Community Education department staff members are working on storing data for non-credit courses in the Jenzabar student information system. Jenzabar has been in use for credit courses and housing the information in one system contributes to making a more seamless connection between the two areas of programming.

The Community Ed department has a unique opportunity to increase on-line enrollment during the next year. Some of the steps taken thus far include:

1. Subsequent to two resignations, positions were filled after re-designing position descriptions and reorganizing the department's structure.
2. Students have the option to make payments on line. Prior to this students had to call into the college to give credit card information or come in to the office to pay for class.
3. Brochures are now provided that speak directly to on-line courses.
4. A BTC staff member has been trained to assist students with questions and concerns related to online programming and registration.

Based on the eight years of data, the department will promote aggressively on-line classes with a special emphasis on winter and spring quarters. Three projects to address promotion include:

1. Using the data for past on-line enrollments to customize marketing efforts and encourage continued education in students' areas of interest.
2. Partnering with the Public Relations Coordinator and Distance Education Coordinator to promote BTC's distance education opportunities.
3. Seeking other on-line programs to increase the breath of opportunities for BTC students.

BTC's Community Education Department has been working throughout the past year to increase the attractiveness of the service area for people who consider moving here. As the department's goal of enhancing regional attractiveness is realized, members of the workforce living in BTC's service area will benefit from increased educational opportunities, and the economic prospects for Belmont, Harrison, and Monroe counties will be enhanced.

Enrollment Trends in Off-Campus Sites

Belmont Technical College demonstrates a commitment to contributing to the workforce needs and encouraging the cultural and intellectual growth of the citizens and students of the regions it serves. BTC's presence in Belmont County is firmly established, and opportunities exist in Harrison and Monroe Counties to have a similar impact by utilizing BTC employees and resources in off-campus locations. This report focuses on the headcount and credit hour enrollment trends for off-campus locations, one at the North Center in Harrison County and the other in Monroe County.

Data

Historical data for headcount and credit hour enrollments at the North Center in Harrison County and in Monroe County over the past ten years, from 1999/2000 through 2008/2009, were gathered and are displayed in charts. The headcount total for each year is the sum total of all four academic quarters for that year. Student enrollments are shown as *duplicated* in that a student who took classes at an off-campus location for more than one quarter within an academic year would be counted once for each quarter. Likewise, the number of credit hours taken by a student would be the total sum of hours for all four quarters of the academic year. The enrollment trend at the North Center is shown in the first chart and at Monroe County in the second.

Data showing the average number of credit hours taken per student within an academic year also are included in the report in Table 1, *North Center average credit hours per student*, and Table 2, *Monroe County average credit hours per student*. The average number of credit hours per student is calculated by dividing the annual total of credit hours by the total headcount for each year at each location.

Tracking of new students attending each location has been initiated recently. Data for new student enrollment over the past three years are reported for North Center and ten years for Monroe County. This information has been included as a benchmark for continued tracking and analysis and for purposes of evaluating recruitment strategies.

Chart 1, *North Center Enrollment Trends 1999-2000 through 2008-2009*

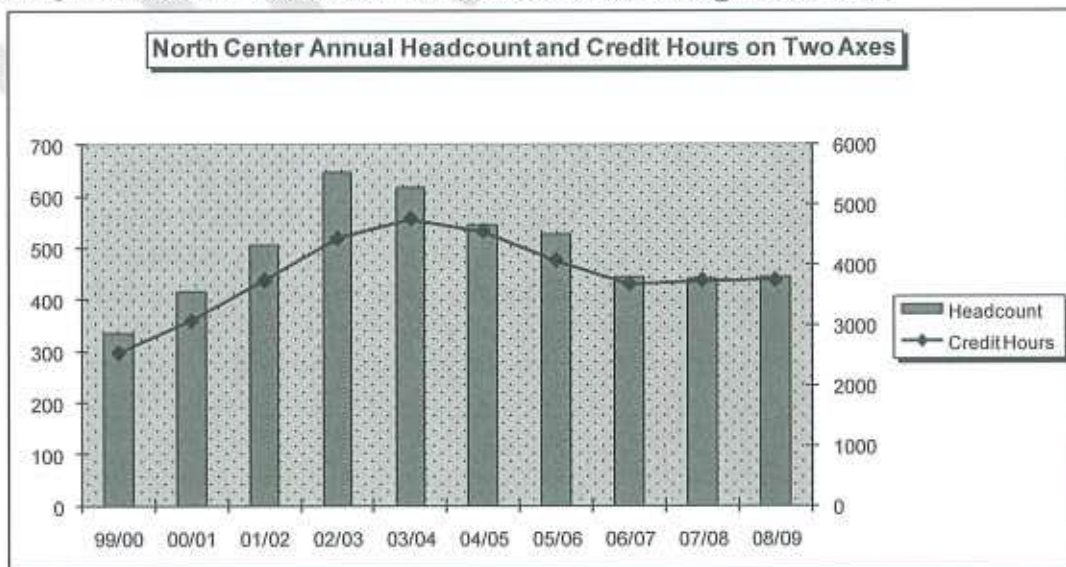


Chart 1, reveals headcount for the North Center began in 1999/2000 with 336