

Renton Technical College

Focused Interim Report

September 30, 2010

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Introduction

A Comprehensive Evaluation of Renton Technical College was conducted on October 13-15, 2003. Accreditation was reaffirmed on the basis of the Comprehensive Evaluation. The evaluation team identified six recommendations in its report to the Commission. The Commission required a Progress Report to be submitted in fall 2004 addressing recommendations 3, 4, and 6. The report was accepted by the Commission in December 2004.

The Commission also requested a Focused Interim Report and Visit in fall 2006 to address recommendations 1, 2, and 5. The college hosted an evaluator on October 16, 2006. The evaluator forwarded one recommendation to the Commission, which reaffirmed the accreditation of the college in January 2007.

A Regular Interim Report was submitted in September 2008 and two evaluators visited the college on October 1-2, 2008. The recommendations from the 2003 Comprehensive Evaluation and from the 2006 Focused Interim Visit and the actions taken in response to them were evaluated. One recommendation resulted from the fall 2008 visit. Based on the evaluators' report, the Commission reaffirmed the accreditation of the college in January 2009 and requested that the college submit a Focused Interim Report addressing the recommendation and host a visit in fall 2010.

In February 2009, the college submitted a prospectus notifying the Commission of its intent to change the method it used to account for the student learning experience from a clock hour based system to one based on credit hours effective July 1, 2009. The Commission reviewed and approved this request as a major substantive change and requested that the college expand its fall 2010 Focused Interim Report to include a review of the college's transition experience.

This Focused Interim Report is submitted in response to the Commission's requests as documented above.

Response to Recommendation

Recommendation 1: The evaluation committee recommends that the college take action to implement its strategic planning activity per its published timelines and to complete the strategic plans for its Student Services and Finance and Administration Divisions to ensure the dynamic and systematic connectivity and evaluation of human and physical resources consistent with the overall plan. (Standard 1B).

Renton Technical College's strategic planning activities are guided by its mission, vision and values:

- **Mission:** Renton Technical College prepares a diverse population for work, fulfilling the employment needs of individuals, students, and industry.
- **Vision:** Renton Technical College will be the premier technical college in Washington State preparing students for certificates and associate and baccalaureate degrees.
- **Values:** Renton Technical College is committed to the following values as we fulfill our mission and move towards our vision:
 - Student focused.....their success is our success
 - Quality.....without compromise
 - Integrity.....to say and do what is right
 - Teamwork.....together, we will accomplish more
 - Respect....for the diversity of people and feelings, ideas and resources
 - Service.....to our customers and our community

Strategic planning sessions held in 2001 identified four goal areas and within them ten institutional goals that would guide the College toward fulfillment of its mission:

- **Access to education and training**
 - Promote and support diversity throughout the College
 - Develop and strengthen alternative delivery strategies and service systems
 - Respond to Basic Education needs in support of occupational training
- **Service to students from initial application to graduation and beyond**
 - Address preparedness and transition for students entering and exiting the technical college environment
- **Quality through a commitment to student success**
 - Maintain cost effectiveness standards
 - Measure and improve institutional effectiveness
 - Establish, support, and strengthen student learning outcomes throughout the College
 - Promote and support organizational and staff development
- **Economic development through partnering with the community**
 - Expand college resources
 - Expand community and economic development activities

The Renton Technical College strategic plan procedure (Attachment 1) assigns champions to each institutional goal that are responsible for reporting annually to the Board of Trustees the status of activity related to their attainment. Because there are ten goal areas and there are ten regularly scheduled Board meetings each year, a goal report is included in the agenda for each meeting. The four goal areas and the institutional goal areas contained within them remain as part of the current institutional strategic plan.

The RTC strategic plan procedure also identifies a timeline that consists of the following three components:

- 1) Every 5 years: Review of Vision, Mission, and Values
- 2) Every 3 years: Review and revise college priority areas and goals
- 3) Every year: Measure success of past objectives
Develop new objectives to move toward goals
Report results and strategic plan to community

In keeping with the College's strategic planning procedure and in response to Recommendation 1 of the Comprehensive Evaluation, a strategic planning retreat was convened on September 1, 2004, to review past activities, assess their current status, and identify a course for the future. Led by the college president and facilitated by an outside consultant, the retreat was a daylong event whose participants included members of the Board of Trustees, college administration, and the four unions that represent hourly employees. A total of 39 people representing a cross section of the college staff took part in the retreat. A review and analysis of the mission, vision, and values of the institution was conducted in which input from all in attendance was solicited. That work left the mission of the college unchanged and produced minor changes to the vision, values, and institutional goals and is reflected in the above listings.

The enrollment crisis that occurred in fall quarter 2004 forced a delay in addressing the directions/issues identified in the retreat. Given the severity of the problem, it was necessary to focus virtually all available institutional resources on increasing the number of students attending Renton Technical College. While strategic planning and related activities did not completely stop, they were temporarily scaled back in favor of solving what was viewed as a more immediate threat to the institution. Some activities tied to or resulting from the strategic planning process did continue, however. For instance, the first annual Instruction Retreat, held in August 2004, focused on near- and long-term program planning by identifying and prioritizing new programs. Existing programs that were considered at risk were also identified as part of this process. A product of the retreat was a list of planned programs to be developed, approved, and started over a period of six years. That list was reviewed at the beginning of fall quarter 2006 and timelines were adjusted as necessary to reflect changes brought about by reallocation of available resources, variations in the local economy, and a desire to maintain a balanced mix of programs across all departments within instruction. Subsequent retreats had as their theme such topics as development of divisional goals based on the institutional strategic plan. This led to the development of a strategic plan for the instruction division which is clearly tied to that of the institution. Updating of the divisional plan was a major focus of divisional retreats which took place in summer 2008, 2009, and 2010. The instruction division strategic plan (Attachment 2) is

currently being updated to reflect changes agreed to in the most recent retreat. Relevance and currency of the plan was instrumental in the division's response to the fiscal year 2010 budget reductions. Focusing on the College's goals of access, quality and economic development, the instructional administration team followed a strategy of maintaining breadth and quality of program offerings the continued to meet the employment needs of both students and industry partners. Therefore, programs identified for reduction were those that were either low in enrollment, or which had multiple sections.

In response to the recommendation of the 2008 Regular Interim Visit evaluation team, the Student Services and Administration and Finance divisions met to produce strategic plans for their areas. The planning process used to develop the Student Services Strategic plan was comprised of three student services meetings and a five hour retreat off campus to write the document. In the first meeting division staff evaluated the institutional strategic plan to identify what elements of it were applicable to student services activities. There was also a lengthy discussion regarding the division's role within the institution which was primarily focused on its supportive role for instruction. At their second meeting, participants evaluated the instructional strategic plan. During this process, it became evident that a plan that meshed with the institutional and instructional plans would have to be drafted. It would also need to show how student services activities supported the mission, vision, and values of the College. The third meeting was a freewheeling brain storming session that provided an opportunity for divisional members to look at who they are, what they value, and what they add to the institution. Many thoughts and ideas surfaced, some of which were excellent and some which were dismissed. At this point the need for a retreat became evident so that the actual writing could be completed without interruption. The group convened at an offsite location for a morning long session. A computer and projector were used to capture ideas in a more formal context. As the session progressed, participation increased and the plan came together. Because there was broad participation by all members of the division, the final draft of the strategic plan for the division incorporated ideas and philosophies from Admissions, Registration, Counseling, and Financial Aid. Collectively, these groups represent the needs of all students who attend RTC. At their most recent annual retreat, the plan was reviewed and updated to reflect changes in staffing, services, and divisional goals that resulted from the major budget reductions implemented with the start of fiscal year 2010. The Student Services Strategic Plan is included as Attachment 3 to this report.

In winter quarter 2009, the Vice President of Administration and Finance held special meetings with her direct reports to develop a strategic plan for the division. First steps included the creation of mission, vision, and values statements. With that as a starting point, department directors/managers then met with their respective staff to develop goals and identify strategies to achieve those goals within each department. Follow up meetings with all direct reports were then held to fine tune and consolidate the goals and strategies into a cohesive strategic plan for the division. Department strategies are discussed at bi-monthly staff meetings with the Vice President of Administration and Finance, as needed. Revisions to the plan will be made in fall quarter 2010. The Strategic Plan for Finance and Administration is included as Attachment 4 to this report.

As each division developed or updated its strategic plan, it became apparent that the Information Technology (IT) department held a unique position in the organizational structure of the College. The services provided by the IT department support all three divisions. The decision that needed to be made, then, was whether to include IT-related goals in each of the divisional strategic plans or instead develop a separate strategic plan for the IT department. After weighing alternatives, and in conjunction with the reassignment of the IT department from the Administration and Finance Division to the Instruction Division, it was determined that a strategic plan for IT would provide a single source document that would identify near and long range goals for the department. The Strategic Plan for Information Technology is currently being developed.

The College's efforts toward adhering to its strategic planning timelines were hampered by several events that occurred from late fall 2008 through the following year. First among these was the statewide budget crisis that resulted from the downturn in the economy. As each month passed, the budget situation worsened with the magnitude of the projected cuts in state funding increasing as successive budget cuts were released. Ultimately, the College experienced a decrease in state funding of \$1,306,271 that resulted in the elimination of 26 positions and the closure of six full time programs or program sections. The discussions and meetings leading up to these decisions consumed a significant portion of time for those involved in making them and dominated Board of Trustees meetings. While some reports related to strategic planning were included in board agendas, the majority did not occur as required by the College strategic planning procedure. However, as stated previously, the goals contained within the strategic plan provided guidance in determining where reductions would be made. As part of the reductions, college administration elected to close the Student Success Center and the Office of Instructional Improvement. The former provided tutoring, job placement, and other assistance to students, while the latter worked with faculty, and in particular newly hired instructors, to help them develop their teaching and classroom management skills. Responsibility for some of the services provided by these two groups was reassigned to other parts of the College, but not all services could be retained. The strategic plan for the College, and for instruction and student services, provided the blueprint for implementation of this reduction. While there is no doubt that Quality and Services to Students were adversely affected by the decision to eliminate these entities, the subsequent steps taken to reassign responsibility for key activities of each was driven by the goals contained within the college strategic plan, the strategic plan for instruction, and the strategic plan for student services.

As the College was emerging from that process, issues arose between members of the Board and the president, ultimately resulting in his contract being terminated for convenience. An interim president was hired in September 2009 and he has since become the permanent president of the institution. With new leadership has come new vision, and strategic planning is now a more visible priority for the College. As the Board of Trustees moves toward a Carver model of governance, and as the Commission implements a new accreditation process, the President has recognized the relationship that exists between the strategic planning process and the newly defined accreditation process that has as its focal point core themes. Two new committees have been formed, one to oversee the strategic planning process and its manifestation in campus initiatives, and another to advise in the budget process, insuring that planned expenditures are consistent with the strategic goals of the College. The former was taken from the Core Team that has led the College's Achieving the Dream initiative, while the latter was formed by the

president shortly after his arrival. The Core Team met to determine the core themes of the college, which were then introduced to the campus community in a monthly team meeting. Following that, two half day long campus forums were held to identify outcomes for each of the College's core themes. That information is in the process of being collated and evaluated to determine the final set of outcomes that will be incorporated into the long term plans for the institution.

At its retreat in August 2010, the Board received a presentation on the new accreditation standards and process, and the status of the College's activities in relation to the new process was discussed. Additionally, each of the three vice presidents provided an overview of key events that had occurred within their area of responsibility during the past year. Because elements within the presentations were linked to the goals of the strategic plan, the Board was updated on status of their attainment. It was agreed that providing this information to the members of the Board in one presentation was more effective than doing so on a monthly basis. The strategic plan will therefore be revised to reflect this change in process.

Strategic planning remains a challenge at RTC. The disruptions caused first by enrollment issues and now by ongoing budgetary difficulties have resulted in inconsistency in attaining the goals set out in the College's plan and more specifically in reporting those efforts to the Board of Trustees, the campus community, and the community at large. The arrival of a new president has created new energy on campus and has provided a clear vision for strategic planning at RTC. The implementation of the new accreditation process and its associated timeline have created the perfect opportunity for the College to at long last install a strategic plan and associated processes that not only set the long term direction for the institution but that also define processes and procedures that will keep it viable.

Review of Clock Hour to Credit Hour Transition

Introduction

On March 20, 2009, Renton Technical College submitted a proposal to the Commission to change the manner in which it documents the student learning experience from a clock hour based system to one based on credit hours. The proposed change was offered in order to make the College more consistent with other higher education entities in Washington State, thereby enhancing the ability of students to transfer their coursework at RTC to other colleges and universities. Additionally, it was believed that the proposed change would increase the availability of financial aid to a greater number of students as funding would, for the first time in the College's history, become available to those enrolled part time.

Mission and Goals

Listed in the following table are Renton Technical College's mission and goals.

Mission	
Renton Technical College prepares a diverse student population for work, fulfilling the employment needs of individuals, business and industry.	
Institutional Priorities and Goals	
Priorities "Ends"	Goals "Means"
Access	<ol style="list-style-type: none"> 1. Promote and support diversity throughout the college. 2. Develop alternative delivery strategies and service systems. 3. Respond to Basic Education needs in support of occupational training
Economic Development	<ol style="list-style-type: none"> 4. Expand college resources. 5. Expand community and economic development activities.
Quality	<ol style="list-style-type: none"> 6. Maintain cost effectiveness standards. 7. Measure and improve institutional effectiveness. 8. Establish, support, and strengthen student learning outcomes throughout the college. 9. Promote and support organizational and employee development.
Services to Students	<ol style="list-style-type: none"> 10. Address preparedness and transition for students entering and exiting the technical college environment.

Table 1. Renton Technical College Mission and Goals

RTC's students are preparing for occupations whose entry level requirements have evolved significantly during the 19 years that have elapsed since the institution became part of the Washington State community and technical college system. This evolution has manifested itself in several ways, including the increasing requirement by employers that students have an associate's degree if they are to be considered for employment. The workforce development role

that RTC plays in supporting the state's economy now includes creating opportunities for follow on education which builds on the training received in professional technical programs. The need for advanced education beyond the two year level is necessary for many of the College's graduates to be viable candidates for advancement within their chosen career field. Changing from a clock hour based system to a credit based one was therefore viewed as essential if Renton Technical College is to maintain the quality of its programs, provide career advancement opportunities for its program graduates, and fully meet the intent of its mission to prepare people for work.

Authorization

The Vice President for Instruction presented information supporting a change from a clock hour based institution to a credit based one to the Board of Trustees at their regularly scheduled meeting held on September 11, 2007. This presentation was designed to inform the Board of the historical aspects of the clock hour model, the differences between the two systems, and the important factors to be considered in making the proposed change. The Board concurred with the need to change and urged administration to go forward with plans to do so. At their March 10, 2009, meeting, the Board of Trustees passed a resolution approving the change to a credit hour institution (Attachment 5). The Board received an overview summarizing the status of the transition at its August 2010 retreat.

The decision to operate as a clock or credit hour institution is a local one. Approval from the Washington State Board for Community and Technical Colleges was therefore not required. Similarly, the United States Department of Education only required notification of the change, to include evidence of approval of the change by the institution's accrediting body. That notification was delivered upon receipt of the Commission's approval of the College's substantive change request.

Educational Offerings

The mix of programs offered at Renton Technical College and the content of their curriculum was unaffected by the change from clock hours to credit hours. However, the manner in which the course content was organized into individual courses and the delivery of those courses was modified. In preparation for the transition to a new system of documenting student learning, all full time programs were revised commencing in academic year 2007 – 08 so that these already approved programs fit more clearly into the 12 week quarter. Under the clock hour system, instructors had considerable flexibility in the delivery of their programs, including the sequencing of courses. Because students paid tuition based on hours attended rather than credits delivered, the actual sequencing of coursework did not affect tuition paid. It was not uncommon for an instructor to begin teaching a course in one quarter and finish it in the next, with an "In Progress" grade being recorded for all enrolled students at the end of the beginning quarter. It was quickly recognized that under a credit hour system, registration would have to know what courses were being taught when so that the correct credit load could be calculated and the proper tuition charged. Additionally, the use of in progress grades would have to cease for most programs. Carrying courses from one quarter to the next would unreasonably complicate the calculation of tuition. It was also understood by the guiding committee that there could be programs in which the use of the "In Progress" grade was essential to the orderly and logical delivery of the course content. As a result, instructors were asked to revise their programs so

that courses fit neatly into the 12 week, 360 contact hours per quarter model used at RTC. They were also asked to identify the quarter in which each course was taught, insuring that courses ended in the quarter in which they began. This effort took time and involved training of faculty so that they understood the new rules under which they would operate. While this process involved considerable effort by faculty and staff, it resulted in a more structured approach to program delivery that was more consistent with what other institutions were doing.

With a few exceptions, arranging program courses to fit more precisely into the quarterly structure in place at RTC was accomplished with only minor problems. Credit equivalencies for all programs and courses offered had been determined within a few years of the College's move from the Renton School District to the community college system. The majority of the work required as related to curriculum and course structure involved fine tuning the length of courses so that what was started in one quarter ended in that quarter. Three programs had more significant work to accomplish in making this change: Culinary Arts, Professional Baking, and Welding. Because these programs are very competency driven, the clock hour system allowed students to remain in one content area of the program as long as needed and until they mastered the competencies associated with it. Additionally, the use of "In Progress" grades was more common as students were sometimes started at a new station in one quarter and remained there into the next in order to become proficient in its content. The change to a credit based system resulted in the elimination of this practice. Additionally, instructors had to divide the curriculum into shorter courses so that they could more effectively manage the progression of students through the program. The program deans, registration, and the executive dean to the vice president for instruction continue to work with all faculty in resolving issues as they are identified, as well as training them in the new processes that were developed as part of the transition.

Planning

The Executive Cabinet had been discussing the possibility of changing to a credit hour institution since 2004. Various issues, such as transferability of course work, articulation to four year colleges and universities, and the perception of the quality of education delivered at technical colleges, periodically surfaced and which shared a common characteristic: the clock hour model was not widely used and was not understood by other institutions of higher education. The determining factor in the decision to move to a credit based system was the benefit that doing so would have for students. The increased availability of financial aid that would accompany a change to the credit system along with a decrease in the administrative load on faculty that was required under the clock hour system led to the Cabinet decision to switch to a credit hour system in 2009. The issues considered and a timeline developed for completing the transition from clock to credit hours is contained in Attachment 6.

The Vice President for Instruction chaired a committee to plan and implement the transition from clock hours to credit hours. The committee consisted of his Executive Assistant, the Director of Admissions and Registration, the Director of Financial Aid, the Vice President for Finance and Administration, and representatives from each of their departments and from the faculty. The committee was formed over a year in advance of the planned transition date and was responsible for all aspects of the process. Meetings were held every other week to identify necessary steps, raise questions, provide answers, and assess overall progress toward the transition date.

Bellingham Technical College and Clover Park Technical College had completed the same transition in each of the two years respectively prior to RTC's planned date for conversion. Meetings were held with our counterparts at each of these institutions for the purpose of exchanging processes, best practices, and lessons learned. The assistance of our colleagues at these institutions was invaluable and is greatly appreciated.

Budget

Renton Technical College carefully considered the budgetary impact of changing from a clock hour environment to a credit environment, determining that the change itself would produce no additional revenue for the college, nor would it result in any expenditure of funds. The allocation of funds among college programs and support services would also be unaffected by the change.

There are two distinct budget related processes that were evaluated to determine what impact, if any, a change to a credit based system would have on the institution as a whole. One was the enrollment budget, as expressed in FTE, while the other was the financial budget, as expressed in dollars. Because state funding is based upon enrollment, and because growth in state support is determined by growth in enrollment over time, the two are inextricably linked.

An analysis of budgeted FTE was completed for full time programs, basic studies, general education, and supplemental programs, comparing potential FTE production under the clock hour system to FTE produced under the credit system. While a decrease in budgeted FTE might occur in full time programs, evening professional technical courses would experience an increase in FTE produced. Basic studies and general education would be essentially unaffected by the proposed change.

The impact of the change on actual reported enrollment for the College was minimal. Since 1995, RTC had used a credit basis to calculate its FTE earned for all credit bearing offerings. Only basic studies courses and apprenticeship had the potential to be affected by a change to the credit hour system because those programs had FTE calculated using an hour basis. An analysis of both areas of instruction determined that there would be no change in FTE generated in basic studies; apprenticeship FTE production would also be unchanged (see Attachment 7).

The conversion from a tuition system in which students are charged based on hours attended to one in which students pay for the credits they choose to take could have serious consequences for college revenue if not managed carefully. The Executive Vice President for Finance and Administration conducted a detailed analysis of all hourly based tuition revenue streams to determine a credit based structure that had two objectives: 1) maintain the average cost of tuition paid during an academic year at or near current rates, and 2) maintain tuition revenue at current levels. The tuition structure that was arrived at was sent to the SBCTC for review and is included in Attachment 8.

During the first year of implementation, tuition revenue for the College increased by 42%. This increase is significantly higher than anticipated, and the reasons for it are not fully understood. While the substantial increase in enrollments certainly plays a role, the magnitude of that increase is not believed to be sufficient enough to account for all of the increase in total tuition

revenue. The conclusion, therefore, is that the increase in enrollment and the changes in the tuition schedule that were driven by the clock to credit hour conversion jointly produced the increase in college tuition revenue.

Student Services

Students at RTC have historically registered in one of two ways, depending upon what their educational goals were. For those taking full time professional technical programs, block program registration was possible. Students did not have to register for each individual course that was taught within their program of choice during the quarter in which registered. They simply registered for the program. Students taking individual courses, such as general education or continuing education, registered for the specific course of interest.

When the College moved to a credit based system, full time students enrolled in professional technical programs could no longer register for their program of choice. Due to constraints imposed by the course and student management system used at all community and technical colleges in Washington State, they had to register for each individual course that was being offered in their program and for the quarter in which they were registering. To ensure that students registered for all courses needed in a given quarter, the Executive Assistant to the Vice President for Instruction developed registration guides for each professional technical program (Attachment 9) to be used by registration program specialists when enrolling students into programs. This process has worked reasonably well. Problems related to student registration typically occur when instructors have either provided incorrect course information or changed the sequencing of their program material without informing others who need to know. This has been a rare occurrence. Occurring more often is the use of incorrect or outdated documents to register students. With each successive quarter in the credit system, faculty, staff, and administrators involved with student registration become increasingly familiar with the new way of doing business. The frequency and number of problems is becoming correspondingly less.

Physical Facilities

No changes to facilities and equipment needs were encountered when RTC transitioned to a credit environment. As the College becomes more accustomed to the credit environment, it is anticipated that patterns of room use could shift, but such a shift will not affect the demand on facilities. Facilities issues are more directly tied to the increased demand for general education classes and the lack of suitably configured classrooms to accommodate them.

Library and Information Resources

The demand on library resources and services was not affected by the change from clock hours to credit hours. Current resources are sufficient to meet program needs.

Faculty

No additional faculty was hired as a result of the transition to credit hours. Their educational and professional experience qualifications remain the same as well. Additional staff was added in the financial aid office. The combination of financial aid being available to more students under the credit system and the increase in enrollment driven by the downturn in the economy created the need for additional support personnel. A full time financial aid clerk was added to assist with processing the significant increase in applications and disbursements.

Summary

The transition from a clock hour based system to one based on credits was accomplished with minimal difficulties. While there were issues that arose and that continue to arise as the College matures in this new way of accounting for student learning, solutions have been identified and implemented quickly. As all involved have become more comfortable and knowledgeable in the credit system, the frequency of issues has decreased. The oversight committee met in June 2010 to review the transition and discuss outstanding issues, and concluded that, given its complexity, the process went remarkably well.

Concluding Statement

Strategic planning activities at Renton Technical College are in a transition stage. Strategic plans have been drafted and are being kept current for each of the three major divisions within the College's organizational structure: Instruction, Student Services, and Administration and Finance. A fourth strategic plan is in development to address the unique needs of Information Technology. The arrival of a new president and the implementation of the new regional accrediting process implemented by the Commission present a unique opportunity to tightly align institutional planning processes with accreditation activities. This effort has begun with the establishment of Core Themes, the initial identification of associated outcomes, and the establishment of committees to oversee the advancement of the institution and the efficient application of its resources in order to fulfill its mission of preparing people for work.

As the College enters its second fiscal year as a credit hour institution, processes and procedures created in support of the change are becoming more familiar to faculty, staff, and students. While problems occasionally arise, most have involved misunderstanding of a procedure or action required under the new way of conducting business. The number of students eligible for financial aid has increased dramatically, in part due to the conversion to a credit based system. While this has resulted in a significant increase in workload for financial aid, resources have been made available to increase staffing in that area. In retrospect, the transition to credits went remarkably well with minimal impact to the operation of the College and the delivery of instruction.

Renton Technical College Strategic Plan

The purpose of Renton Technical College’s Strategic Plan is to chart the College’s direction by articulating a future that is visionary, yet realistic. It provides a structure to guide decision-making and resource allocation, and ensures follow-through. The RTC Strategic Plan is composed of the following elements: the mission, vision, and values; institutional goals and priorities; and indicators of effectiveness. These elements, along with the planning process necessary to make them operational, are defined in detail in RTC 11001.073.

Mission, Vision, and Values

The Mission, Vision, and Values Statements describe *who we are today, who we want to be in the future, and the principles that will guide our progress* from one to the other, respectively.

Mission

Renton Technical College prepares a diverse student population for work, fulfilling the employment needs of individuals, business and industry.

For advertising purposes, when use of the entire mission statement is not possible, the college Board of Trustees has approved a brief “heart” of the mission statement which also is an acceptable use. It is as follows: “Preparing a diverse population for work.”

Last reviewed: 2/99

Last revised: 2/99

Last revised: 9/05

Vision

Renton Technical College will be the premiere technical college in Washington State preparing students for certificates, associate and baccalaureate technical degrees.

Last revised: 9/05

Values

Renton Technical College is committed to the following values as we fulfill our mission and move towards our vision:

- Student-focused their success is our success
- Quality without compromise
- Integrityto say and do what is right
- Teamwork together, we all accomplish more
- Respect for people and feelings, ideas and resources
- Service to our customers and our community

Last revised: 9/05

Institutional Priorities and Goals

Institutional Priorities, or “Ends,” and their associated goals, or “Means,” broadly outline *the actions that will guide our progress* in fulfilling our mission and moving towards our vision. The RTC Strategic Plan consists of four Institutional Priorities and ten Institutional Goals, each of which has a Champion at the Executive Cabinet level.

Priorities “Ends”	Goals “Means”	Champion
Access	1. Promote and support diversity throughout the college.	VP, Student Services and Plant Operations
	2. Develop alternative delivery strategies and service systems.	VP, Instruction
	3. Expand basic education in support of occupational training.	VP, Instruction
Economic Development	4. Maintain cost effectiveness standards.	EVP, Finance and Administration
	5. Expand college resources.	EVP, Finance and Administration
	6. Expand community and economic development activities.	VP, Institutional Advancement
Quality	7. Measure and improve institutional effectiveness.	President
	8. Establish, support, and strengthen student learning outcomes throughout the college.	VP, Instruction
	9. Promote and support organizational and employee development.	EVP, Finance and Administration
Services to Students	10. Address preparedness and transition for students entering and exiting the technical college environment.	VP, Student Services and Plant Operations

Last reviewed: 5/03

Indicators of Institutional Effectiveness

The College employs two sets of indicators of institutional effectiveness: Goal Indicators and Priority Indicators. Goal Indicators measure the collective impact strategic plan activities have on accomplishing institutional *goals*. Priority Indicators, in turn, measure the collective impact strategic plan activities have on accomplishing institutional *priorities*. By design, Goal Indicators and Priority Indicators increase in scope and generality in moving from one to the other.

Goal Indicators		
Access		
1	Indicator	Student and staff demographics reflect service-area demographics.
	Measure(s)	Student, staff and service-area gender, race/ethnicity, and citizenship status.
	Data Source	Office of Research and Development
2	Indicator	College courses, programs and services are accessible to students through technology, alternate scheduling, and strategic location of facilities.
	Measure(s)	Number and percent of students enrolled in online courses, in evening/weekend courses, and at off-campus locations.
	Data Source	Office of Research and Development
3	Indicator	Students receive basic education to support their occupational training.
	Measure(s)	Number and percent of students enrolled in Basic Studies courses prior to and concurrent with enrollment in a professional-technical program, and their subsequent retention and completion rates.
	Data Source	Office of Research and Development
Economic Development		
4	Indicator	The reserve is equal to or greater than 10% of the college operating budget.
	Measure(s)	The amount of fund in reserve in dollars and as a percentage of the college operating budget.
	Data Source	Finance Division
5	Indicator	Revenue from sources other than state allocation and tuition is maintained or increased.
	Measure(s)	The amount and percent increase in revenue from sources other than state allocation and tuition revenues.
	Data Source	Finance Division
6	Indicator	The level of contract training offered by the college is maintained or increased.

Goal Indicators		
	Measure(s)	The number and full-time equivalent of students served through contract training.
	Data Source	Registration Department
Quality		
7	Indicator	Measures of Institutional Effectiveness remain stable or increase each year.
	Measure(s)	Annual amount and percent change in measures 1 – 6, and 8 – 10.
	Data Source	Office of Research and Development
8	Indicator	College learning outcomes are incorporated into program competencies.
	Measure(s)	The number and percent of programs that have incorporated College learning outcomes into program competencies.
	Data Source	Instruction Department
9	Indicator	The number of employees participating in professional development activities remains stable or increases each year.
	Measure(s)	The number and percent of employees participating in professional development activities.
	Data Source	Office of Instructional Improvement, Office of Human Resource Development
Services to Students		
10	Indicator	Students entering the college are retained, and students exiting the college are placed.
	Measure(s)	Fall Quarter to Winter Quarter retention, annual retention, and job placement rates.
	Data Source	Office of Research and Development

Last revised: 7/03

Priority Indicators	
Access	Enrollment and FTEs
Economic Development	Revenue and Expenditures
Quality	Organizational Climate
Services to Students	Completion and Placement Rate

Last revised: 7/03

Strategic Plan for Instruction

The Strategic Plan for Instruction provides a structure to guide decision making and resource allocation in support of the educational programs offered at Renton Technical College and is a supplement to Renton Technical College’s Strategic Plan. Therefore, instructional goals and objectives listed within this procedure are aligned with the institutional priorities identified by the overall College plan.

Mission, Vision, and Values

The instruction division has as its mission, vision, and values those that are identified for the institution as a whole:

Mission

Renton Technical College prepares a diverse student population for work, fulfilling the employment needs of individuals, business and industry.

Vision

Renton Technical College will be the premier technical college in Washington State preparing students for certificates, associates and baccalaureate technical degrees.

Values

Renton Technical College is committed to the following values as we fulfill our mission and move towards our vision:

- Student – focused their success is our success
- Quality without compromise
- Integrity to say and do what is right
- Teamwork together, we all accomplish more
- Respect for people and feelings, ideas and resources
- Service to our customers and our community

Instruction Priorities

The Renton Technical College Strategic Plan specifies four institutional priorities that provide the context in which institutional and divisional goals and objectives are framed. These four areas are access, economic development, services to students, and quality. Instruction division goals and strategies are aligned with these priorities. The time to completion for each goal is a function of the goal itself, the resources available to support its completion, and the overall goals and priorities of the College. Goals and strategies will be reviewed at the annual Instruction Division retreat. Progress toward their completion/implementation will be assessed, and priorities for the coming year identified. Current year priorities are contained in Attachment 1 to this procedure.

Access

The Instruction Division will offer programs of instruction, courses, and other work-related training that provide maximum opportunity for the students within the College's service area to meet their educational and career goals.

GOAL AREA	OBJECTIVES
Diversity	<ol style="list-style-type: none"> 1. Explore increasing international student enrollment; define pathways. 2. Expand outreach to immigrant population within the college's service area. 3. Insure that human relations courses within programs contain units that address diversity/multicultural competency. 4. Create opportunities for faculty, staff and students to value and embrace diversity.
Financial Aid	<ol style="list-style-type: none"> 1. In conjunction with the bookstore, work to minimize textbook costs.
Alternative Delivery	<ol style="list-style-type: none"> 1. Increase entry points (existing and new programs). 2. Improve support for instructors who have program starts in other than fall quarter. 3. Develop plan for transitioning from clock to credit hour system. 4. Increase the number of part time programs offered. 5. Identify alternate locations for offering classes. 6. Modularize programs over one year in length. 7. Improve instructional infrastructure/services in support of distance education. 8. Explore/implement alternative delivery models, e.g., hybrid and part time programs. 9. Revitalize/expand supplemental and continuing education offerings.
Basic Studies Needs	<ol style="list-style-type: none"> 1. Develop clear pathways from Basic Studies to professional/technical programs. 2. Increase number of integrated basic skills/workforce programs. 3. Continue and expand Try-a-Profession

Economic Development

The Instruction Division will offer programs of instruction, courses, and other work-related training that meet the needs of the College's partners in business, industry, and labor. This approach recognizes the role of the institution in maintaining the economic vitality of the region and the state.

GOAL AREA	OBJECTIVES
Increase instructional visibility	<ol style="list-style-type: none"> 1. Establish presence in downtown Renton, The Landing, and throughout the College's service area. 2. Explore and establish relationships with international partners.
Translate relationship with business into instructional support	<ol style="list-style-type: none"> 1. Increase marketing of continuing education classes. 2. Identify staff to develop customized training programs. 3. Increase use of SBCTC Job Skills and Customized Training Programs. 4. Encourage advisory committee member participation and donations of time, money, and materials. 5. Identify, connect and support industry clusters within the geographical area.
Identify and apply for grants	<ol style="list-style-type: none"> 1. Contract grant writers who can write to our targets. 2. Seek out assistance from research director for grant support, particularly those targeted at equipment acquisition. 3. Participate in training on how to develop successful proposals.
Continue investment in equipment for programs	<ol style="list-style-type: none"> 1. Working with finance and administration, develop and institute student lab fees so that historic levels of equipment support can be maintained.
Efficient management of resources	<ol style="list-style-type: none"> 1. Improve utilization of computer resources. 2. Improve use of instructional spaces, with focus on sharing space. 3. Partner with other colleges to better serve the community and meet regional needs.

Service to Students

The Instruction Division will strive to create a welcoming, accessible environment and provide resources to help students complete their training and become gainfully employed. Instruction is strategic, multi-modal and has clearly articulated pathways. Students are provided learning strategies and support, as well as job-readiness assistance and encouragement so they can achieve their education, training, and employment goals.

GOAL AREA	OBJECTIVES
Develop laddered opportunity for student success	<ol style="list-style-type: none"> 1. Improve assessment of incoming students. 2. Establish program prerequisites where appropriate. In collaboration with student services, improve placement of students into 3. programs. 4. Develop innovative strategies to address the needs of underprepared students. 5. Expand online classes to include developmental education courses. 6. Improve and expand academic and career counseling services. 7. Improve diversity and number of general education courses offered in response to increasing need for programs with the ability to transfer.
Address successful transitions into the College, the workforce, and lifelong learning.	<ol style="list-style-type: none"> 1. Increase articulation opportunities from/to: <ul style="list-style-type: none"> - Tech Prep - Other two year institutions - Four year institutions 2. Provide multiple entry and exit points in programs. 3. Increase opportunities for cooperative work experience, internships, and placement. 4. Investigate the "work readiness credential" and how it impacts RTC.

Quality

The Instruction Division sets strategic goals and uses evidence to measure outcomes and develop new initiatives. College and program level outcomes provide the basis upon which student performance is measured. Industry standards, Advisory Committee input, and regional economic needs provide the basis for the development of new and revision of existing curriculum, and for the creation of teaching objectives. Professional-Technical Programs are regularly evaluated against performance criteria. Quality of instruction is also assessed and improved through student surveys, classroom observation, student focus groups, and the faculty evaluation process.

GOAL AREA	OBJECTIVES
Measure and improve institutional effectiveness	<ol style="list-style-type: none"> 1. Identify outcomes, benchmarks, and best practices 2. Determine relationship between program outcomes and institutional outcomes. 3. Assess attainment of student learning outcomes, both program and institutional. 4. Improve retention, particularly in the first quarter of professional technical programs. 5. Improve upon data collection, and its analysis and use in the cycle of improvement. 6. Decrease differential rates of success among ethnic/racial groups
Maintain cost effectiveness standards	<ol style="list-style-type: none"> 1. In collaboration with Finance, develop cost effectiveness standards for instruction.
Student learning outcomes	<ol style="list-style-type: none"> 1. Tie program learning outcomes to institutional outcomes and note on course syllabus. 2. Develop appropriate measurements for assessing achievement of outcomes. 3. Link program outcomes to industry skill standards and/or industry certifications.
Organization and staff development.	<ol style="list-style-type: none"> 1. Develop and enhance CBE software training. 2. Institutionalize UDL initiative. 3. Provide professional development opportunities that assist technical program faculty in the delivery of courses related to diversity/multicultural competency. 4. Assist faculty in developing meaningful professional development plans that lead to the improvement of teaching and learning.

Near and Long Term Program Planning

The Instruction Division will offer programs, courses, and other work-related training in response to the needs of the community it serves. Program offerings will be increased, modified, or eliminated in response to these needs using the College's program review process (Procedure 13002.024). Potential new programs, and the schedule for their implementation, will be reviewed and modified by the instructional administration team during its annual retreat. A listing of proposed programs and the year in which they will be started is included in Attachment 2.

Instruction Division strategic planning must also recognize the need for continuing education and training in support of emerging and changing workplace needs. As part of its annual review process, the Instruction Team will review supplemental course offerings to insure their relevance to current workforce trends. New course offerings will be identified and implemented with the assistance of program advisory committees, employers, and College alumni. A list of potential supplemental courses is included in Attachment 3.

Strategic Planning Timeline

Every five years, the College reviews its mission, vision, and values to maintain their currency and relevance. Consistent with this review, the activities of the Instruction Division will be reviewed and revised as needed to insure their ongoing support of the institutional goals and objectives.

Every three years, priority areas will be reviewed and revised as required to maintain their consistency with those identified for the College.

Every year, the success of past objectives will be assessed. New goals and objectives that move the College toward attainment of institutional goals will be identified. The results of the assessment and plans for the future will be reported to the greater college community.

**Instruction Division Strategic Plan
Priority Initiatives 2009-2010**

ACCESS

- Increase hybrid and online models including ABE/ESL and Developmental Education.
- Explore alternative/additional classes, funding and locations with the intent to increase vocational ESL offerings.
- Evaluate opportunities to establish a presence in other locations within the college's service area.

SERVICE TO STUDENTS

- Improve assessment for placement for incoming students. Investigate pre-enrollment advice options for students including use of online testing, resources, and services.
- Continue to improve communication with Student Service Department units (Financial Aid/Registration/Student Services).
- Revise Tech-Prep agreements in light of program changes.

ECONOMIC DEVELOPMENT

- Review the effectiveness of different marketing tools and redevelop a marketing plan to include all media—including web and other technologies. Work on ways to provide more timely and relevant feedback to the Public Information Office.
- Align grant writing to the strategic plan for instruction and consider developing priority criteria for determining grant applicability.
- Review cost/revenue structure for online instruction.
- Evaluate printing costs and practices in classrooms, labs, and library.

QUALITY

- Establish “cost effectiveness” standards and develop practices to maintain these standards in educational offerings.
- Revise the three-year program review process.

**Instruction Division Strategic Plan
Timeline for Possible Full Time Program Expansion**

Academic Year 2010-11

Restaurant and Deli Career
Renewable/Alternative Energy
Entrepreneur
Database Administrator
Human Resources/Social Service Specialist

Academic Year 2011-12

Cardiovascular Tech

Academic Year 2012-13

Respiratory Care Practitioner

Academic Year 2013-14

Acupuncturist

Being Studies for Future Development

International English Language Institute
Dental Hygienist
Fire Fighter

**Instruction Division Strategic Plan
Supplemental Courses and Programs Development Timeline**

Academic Year 2009-10

Advanced Technical Pastry Arts
Alternative Fuels
Electrical Licensing
EMT Basic
High Performance Engine Repair
Hot Rod Rebuild
Hydraulics/Pneumatics
Planning Department Tech

Academic Year 2010-11

Forklift Repair
Electrocardiogram Tech
HVAC Tech
LEAN Concepts – Construction &/or Manufacturing
Theatre Arts Apprenticeship
I-Best Dietary Aide

Academic Year 2011-12

Graphic Arts
Hotel & Restaurant Management Certificate (National Restaurant Association)
TESOL Certificate
Certified Ophthalmic Tech

Being Studies for Future Development

International English Language Institute
Electric Vehicle Repair
Electric Vehicle Safety and Emergency Response
Renal Dialysis Tech
Veterinary Technician

Strategic Plan for Student Services

The Strategic Plan for Student Services provides direction for current and future decision-making processes in support of student needs, and is aligned with Renton Technical College’s *Mission, Vision, and Values*. In addition, the Student Services goals and objectives listed within this procedure are consistent with the institutional priorities identified by the overall College plan.

Mission, Vision, and Values

The Student Services department is aligned with the College’s *Mission, Vision, and Values*:

Mission: Renton Technical College prepares a diverse student population for work, fulfilling the employment needs of individuals, business, and industry.

Vision: Renton Technical College will be the premier technical college in Washington State in preparing students for certificates, associates, and baccalaureate technical degrees.

Values: Renton Technical College is committed to the following values as we fulfill our *Mission* and move towards our *Vision*:

- Student-focused.....their success is our success
- Quality.....without compromise
- Integrity.....to say and do what is right
- Teamwork.....together, we all accomplish more
- Respect.....for people and feelings, ideas, and resources
- Service.....to our customers and our community

Institutional Priorities: Student Services

The Renton Technical College Strategic Plan specifies four institutional priorities that provide the context from which institutional and departmental goals and objectives are framed. Two of the four areas are specifically associated with the Student Services Department and are outlined below:

Access:

1. Promote and support diversity throughout the College
2. Develop alternative delivery strategies and service systems
3. Expand basic education in support of occupational training

Services to Students:

1. Address preparedness and transition for students entering and exiting the technical college environment

Students Services goals and objectives are aligned within these priorities. Furthermore, goals and strategies will be reviewed annually, and progress toward completion and/or implementation will be assessed.

Access

The Student Services department will provide services to a diverse student population, empowering them to achieve their personal, academic, and career goals.

Goal Area	Objectives
Respecting Diversity	<ol style="list-style-type: none"> 1. Provide services and support to persons with individual differences 2. Work toward a barrier-free environment for persons with disabilities 3. Maintain and increase a diverse student population, i.e. gender, age, race/ethnicity, class. 4. Ensure a collegial professional environment to support increased diversity, i.e. staff demographics reflect service-area demographics
Extending Our Reach	<ol style="list-style-type: none"> 1. Develop better communication with regional high schools to recruit more high school graduates directly to RTC 2. Explore and facilitate new technology to increase access to services for current & prospective students, i.e. Student Online Service system, Facebook, Twitter, online counseling 3. Ensure that students are aware of the different methods of instruction, i.e. online, hybrid, weekend, and evening classes
Developing Bridges	<ol style="list-style-type: none"> 1. Develop stronger ABE/ESL pathways into professional/technical programs 2. Assist English as a Second Language speakers in the enrollment process & teach them to access the information needed to be successful 3. Increase awareness of new laws/policies that impact student success, i.e. HB 1758 4. Enhance relationships with outside agencies, institutions, companies, and employers to increase retention & future employment

Services to Students

The Student Services Department will strive to create a caring and nurturing environment that supports students from recruitment through training completion, and to successful employment.

Goal Area	Objectives
Preparing Students for Success	<ol style="list-style-type: none"> 1. Determine eligibility for on-campus financial aid programs, as well as outside agencies to assist with supportive services 2. Utilize career assessment tools to assist incoming students with career decision-making 3. Work with Instruction division to examine new testing measures to determine readiness for training – taking into consideration Federal Aid’s Ability to Benefit criteria
Financing College Education	<ol style="list-style-type: none"> 1. Utilize current/new funding streams to assist disadvantaged populations 2. Promote financial aid programs, i.e. Opportunity Grant, BFET, Worker Retraining, WorkFirst, scholarships, grants, loans 3. Leverage multiple financial resources for the benefit of prospective students
Facilitating Positive Relationships	<ol style="list-style-type: none"> 1. Work with instructional team in meeting student needs 2. Develop a support network with Deans and Instructors in all program areas 3. Facilitate problem-solving strategies with students in crisis 4. Work with instructional division to strengthen rapid response for classroom conflict
Providing Excellent Customer Service	<ol style="list-style-type: none"> 1. Maintain excellent customer service to students, staff, faculty, and the community 2. Incorporate continuous quality improvement in enrollment processes by regularly assessing services 3. Provide professional development opportunities to assist staff to improve both customer service and quality control

Short Term Planning	
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Respecting Diversity:

Ensure a collegial professional environment to support increased diversity, i.e. staff demographics reflect service-area demographics

- Send job announcements to the diverse agencies/institutions/listservs, including but not limited to:
 - Colors NW Magazine
 - Asian Weekly
 - The Stranger
 - The Black Medium
 - The Facts

 - Diversity Taskforces
 - Faculty & Staff of Color
 - La Voz
 - Minority Council Listserv

Extending Our Reach:

Explore and facilitate new technology to increase access to services for current & prospective students, i.e. Student Online Service system, Twitter, online counseling

- Implement degree audit system -- ***implemented Spring 2010***
- Develop & implement student and staff-friendly college tuition payment plan -- ***implemented Spring 2010***
- Update student services webpage on RTC's website -- *** currently being updated***
- Research online counseling/advising models

Developing Bridges:

Develop stronger ABE/ESL pathways into professional/technical programs; increase awareness of new laws/policies that impact student success, i.e. HB 1758

- Add Student Services onto Basic Studies listserv
- Facilitate on-campus tours for ABE/ESL/GED students every Spring quarter -- *revisit & revise*
- Add information about House Bill 1758 onto AAS degree application form – *implemented Spring 2010***

Providing Excellent Customer Service:

Provide professional development opportunities to assist staff to improve both customer service and quality control

- Implement Noel-Levitz customer service training for new staff -- ***revisit; possible other trainings, i.e. Grace Under Fire*

Long Term Planning

1. Revive Student Success Center – to include a Women’s Program, Multicultural Center, and Career Services – *Math Center created & Career Services reinstated (WF Career Services CM & Career Services Specialist)*
2. Ensure that the Student Services department continues to mirror student demographics -- *increased counseling faculty/student services staff by hiring 3 new employees*
3. Continued discussions of reconfiguring Building I
4. Implement a more valid & reliable assessment tool for incoming students – ***continued research***
5. Create Associated Student Body system
6. Explore .edu email address system
7. Implement online counseling/advising model (i.e. 4days in-house/1day virtual)

Strategic Planning Timeline

Annually:

1. Past goals and objectives will be assessed for implementation, completion, feasibility, and sustainability
 - *Student Services Retreat in May – completed 7/28/10*
2. New goals and objectives will be identified, if needed
 - *Student Services Retreat in May – completed 7/28/10*
3. Results of efforts will be shared with the campus community
 - *Employee Team Meeting every June*

Every Three Years:

1. Review and revise priority areas to maintain consistency with overall College plan
2. Review plan for consistency with institutional goals and objectives

Every Five Years:

3. Review College’s *Mission, Vision, and Values* to maintain its relevance to the institution and the people it serves
4. Review goals and objectives of the Student Services department to ensure ongoing support of institutional priorities

Strategic Plan for Administration & Finance

Mission Statement

The Administration and Finance Division of Renton Technical College is composed of service departments that are dedicated to honesty, integrity, timeliness, and professionalism in support of the overall mission of the College by delivering cost-effective, quality administrative and business services in compliance with statutory and policy guidelines.

Vision Statement

The departments within the Administration and Finance Division will be the voice of expertise and will function as trusted partners, providing administrative and business services integral to the success of Renton Technical College's mission.

Values Statement

Administration and Finance Division is committed to the values of:

High standards

Integrity

Ethical behavior

Excellence in service

Expertise

Flexibility

Continuous improvement

Diversity

Innovation

Teamwork

The Administration and Finance Division includes the following departments: bookstore, business office, childcare center, facilities, food service, foundation, human resource development, and information services. These departments serve the needs of faculty, staff, and students through systematic implementation of core operating processes. These departments have set the following goals (in bold) and corresponding strategies to reach those goals:

- 1. Continuously improve the products and services we provide to faculty, staff, students, and external constituents, incorporating current trends and best practices in order to maintain a productive and cost effective work environment.**

Bookstore

Participate in buying groups and associations; take advantage of state contracts to achieve the highest discount levels from vendors.

Keep informed with latest technology and practices in the college bookstore industry in particular and books in general.

Business Office

Evaluate administrative department hours and staff duties to ensure student needs are being met.

Implement new technology as feasible (ie online budgeting).

Childcare Center

Provide a survey to all clients to find out if their needs are being met and to see where we can improve.

Address shortfalls of center and/or staff based on survey results. Support staff through classroom observations, evaluations, additional training (if needed), and continued mentoring.

Facilities

Implement and maintain a work order system for the purpose of requesting, reviewing, planning, assigning, tracking, reporting upon, and closing out facilities and grounds work requests.

Food Service

Create standards checklists to ensure all products and services are completed successfully.

Develop and implement a customer service feedback system.

Foundation

Increase capacity to provide emergency financial support to students.

Identify and implement fund development and charitable giving strategies.

Human Resource Development

Update current website to allow for online application process.

Update procedures and include on HR website.

Continue working with staff development committee to improve new hire orientation.

Information Services

Implement an intranet portal for employees of the college to allow collaboration, timely and relevant information dissemination and participation.

Extend the use of existing software applications and systems to greater benefit.

Activate the online features of existing work order tracking systems' web components, so that employees can submit, view, and track progress.

Use Trumba calendar to publish public and employee-centric events to the RTC web and RTC intranet, accordingly.

Deliver regular end user education on best practices related to the productive, secure, and effective use of technology resources.

Implement managed systems that allow IS to maintain ever expanding enterprise systems with limited resources, and to be proactive wherever possible in eliminating security risk, complying with legal mandates, and responding to ongoing needs.

Implement a content management system for web updates and content teams.

Implement System Center Configuration Manager (SCCM) to provide secure remote control for end user assistance and to deploy enterprise upgrades over the network and during off hours without incurring unnecessary power consumption or manual intervention.

Virtualize servers where appropriate to achieve consolidation, better utilization of existing resources, redundancy, agility, isolation, and improve computer lab automation.

2. Foster and maintain a work environment that is inclusive, welcoming, supportive, and is free from discrimination.

Business Office

Provide regular feedback to staff.

Hold regular staff meetings.

Encourage diversity through training, workshops, interactions between departments.

Childcare Center

Represent different cultures through posters, pictures, and fabrics, and teach children basic words in other languages, including sign language.

Be sensitive to clients' and coworkers' cultures and respect their cultural needs.

Foundation

Create a scholarship for every program maximizing opportunities for all students to receive support.

Build running start scholarships to encourage high school students to remain at RTC.

Human Resource Development

Promote and practice ethics and integrity.

Collaborate with campus partners.

Demonstrate respect for all people.

3. Offer direction and expertise in the development of fiscally responsible practices.

Business Office

Provide training workshops on key administrative functions such as budget, purchasing, travel, etc.

Childcare Center

Consider new ideas to help improve compliance with collection of tuition.

Seek additional Head Start slots to financially benefit the center.

Maintain a waiting list.

Facilities

Participate on college committees and task forces to offer expertise and support of college initiatives and causes.

Food Service

Update and maintain all food cost worksheets.

Foundation

Build endowments and funds to help programs develop long term financial resources.

Ensure that foundation assets are responsibly invested and FDIC insured where applicable.

Information Services

Establish and fund a PC replacement account so that a consistent level of funding is available for annual PC replacements, to coincide with established PC lifecycle standards.

5. Increase visibility and presence and expand resources in support of the college mission.

Bookstore

Create more regular contact between bookstore staff and instructors, administrative assistants, and others to improve communication about books and supply needs.

Childcare Center

Increase Head Start slots from 13 to 19, which will provide a much needed service for RTC students while financially benefitting the center

Investigate Early Head Start for waddlers and toddlers to provide additional services to RTC students while financially benefitting the center.

Food Service

Develop and update new marketing material.

Update and post an industry current website for catering and rental services.

Investigate and provide new, innovative menu items that meet the needs of our customer base.

Foundation

Raise funds to support programs, activities, and students.

Identify, foster, and build relationships with businesses, organizations, and donors in support of the mission of the college and foundation.

Investigate, pursue, and apply for grants in support of scholarships, programs, and operational support.

Information Services

Implement an enterprise listserv or RSS system to allow the RTC Foundation, Instructional Programs, Student Services, Human Resource Development, and other outreach efforts to more effectively reach their target markets with news and information about the college and opportunities for support and participation.

5. Attract, develop, motivate, and retain a diverse work force within a supportive work environment.

Bookstore

Provide staff training to keep up with the new trends in business, providing a higher standard of customer service.

Business Office

Provide customer service training to staff – update on a regular basis.

Support educational growth of employees.

Provide managerial training to supervisors.

Childcare Center

Improve quality of center based on survey results.

Effect continuous improvement of childcare staff performance.

Welcome any skilled, experienced childcare worker without discrimination.

Facilities

Provide an appropriate learning, teaching, and working environment by improving physical infrastructure, environmental sustainability, and operating productivity.

Foundation

Provide faculty and staff development opportunities and recognition for exceptional service.

Human Resource Development

Work with departments and staff development committee to identify and provide staff development opportunities.

Expand advertising to include publications that attract diverse candidates.

Implement an online job application system.

Provide regular management skills training to existing staff in supervisory/management roles.

6. Provide a safe, clean, comfortable, functional, and well maintained college campus.

Childcare Center

Use Head Start funds to enhance the playground and provide updates and maintenance of classrooms and building.

Use work orders to communicate with RTC maintenance and grounds departments.

Facilities

Lead campus in the capital budget process; implement projects in a timely and cost conscious manner.

Correct all safety and hygiene deficiencies as required.

Correct building conditions that negatively influence the work and productivity of RTC students, faculty, staff, and administrators.

Increase the functional usefulness of campus structures.

Improve the beauty of the campus through controlled access to the campus, enhanced lighting, and additional landscaping.

7. Ensure that RTC meets or exceeds all legislative mandates and requirements.

Business Office

Maintain proper internal controls to meet all internal and external audit requirements (SBCTC and SAO).

Incorporate all SAAM changes/updates into current RTC policies as appropriate.

Communicate legislative changes to college community.

Attend commission and council meeting to stay abreast of new developments.

Childcare Center

Maintain compliance with all childcare licensing rules as well as fire codes.

Comply with required first aid/CPR, HIV/BBP requirements.

Comply with USDA food program.

Facilities

Complete or assist the applicable municipal agencies in the annual testing and certification reviews on campus building systems including fire alarm systems, fire suppression systems, elevators, pressure vessels, backflow prevention assembly devices, and municipal fire code compliance.

Conduct an annual survey of all buildings to determine compliance with applicable building codes, ADA requirements, deferred maintenance, and basic cleanliness.

Ensure that there are appropriate furnishings in classrooms, offices, and student spaces.

Foundation

Ensure that the foundation complies with all IRS 990 and 501c(3) requirements.

Information Services

Implement a mandatory IT security training program for all employees (per IT security audit requirements).

Perform bi-annual software license audits.

Continue to monitor and implement selective internet filtering tools to reduce the risk and incidences associated with hate crimes, illegal content on state resources, malware infiltrations, and unnecessary bandwidth consumption.

Implement document retention and storage policies and software systems, per federal and state mandated guidelines for e-Discovery and public records retention.



Renton Technical College

**COLLEGE DISTRICT TWENTY-SEVEN
BOARD OF TRUSTEES**

**RESOLUTION
Conversion from Clock Hours to Credit Hours**

WHEREAS, Renton Technical College operates on a clock-hour model; and

WHEREAS, the Board of Trustees expects Renton Technical College to enhance transfer opportunities to other higher education institutions; and

WHEREAS, it is necessary for Renton Technical College to convert to a credit-hour institution in order to be deemed qualified to offer transfer degrees to other higher education institutions; and

WHEREAS, to make Renton Technical College more consistent with the structure of other higher education entities in Washington State; and


WHEREAS, it provides Renton Technical College with a vehicle to attract more part-time students; and

NOW, THEREFORE BE IT RESOLVED, that the Board of Trustees authorizes Renton Technical College to go forward with the process of converting from a clock hour to a credit hour institution; and


BE IT FURTHER RESOLVED, that the Board of Trustees authorizes this change to become effective with the beginning of Summer Quarter – July 1, 2009.

Dated: March 10, 2009

Attested by:



Donald E. Bressler, Ph.D.
President
Renton Technical College



Ira SenGupta
Chair, Board of Trustees
College District Twenty-Seven



Plan for Conversion from Clock Hours to Credit Hours

Introduction

This document provides a plan for transitioning the method by which Renton Technical College documents and accounts for student learning from a clock hour based system to one based on credit hours. It also identifies anticipated challenges involved in the process of doing so. It is the consensus of College staff that this change would be of great benefit to students in a number of ways, which are identified within this document. The proposal assumes an implementation date of July 1, 2009, which coincides with the beginning of summer quarter 2009 – 10. In the event that implementation is delayed, this plan will be adjusted accordingly.

History

It has become increasingly apparent to administrative staff at Renton Technical College that serious consideration should be given to moving from the clock hour model of documenting student learning experience to the credit hour model. Primary motivation for doing so was derived from the anticipated benefits that making this change would have for students. Among these were increased access to financial aid and documentation of student learning using a system that is widely accepted and understood by other institutions within higher education. Of special concern was the ability of students to transfer courses taken at RTC to other institutions of higher learning. The Instruction Management Team, consisting of all administrators within the Instruction Division, reviewed the pros and cons of each system and shared the results of that effort with their counterparts in Student Services. This resulted in a recommendation to the Executive Cabinet to begin the transition to a credit hour institution with a target implementation date of July 1, 2009. The Vice President for Instruction prepared presentations for the Board of Trustees and the campus community which were delivered on September 11, 2007, respectively. The Board endorsed the proposed transition, with formal approval to be given when the process for transition was more clearly defined.

The Vice President for Instruction took responsibility for coordinating the process of becoming a credit hour institution and formed a committee to identify and implement the changes needed. Included on that committee was the Executive Vice President for Finance and Administration, the Vice President for Student Services, the Director of Admissions and Registration, the Director of Financial Aid, the Dean for Business Technology and General Education, the Registration Coordinator, the Credentials Evaluator, and two full time faculty members. This group has met every two weeks to identify challenges, discuss potential solutions, and determine the appropriate course of action to follow.

Initial activities related to making the transition from clock to credit hours began with face to face meetings with Bellingham Technical College. BTC made the transition to credit hours in 2007 and is therefore approximately two years ahead of RTC in the process. The Directors of Admission and Registration and Financial Aid, the Vice President for Instruction, and his

executive assistant met with their counterparts at BTC on August 22, 2007, to review the steps that institution had taken in preparing to transition to credits, share challenges that had occurred during the process, and discuss options for addressing them. Similar meetings were held with Clover Park Technical College which was made the change from clock to credit hours in June 2008. These meetings have proven to be exceptionally valuable as a number of issues that were unknown or unclear were identified and clarified by RTC's sister institutions. A list of issues considered by the committee and their corresponding resolution follows this section of the plan.

Issues

Issue 1: Because funding provided by the Washington State legislature for higher education is based on reported enrollment, the effect of moving from a clock hour based system to one using credit hours must be examined for potential negative impact. Will the conversion from clock hours to credit hours result in fewer FTE being reported to the Washington State Board for Community and Technical Colleges (SBCTC)?

Analysis: When oversight of the five technical colleges was moved from the K-12 school districts in which they were located to the SBCTC they were the only clock hour institutions in the system. FTE was calculated at the rate of 743 hours of instruction equaling one full time equivalent. This was based on the traditional model of delivering instruction in vocational programs at a ratio of one hour of lecture for every two hours of lab time. In 1995, the president of Renton Technical College successfully lobbied the SBCTC to report FTE on a credit basis. This argument was based on the fact that there was more lecture time in many of RTC's programs than was being accounted for under the hourly system of calculation. To support the credit hour method of reporting, all programs and courses at RTC had credit equivalencies calculated and entered into the course management system. From that point forward, enrollment in all full time program and supplemental instruction classes was reported to the SBCTC on a credit basis wherein 45 credits of instruction equals one FTE. There were two exceptions to this reporting method. Both apprenticeship and basic studies programs (ABE, ESL, and GED) enrollments were calculated on an hourly basis. This was due to the non-credit bearing nature of these offerings. Because the college has been calculating FTE for enrollment reporting on a credit basis for all of its credit bearing offerings, no impact to enrollment from these instructional areas will occur as a result of changing to a credit hour institution. An analysis of Basic Studies and Apprenticeship courses determined that no change in reported FTE will occur in those program areas.

Issue 2: Will the conversion from clock to credit hours affect the way students enroll at RTC?

Analysis: Full time professional-technical programs at RTC are delivered in 6 hour blocks of instruction five days per week for a total of 30 student contact hours weekly. Students enroll for the entire program, not for individual courses. Instructors have great flexibility in how they sequence the delivery of courses that make up their programs and have historically used a competency based model for assessing student learning. Additionally, registering for the entire program as a block maximizes the likelihood that a student will complete his/her program of study in the minimum time required. When operating in a credit based system, the course management software used by all colleges in the Washington State system makes maintaining

block program enrollment extremely difficult. The process of constructing programs and attaching courses to them is cumbersome and time consuming. Therefore, the committee overseeing the transition from clock to credit hours made the decision to have students register for individual courses within their program of study each quarter. There is concern that students will choose to register for less than a full time load. Doing so would have two negative outcomes, one for students and one for the college. Registering for less than a full program load will result in students taking longer to complete programs. In some instances, this could mean that they would have to wait a full year before a given course that they chose to skip is offered again. For the College, students registering for less than each of the courses offered in the quarter will result in a drop in reported enrollment. To prevent this, a system has been created that is designed to insure that students register for all courses offered in the program quarter. Program Registration Guides have been developed that list the complete series of courses students are to enroll in each quarter. These will be used by registration personnel when completing the enrollment process. Additionally, instructors and registration personnel will work together to assist students in the registration process so that they sign up for all required courses.

Issue 3: Will the conversion from clock to credit hours affect the length of the instructional day for full time programs or the length of a quarter?

Analysis: The instructional day for full time professional technical programs offered at Renton Technical College consists of six contact hours per day, five days per week. The length of the quarter is 12 weeks, with a six week summer quarter. The length of the instructional day is defined in the collective bargaining agreement between the faculty union and the college. There are currently no plans to change it due to the change to credit hours. The length of the quarter could be subject to discussion as part of future negotiations.

Issue 4: There are significant differences in how financial aid is awarded and administered in the clock hour system versus a credit based system. In the clock hour system, a minimum of 300 hours of attendance is required following initial disbursement before additional aid can be awarded. Instructors are required to take attendance, accounting for the number of hours students attend on a monthly basis, and submit that information to the financial aid office. Reports verifying attendance must also be completed. Financial aid is not available to those students who attend on a part time basis, nor is it available to those taking classes online. Under a credit hour system, financial aid becomes more “student friendly.” What are the significant considerations, from a financial aid perspective, in switching from a clock hour based system to a credit hour system?

Analysis: One of the primary factors that led to consideration of moving to a credit based system was the increased financial aid opportunities doing so would have for students. As indicated previously, the clock hour system imposes many stringent rules and regulations for the award and tracking of financial aid. As a result, it is unlikely that anyone other than a full time student would be eligible for aid. The credit hour system is considerably more “student friendly,” attendance reporting is not required, and aid is available for online and academic course work that is part of the associate degree requirements for a professional technical program.

The switch to a credit based system is not without its challenges. Students who began their program under the clock hour system will remain subject to that system's rules for the duration of the period for which they were packaged. This will result in both financial aid and instruction personnel having to track students enrolled under both sets of regulations.

Strengths of current (clock hour) model

The 30 student contact hour week (5 hours per day, 5 days per week) fosters the development of strong, positive relationships between students and their instructors. This relationship is maintained as student cohorts move through their program of study. Instructors are in the unique position of being able to provide assistance on a variety of matters, including course requirements, job search, placement, etc. A guiding principle to be followed as the conversion process is developed is that this relationship will be maintained to the maximum extent possible.

The clock hour system, while not providing a guarantee, plays a significant role in ensuring that student time to completion is equal to the published length of the program. This has a secondary effect of providing a strong focus on job preparation. Students enroll in a program rather than in a series of courses which reduces the need for quarterly student advising. Students register for their program in 360 blocks rather than for individual courses.

College staff is very familiar with the clock hour system and how that affects student admissions, listing of program requirements, marketing and promotion of programs, and financial aid administration. Despite the need to develop "workarounds" in the computer information system used by the state's community and technical colleges to meet the unique needs of the clock hour model, those who work with it daily are familiar with its limitations and comfortable in its working environment.

Strengths of a Credit Model

Course will be listed individually by program which will ultimately allow students more options in defining their educational pathway. While RTC will not put such a system in place immediately, a long term objective will be to establish ways in which students can more easily customize their learning experience, allowing them to design their schedules around other obligations. An additional benefit would be the availability of more enrollment options for part time students.

More opportunities for financial aid would be available to the part time student. Faculty can establish attendance requirements that mirror those of the workplace for which they are preparing their students because attendance for financial aid purposes will not need to be reported. Additionally, the administrative load on faculty and student services staff would be reduced.

Currently, transcripts contain listings of courses and grades received for them, program enrollment information expressed in hours enrolled, and the number of hours successfully completed during the quarter. This presents a confusing picture to admissions staff at other colleges and also to potential employers who require student transcripts as part of the hiring

process. In a credit system, transcripts issued by RTC will be similar to those issued by other institutions of higher education. Review and evaluation of transcripts by other colleges, employers, and graduates will be made easier by the use of a more common and familiar format.

Moving to a credit hour system will allow RTC to take full advantage of the Student Management System (SMS) that all colleges in the Washington State system use. Because this enrollment management system was originally designed to support institutions in a credit hour system, workarounds were developed so that essential functions were available to the technical colleges. This approach meant that the five technical colleges did not have access to all available functions with SMS. Under the credit system, RTC will be able to access those functions. An additional benefit will be the availability of increased access to data upon, which in turn will support more evidence based decision making.

Under the clock hour system, students register for the program they wish to take and not in individual courses. While maintaining the benefits of block registration, administration and faculty recognize that moving to the credit system where students will have to register for individual courses within their chose program of study could ultimately allow for more efficient delivery of curriculum. Redundancy in courses that currently exist in two or more programs could be eliminated, with students from several programs coming together to take a common course that meets the needs of all programs involved. Scheduling in this manner would allow a better division of teaching assignments across similar programs with course responsibilities determined by areas of expertise. Implementing has contractual implications for faculty and therefore won't happen immediately, but over time, such changes are anticipated.

Required Actions to Support Transition

The following is a list of actions that have been identified as essential to completing a transition to credit hours:

- Approval of Executive Cabinet/Board of Trustees for transition to credit hours
- Identification of transition management team
- Development of marketing plans in support of change
- Ongoing technical assistance from SBCTC and Center for Information Services
- Curriculum revisions completed and in place
- Administrative systems in place, including financial aid, counseling, and admissions, to support transition
- Substantive change submitted to Northwest Commission on Colleges and Universities
- Department of Education (DOE) notified of change
- Veteran's Administration and other agencies notified of change
- Individual accrediting bodies notified of change
- Funding agencies notified of change
- Develop cross walks, as needed, to show relationship between pre- and post conversion course work
- Review and revise articulation agreements as required
- Review and modify enrollment process as needed

Timeline

A proposed timeline supporting a July 1, 2009, transition to a credit based system at Renton Technical College follows:

- Executive Cabinet review and approval for change to credits – completed
- Identify transition task force – completed
- Inform campus community of change – completed
- Inform Board of Trustees of change – completed
- Meet with DOE staff – completed
- Obtain technical assistance from SBCTC and CIS – ongoing
- Meet with Bellingham Technical College to discuss lessons learned – completed
- Meet with Clover Park Technical College to discuss lessons learned – completed
- Revise curriculum in support of change – completed
- Review and revise admissions/enrollment process – March 2009
- Substantive change submitted to NWCCU – March 2009
- Administrative systems in place – March 2009 to May 2009
- Summer class schedule updated to reflect change – Spring 2009
- Catalog and fall class schedule reflect change – Spring/Summer 2009
- Veteran’s Administration, other agencies informed of change – April 2009
- Funding agencies informed of change – April 2009
- DOE informed of change – upon receipt of approval from NWCCU
- Specific program entities notified of change – June 2009
- Articulation agreements reviewed and revised – July 2009

Credit and Clock Hour FTE Production Comparison

Program Title	Sections	Total Credit Hours	Program Contact Hours	Number of Enrollees	Student Credit Hours	Student Contact Hours	Credit HR FTE (Cr Hrs/45)	Clock HR FTE (Hours/743)
Accounting	3	70	1260	18	3780	68040	84.00	91.57
Administrative Office Management	1	80	1260	20	1600	25200	35.56	33.92
ASSET Program (1st Year)	1	74	1260	18	1332	22680	29.60	30.52
ASSET Program (2nd Year)	1	75	1260	18	1350	22680	30.00	30.52
Auto Body (1st Year)	1	73	1260	18	1314	22680	29.20	30.52
Auto Body (2nd Year)	1	62	1080	18	1116	19440	24.80	26.16
Auto Technology (1st Year)	1	71	1260	18	1278	22680	28.40	30.52
Auto Technology (2nd Year)	1	60	1080	18	1080	19440	24.00	26.16
Auto Service Tech-ITEC (1st Year)	1	73	1260	18	1314	22680	29.20	30.52
Auto Service Tech-ITEC (2nd Year)	1	72	1260	18	1296	22680	28.80	30.52
Baker, Professional	1	68	1260	10	680	12600	15.11	16.96
Band Instrument Repair Tech.	1	74	1260	18	1332	22680	29.60	30.52
Bank Teller	3	5	63	12	180	2268	4.00	3.05
Comp Applications/Data Entry	1	54	1260	20	1080	25200	24.00	33.92
Computer Network Technician	2	72	1260	20	2880	50400	64.00	67.83
Computer Science (1st Year)	1	73	1260	25	1825	31500	40.56	42.40
Computer Science (2nd Year)	1	75	1260	25	1875	31500	41.67	42.40
Cosmetology		92	1800	10	920	18000	20.44	24.23
Culinary Arts (Day)	2	66	1260	20	2640	50400	58.67	67.83
Culinary Arts (Evening)	1	70	1260	20	1400	25200	31.11	33.92
Custodial (KCRJC)	4	18	300	15	1080	18000	24.00	24.23
Custodial (New)	4	18	300	15	1080	18000	24.00	24.23
Dental Assistant	2	71	1188	20	2840	47520	63.11	63.96
Drafting	1	77	1260	20	1540	25200	34.22	33.92
Early Childhood Careers	2	60	1080	20	2400	43200	53.33	58.14
Electronics	3	71	1260	17	3621	64260	80.47	86.49
Emergency Dispatcher	2	38	630	18	1368	22680	30.40	30.52
Instructional Assist/Bilingual Asst	1	62	1260	18	1116	22680	24.80	30.52
Interpreter	1	70	1260	18	1260	22680	28.00	30.52
Job Skills for T & I	4	37	618	22	3256	54384	72.36	73.20
Legal Secretary/Legal Assistant	1	72	1260	20	1440	25200	32.00	33.92
Licensed Practical Nurse	2	81	1260	32	5184	80640	115.20	108.53
Machine Technology/CNC	1	75	1260	18	1350	22680	30.00	30.52
Major Appliance & Refrig Tech. (1)	1	75	1260	18	1350	22680	30.00	30.52
Major Appliance & Refrig Tech. (2)	1	76	1260	18	1368	22680	30.40	30.52
Manicurist/Esthetician	1	34	600	10	340	6000	7.56	8.08
Medical Assistant	2	82	1260	24	3936	60480	87.47	81.40
Medical Lab Tech	1	85	1260	18	1530	22680	34.00	30.52
Medical Office Programs	2	68	1260	20	2720	50400	60.44	67.83
Nursing Assistant, Certified	4	14	228	18	1008	16416	22.40	22.09
Office Technology	2	70	1260	20	2800	50400	62.22	67.83
Pharmacy Technician	1	79	1330	22	1738	29260	38.62	39.38
Phlebotomy	6	7	200	8	336	9600	7.47	12.92
Property Maintenance	1	20	360	15	300	5400	6.67	7.27
Retail Skills	1	20	252	18	360	4536	8.00	6.10
Surgical Technologist	2	80	1440	18	2880	51840	64.00	69.77
Surveying Engineering (1st Year)	1	64	1260	18	1152	22680	25.60	30.52
Surveying Engineering (2nd Year)	1	67	1080	18	1206	19440	26.80	26.16
Welding	2	71	1260	18	2556	45360	56.80	61.05
Grand Total		3021	52689	896	83387	1444924	1853.04	1944.72

Credit and Clock Hour FTE Production Comparison

General Education and Basic Studies Program FTE Sheet										Date Prepared: 3/16/2009
FY 2010										
Service Area Org/Index	Course Title	Sections	Credits per Section	Hours per Section	Number Enrolled	Total Enrolled	Enrollee Credits	Enrollee Hours	FTE Cr/45	FTE Hrs/540
Adult Ed & ABE	Adult Ed - Day	10	15	180	20	200	3000	36000	66.67	66.67
	Adult Ed - Evening	11	10	120	20	220	2200	26400	48.89	48.89
	GED/VOC Brush Up	8	10	120	20	160	1600	19200	35.56	35.56
	GED/VOC Brush Up	4	12.5	150	20	80	1000	12000	22.22	22.22
	ESL Day	10	30	360	20	200	6000	72000	133.33	133.33
	ESL - Evening	24	10	120	20	480	4800	57600	106.67	106.67
	Kent ESL	4	25	300	20	80	2000	24000	44.44	44.44
	Seattle LRN Ctr	4	45	540	20	80	3600	43200	80.00	80.00
	Renton LRN Ctr	4	42	504	20	80	3360	40320	74.67	74.67
Total Adult Education		79				1580		330720	612.44	612.44
General Education	English/Writing	24	5	60	15	360	1800	21600	40.00	40.00
	Math	21	5	72	15	315	1575	22680	35.00	42.00
	Speech	17	5	60	15	255	1275	15300	28.33	28.33
	Psychology	14	5	60	15	210	1050	12600	23.33	23.33
	Anatomy and Physiology	13	5	72	20	260	1300	18720	28.89	34.67
	Intro to A & P	16	5	60	18	288	1440	17280	32.00	32.00
	Chemistry	4	5	72	12	48	240	3456	5.33	6.40
	Biology	15	5	72	15	225	1125	16200	25.00	30.00
	Microbiology	4	5	72	15	60	300	4320	6.67	8.00
	Total General Ed		128	45			2021	10105	132156	224.56
GRAND TOTAL						3601		462876	837.00	857.18

Credit and Clock Hour FTE Production Comparison

Supplemental Budget
FY 2010

Date Prepared: 3/16/2009

Service Area Org/Index	Course Title	Sections	Credits per Section	Hours per Section	Number Enrolled	Total Enrolled	Enrollee Credits	Enrollee Hours	FTE Cr/45	FTE Hrs/743
Technical	<i>ELECTRONIC CLASSES</i>									
	ELECTRONICS I, II & III	5	6	80	13	65	390	5200	8.67	7.00
	ELECTRONICS 80 HOUR SECT	12	6	80	13	156	936	12480	20.80	16.80
	ELECTRONICS 40 HOUR SECT	3	3	40	13	39	117	1560	2.60	2.10
	<i>COMPUTER SCIENCE CLASSES</i>									
	80 HOUR SECTIONS	15	6	80	13	195	1170	15600	26.00	21.00
	40 HOUR SECTIONS	6	3	40	13	78	234	3120	5.20	4.20
	<i>SURVEYING ENG CLASSES</i>									
	80 HOUR SECTIONS	1	6	80	13	13	78	1040	1.73	1.40
	40 HOUR SECTIONS	7	3	40	13	91	273	3640	6.07	4.90
	<i>COMPUTER AIDED DRAFTING</i>									
	80 HOUR SECTIONS	6	6	80	13	78	468	6240	10.40	8.40
	40 HOUR SECTIONS	18	3	40	13	234	702	9360	15.60	12.60
	<i>COMPUTER NETWORKING CLASSES</i>									
	80 HOUR SECTIONS	9	6	80	13	117	702	9360	15.60	12.60
	40 HOUR SECTIONS	13	3	40	13	169	507	6760	11.27	9.10
	MISC. SOFTWARE	3	6	80	13	39	234	3120	5.20	4.20
	TOTAL TECHNICAL					1274	5811	77480	129.13	104.28

Credit and Clock Hour FTE Production Comparison

Supplemental Budget

FY 2010

Date
Prepared: 3/18/2009

Service Area Org/Index	Course Title	Total Sections	Credits per Section	Hours per Section	Number Enrolled	Total Enrolled	Enrollee Credits	Enrollee Hours	FTE Cr/45	FTE Hrs/743
T&I	MACHINING LATHE/MILL	3	5	80	10	30	150	2400	3.33	3.23
	CNC	7	2	40	14	98	196	3920	4.36	5.28
	SOLIDWORKS/MANUFACTURING	3	3	40	8	24	72	960	1.60	1.29
	BOILER OPERATOR	7	7	80	20	140	980	11200	21.78	15.07
	BOILER OPERATOR REFRESHER	10	1	8	15	150	150	1200	3.33	1.62
	ELECTRICAL	7	8	80	10	70	560	5600	12.44	7.54
	MART	6	4	40	18	108	432	4320	9.60	5.81
	WELDING - REGULAR	11	5	80	16	176	880	14080	19.56	18.95
	WELDING - SATURDAY	7	4	60	16	112	448	6720	9.96	9.04
	WELDING - OTHER	2	4	60	10	20	80	1200	1.78	1.62
	CONSTRUCTION MGMT	11	3	30	8	88	264	2640	5.87	3.55
TOTAL T&I		74				1016	4212	54240	93.60	73.00



Renton Technical College

March 18, 2009

State Board for Community and Technical Colleges
 Attn: Chuck Greenough
 PO Box 42495
 Olympia, WA 98504-2495

Dear Chuck:

Renton Technical College will be moving from a clock hour tuition based institution to a credit hour tuition based institution beginning summer quarter 2009.

Under our proposed plan, tuition rates for summer quarter 2009 will be as follows:

Credits 1-5	\$70.00
Credits 6-15	\$63.87
Credits 16+	\$45.00

With this proposed tuition structure, students on average will experience no increase in tuition and the college anticipates experiencing neither financial benefit nor loss from this change.

In order to determine the amount per credit we should be charging to remain revenue neutral, we created a spreadsheet which lists all programs/courses taught in the 0708 fiscal year, including the number of FTEs generated by those programs/courses. This information came primarily from SMS. From that information we determined the number of enrollees per program/course. Knowing the number of clock hours and the amount of tuition we would be charging per clock hour in fiscal year 0809, we calculated the anticipated revenue had those programs/courses run this year. We then calculated how much revenue would be collected had we charged by the credit hour, making adjustments for those students who enrolled in general education courses in addition to their fulltime programs because the credits for those courses will be charged at the 16+ credit rate. In our calculations we rolled our current technology, graduation, and supply fees into our tuition rate. Building fees will be collected in addition to the tuition.

These costs per credit will be effective summer quarter 2009. Based upon the tuition increase approved by the legislature, these rates will be increased fall quarter 2009.

We look forward to your review of our plans to become a credit hour tuition based institution beginning summer quarter 2009. If you have any questions or would like to review our spreadsheet, please let me know.

Sincerely,

Carol Werner
 Executive Vice President – Administration & Finance

C Donald Bressler
 ✓ Martin Heilstedt

Renton Technical College
 Program Registration Guide
 Trade & Industry (Johnson) Department Item Number List for Fall 2009 (A902)

ITEM NUM	TITLE	DIV	CRS NUM	SEC	CR	DAYS	START TIME	END TIME	START DATE	END DATE	ROOM- LOC	INSTRUCTOR
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AUTOMOTIVE TECHNOLOGY

Students must enroll in ALL courses listed for his/her particular cohort. **Exceptions require instructor signature.**

1st Quarter - Fall 2009 Start

F	First Aid/CPR and AED	INDS	101	001	2						K-101	
J101	Basic Shop Skills	AUTC	112	001	8	DAILY	0700A	0130P	9/16/09	12/15/09	K-101	FOBES
J103	Electrical/Electronic Systems I	AUTC	117	001	9	DAILY	0700A	0130P	9/16/09	12/15/09	K-101	FOBES
J117	Safety/Environmental Issues	AUTC	181	001	2	DAILY	0700A	0130P	9/16/09	12/15/09	K-101	FOBES
21												

5th Quarter - Fall 2008 Start

J119	Automatic Transmissions/Transaxle	AUTC	204	001	16	DAILY	0700A	0130P	9/16/09	12/15/09	K-101	MELLON
J127	Written Communications	AUTC	271	001	3	DAILY	0700A	0130P	9/16/09	12/15/09	K-101	MELLON
J131	Human Relations/Customer Relations	AUTC	282	001	2	DAILY	0700A	0130P	9/16/09	12/15/09	K-101	MELLON
J133	Job Search Skills	AUTC	292	001	1	DAILY	0700A	0130P	9/16/09	12/15/09	K-101	MELLON

Renton Technical College
 Program Registration Guide
 Trade & Industry (Johnson) Department Item Number List for Fall 2009 (A902)

ITEM NUM	TITLE	DIV	CRS NUM	SEC	CR	DAYS	START TIME	END TIME	START DATE	END DATE	ROOM- LOC	INSTRUCTOR
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AUTOBODY REPAIR AND REFINISHING

Students must enroll in ALL courses listed for his/her particular cohort. Exceptions require instructor signature.

1st Quarter - Fall 2009 Start

F	First Aid/CPR and AED	INDS	101		2						K-110	
J201	Estimating I	ABDY	101		5	DAILY	0700A	0130P	9/16/09	12/15/09	K-110	ERVIN
J203	Surface Preparation and Masking	ABDY	102		4	DAILY	0700A	0130P	9/16/09	12/15/09	K-110	SLAYTON
J205	Paint Application I	ABDY	105		5	DAILY	0700A	0130P	9/16/09	12/15/09	K-110	SLAYTON
J207	Color Theory, Application, Tinting & Blend	ABDY	106		7	DAILY	0700A	0130P	9/16/09	12/15/09	K-110	SLAYTON

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5th Quarter - Fall 2008 Start

J231	Estimating II	ABDY	231		5	DAILY	0700A	0130P	9/16/09	12/15/09	K-110	SLAYTON
J233	Impact Analysis and Repair	ABDY	232		6	DAILY	0700A	0130P	9/16/09	12/15/09	K-110	ERVIN
J235	Autobody Construction II	ABDY	234		3	DAILY	0700A	0130P	9/16/09	12/15/09	K-110	ERVIN
J237	Door and Quarter Panel Replacement	ABDY	235		5	DAILY	0700A	0130P	9/16/09	12/15/09	K-110	ERVIN
J251	Shop Safety and Human Relations	ABDY	280		3	DAILY	0700A	0130P	9/16/09	12/15/09	K-110	ERVIN