Agenda Item/Subject | Information/Action/Presenter
--- | ---
1. **CALL TO ORDER**
   A. Notation of Quorum
   B. Flag Salute

2. **ADOPTION OF MINUTES**
   Action
   A. March 22, 2017 Regular Meeting

3. **COMMUNICATIONS**
   Information
   A. General Information/Introductions
   B. Correspondence
   C. Comments from the Audience
   D. Student Leadership
   E. Renton Federation of Teachers
   F. Written Communication Reports:
      1) Administration/Finance
      2) Human Resources
      3) Information Technology
      4) Institutional Advancement
      5) Instruction
      6) RTC Foundation
      7) Student Services

4. **ACTION ITEMS**
   A. Comprehensive Fee Increase Proposal
      Melinda Merrell

5. **DISCUSSION/REPORTS**
   A. President
      Kevin McCarthy
      1) **Goals:** Strategic Planning • Diversity, Equity and Inclusion Plan • College Advocacy
      2) Mid-Cycle Evaluation Update
         Michelle Campbell

   B. Board of Trustees
      1) Review Tenure Format
      2) Board Liaison Reports
         a) RTC Foundation
         b) RTC Advisory Board
         Trustee Page
         Trustee Takamura
      3) ACCT Leadership Congress ’17 – revisit attendance

---
Prepared by: [Name]
Prepared for: [Name]
Prepared for: [Date]
C. Administration/Finance

1) Operating Funds Budget Status Report
2) Review of Audited Financial Statements
3) Property Acquisition Status Update

6. MEETINGS

A. May 17, 2017

7. EXECUTIVE SESSION

A. An Executive Session may be called for any reason allowed under the Open Public Meetings Act (RCW 42.30).
B. Announcement of time Executive Session will conclude.

8. ACTION

A. Action items, if any, that may be necessary to be taken as a result of matters considered in the Executive Session.

9. ADJOURNMENT

10. BOARD STUDY SESSION

A. Basic Studies Program Tour (6 to 7:00 p.m.)

Event Reminders:

- Automotive Complex Grand Opening
  May 11, 2017 | RTC Automotive Complex

- ACT Spring Conference
  May 25-26, 2017 | Big Bend Community College, Moses Lake, WA

- Nurse Pinning Ceremony
  June 20, 2017 | RTC Cafeteria

- RTC Commencement
  June 22, 2017 | ShoWare Center, Kent

2016-2017 BOARD PRIORITIES

Advocacy · Tenure Process · College Awareness
AGENDA ITEM: 1. CALL TO ORDER

SUBJECT:

BACKGROUND:

Board Chair Kirby Unti will carry out the Notation of Quorum and the Flag Salute.

RECOMMENDATION:

None.
Renton Technical College  
Board of Trustees Meeting  
April 13, 2017

AGENDA ITEM:  2. ADOPTION OF MINUTES

SUBJECT:  A.

BOARD CONSIDERATION

Information

X Action

BACKGROUND:

A. The minutes of the March 22, 2017 regular meeting are attached for approval by the Board of Trustees.

RECOMMENDATION:

Approval as presented.
1. **CALL TO ORDER**

The meeting was called to order at 2:30 p.m. by Board Chair, Trustee Unti. There was notation that a quorum was established, and Chairman Unti led the flag salute. Trustee Palmer was in attendance via phone conference.

2. **EXECUTIVE SESSION**

   A. At 2:31 p.m. Chairman Unti called for an executive session for seventy-five (75) minutes, to review the performance of a public employee. At 3:46 p.m. the executive session was extended twenty (20) minutes. At 4:06 p.m. the executive session was extended ten (10) minutes. At 4:16 p.m. the executive session was extended five (5) minutes. The board adjourned executive session at 4:21 p.m. announcing that regular session will reconvene at 4:30 p.m. in the Culinaire Room (I-108). The Board returned to regular session at 4:30 p.m.

3. **ACTION**

   A. **Comments from the Audience**

      The following people offered public comment on behalf of Tenure probationer, Greg Kane: Christian Dube, Jan Pelroy, Dane Rawlins, Mike Bolling, Akeel Jamal, Ed Lutcavich, Simone Terrell, and Harold Williams.

   B. **Faculty Tenure and Advancements**

      1) **Faculty Advancements First Year to Second Year**

         After giving reasonable consideration to the recommendation of the tenure review committee and all other recommendations, Trustee Takamura moved that Elizabeth Demong, Sue Burnham, Warren Takata, Mohamed Zerrouki, Jessica Ganska and Giselle Lambert be promoted from the first to the second year of probation, effective June 28, 2017. Trustee Page seconded, and the motion carried.

         - Elizabeth Demong thanked the Board and commented further that she is very pleased to be a part of RTC and the Basic Studies program.
         - Sue Burnham thanked the Board for advancing her in the tenure process.
         - Warren Takata thanked the Board and appreciated the opportunity to meet. He also thanked the faculty, staff and students for their participation in the process.
         - Mohammed Zerrouki thanked the Board for their support. He is one member of a great team, and will continue to work hard to achieve goals.
         - Jessica Ganska thanked the Board for approving the advancement. She is excited to be back and in this position (she was a student here), and it feels like home.
         - Giselle Lambert thanked the Board.
2) Faculty Advancements Second Year to Third Year

After giving reasonable consideration to the recommendation of the tenure review committee and all other recommendations, Trustee Page moved that Jeff Pulliam, Cheryl Stover, Sarah Redd, and Richelle Spence be promoted from the second to the third year of probation, effective June 28, 2017. Trustee Takamura seconded, and the motion carried.

Trustee Page commented further about the process for probationers to come before the Board. The Board takes the tenure process very seriously and continue to look for ways to make it stronger, and to meet their obligation under law and the RFT contract. We have engaged more deeply and the vote we take today will be a vote of confidence. You all have goals to reach to get to tenure. Our commitment to you is that we believe that can happen. Board Chair Unti further commented that this is a critical time when growth is really important. We encourage you to reach your goals and your own willingness to grow. We look forward to your move to the third year.

- Jeff Pulliam thanked his tenure committee and his dean. He looks forward to another exciting year in the process.
- Cheryl Stover thanked the tenure committee and the Board for taking some time to get to know us today.
- Sarah Redd thanked the tenure committee and the administration for putting up with all of her questions on committees. She further thanked the college for adding full-time positions to the science program.
- Richelle Spence thanked the tenure committee, and the Board. As an alumni feels privileged to work at RTC.

3) Faculty Advancements from Third Year to Tenure

After giving reasonable consideration to the recommendation of the tenure review committee and all other recommendations, Trustee Entenman recommended that Dawn Allen be awarded tenure, effective September 1, 2017. Trustee Palmer seconded and the motion carried.

- Dawn Allen thanked the college, Dean Novotny and Associate Dean Pollock for their support, trust and flexibility within the department, which allow employees to help students better succeed and grow more as employees. Without that trust she may not be as happy.

At 5:15 p.m. Board Chair Unti called for an executive session for twenty (20) minutes to review the performance of a public employee. At 5:35 p.m. the executive session was extended ten (10) minutes. The Board returned to regular session at 5:45 p.m.

After giving reasonable consideration to the recommendation of the tenure review committee and all other recommendations, Trustee Page recommended that Greg Kane’s promotion from the third year to tenure be denied. Trustee Takamura seconded. The vote; 4 yes, 1-no, and the motion carried.
4. **ADOPTION OF MINUTES**

Chairman Unti asked for corrections and/or additions to the following minutes:

*February 15, 2017 regular meeting*

*Trustee Page introduced a motion to approve the meeting minutes for the regular meeting on February 15, 2017 as presented. Trustee Entenman seconded, and the motion carried.*

5. **COMMUNICATIONS**

A. **General Information/Introductions**

   No introductions.

B. **Correspondence**

   Chairman Unti called attention to the local media articles published on behalf of the college. Trustee Takamura thanked Dr. McCarthy for all of his messaging to campus.

C. **Student Leadership**

   The written report was included in the Board materials, and there is no further presentation today. Trustee Takamura inquired with Ms. Supinski if she was pleased with the results and attendance of the dialogue series. Ms. Supinski responded mostly positive with the exception of low attendance for the rape culture dialogue. This will be a continued conversation to have on campus, and we look forward to building lots of good communication and relationships.

D. **Renton Federation of Teachers**

   Ms. Lynn-Dee Spencer reported on behalf of RFT that the membership has been meeting and is united. There is no old news or bad news to report.

E. **Written Communication Reports**

   Written reports were included in the Board materials, from various departments; Administration/Finance, Institutional Advancement, Human Resources, Information Technology, Instruction, RTC Foundation, and Student Services. Trustee Takamura inquired further if there is anything legally that prevents us from reporting demographics of new hires. She is interested in what progress we are making. Executive Director Hogan responded that we will certainly look at options that can be added to this report that will share our progress in this area.

6. **DISCUSSION/REPORTS**

A. **President**

   *Strategic Plan* – Dr. McCarthy noted that the two external forum sessions have taken place. The first, on March 14th had low attendance, but a good mix of people, including a few from faith based organizations. The second was last evening, and we had 20 attendees and another good mix. We had representatives from Kent, Renton and Tukwila School districts, the REACH director and a few from the City. Spanish was the only alternative language session requested, and Alma Meza has volunteered to lead that session on March 30. We are working to distill the information from the forums, and will follow up with additional internal forums scheduled on April 10, 11 and 12 on campus. The executive cabinet met today to look at possible changes to the Mission, Vision and Values, as a result of the information we have collected and distilled. We will invite those who participated from the community back to campus on May 9, 2017 for a first read draft of the plan.
Equity Plan – On the state level, Vice President Reyna has met with the Human Resources Commission on state-wide practices for hiring. At the February WACTC meeting, Dr. McCarthy led a presidents’ academy on several diversity, equity, and inclusion efforts in the state: Diversifying Faculty Hiring; (Cross-Institutional) Faculty of Color Mentoring; and Bias Response Teams. At RTC, DEIC has been making significant progress in its efforts.

Legislative Advocacy – On February 22nd, Dr. McCarthy was joined by Ms. Carrie Shaw and student Rachelle Mendoza for another visit to the Capitol campus. We visited with Senator John Braun’s legislative aide, Ruth Peterson, Senator Barbara Bailey, Senator Joe Fain, Senator David Frockt, Representative Tina Orwell, and Representative Sharon Tomiko-Santos. There is another visit scheduled on March 27th. The CTC presidents supported efforts in opposition to Engrossed House Bill 1237 to expand use of local funds in bargaining faculty contracts, and supported increased salaries from state funds, not local. RTC would be particularly hit hard because of our lower-revenue program mix, the product of the lack of Associate of Arts degree (DTA) authority and the revenue those would produce, as well as mandated tuition waivers for basic skills and apprenticeship, and a lack of international students to match local funds of neighboring colleges.

The Senate released their budget yesterday. In general, it is not a budget that advances our mission. Dr. McCarthy has been writing legislators.

B. Board of Trustees

1) Attendance at ACT Spring Conference Board Chair Unti announced the dates of the spring ACT conference and asked who was planning to attend. Trustee Page responded favorably, and Board Chair Unti regrettably is unable to attend. No others responded.

2) Board Liaison Reports

a) RTC Foundation Trustee Page reported on the very interesting work being done on the Foundation Board in terms of preparing board members on the “ask”. Cultivating resources can be difficult.

b) RTC Advisory Board Trustee Takamura reported that the next meeting is scheduled for March 29, and she is planning to attend. Vice President Reyna added that the group will be touring the Automotive Center as a portion of this meeting.

C. Administration/Finance

1) Operating Funds Budget Status Report As a regular report to the Board of Trustees, Vice President Merrell provided information on the revenues, expenditures, and respective variances for the period ending January 31, 2017.

2) Property Acquisition Update Vice President Merrell noted that there is a partially signed purchase agreement in the works. RTC has signed and sent it off to King County last week. There will be a due-diligence period, which may be able to be fast-tracked since some due diligence has already been done. This could still potentially take up to six more months to become final.
Vice President Merrell informed the Board that next month we will be bringing forward a proposal for an increased comprehensive fee. Our only mechanism for increased revenue is to increase tuition or charge new fees. We will bring documentation as to how the fees would be used, but want to be sure that we address any concerns that you may have. Trustee Entenman wants to know the impact on the student who does not get the Pell Grant. Trustee Takamura wants to know what plans will be put into place to inform students and the community.

7. MEETINGS
The next regular meeting of the Board of Trustees will be held April 13, 2017.

8. EXECUTIVE SESSION
At 6:23 p.m. Chairman Unti called for an executive session for twenty (20) minutes, to discuss with legal counsel, litigation or potential litigation to the college. The Board returned to regular session at 6:43 p.m.

9. ACTION
There was no action taken as a result of the executive session.

10. ADJOURNMENT
*It was moved by Chairman Unti to adjourn the Board of Trustees’ meeting at 6:45 p.m. Motion carried.*

______________________________   ______________________________
KIRBY UNTI, Chair               KEVIN D. MCCARTHY, President
Board of Trustees               Renton Technical College
AGENDA ITEM: 3. COMMUNICATIONS

SUBJECT:

BACKGROUND:
A. General Information/Introductions
B. Correspondence
C. Comments from the Audience
D. Student Leadership
E. Renton Federation of Teachers
F. Written Communication Reports:
   1) Administration/Finance
   2) Human Resources
   3) Information Technology
   4) Institutional Advancement
   5) Instruction
   6) RTC Foundation
   7) Student Services

RECOMMENDATION:
None.
Four Students Attend Phi Theta Kappa International Convention in Nashville

Four RTC student leaders travelled to Nashville, TN, joining more than 4,000 other community/technical college students, for the annual convention of the largest academic honor society in higher education. These students attended educational sessions to foster personal and chapter development and heard nationally-recognized keynote speakers. Joe Spieldenner and Jessica Supinski co-led an educational session titled “Bystander Intervention Strategies for Student Leaders” and Mo Abdullahi was recognized onstage as part of the All-USA Academic Team. In addition to attending the conference, the students got to visit Vanderbilt University, Centennial Park with a full-scale replica of the Parthenon, and Hadley Park where Fredrick Douglass gave a speech in 1973.

Fourteen Students Attend the WA State Students of Color Conference

On April 6-8, fourteen student leaders and six staff attended the 27th Annual WA State Students of Color Conference in Yakima, WA. Students were introduced to concepts and structures that strengthen their racial, ethnic and/or cultural identity. They gained more awareness of identity groups different than their own and learned skills needed to increase their cultural competency and work for social justice. They return to campus with a commitment to share what they learned with students in their classes and an understanding that they now have a responsibility to act as agents of change.

Spring Quarter Topics for the RTC Cross-Cultural Dialogue Series

This academic year, Student Leadership began a year-long series of dialogues focused on collaborative learning about issues that impact our community. The dialogues scheduled for this quarter are The (In)Justice System: Justice for Some (May 11) and Homophobia and Transphobia (June 1). Lesson plans will be sent via email and posted to Canvas in late April.

Lesson plans for past dialogues can be found here: www rtc edu/ dialogues.

RTC Hosts the Renton Career Fair on May 3

The LRCC staff have been working hard to organize next month’s career fair! Again this year, we have partnered with the City of Renton, the Renton Chamber of Commerce and Renton WorkSource to host the 2017 Renton Career Fair on Wednesday, May 3rd from 3-6pm. RTC students and members of our community will be connected to open employment opportunities from more than 50 local employers.
A. Security

Work on the card access project continues. Great progress was made over spring break to prepare buildings B, D and F for card access installation. No further updates at this time.

B. Facilities

The Facilities Department is assisting with final cleanup of the new automotive complex in preparation for the Wheels of Passion party coming up in May. Masonry restoration of buildings E and F has finally been completed. Work continues addressing the modifications required as part of the OCR review that occurred a few months back. The college has one-year to complete the modifications. The campus restroom upgrade project is in the construction documents phase. This work will be performed in the summer of 2017.

C. Business Office

Business office staff continue to work with the Financial Aid office and the State Board to get Auto-App and Auto-Check up and running as soon as possible. This will provide much needed automation in the area of check generation for our financial aid recipients. The biennial fixed asset inventory was just completed at the end of March. The business office is down two staff positions. The AP Specialist position has been posted and the Financial Aid Specialist position will be redefined once the conversion is made to Auto-App. Staff have been preparing for a Financial Statement presentation to the Board at the April Board meeting. Work has begun on the FY15-16 Financial Statements. Staff will be attending ctcLink workshops later this month.

D. Food Service

Preliminary information is being gathered on a possible main kitchen remodel. Funding sources may include grants, state works projects, and industry partners. In conjunction with a beverage survey recently completed, bottled beverage prices were raised an average of 2% in our Food Service and Bookstore areas. RTC still maintains a lower price than the surrounding stores. RTC signed an MOU with Goodwill Industries to provide space in the Annex for Goodwill’s Youth Aerospace Program beginning in July. This is a 2 year program that connects high school students with future career opportunities in the aerospace/advanced manufacturing industry. The CAFÉ deli area acquired a new sandwich oven and will soon be offering healthier salad bar choices with color coded utensils.

E. Bookstore

Linda Wyckoff, bookstore buyer, announced she will be retiring in October. Bookstore is adjusting prices to reflect a new sales tax rate within the city of Renton effective April 1, 2017 as well as increases to bottled beverages as noted above.
The following personnel actions have occurred as of March 31, 2017 and are presented for the Board of Trustees’ information.

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The Office of Information Technology continues to provide secure, reliable, integrated and cost-effective technology solutions as we update our technology across campus. We are continually introducing new technologies and are creating standards and policies that are necessary to our success. We continue to build stronger relationships with all divisions and programs and are ensuring that each program and/or department is taking advantage of all of the services that we provide.

Spring break is upon us. This is a time to focus on upgrades of hardware and updates to software. Because this meeting was scheduled so close to the last board meeting, I have no new updates to provide.

A. INFRASTRUCTURE PROJECTS COMPLETED – No New Updates

B. TECHNOLOGIES IMPLEMENTED AND COMPLETED PROJECTS – No New Updates

C. COST SAVINGS INITIATIVES IN PROGRESS – No New Updates
   - Papercut- Duplexing and printed page usage – Next Phase will be replacing our current library pay to print software
   - Printer Consolidation - reducing the number of printers on campus - Ongoing
   - Century Link Phone Line Audit – Reduction in phone lines – Verifying Inventory

D. PROJECTS IN PROCESS – No New Updates
   - Website Phase II – Project in Progress
   - DigArc – Acalog implementation – Searchable Online Catalog – Final Review Phase
   - Security Access Control System – Physical Access Control – Site Walk Completed
   - Campus Hardware/Software and security standards - Ongoing
   - PCI/FERPA/HIPAA Compliance - Ongoing
   - Network cabling upgrades - Ongoing
   - Develop an IT webpage for the RTC website – Reviewing Draft
   - IT Newsletter/ Regular Communication with Students, Staff and Faculty
   - SKYPE for Business Instant Messaging – Developing implementation plan
   - Exchange 2010 upgrade to 2016 – Project Plan Outline developed
   - VDI – Virtual Desktop to Replace Lab Computers – Building Environment for proof of concept
   - File Server – File Structure Rebuild
   - F5 Load Balancing and Proxy Server Implementation – Set up complete – Scheduling cutover
   - Active Directory Federated Services (ADFS) – Single Sign on and external application integration
   - New Version of SharePoint – In progress
   - Service Desk Automation – In progress
   - Security Threat Assessment – In Progress
   - Demo Kitchen Technology Upgrade
   - VMWare Assessment – Security and Optimization
   - Digital Document Signing and Routing – Adobe Sign
   - DigArc Curriculog Implementation – Curriculum workflow/ tracking software – Contract finalized
E. **UPCOMING PROJECTS – No New Updates**

- Intranet/SharePoint Site
- RFID (Radio Frequency Identification) – On hold
- Digital Signage Phase III – Offsite Locations
- Auditorium Upgrades
- IT Written Policies
- Classroom Technology Standardization
- Conference Room Upgrades
- ctcLink – Statewide Enterprise Resource Planning (ERP)
- Develop a catalog of services and Service Level Agreements
A. COMMUNICATIONS AND MARKETING

Recent Social Media Activity – 30 day overview (February 2017)

- Twitter – 9,455 impressions, 258 post engagements, 32 link clicks (total followers increased 1.5%)
- Facebook – 112,325 impressions, 550 post engagements, 356 link clicks (total fans increased 0.7%)
- Instagram – 321 followers, 6 followers gained (total followers increased 7.4%)
- LinkedIn – 7,023 followers, 215 engagements, 129 clicks (total followers increased 1.3%)

RECENT MEDIA COVERAGE

News Coverage

La Raza del Noroeste, Feb. 27, 2017 - [Del campo a vicepresidente de instrucción en Renton Technical College](https://www.laranadelnoroeste.com/web/noticias/2017/02/27/del-campo-a-vicepresidente-de-instruccion-en-renton-technical-college)


Seattle Times letter to the editor, March 27, 2017 - [Education: Community colleges](https://www.seattletimes.com/opinion/education-community-colleges/)

Advertising (February/March)

Print: La Raza del Noroeste

Display: Arena signs at ShoWare Center; posters at Kentlake, Hazen and Lindberg high schools; 8 Metro bus tail signs and 50 interior signs.

B. INSTITUTIONAL RESEARCH

- No new updates since March.

C. GRANT DEVELOPMENT

- RTCs/Construction Center of Excellence’s proposal for $250,000 was approved by the State Workforce Board’s Upskill-Backfill Initiative. The WDC is the required lead. The proposed project focuses on training building engineers who operate and maintain mechanical and performance systems in buildings. The Adult Basic Education and Integrated English Language and Civics Education grant was approved through the first round and is in the process of submitting a budget request for approval. Last round, we received just over $400,000 a year.

- New projects include a Workforce Development Fund proposal for $150,000 for the Mechatronics program due later this month and the Early Achiever’s grant due in early May for $41,500 to support Early Childhood Education students.

D. ACCREDITATION, STRATEGIC INITIATIVES, COLLEGE PLANNING

- All external stakeholder strategic planning forums have been completed. Concept maps from forum discussions as well as responses to the external survey have been developed, analyzed and incorporated with the internal stakeholder feedback. Five general themes have risen from the forums:
1. Completion
2. Equity, inclusion and social justice
3. Community engagement, partnerships and economic impact
4. Development of effective systems and policies; promoting accountability and transparency
5. Financial security and the diversification of funds

There is more work to be done to narrow these themes and develop strategic goals, objectives and indicators. A second round of internal forums will occur on April 10, 11, and 12, at which time these themes along with proposed changes to the College’s mission, vision and values will be discussed. On May 9th, RTC will conduct a second external stakeholder forum to get feedback on a first draft of the plan. Additionally, internal forums will also be scheduled in May to obtain feedback on the first draft.

- Kevin, Angel and Michelle met with the NWCCU at their office in Redmond on March 20th to discuss the contents of the letter we received from the Commission regarding our mid-cycle evaluation site visit and report, as well as our BAS candidacy for our BAS in Application Development. Based on the received reports from the Commission, RTC will be required to submit an Ad Hoc Report addressing the shortfalls outlined in the Commission’s BAS feedback report. During the meeting at the Commission office, we received further insight into what will be required for the Year Seven site visit and self-study. Thirteen (13) standards were cited in two of the four recommendations the College received during its last Year Seven visit in 2013. Substantial progress will be required in preparation for the next Year Seven visit, set for spring 2021. Over the summer months, a project plan and timeline will be developed to ensure that the College remains on track in meeting the standards of accreditation and addressing the recommendations from 2013.
Library Resource Center

The Library Resource Center has been working to support the current and forthcoming BAS degrees through collections curation. The library is in the process of acquiring two new databases, one containing over 3,000 full-text Scholarly Journal/magazine/newspaper and the other containing over 3,000 full-text eBooks. These combined databases not only support the Computer and IT related Baccalaureate degrees but also provide materials for our other programs at RTC including robotics, biotechnology, aerospace, civil engineering, electrical engineering, energy sciences, business, industrial safety, material science, optics and photonics, and project management. These materials will be available to the entire RTC community 24/7 from on or off campus and our hope is to identify rich and robust materials that can be used as instruction tools or possibly even replace an expensive textbook that students would normally need to purchase.

The Library Director and staff have also been working to update the library operating guidelines/procedures to ensure the library is transparent about rules of use and offerings/services. The current guidelines did not adequately address several issues including how to request or challenge library materials, ideal behaviors while in the library spaces, copyright guidelines and reciprocal borrowing between the other community and technical colleges. We are ensuring these procedures promote and align with the college’s mission and values while also discussing a potential reworking of the Library’s mission statement.

One major focus for the library over the past year has been our conversion to a new Integrated Library System (ILS). RTC, along with 26 other state CTC libraries, are involved in this conversion to the ExLibris product called ALMA/PRIMO which affords our students a cohesive and familiar discovery/searching platform across all our college libraries while also opening up more avenues for resource sharing and consistent cataloging. As a result of this conversion, there have been some changes to how we message with students about due dates and pending fines as these are now all conducted via email communications through their RTC student email. Requiring our students to consistently check their email has been a re-education effort that has been reinforced by faculty in the classrooms and through assignments, counselors during orientations, messages on Canvas and with the help of the Marketing Department through digital signage.

Looking forward, the Library Resource Center will begin exploring the design of a new survey by which to gain information from our college community about our services, collections, spaces, programming and approaches to information literacy. We currently assess the library in respect to the College Success classes and through individual workshops/orientations, but we are hoping to gain more constructive feedback from our library patrons who visit the library independently or via our online resources. We will partner with Instructional Research and other stakeholders to design a new survey that will provide meaningful feedback by which to evaluate the work of the Library.
Workforce, Trades and Economic Development

- Currently developing an associate’s degree for the Carpenters Trades working towards a Fall 2018 start.

- On track with our Mechatronics program and have recently completed interviewing potential instructors for the program. Curriculum development is almost complete and program on target for a Fall 2018 start.

- The Boiler Symposium will be hosted by Renton Technical College this year and is scheduled for June 29-30, 2017.

- Researching the creation of a pre-apprenticeship program geared towards two pathways, carpentry and Laborers. Awaiting permission from the two unions before beginning curriculum development.

- Finishing the final year of the WISE grant. It has been a very successful grant in supporting construction trades and welding students.

- Researching an NSF grant that would help us update equipment and program content in the Commercial Building program.

- Developing a Continuing Education program which will outline the ways and means of bringing more innovative contract courses on campus.
RTC Foundation Report
Renton Technical College Board of Trustees
March 22, 2017

**Automotive Grand Opening & Career Fair May 11**
The main goals are to engage industry partners and showcase automotive careers to potential program recruits and the people who guide career decisions for high school students. The event is two-tiered with a career fair first, geared toward recruitment and advocacy, and the second tier; a *Wheels of Passion Party* with food, hosted bar, car show and live music to celebrate the industry. Current sponsorships include:

- AAA Washington
- Car Pros
- Connor Homes
- Firestone
- Ford ASSET
- Fred Meyer
- Griot’s Garage
- Iden’s Dealer Services
- O’Brien Auto Group (10 Dealerships)
- Walkers Subaru

Promotional partners include: State CTE committees, Puget Sound Skills Center, local school districts, WA State Auto Dealers Association, ASA, FourBlock veterans group, USO NW, and Marine Corps Support Group.

**March 30 – State of the City with Mayor Denis Law**
We raised $5,100.00 and 190 people attended – the largest group for this event. The mayor wants to continue doing this event at RTC and working with the Foundation with proceeds going to scholarships.

**March 10-12 Reading Apprenticeship Conference**
Alysen provided administration support for the third annual Reader’s Apprentice Conference at RTC. The event garnered national attention and put RTC on the map for reading comprehension training.

**New Foundation Board Member**
We are excited to announce that Audrey Godwin, a Latina businesswoman and former adjunct faculty member at RTC, has joined the board. Meetings and campus tours with potential board members include Kim Suggett from Centers for Diagnostic Imaging, and Jamie Creek, current Associated Builders & Contractors board chair.

**New Website Landing Page**
The IT Department is working to design a new landing page for the Foundation and improve navigation so people can find the Foundation webpages and donor information more quickly. There is now a top link on the home page. Big improvements for people to find the Foundation!

**Kaiser and Group Health Foundations**
New scholarship donor Bob Watt has provided an introduction to key leadership at the Kaiser and former Group Health Foundation boards. Engagement with RTC is the next step.

**South Sound Chambers of Commerce Legislative Coalition**
Carrie has been invited to represent Renton on the SSCCLC. This will help give RTC a higher profile in the region and a voice for higher education issues as it relates to legislative priorities with the region’s chambers.
A. EDUCATION SUPPORT SERVICES (Disability Resource Services, Veterans Services, Testing Services, Re-Entry Services)

This month, staff will attend a statewide meeting on directed self-placement, which we have been using as a placement tool for composition and English classes. It will be an opportunity to compare our tool to others’ in the system, learn current promising practices and then adjust as needed here. Beginning spring quarter, Disability Resource Services will undergo a review and updating of how we administer services upon onboarding the new director.

B. ENROLLMENT & ENROLLMENT SERVICES

Enrollment Services has been busy finalizing winter quarter and processing registrations for spring quarter. Grades are in and posted and all of the degrees and certificates that were applied for and earned have been posted. The College awarded its first Bachelor’s degree upon completion of winter quarter! Next, staff will complete reviewing and awarding the approximately 90 high school 21+ applications we have received. After those are complete, staff will be reviewing all of the student records, for those who have stopped out, to see who else has earned a credential.

Enrollment Services has been working with the instructional deans to assist with budget and FTE forecasting. This includes creation of a spreadsheet that allows for forecasting and adjustment of each individual program cohort. Enrollments for spring are trending in comparison to this time last year.

C. FINANCIAL AID

The Financial Aid office is undergoing a policy review to ensure the student academic progress policy, and others, are up to date and meet the specifications of the DOE. Office staff are working with staff in the Business Office in order to advance the work of automating certain parts of the awarding process, which will result in quicker and more modernized packaging and awarding.

D. STUDENT PROGRAMS AND ENGAGEMENT – see Student Leadership Report

E. STUDENT SUCCESS SERVICES (Advising and Counseling, Outreach and Entry Services)

March was extremely busy with events and event planning activities, as well as large group tours. Outreach had 7 college and career fairs in the Issaquah, Tukwila, Sumner, Renton, and Kent Districts. Staff hosted 146 students for tours in March. Outreach also hosted the Renton School District ELL Night for students and families, with just over 30 attendees. Nearly 600 girls from King and Pierce county attended the ‘Expanding Your Horizons’ event. Colleen Bassham and Micalah Pieper facilitated the College 101 workshop and Jessica Supinski facilitated the Girls are Powerful workshop. There were 25 STEM workshops for the girls to explore. It was a great success.

Renton and Seattle school districts brought 60 - 8th grade students to the Washington Council College Exploration event we hosted last week. Also, 20 Kent SD 8th grade boys attended the Non-traditional boys’ day event last week.
AGENDA ITEM: 4. ACTION ITEMS

SUBJECT:

BACKGROUND:

A. Comprehensive Fee Increase Proposal

Vice President Merrell will present a request to the Board for increasing the College’s comprehensive and technology fees. Staffing costs continue to rise and the College receives only partial funding from the State for cost-of-living increases. This is an unsustainable model and with no tuition increases, there is no mechanism for the College to increase revenues other than by increasing fees. This request is coming to the Board earlier in the year than in the past due to the potential impact on the Student Government budget.

RECOMMENDATION:

None.
AGENDA ITEM: 5. DISCUSSION/REPORTS

SUBJECT: A. President

BACKGROUND

President McCarthy will provide a report to the Board, subsequent to the March 22, 2017 Board meeting.

1) **Goals:** Strategic Planning • Diversity, Equity and Inclusion Plan • College Advocacy

2) Mid-Cycle Evaluation Update

   Executive Director Campbell will provide an overview of the included Mid-Cycle Evaluation Report from NWCCU.

RECOMMENDATION:

None.
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Note: Appendix A, B and C address recommendations from the 2013 Year Seven Peer-Evaluation Report. Additional supporting documentation for each appendix is included in a separate PDF.
Introduction
Renton Technical College (RTC) underwent a comprehensive Year Seven Peer-Evaluation in 2013. The visiting evaluation committee provided a detailed report of their findings, including four commendations and four recommendations (Responses to recommendations 2, 3 and 4 are located in Appendix A, B and C). The first recommendation with regard to undergoing an annual external financial audit was addressed in an Ad-Hoc Report dated December 15, 2015, as well as in a Special Report dated March 11, 2016. The second recommendation regarding evidence of multiple planning processes is addressed in Part I of this report, and again in Appendix A. The third recommendation regarding the College’s need to ensure its planning process is informed by meaningful and verifiable indicators is also addressed in Part I of this report, and again in Appendix B. Lastly, recommendation four indicates the College’s need to engage in an evidence-based evaluation of assessment processes to ensure learning outcomes are clearly identified. This recommendation is addressed in Appendix C.

Part I: Overview of Institutional Assessment Plan

describe/explain your process of assessing mission fulfillment. Who is involved in the assessment? Is the board of trustees involved?

Core Theme Assessment
Following RTC’s Year Seven Evaluation in 2013, the College’s core themes, objectives, and key performance indicators (KPIs) were revised to more closely align with the mission (The mission of Renton Technical College is to prepare a diverse student population for work, fulfilling the employment needs of individuals, business and industry). Shortly after our Year Seven Evaluation, the College experienced significant turnover at the leadership level, bringing much of the progress on assessing mission fulfillment to a halt. During the 2015-16 fiscal year, members of Executive Cabinet, deans, directors and institutional research staff again reviewed the College’s KPIs and revised or forewent many of the indicators to align with new data collection standards outlined by the Institutional Research (IR) Office, as well as to ensure all indicators could be operationalized and measured. RTC’s Executive Director of Institutional Advancement/Accreditation Liaison Officer (ALO) and Institutional Research Manager are responsible for compiling all relevant data for measuring performance on 20 key performance indicators. Moving forward, core theme achievement will be monitored by the College Council and presented to Executive Cabinet and the Board of Trustees bi-annually. These monitoring reports will be shared with the campus community and will be made available on RTC’s website. Additionally, announcements regarding progress towards mission fulfillment will be made in the quarterly Data Integrity Group (DIG)/IR newsletter. In spring 2016, RTC deployed an online data dashboard using Tableau to show visual representation of core theme achievement and mission fulfillment.

Using data to inform campus planning, budgeting and decision making has increased over the past two years, and the College is now moving toward a more proactive state with its data-driven decision making processes. As of May 2016, RTC has begun to prepare semi-annual operational plan monitoring reports (see Appendix B – Operational Plan Mid-Year Monitoring Report 2015-16). Monitoring reports will be shared campus-wide and presented to Executive Cabinet and the Board of Trustees every year in March (mid-year report) and September (year-end report).
In preparation for our next Year Seven Evaluation, the College continues to work toward creating a more integrated planning and assessment process, informed by relevant and timely KPIs and a more rigorous program review process. We continue to work diligently to align our core themes, learning outcomes, planning and budgeting processes to the strategic direction and mission of the College.

**Educational Assessment**

Since the Year Seven Peer-Evaluation visit, RTC’s progress in educational assessment has been slow. The College has moved away from a Competency-Based Education (CBE) system and is currently in the process of creating course and program level outcomes. At this time, all programs have successfully developed program outcomes that are aligned to one or more of the college-wide outcomes. Course outcomes have not yet been completed; however, by fall 2016, all courses will have formal learning outcomes. Once all course and program outcomes have been developed and aligned with college-wide outcomes, programs will begin work on learning outcomes assessment. The College plans to leverage technology resources with a Qualtrics to Canvas integration. This software will allow faculty to easily access their outcomes data without additional manual tracking. The implementation of this software will take time, with an anticipated launch in 2017.

Learning outcomes assessment will also be an integral part of the College’s new program review process. Five programs have been chosen to pilot the process in spring 2016. The purpose of this review is threefold: 1) the College is required to evaluate programs on a regular cycle and to evaluate the effectiveness of program outcomes; 2) the review helps the College prioritize program needs by enrollments, curricular changes, industry trends, and student satisfaction rates, making it possible to identify and advocate for resources; and 3) it is an evaluative process that ensures faculty, deans, and the College in general are making strategic decisions with regard to programming.

The program review process runs on a three-year cycle, with specific tasks assigned each year. Year 1 is the primary review. It is a time when data is collected, discussed, an initial plan for assessment and growth is developed, and information is presented to a Program Review Committee for feedback and action plan input. Faculty members and the dean also choose one program outcome, relevant course outcomes, and three to five assessments that align with these course outcomes to assess during the following year (Appendix C provides an example of course outcome selection for the Professional Baking program). If program enhancement or intensive review was recommended at the end of Year 1, the individuals and/or departments asked to review initial data and work together on program improvement continue to meet. This helps the College as a whole to evaluate our progress in supporting program growth, restoration, or active status.

At the end of Year 2, the faculty and dean formally regroup to assess student learning through three potential steps:

- **Step 1:** Summarize collected course assessment data.
- **Step 2:** Analysis and evaluation of data.
- **Step 3:** Implementation of change(s).

This process may lead to a revision of a course outcome and/or assessment to determine if outcomes improve as well as continued data collection through Year 3. Also, the faculty and dean review the initial action plan to determine if tasks identified in Year 1 have been completed. If program enhancement or intensive review was recommended in Year 1, individuals and/or departments continue to work together on program improvement.
In Year 3, the faculty and dean close the loop on assessing course outcome measurements, review the work accomplished over the past three years, and create a plan for the future (see Appendix C for the Program Review Sequence).

When each program team completes a three-year cycle, the IR Office will compile the assessment data for a “rolled-up score”. For example, course outcome scores will be averaged for each applicable program outcome, which will then be averaged for each applicable college-wide outcome to obtain one cross-program score for each college outcome (Responsibility, Communication, Collaboration, Performance, and Problem-Solving; see Appendix C for Outcomes Alignment). The results of this rolled-up assessment will be used to assess student learning at the College and one piece of the mission fulfillment measurement (Key Performance Indicator #6).

Are your core themes and objectives still valid?
As part of Standard One – Mission and Core Themes, RTC created a comprehensive matrix of the College’s core themes, objectives and key performance indicators following our 2013 Year Seven Evaluation. Since then, as mentioned above, we have revised our KPIs, but have maintained our four core themes. These core themes are well-aligned to the College’s mission and serve as the foundation for our operational planning process.

Is the institution satisfied that the core themes and indicators selected are providing sufficient evidence to assess mission fulfillment and sustainability? If not, what changes are you contemplating?
The core themes and objectives established by the College in 2013 still serve as a strong foundation for planning, assessment and progress toward mission fulfillment. In winter 2016 the Board of Trustees reaffirmed the College’s core themes during a board study session. Over the past year, RTC reviewed, revised and in some cases forewent several of our original 21 KPIs in an effort to further align our KPIs with new data collection standards outlined by the College’s IR Office. This has ensured all indicators can be operationalized and quantifiably measured, and are in alignment with the College’s mission. In comparing the College’s progress from 2013-14 to 2014-15, our data indicates that the College is making strong progress towards core theme achievement and mission fulfillment.

More information on the College’s methodology for assessing core theme achievement can be found in Appendix B – Operational Plan Mid-Year Monitoring Report 2015-16. RTC’s core themes, objectives and key performance indicators are as follows:

Core Theme 1: Student Success
Renton Technical College provides student access that reflects the diverse demographic makeup of its community. Equity is achieved by high success and completion rates of all students, data-informed decision making and student-centered policies and practices throughout the institution.

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<thead>
<tr>
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<tbody>
<tr>
<td>1.1: Attract and retain a student population reflective of the diverse community we serve.</td>
<td>KPI 1: 1st and 2nd Quarter Retention Rates</td>
<td>76.5%</td>
<td>63.6%</td>
</tr>
<tr>
<td></td>
<td>KPI 2: 1st and 3rd Quarter Retention Rates</td>
<td>59.4%</td>
<td>53.4%</td>
</tr>
<tr>
<td></td>
<td>KPI 3: One-Year Persistence Rates</td>
<td>71.1%</td>
<td>69.2%</td>
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</table>
1.2: Achieve equitable success rates of all students.

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<tr>
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</thead>
<tbody>
<tr>
<td>2.1: Achieve high rates of student progress and degree or certificate completion.</td>
<td>KPI 7: Completion Rates</td>
<td>54.1% (Cert) / 11.3% (Deg)</td>
<td>50% (Cert) / 16.4% (Deg)</td>
</tr>
<tr>
<td>2.2: Deliver workforce programs that meet current industry demand and standards.</td>
<td>KPI 8: Licensure and Certification Pass Rates</td>
<td>91%</td>
<td>88%</td>
</tr>
<tr>
<td></td>
<td>KPI 9: Advisory Committee Satisfaction with Programs</td>
<td>Not Available</td>
<td>Not Available</td>
</tr>
<tr>
<td>2.3: Achieve high rates of employment placement in</td>
<td>KPI 10: Placement Rates</td>
<td>76% (Cert) / 83% (Deg)</td>
<td>82% (Cert) / 89% (Deg)</td>
</tr>
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</table>
training-specific industries for workforce completers.

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<tbody>
<tr>
<td>660 (Hybrid/Online)</td>
<td>915 (P.M. Courses)</td>
<td></td>
</tr>
<tr>
<td>1,388 (Hybrid/Online)</td>
<td>796 (P.M. Courses)</td>
<td></td>
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</tbody>
</table>

**Total Core Theme Score:** 9 / 14 (64%)  

**Core Theme 3: Basic Skills Education**

Renton Technical College offers basic skills courses that support the transition of students to college level study and career pathways. Student progression is supported through English as a second language (ESL) instruction, high-school completion options, college-readiness instruction, and integration of basic skills instruction into workforce programs.

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<tbody>
<tr>
<td>3.1: Achieve significant student progression toward achieving educational goals.</td>
<td>KPI 12: Gains Made</td>
<td>44.8%</td>
<td>46.4%</td>
</tr>
<tr>
<td>3.2: Achieve significant student progression toward achieving career goals.</td>
<td>KPI 13: Retention Rates – Basic Studies</td>
<td>58.2%</td>
<td>59.9%</td>
</tr>
<tr>
<td>3.3: Transition students into college classes and programs.</td>
<td>KPI 14: Transition Rates</td>
<td>12.5%</td>
<td>12.3%</td>
</tr>
</tbody>
</table>

**Total Core Theme Score:** 2 / 6 (33%)  

The core theme of Basic Skills Education focuses on ESL, adult basic education (ABE), and GED students’ progression, including their retention rate, gains on standardized testing, and eventual transition into college-level courses. Basic Studies students comprise nearly one-third of the student body at RTC. It is essential that these students develop skills sufficient to take college-level classes, and eventually earn a certificate or degree to increase their earning potential in the workforce. Retention and gains data is collected and monitored via the Washington Adult Basic Education Reporting System for federally reportable students. Transition rates are tracked as part of the State Board for Community Technical College’s (SBCTC) Student Achievement Initiative (SAI) database on an annual basis, and compared to the Washington state system. These outcomes are used to inform curricular or programmatic changes, identify gaps in student support, and highlight needs for services and/or staff.

**Core Theme 4: Institutional Sustainability**

Renton Technical College cultivates, manages and prioritizes its financial, human and physical resources to advance the mission of the College. An optimal learning environment is created through a diverse and innovative faculty and staff, deployment of technologies that enhance teaching and student engagement, and financial planning that supports the College’s strategic priorities.
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</tr>
</thead>
<tbody>
<tr>
<td>4.1: Attract a diverse faculty and staff suited to prepare a diverse population for work.</td>
<td>KPI 15: Employee Demographics</td>
<td>25% (RTC)</td>
<td>27% (RTC)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>35% (Local Area)</td>
<td>35% (Local Area)</td>
</tr>
<tr>
<td>4.2: Manage and prioritize financial, technological and physical resources to advance the mission of the college.</td>
<td>KPI 16: Budget-to-Actual Variance</td>
<td>-8% (Revenue)</td>
<td>-3% (Revenue)</td>
</tr>
<tr>
<td></td>
<td>KPI 17: Technology Replacement Cycle/Enhance Technology Services</td>
<td>-4.5% (Expenditures)</td>
<td>1.1% (Expenditures)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>90.6% (Planned vs. Actual)</td>
<td>77.8% (Planned vs. Actual)</td>
</tr>
<tr>
<td>4.3: Align enrollment with FTE projections and state allocations.</td>
<td>KPI 18: FTE Enrollment</td>
<td>97%</td>
<td>99%</td>
</tr>
<tr>
<td>4.4: Increase community partnerships to improve RTC’s effectiveness and positive impact in the region.</td>
<td>KPI 19: Donations and Partnerships</td>
<td>1,841 (# of gifts)</td>
<td>1,795 (# of gifts)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$213,212 (Value)</td>
<td>$149,047 (Value)</td>
</tr>
<tr>
<td>4.5: Pursue strategic funding opportunities to ensure fiscal sustainability.</td>
<td>KPI 20: Grants and Contracts Funding</td>
<td>17 (# funded)</td>
<td>24 (# funded)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$3,202,928 (Value)</td>
<td>$4,647,976 (Value)</td>
</tr>
<tr>
<td><strong>Total Core Theme Score:</strong></td>
<td><strong>9 / 12 (75%)</strong></td>
<td></td>
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</tbody>
</table>

The core theme of Institutional Sustainability addresses the College’s partnerships with business and industry; K-12 and university partnerships, as well as other community and technical colleges. It includes the cultivation of an inclusive campus environment through recruitment and retention of a diverse and innovative faculty and staff. Additionally, core theme four addresses responsible stewardship of external funding and fiscal resources.

**2015-16 Key Performance Indicator Scorecard**

The scorecard below represents RTC’s progress towards mission fulfillment. Each core theme has an established set of objectives and corresponding key performance indicators. At the end of the academic year, these indicators are scored based on progress in meeting established benchmarks (see Appendix B for detailed information on these benchmarks). A score of “0” means no progress has been made; a score of “1” indicates some progress has been made; a score of “2” indicates the benchmark has been met. For the 2014-15 year, the total possible score for all 20 KPIs was 56, as some KPIs had more than one measurement. Core Theme 1: Student Success received a score of 13/24, Core Theme 2: Workforce Education received a score of 9/14, Core Theme 3: Basic Skills Education received a score of 2/6, and Core Theme 4: Institutional Sustainability received a score of 9/12, for a total mission fulfillment score of 33/56 (59%).

The scorecard below suggests that the College’s strength lies in its effective use of resources and responsible stewardship. The Institutional Sustainability Core Theme score was 75%, indicating mission
fulfillment for this core theme. RTC still has work to do in this area, most notably with increasing the diversity of our faculty and staff, and increasing our partnerships with the local community. The Human Resources staff is currently working on diversity efforts to address the diversity gap in our employee population. Likewise, with the recent hire of a new Foundation Director, we anticipate that the large decrease in the value of donor gifts in 2014-15 will not continue.

Regarding the Basic Skills Education Core Theme, although Basic Studies students comprise a large portion of RTC’s student population, student performance in this area has been decreasing over the past four years. This resulted in a score of only 33% for this core theme. Each year, the IR Office completes a detailed Basic Studies Report with disaggregated data on retention, significant gains, and transition. This report is shared with the Dean and Associate Dean of Basic Studies, as well as Student Services staff who work with these students. As a result of the decline in student success (for Basic Studies students), during the 2015-16 year, RTC redesigned its curriculum in Basic Studies to align with new requirements for adult basic education. The College will continue to monitor the success of these students over the next few years following the programmatic change. We anticipate an increase in the Basic Skills Education Core Theme score in the coming years, as the College has also hired a Student Success Specialist to assist with the transition of Basic Studies students into professional-technical programs, as well as instituted a High School 21+ program that has grown exponentially over the past year.

Scores for the Student Success and Workforce Education Core Themes were 54% and 64%, respectively. RTC has made some progress towards mission fulfillment in these core themes, but there is still substantial room for improvement. For example, our quarter to quarter retention rates and persistence rates decreased in 2014-15 after seeing substantial increases in 2013-14, a pattern we have noticed across multiple cohorts. However, we continue to close the achievement gap between minority and white students with regard to these measures. In 2013-14, the College implemented a new high-touch advising model, which has positively impacted our retention rates. The decreases in 2014-15 are therefore concerning and will be monitored to ensure the advising model continues to positively impact student success. Course success rates and student engagement continue to be a strongpoint for the College, while systematic assessment of learning outcomes and program review are in their infancy. We anticipate substantial movement towards mission fulfillment in outcomes assessment over the next year, and the revised program review process will begin in spring 2016. The methodology for built-in KPI tolerance can be found in Appendix B.
<table>
<thead>
<tr>
<th>Category</th>
<th>Theme</th>
<th>Score</th>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Success Rates Overall</td>
<td>Student Success</td>
<td>1.2</td>
<td>4</td>
</tr>
<tr>
<td>Course Success Rates by Race</td>
<td>Student Success</td>
<td>1.2</td>
<td>4</td>
</tr>
<tr>
<td>Student Satisfaction with Programs and Services (CCSSE)</td>
<td>Student Success</td>
<td>1.3</td>
<td>5</td>
</tr>
<tr>
<td>Student Satisfaction with Programs and Services (SENSE)</td>
<td>Student Success</td>
<td>1.3</td>
<td>5</td>
</tr>
<tr>
<td>Student Learning Outcomes Assessment</td>
<td>Student Success</td>
<td>1.4</td>
<td>6</td>
</tr>
<tr>
<td>Program Review Process Implemented in All Programs</td>
<td>Student Success</td>
<td>1.4</td>
<td>6</td>
</tr>
<tr>
<td><strong>TOTAL SCORE – CORE THEME 1: STUDENT SUCCESS SCORE</strong></td>
<td></td>
<td>13/24</td>
<td>(54%)</td>
</tr>
<tr>
<td>Completion Rates Overall</td>
<td>Workforce Education</td>
<td>2.1</td>
<td>7</td>
</tr>
<tr>
<td>Completion Rates by Race</td>
<td>Workforce Education</td>
<td>2.1</td>
<td>7</td>
</tr>
<tr>
<td>Licensure and Certification Pass Rates</td>
<td>Workforce Education</td>
<td>2.2</td>
<td>8</td>
</tr>
<tr>
<td>Advisory Committee Satisfaction with Programs</td>
<td>Workforce Education</td>
<td>2.2</td>
<td>9</td>
</tr>
<tr>
<td>Placement Rates</td>
<td>Workforce Education</td>
<td>2.3</td>
<td>10</td>
</tr>
<tr>
<td>Course and Program Learning Formats (# of distance education courses)</td>
<td>Workforce Education</td>
<td>2.4</td>
<td>11</td>
</tr>
<tr>
<td>Course and Program Learning Formats (# of evening courses)</td>
<td>Workforce Education</td>
<td>2.4</td>
<td>11</td>
</tr>
<tr>
<td><strong>TOTAL SCORE – CORE THEME 2: WORKFORCE EDUCATION</strong></td>
<td></td>
<td>9/14</td>
<td>(64%)</td>
</tr>
<tr>
<td>Gains Made</td>
<td>Basic Skills Education</td>
<td>3.1</td>
<td>12</td>
</tr>
<tr>
<td>Retention Rates – Basic Studies</td>
<td>Basic Skills Education</td>
<td>3.2</td>
<td>13</td>
</tr>
<tr>
<td>Transition Rates</td>
<td>Basic Skills Education</td>
<td>3.3</td>
<td>14</td>
</tr>
<tr>
<td><strong>TOTAL SCORE – CORE THEME 3: BASIC SKILLS EDUCATION</strong></td>
<td></td>
<td>2/6</td>
<td>(33%)</td>
</tr>
<tr>
<td>Employee Demographics</td>
<td>Institutional Sustainability</td>
<td>4.1</td>
<td>15</td>
</tr>
<tr>
<td>Budget to Actual Variance</td>
<td>Institutional Sustainability</td>
<td>4.2</td>
<td>16</td>
</tr>
<tr>
<td>IT Replacement Cycle</td>
<td>Institutional Sustainability</td>
<td>4.2</td>
<td>17</td>
</tr>
</tbody>
</table>
Mission Fulfillment Threshold: 75%

* This survey is being revised as part of the new program review process and will be piloted in the spring of 2016.

Key Performance Indicator Scoring Key

<table>
<thead>
<tr>
<th>KPI</th>
<th>Progress Toward Goal</th>
<th>Average Rating</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>🟢</td>
<td>Goal Met</td>
<td>2</td>
<td>Use model, best practice; continue to support practice</td>
</tr>
<tr>
<td>🟠</td>
<td>Progress Towards Goal</td>
<td>1</td>
<td>Meets benchmark; look to continue improvement</td>
</tr>
<tr>
<td>⚠️</td>
<td>Goal Not Met</td>
<td>0</td>
<td>Develop action plan and take action</td>
</tr>
</tbody>
</table>

Part II: Representative Examples

Provide two representative examples of how the institution has operationalized its mission and core themes progressing from objectives to indicators to outcomes to mission fulfillment. These examples should be regarding student learning either at the institutional, program or course level. They should illustrate how you are “closing the loop” on student learning assessment.

This section outlines two examples of core theme assessment at Renton Technical College. These examples illustrate how RTC identifies viable outcomes based on our mission, how we collect data related to the assessment of those outcomes, and how those assessments drive decision making at the College.

EXAMPLE 1: Program Review and Assessment

Are your indicators for this example proving to be meaningful?
In the College’s Operational Plan, Objective 1.4 states, “Identify and communicate learning outcomes to students, and use the assessment of student learning outcomes to enhance teaching, learning, and continuous improvement.” The indicator selected for this objective is KPI #6 – Student Learning Outcomes Assessment. This KPI includes the following measures:

- Are course, program, and college-wide learning outcomes developed and aligned?
- Is the program review process implemented in all programs?
As indicated above, the College is currently in the process of revamping its program review process, and leveraging technology resources to assess student learning outcomes. As such, these indicators are likely to evolve over time as we begin the program review process and assessment in the classroom. Once outcomes are developed and aligned, KPI #6 will no longer be meaningful, and will be revised to address assessment outcomes specifically. Likewise, although the program review process will not be implemented in all programs until 2019, this indicator will also need to be revised at that time, to provide a more meaningful and quantifiable evaluation of our learning outcomes assessment. Currently, these indicators are meaningful for the College with regard to moving this work forward, even though they do not necessarily measure the quality and feedback loop of the assessment process.

**Do you have too many indicators or too few?**
Currently, the two measures pertaining to KPI #6 are sufficient for assessing RTC’s progress towards developing and aligning course outcomes and implementing a systematic outcomes assessment process. As the College makes progress towards the measures listed above, we will add additional KPIs that quantify the results of our outcomes assessment work. As we move toward full implementation of our Qualtrics to Canvas integration, we will have access to additional data that can be used to assess student learning outcomes and inform the creation of more relevant indicators.

**What has the institution learned so far and what changes are contemplated?**
RTC has determined that a more aggregated, college-wide analysis of student learning, validation of learning through a more meaningful employer survey and better tracking of student success for those who continue on to a four-year institution is needed. While we do monitor student learning via other avenues, such as job placement and internship course pass rates as well as pass rates on national licensure and certification exams, we cannot definitively conclude that students are meeting the standards for learning for their respective industries and general education areas of competency. As such, the College is working on developing appropriate course and program learning outcomes that will be assessed via the new program review process, as well as monitored throughout the year in Canvas.

**What has been your progress to date using the data? Do the data tell you what you are looking for?**
As indicated above, our new outcomes assessment and program review processes are in the development stage. In the past, the College has assessed student learning in programs via licensure/certification pass rates, pass rates in co-op, internship, or practicum courses for programs that have this component, and pass rates across all courses. Not all licensure and certification exams are required and therefore not all are tracked by faculty. However, for those programs with available data, pass rates are consistently high, ranging from 71-100% (see Table 1). In some programs, students have to complete a co-op, practicum, or internship course prior to graduation. For these 17 programs, over 94% of students passed the course, and over 50% earned a 3.0 or higher (see Table 2). For all program courses, students at RTC pass with a 2.0 or higher or a satisfactory grade at a rate of 88-89%. For all courses combined, including general education and basic education, students pass at an average rate of 85-87% (see Table 3). Course success rates are tracked on an annual basis as part of our Institutional Fact Book, which is available publicly on the RTC website.

<table>
<thead>
<tr>
<th>Table 1: Licensure/Certification Pass Rates for Available Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Timeframe</strong></td>
</tr>
<tr>
<td>2014-2015</td>
</tr>
<tr>
<td>2014</td>
</tr>
<tr>
<td>2010-2015</td>
</tr>
</tbody>
</table>
*Over the past two years, the Surgical Technologist program has had a pass rate of 100%.

Table 2: Course Pass Rates for Co-Op, Practicum, and Internship Courses (2014-15)

<table>
<thead>
<tr>
<th>Program</th>
<th>Total Grades</th>
<th>2.0+ or Satisfactory</th>
<th>3.0+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autobody Repair &amp; Refinishing</td>
<td>2</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Automotive Technology</td>
<td>66</td>
<td>87.9%</td>
<td>74.2%</td>
</tr>
<tr>
<td>Culinary Arts</td>
<td>16</td>
<td>100%</td>
<td>93.8%</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>110</td>
<td>98.2%</td>
<td>16.4%</td>
</tr>
<tr>
<td>Engineering Design Technology</td>
<td>12</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Early Childhood Careers</td>
<td>96</td>
<td>84.4%</td>
<td>68.8%</td>
</tr>
<tr>
<td>Ford ASSET</td>
<td>71</td>
<td>95.8%</td>
<td>83.1%</td>
</tr>
<tr>
<td>Automotive Technology-ITEC</td>
<td>10</td>
<td>90%</td>
<td>70%</td>
</tr>
<tr>
<td>Medical Office Programs</td>
<td>16</td>
<td>87.5%</td>
<td>87.5%</td>
</tr>
<tr>
<td>Massage Therapy Practitioner</td>
<td>13</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>Medical Assistant</td>
<td>79</td>
<td>97.5%</td>
<td>19%</td>
</tr>
<tr>
<td>Precision Machining Technologies</td>
<td>9</td>
<td>100%</td>
<td>88.9%</td>
</tr>
<tr>
<td>Ophthalmic Assistant</td>
<td>48</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>Pharmacy Technician</td>
<td>35</td>
<td>100%</td>
<td>82.9%</td>
</tr>
<tr>
<td>Certified Office Professional</td>
<td>3</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Surveying-Field/Land</td>
<td>11</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Veterinary Assistant</td>
<td>15</td>
<td>93.3%</td>
<td>86.7%</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>612</strong></td>
<td><strong>94.4%</strong></td>
<td><strong>52.5%</strong></td>
</tr>
</tbody>
</table>

Table 3: Course Pass Rates by Institutional Intent

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic/Transfer</td>
<td>76.4%</td>
<td>77.4%</td>
<td>72.7%</td>
<td>71.6%</td>
<td>70.7%</td>
</tr>
</tbody>
</table>
Basic Education* | N/A | N/A | N/A | 79.2% | 89.1%
---|---|---|---|---|---
Career Training | 88.2% | 87.5% | 88.2% | 88.1% | 88.6%
Supplemental | 89% | 89.4% | 90.3% | 85.6% | 86.4%

As mentioned previously, one of the ways in which RTC currently assesses student learning in programs is by certificate and degree job placement rates. For the population of students who completed a credential, our estimated job placement rate has been consistently high, increasing from 74% in 2010-11 to 85% in 2013-14. Given our emphasis on technical, hands-on learning, the College’s best and most applicable measure of student learning is our job placement rate. Our revised Advisory Committee Survey will ask committee members to comment on the skills and abilities of RTC students they have as interns or do employ, allowing the College to gain additional insight as to whether we are fulfilling our mission of preparing our student body for work.

In the coming year, the College will continue to track these data as evidence of student learning. RTC will also create a more robust process for analyzing student learning outcomes at the course level. Current data being tracked is primarily an indirect rather than a direct measure of student learning.

How are the data being collected, analyzed, and utilized and the findings communicated to constituents?

In Year 1 of the program review process, the IR Office will provide faculty and deans with relevant data points for their programs, including enrollment, retention, completion, and job placement information. The team will be responsible for reviewing and analyzing this data, and will be asked to choose a program outcome to assess in Year 2. Faculty will be responsible for choosing relevant assessment items that correspond with their selected course and program outcomes and for tracking and collecting corresponding assessment data. Once the technology integration with Canvas is complete, we anticipate the collection can be done within Canvas, ultimately streamlining the process for faculty. The collected data will be analyzed at the end of Year 2 of the program review and will be used to determine action items for the coming year, the relevance of the assessment item to student learning in the program, whether outcomes need to be revised, and/or whether curriculum changes are necessary. The outcomes will continue to be assessed through Year 3 to ensure any changes have been addressed, and then re-assessed for further evidence of student learning. This process will help the College use data-informed decision making processes at the class and program level.

The data collected as part of this process will be compiled by the IR Office and organized into an annual Student Learning Outcomes Assessment Progress Report. This report will be made available on the College’s website, sent via campus e-mail, announced in newsletters where appropriate, and shared in several committees and councils. If possible, the IR Office will also create an online data dashboard to visually display the outcome data, which will also be available publicly on our website.

EXAMPLE 2: Retention, Completion, Transition

Are your indicators for this example proving to be meaningful?

This example covers three objectives from three of RTC’s Core Themes.

Core Theme 1: Student Success
Objective 1.1: Attract and retain a student population reflective of the diverse community we serve.
This objective is measured via three KPIs. Each KPI includes two measurements:

- Key Performance Indicator #1: 1st to 2nd Quarter Retention Rates
  - Measure: 1st to 2nd Quarter Retention for All Students
  - Measure: 1st to 2nd Quarter Retention for Minority vs. White Students

- Key Performance Indicator #2: 1st to 3rd Quarter Retention Rates
  - Measure: 1st to 3rd Quarter Retention for All Students
  - Measure: 1st to 3rd Quarter Retention for Minority vs. White Students

- Key Performance Indicator #3: One-Year Persistence Rates
  - Measure: One-Year Persistence for All Students
  - Measure: One-Year Persistence for Minority vs. White Students

Core Theme 2: Workforce Education

Objective 2.1: Achieve high rates of student progress and degree or certificate completion.

This objective is measured via one KPI and includes two measurements:

- Key Performance Indicator #7: Completion Rates
  - Measure: Certificate and Degree Completion Rates for All Students
  - Measure: Certificate and Degree Completion for Minority vs. White Students

Core Theme 3: Basic Skills Education

Objective 3.3: Transition students into college classes and programs.

This objective is measured via one KPI and includes one measurement:

- Key Performance Indicator #14: Transition Rates
  - Measure: Student Transition Rates

These outcomes are meaningful measures of student progress. Retention, persistence, and transition rates are considered leading indicators of student success, while completion rates are lagging indicators. The latter is our ultimate end goal, to ensure students not only stay at the College, but move through to completion. For our Basic Studies students, transition to college-level courses is the first step towards completing a credential. Our mission is to prepare students for work, necessitating retention and/or persistence of our career training students from quarter to quarter and year to year, and transition of our basic studies students.

*Do you have too many indicators or too few?*

These indicators are sufficient for measuring student progression from enrollment to completion. Retention measures assess not only early 1st to 2nd quarter retention, but also retention and/or completion by the next year. Retention and completion indicators also address achievement gaps for students, which is a priority for the College as we focus on equity, diversity, and inclusion.

*What has the institution learned so far and what changes are contemplated?*

RTC tracks student success data using a new-student cohort referred to as the Program Enhancement Plan (PEP) cohort. A Retention and Completion Summary Report has been created for this cohort, in addition to an online data dashboard, both of which are available on the College’s website (http://www.rtc.edu/IR). The report focuses specifically on disaggregated data to provide information on achievement gaps for our entering cohorts of students.
For example, we have examined the certificate versus degree completion rates of our PEP cohorts. Labor market data suggests that students who earn degrees make more money after graduation and see greater changes in pre-enrollment to post-completion wages (see Figure 1). These wage differences are more pronounced in some programs than others, and provided an impetus for the College’s increased focus on degree completion. In regular meetings with key leaders on campus, we have reviewed this completion data and discussed goals. Our 2010-11 PEP cohorts had a degree completion rate of 11%, while our 2011-12 cohorts had a degree completion rate of 16%. Although this is a substantial increase over a one year period, we plan to increase this rate even further, which we anticipate will have a significant impact on the labor market outcomes for our graduating students – RTC has set a bold goal of increasing degree completion to 30% by 2020.

RTC is currently in the process of re-sequencing general education courses, streamlining math pathways, and reviewing curriculum in several pilot programs in an effort to increase degree completion. We will compare degree completion rates and course success rates in these pilot programs before and after programmatic and curricular changes in order to assess overall impact.

Additionally, as the College continues to scale its College Success course across all degree programs (by fall 2017, all degree programs will include College Success), curriculum and credit revisions have been made. After the first year of implementation, faculty and students expressed the need to reduce the number of credits from three credits to two credits (This change was brought about by the need to scale back the amount of work required outside of the classroom). This change took effect for programs offering College Success in spring 2016. Over the course of the 2015-16 academic year, elements of Reading Apprenticeship (a framework for content area literacy instruction) have been infused into the curriculum. The course learning outcomes for College Success were also reviewed this past year. The College Success Work Group identified the need to not only revise course outcomes but also create weekly unit level outcomes. Quarterly meetings occur amongst College Success instructors to discuss successful learning strategies and areas for course refinement.

**What has been your progress to date using the data? Do the data tell you what you are looking for?**

The College has made effective use of retention, persistence, and completion data and these data points are monitored consistently by faculty and staff across campus. Our new high-touch advising model was implemented in 2013-14, which was likely a factor in increasing retention. Additionally, the College implemented a mandatory College Success course and new student orientation around the same time as we deployed the high-touch advising model. Data from the five pilot programs that initially implemented College Success indicate substantial increases in student retention from 1st to 2nd quarter, 16.8% on average. RTC’s Major Appliance and Refrigeration Repair Technology (MART) program saw an increase in retention of 30.7%. Although we experienced substantial increases in retention, persistence, and completion in 2013-14, these rates decreased in 2014-15. We are still investigating the possible cause(s) for the decrease, and will continue to monitor this data for the 2015-16 year to determine if this was a natural fluctuation due to economic factors, or a trend in the College’s student success data.

RTC also tracks the success of our Basic Studies students and publishes an annual Basic Studies Three-Year Report. Only 12-14% of our Basic Studies students have transitioned to college-level coursework over the past three years. Further disaggregation of the data suggests that our ESL students only transition at a rate of 2-3%, compared to 26-28% for ABE/GED students. Last year, RTC hired an additional student success specialist to focus specifically on serving Basic Studies students and to increase their transition into career training programs. Part of the work of this new position is to not only increase the overall transition rate, but to decrease the gap between ESL and ABE/GED students.
Retention, persistence, completion, and transition data are all tracked by the IR Office. Data processes have been streamlined to ensure consistent cohort tracking over time. Data is usually analyzed via disaggregation, looking for achievement gaps needing to be addressed. For example, disaggregated completion data indicates a substantial achievement gap for minority students, especially Hispanic and African-American males (Table 4).

Table 4: Certificate and Degree Completion Rates by Gender and Race/Ethnicity
(3-Year Completion Rates for the 2009-2012 Cohorts)

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Certificate Rate</th>
<th>Degree Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>Asian/Hawaiian/Pacific Islander</td>
<td>53.9%</td>
<td>54.8%</td>
</tr>
<tr>
<td>African/African-American</td>
<td>43.5%</td>
<td>45.5%</td>
</tr>
<tr>
<td>Native American</td>
<td>66.7%</td>
<td>33.3%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>59.5%</td>
<td>47.7%</td>
</tr>
<tr>
<td>Multi-Racial/Other</td>
<td>49.4%</td>
<td>53.8%</td>
</tr>
<tr>
<td>White</td>
<td>57.5%</td>
<td>47.2%</td>
</tr>
<tr>
<td>Total</td>
<td>54.7%</td>
<td>48.2%</td>
</tr>
</tbody>
</table>

In order to address this gap, the College conducted focus groups with these students, further disaggregated the data to understand the population, and conducted an extensive literature review. At present, we are in the process of analyzing the focus group data and developing intervention(s) with the hope of increasing the retention and completion rates for these students.

As part of the process, RTC adopted a best practices evaluation rubric for our intervention assessment. The rubric was vetted by the Data Integrity Group (DIG). DIG has created guidelines for how the College assesses the impact of interventions on campus and ultimately whether or not particular strategies are in fact best practices that should be maintained and supported by the College. In early spring, the rubric
was reviewed and approved by Executive Cabinet (see Appendix B for Guidelines for Intervention Development and Evaluation).

Over the past year and a half, RTC has made tremendous progress in increasing data transparency, use and accessibility on campus. Data reports and dashboards are available to all internal and external constituents via the IR webpage. Announcements regarding dashboard availability are sent via campus-wide e-mails and in the DIG/IR newsletter. Reports are also sent to various groups and committees for review, when the data is applicable to their work. The IR Office has only just begun to create a series of restricted use dashboards, allowing for further disaggregation of retention and completion data for monitoring various student achievement gaps. Faculty and staff wanting access to these dashboards are required to complete an in-person or online training course and sign a user agreement to ensure proper use of data, data integrity, and anonymity/confidentiality of student data. Attendance at department and/or program meetings are underway in order to discuss the availability of this data. Additionally, IR staff have created a training and implementation plan to ensure all faculty and staff are trained and have access to secure dashboard information. Encouraging staff and faculty to monitor and analyze their program data, we anticipate, will positively affect student learning outcomes for all RTC students.

Part III: Conclusion and Reflection

Moving forward to Year Seven, what will the institution need to do?
In preparation for our next Year Seven Peer-Evaluation, Renton Technical College will look to implement a number of strategies to ensure our process for assessment and response to our core themes outcomes is effective, efficient and straightforward. These steps will likely evolve over the course of the next few years leading up to Year Seven and beyond. Outlined below are the steps we have currently identified as part of this ever-evolving process.

1. Revise and streamline the College’s monitoring report process.
As mentioned in Part I, RTC’s first ever operational plan monitoring report was made available to the campus community and presented to Executive Cabinet and the Board of Trustees in May and June 2016. This first report serves as the College’s 2015-16 mid-year update. The IA Division will provide a 2015-16 year-end report that will be made available to the campus community in September 2016. Moving forward, IA will provide semi-annual monitoring reports in March (mid-year report) and September (year-end report). Based on the feedback received from the first monitoring report, we may identify areas within the report that require revision or further clarification. Thus, the first report serves as a baseline for future reports.

2. Align and fully integrate budget, operational and strategic planning processes.
Attached in Appendix A is RTC’s unit plan template. This template was developed by IA and reviewed by College Council and Executive Cabinet. Revisions were made based on feedback from these constituent groups. Beginning in fiscal year 2016-17, each unit/department/office on campus will work with their staff and applicable supervisor to draft an annual plan for their unit. Unit plans will be submitted to IA and incorporated into an overarching database/Excel worksheet that serves the College’s operational plan.

In conjunction with annual unit planning, the College is currently working on a process for which deans and directors can assess the adequacy and capacity of departmental resources, and make a formal request for new resources as well as revisions to existing resources. A request form has been finalized
and was implemented during the 2016-17 budget planning process. This form will allow Executive Cabinet to better align resource allocations to the operational plan and overall strategic direction of the institution.

3. Develop continuity of unit operational planning.
As mentioned above, the College has outlined a plan for creating continuity of its planning process. The College Council, IA and Executive Cabinet will work in collaboration to vet the new planning process prior to full implementation.

4. Continue to focus on shared governance and strengthening the feedback loop through open and transparent communication.
RTC continues to take strides toward increasing transparency of communication and accessibility to information. However, there is still much work to be done. Over the past year, the College Council has worked to create a guide to councils, committees, taskforces and workgroups in order to provide the College’s governance councils with the tools for creating a more inclusive and transparent structure. This document, currently in the final stages of review by College Council, will be shared with the other Councils as well as the campus community shortly. Once all feedback from Councils and campus constituents is incorporated, the guide will become an official college document, serving as the foundation for council and committee structure moving forward.

In conjunction with creating a guide to council and committee work, the College will be undergoing a systems upgrade of its SharePoint site over the summer months. The new version of SharePoint will provide increased access to internal communications, as well as a more comprehensive platform for locating internal information on college policies, governance, etc.

5. Solidify annual assessment timeline and integrate with annual planning calendar.
At present, RTC’s annual planning calendar (included in Appendix A) does not include an annual outline for when learning outcomes assessment will occur. Once the program review committee has solidified and begun to implement the new program review process, a formal annual assessment timeline will be created and integrated with the College’s planning calendar.

6. Fully implement a new learning outcomes assessment process.
   • Implement learning outcomes assessment process that includes a systematic approach across all programs.

   • All programs and courses will have formal learning outcomes with clearly delineated alignment (see Student Learning Outcomes Alignment Worksheet in Appendix C).

   • All programs will have begun at least Year 1 of the three-year program review process. In order to accomplish this goal, the following will occur:
     1. Pilot new program review process with five programs (one from each program division).

     2. Administer the new Advisory Committee Survey.

     3. Train deans and faculty leaders on the new program review process, and obtain buy-in for the new process.

     4. Clearly communicate the process and purpose to all deans and faculty.
5. Simplify the process by leveraging technology resources, including the Canvas to Qualtrics integration, to allow for automated outcomes assessment.

6. Evaluate pilot programs’ experience and revise the process for second round of programs.

Clear, concise and effective communication will be vital to success in meeting this goal. The Institutional Advancement team and Program Review Committee will continue to develop effective communication tools, with mixed delivery methods including websites, SharePoint content, handouts, reference materials, and easy how-to manuals. Additionally, broader, campus-wide announcements will be made in department meetings and in some cases, all-campus meetings to reach all relevant audiences.
Appendices

Appendix A: Response to Recommendation 2

Recommendation 2: The evaluation committee found evidence of multiple planning processes that appear confusing, lack meaningful evidence, and are not broadly understood across the institution. The evaluation committee recommends that the College evaluate its planning cycle to ensure it is effective and systematic, allows for constituent input and broad communication, encourages self-reflection, and results in evidence-based assessment of its accomplishments (Standards 3.A.1, 3.A.2, 3.A.3, and 5.A.1).

As mentioned in Part I: Overview of Institutional Assessment Plan, following the College’s Year Seven Evaluation in 2013, our core themes, objectives, and key performance indicators were revised to more closely align with the mission of the College. Shortly thereafter, significant turnover at the senior leadership level brought much of the College’s work on assessing mission fulfillment to a halt. This past year, members of Executive Cabinet and Institutional Research reviewed the College’s KPIs and revised or forewent many of the indicators to align with new data collection standards outlined by the IR Office, as well as to ensure all indicators could be operationalized and measured.

RTC’s four core themes, objectives and KPIs now serve as the foundation of the College’s operational planning process. Each core theme consists of three to five objectives. The College has identified 20 key performance indicators for measuring success toward mission fulfillment. As part of the operational planning process, division (administrative services, student services, instruction, institutional advancement, human resources, and information technology) leaders work with their departments to create annual unit plans for the year (see Annual Unit Plan template for more detail). Goals identified in unit plans are aligned to at least one core theme, and in many cases, more than one core theme and objective. Goals outlined in these plans are reflected in the College’s operational plan and are linked to other strategic initiatives in which the College is involved (e.g. Achieving the Dream, Title III, Aspen College Completion Initiative, and Gates Foundation guided pathways work). Updates and reflection occur at the six and 12-month mark. As part of this process, the Institutional Advancement Division publishes two operational plan monitoring reports annually – a mid-year report in March and a year-end report in September. These reports provide data and analysis on core theme assessment and are shared broadly with the campus community as well as presented to Executive Cabinet and the Board of Trustees.

To ensure our KPIs remain relevant and are the most effective way for measuring success, we review and revise these indicators on an as needed basis. In addition, over the past year the College has worked diligently to streamline and align its planning process with the key institutional initiatives outlined above. Visual alignment and improved communication are underway, and we continue to take strides toward more effective and transparent communication.

The following documents are enclosed in Appendix A, in response to Recommendation 2:

- Moving Towards Mission Fulfillment: Aligning college planning activities, learning outcomes and college-wide initiatives
- RTC core themes, objectives, key performance indicators and college-wide initiatives
- Annual planning calendar
- Annual unit plan template
Appendix B: Response to Recommendation 3

**Recommendation 3:** The evaluation committee recommends that the College ensure that planning is informed by meaningful and verifiable indicators which are evaluated and analyzed at the program, department, and direct service level, as well as within the context of the core themes, in order to determine areas of improvement, to inform decision making, and to prioritize the allocation of resources (Standards 1.B.2., 3.A.3., 3.B.3., 4.A.1., and 4.B.1.).

Over the past year, RTC’s planning process has focused specifically on aligning college priorities to the core themes and core theme objectives. In doing so, the College recently adopted a new planning template (see RTC annual unit plan template in Appendix A) that will simplify and streamline the way in which priorities are set, information is gathered, and how we report out and show progress. The IA Division is spearheading this effort in collaboration with division leads. IA will be responsible for overseeing and managing the College’s annual planning process, as well as reporting out to the campus community and the Board of Trustees. Additionally, the College continues to work toward more clearly defined outcomes for setting and communicating college priorities as they pertain to planning and the standards of accreditation.

Also this year, members of Executive Cabinet and IR reviewed the College’s KPIs to ensure they were verifiable (i.e., measurable) indicators that would effectively align with our core themes. Several indicators were revised or forgone as part of this process, resulting in 20 finalized indicators which were scored based on our progress in the 2014-15 year. The data collected as part of these KPIs is used on campus to allocate resources, identify areas for improvement, and to inform our priorities. The following outlines three key examples:

1. Basic Studies students comprise a large portion of our student population; however, student performance in this area has been decreasing over the past four years. As a result of this decline in student success, a new student success specialist was hired in 2015 to work with this population and assist with their transition into college-level coursework. In the 2015-16 year, the curriculum was redesigned in Basic Studies to align with new requirements for adult basic education. The College will continue to monitor the success of these students over the next few years following these changes, and expects to see an increase in retention, significant gains, and transition for this group of students.

2. The College has examined the certificate versus degree completion rates for our new student cohorts. Labor market data suggests that students who earn degrees make more money after graduation and see greater changes in pre-enrollment to post-completion wages (see Figure 1). These wage differences are more pronounced in some programs than others, and provided an impetus for our increased focus on degree completion. In regular meetings with key leaders on campus, we have reviewed this completion data and discussed goals. Our 2010-11 new student cohorts had a degree (associate’s degree) completion rate of 11%, while our 2011-12 cohorts had a degree (associate’s degree) completion rate of 16%. RTC has set a bold goal of increasing degree (associate’s degree) completion to 30% by 2020 (RTC’s overall completion rate which includes certificate and degree completion is 66%). We are currently in the process of re-sequencing our general education courses, streamlining our math pathways, and reviewing curriculum in several pilot programs in an effort to increase degree completion.
3. Retention, persistence, and completion rates are regularly tracked by the College, and disaggregated in order to identify achievement gaps. Completion data shows a substantial achievement gap for minority students, especially Hispanic and African-American males. In order to address this gap, we have conducted focus groups with these students, further disaggregated the data to understand this student population, and conducted an extensive literature review. The College is now in the process of developing an intervention(s) with the hope of increasing the retention and completion rates for these students. This intervention(s), once implemented, will be evaluated using our best practices evaluation rubric.

The following documents are enclosed in Appendix B, in response to Recommendation 3:

- RTC Operational Plan Mid-Year Monitoring Report 2015-16
- Guidelines for Intervention Development and Evaluation
Appendix C: Response to Recommendation 4

Recommendation 4: The evaluation committee recommends that the College engage in an evidence-based evaluation of assessment processes to ensure that student learning outcomes are clearly identified, consistently provided to students and that the assessment results are used to enhance teaching and learning and to inform the planning process for academic programs and services (Standards 2.C.10, 4.A.6, and 4.B.2).

Program learning outcomes have been identified and reviewed for 90% of RTC programs. To ensure student learning outcomes are consistently provided to students, the majority of faculty now use a comprehensive syllabus template in the Canvas LMS. Approved program learning outcomes are posted to the RTC website. Faculty are currently developing course learning outcomes that align to program learning outcomes and college learning outcomes.

Once all program and course learning outcomes have been developed and aligned with college-wide outcomes, programs will begin work on learning outcomes assessment, which is an integral part of the new program review process. The purpose of this review is threefold: 1) the College is required to evaluate programs on a regular cycle, and to evaluate the effectiveness of program outcomes; 2) the review helps the College prioritize program needs by enrollments, curricular changes, industry trends, and student satisfaction rates, which makes it possible to identify and advocate for resources; and 3) it is an evaluative process that ensures faculty, deans, and the College in general are making strategic decisions about programming.

Program review runs on a three-year cycle, with specific tasks assigned each year. Year 1 is the primary review. It is a time when data is collected, discussed, and an initial plan for assessment and growth is developed. Faculty members and the dean also choose one program outcome, relevant course outcomes, and three to five assessments that align with these course outcomes to assess during Year 2 (See example of course outcome selection for the Professional Baking program below). In Year 2, the faculty and dean formally regroup to assess student learning through three steps:

Step 1: Summarizing collected course assessment data.
Step 2: Analysis and evaluation of data.
Step 3: Implementation of change(s).

This may lead to a revision of a course outcome and/or assessment to see if outcomes improve as well as continued data collection into Year 3. Also, the faculty and dean review the initial action plan to see if tasks identified in Year 1 have been completed. If program enhancement or intensive review was recommended in Year 1, the individuals and/or departments asked to review initial data and work together on program improvement continue to meet. This helps the College as a whole to evaluate its progress in supporting program growth, restoration, or active status. In Year 3, the faculty and dean close the loop on assessing course outcome measurements. They review work accomplished over the three years, and draft plans for the future (see the Program Review Sequence below).

When each program group completes the three-year cycle, the IR Office will compile the assessment data for a “rolled-up score”. For example, course outcome scores will be averaged for each applicable program outcome, which will then be averaged for each applicable college-wide outcome to obtain one cross-program score for each college outcome. The results of this rolled-up assessment will be used to assess evidence-based student learning at the College.
The following documents are enclosed in Appendix C, in response to Recommendation 4:

- Outcomes alignment model
- Program review cycle
- Program review report template
- Program review responsibilities
- Program review sequence
- Program review rubric
- Student learning worksheet – professional baking program
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1. Overview

The Washington State Board for Community and Technical Colleges (SBCTC) emphasizes that Washington State’s most urgent need is to educate more people to higher levels of skill and knowledge. It calls upon all community and technical colleges to close the statewide skills gap for technically trained workers and contribute more to the production of baccalaureate degrees. These degrees are called Bachelor of Applied Science (BAS) degrees and must focus on high-demand career fields.

Renton Technical College (RTC) takes these shortages in the Information Technology (IT) sector seriously. To actively address these talent gaps, in 2015 the College launched its first BAS in Application Development (AD) program. The BAS AD degree builds on our long-standing associate degree program in Computer Science (CSI). The first cohort began in spring 2015, the second cohort began in winter 2016, and the third cohort began fall 2016.

In November 2014, the College was granted candidacy status at the baccalaureate level, with the BAS AD included under the accreditation of RTC. The following is an addendum to be added to the College’s fall 2016 Mid-Cycle Self-Evaluation Report to provide an update on the implementation of the program.

2. Impact of Change on Institution

In its 75 years of existence, RTC has prided itself on its open admissions policies and high-touch advising and counseling practices. With the addition of the BAS AD program, which has selective admissions, finding the right balance between old and new ways of addressing students’ needs was at first difficult. Modifying long-standing existing student services proved to be time consuming, but not impossible.

By working closely with those departments most effected by the change – Enrollment Services (Registration), Financial Aid, and Student Services (Advising/Counseling) – together we were able to smooth the enrollment process to accommodate students’ needs. By creating a new, BAS-specific advising model we were able to create pathways for every type of student. This includes those coming from high school, other two-year feeder colleges, former RTC students, and those who have earned a bachelor’s or master’s degree in a technical or non-technical field. We also created specific BAS scenarios for Financial Aid so that front-line counselors could better advise students on their grants, scholarships, loans, and Department of Education (DOE) financial aid. Lastly, we developed special coding options to ensure the Registration process goes smoothly every quarter, from start to finish.

The impacts on these departments cannot be underestimated and the implementation of the BAS program saw many ups and downs. Ultimately, we were able to work through the initial implementation issues and have since identified liaisons in each office to assist with any issues as they arise.

3. Curriculum

3.1 Alignment with Institutional Mission, Core Themes, and Goals

RTC’s mission is to prepare a diverse student population for work, fulfilling the employment needs of individuals, business and industry. The BAS AD meets this mission by providing
students with the skills needed to enter the high tech workplace. We do this by working hand-in-hand with our Advisory Committee of industry experts. We work together to ensure that the curriculum and student learning outcomes are aligned with what employers and businesses need to build and sustain a high tech region. Our relationships with Advisory Committee members, faculty, staff, and students is respectful, student-focused, and of the highest quality.

While we have not graduated any students from the program as of yet, about 75% of all BAS AD students are already working during the day. Feedback from these students has been encouraging, and they are able to make positive applications of their new knowledge and skills and have a more valuable impact in their workplaces.

3.2 New Curriculum and Course Learning Outcomes

The BAS AD program is comprised of 12 technical core courses and six general education courses of instruction:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>CSI 331</td>
<td>Securing and Managing Data</td>
<td>5</td>
</tr>
<tr>
<td>CSI 332</td>
<td>Data Mining &amp; Business Analytics</td>
<td>5</td>
</tr>
<tr>
<td>CSI 341</td>
<td>Web Development</td>
<td>5</td>
</tr>
<tr>
<td>CSI 342</td>
<td>Mobile Application Development</td>
<td>5</td>
</tr>
<tr>
<td>CSI 351</td>
<td>Systems Analysis and Design</td>
<td>5</td>
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<tr>
<td>CSI 352</td>
<td>Software Application Development</td>
<td>5</td>
</tr>
<tr>
<td>CSI 381</td>
<td>Principles of Human-Computer Interactions/GUI Design</td>
<td>5</td>
</tr>
<tr>
<td>CSI 434</td>
<td>Business Intelligence</td>
<td>5</td>
</tr>
<tr>
<td>CSI 443</td>
<td>Responsive Web Development - Principles and Framework</td>
<td>5</td>
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<tr>
<td>CSI 453</td>
<td>Software Application Testing and Deployment</td>
<td>5</td>
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<tr>
<td>CSI 483</td>
<td>IT Project Management</td>
<td>5</td>
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<tr>
<td>CSI 492</td>
<td>Senior Capstone Project</td>
<td>5</td>
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<tr>
<td>CSI 494</td>
<td>Cooperative Education/Internship (optional)</td>
<td>5</td>
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<tr>
<td>ECON&amp; 201</td>
<td>Micro Economics</td>
<td>5</td>
</tr>
<tr>
<td>ENGL&amp; 235</td>
<td>Technical Writing</td>
<td>5</td>
</tr>
<tr>
<td>MATH&amp; 146</td>
<td>Introduction to Statistics</td>
<td>5</td>
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<tr>
<td>PHIL 481</td>
<td>Legal and Ethical Aspects of IT</td>
<td>5</td>
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<tr>
<td>PHYS&amp; 114</td>
<td>Physics I</td>
<td>5</td>
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<tr>
<td>POLS&amp; 202</td>
<td>American Government</td>
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Below are all BAS AD courses with descriptions and student learning outcomes.

**Technical Core Courses**

**CSI 331    Securing and Managing Data**

In this course the students will learn advanced topics on planning for data storage (over time), data quality, backup, disaster recovery, and security of data (in transit and in storage). The techniques for setting up an audit trail for critical data will also be introduced. Students will learn industry best practices and commercially available solutions that can be recommended and implemented. Critical tradeoffs of accessibility, convenience, and good security practices, that occur with laptops, hand held devices, and cloud computing will also be discussed.
Students who successfully complete this course will be able to:

- Articulate and perform the tasks required to Draft or maintain a Data Security Policy for a company where they are employed.
- Understand and be able to implement a pattern of best practices in Data Security in their employer’s environment.
- Assess the potential data security risks with any proposed change in data storage/retrieval practices, such as a shift to Cloud Storage, Mobile Devices, Internet of Things hardware appliances, etc.
- Communicate what steps should be taken after a security incident, including detection, response, and recovery.
- Articulate what steps should be taken for data protection from internal threats (employees), authentication, permissions, logging and auditing, etc.

CSI 332 Data Mining and Business Analytics

This course takes students through the steps of analyzing a business’ need to access and analyze data from multiple data sources. Topics covered include best practices in requirements gathering, data project management, Data Access issues, Data cleanup issues and approaches, ETL (Extract, Transform, and Load) tactics and automation, and various Data Analysis methodologies. Students will be able to practice overcoming problems with data from non-database sources, like XML, text, or multimedia.

* Course is designed to be software vendor-neutral. Students whose employer, or potential employer, uses a particular Database or Analysis platform, may use that software to complete any class projects.

Students who successfully complete this course will be able to:

- Demonstrate ability to locate, connect to, extract, transform and load (ETL), business data from disparate data sources.
- Demonstrate ability to use query languages to extract, analyze, summarize, and report on specific data, in a manner that is usable by business decision makers.
- Use analysis and data techniques to integrate, aggregate and summarize data into actionable insights and information that is useable for making decisions.

CSI 341 Web Development

This course takes students through the development lifecycle involved in the construction of fully functional commercial website applications, which employ server-side scripts that query relational databases. The students will implement industry best practices regarding two- and three-tier software architectures, separation of responsibility, and web security considerations.

*Course is designed to be software vendor-neutral. Students’, whose employer, or potential employer, uses a particular web development platform, or scripting language, may use that software to complete any class projects.

Students who successfully complete this course will be able to:

- Participate effectively in discussion on Microsoft’s .NET Framework.
- Write ASP.NET pages using C#.
- Participate effectively in discussion on the MVC design pattern.
- Be familiar with and/or proficient in LINQ to SQL depend on entry level.
• Be familiar with and/or proficient in HTML, CSS, JavaScript, jQuery and AJAX depend on entry level.

CSI 342 Mobile Application Development

This course covers Android application programming including use of a standard integrated development environment, debugging, user interface creation, multithreading and network applications. The students will be able to code, run, and debug a variety of applications using software emulators as well as tethered hardware devices. The students will also learn about the limitations imposed by these devices’ processing power and learn to operate within those constraints. Software engineering life cycle processes are also covered.

Students who successfully complete this course will be able to:
• Identify the existing state of mobile app development via researching existing apps, meeting with industry professionals, and formulating new ideas.
• Display proficiency in coding on a mobile programming platform.
• Recognize the limitations and features of developing for mobile devices.

CSI 351 Systems Analysis and Design

The students will learn how to implement industry best practice methods and tools to identify and confirm business requirements, propose solutions, develop technical specifications usable in the design process, and communicate effectively to management, customers, and software developers. Other topics include Business Process Diagramming, Data Flow Diagrams, Entity Relationship Diagrams, and other techniques that help confirm understanding and agreement between the various parties. Prerequisites: CSI 145, CSI 152, CSI 154, CSI 156, and CSI 159 (or equivalent).

Students who successfully complete this course will be able to:
• Identify who is interested in an architecture (the stakeholders) and classify what is important (their concerns), and design an architecture that reflects and balances their different needs.
• Examine and categorize these needs into system requirements.
• Learn to communicate the architect through illustrations and other artifacts (the architectural description).
• Focus on what is architecturally significant, safely leaving other aspects of the design to your designers, without neglecting issues like performance, resilience, and location.

CSI 352 Software Application Development

This course takes students from the technical specifications for a software application through the design and development of the code. Architecture styles and patterns, including explicit, event-driven, client-server, middleware, and distributed architectures will be covered. The students will be introduced to agile methodologies and related tools and techniques. Other topics include secure coding, quality assurance techniques, verification and validation, code management and version control. Prerequisite: CSI 351.

Students who successfully complete this course will be able to:
• Demonstrate software engineering practices.
• Demonstrate software testing practices.
• Demonstrate life cycle of the software application and software project management.
• Demonstrate skills and knowledge to profile and optimize applications.
CSI 381  Principles of Human-Computer Interaction/GUI Design

This course introduces fundamental methods, principles and tools for designing, programming and testing interactive systems. The course covers topics such as usability, user-centered design, human cognitive and physical ergonomics, information and interactivity structures, interaction styles, interaction techniques (including the use of voice, gesture, and eye movements), and user interface software tools, with a special focus on mobile user interfaces. Conflicts and trade-offs, such as affordability, practicality, battery life, and suitability for differing groups of users, will be discussed. **Prerequisites:** CSI 145, CSI 152, CSI 154, CSI 156, and CSI 159 (or equivalent).

Students who successfully complete this course will be able to:

- Apply design principles to create a user-interaction strategy that satisfies real-world technical requirements for an application.
- Design a usable and compelling user-interface given a set of requirements and available technologies.
- Communicate effectively the designed user-interface to relevant stakeholders using design rationale and a sketching/presentation tool in an informed, reasonable and persuasive way.
- Conduct an evaluation of a user-interface by employing a series of evaluation methods available in usability engineering.

CSI 434  Business Intelligence

The students will learn the concepts and principles of Business Intelligence. The course covers the complete lifecycle of designing, building and managing business intelligence systems. Students will be introduced, step by step, to the various phases and complexities in building and supporting successful business intelligence and decision support systems. Business Intelligence (BI) systems are applications and technologies for performing data mining and analysis on business customer, product and transaction information to discover new business opportunities and opportunities for efficiency. Emphasis will be placed on how to summarize and present findings in a manner which produces instant recognition of the value of the information and supports recommendations for a business client or project. **Prerequisite:** CSI 332.

*Course is designed to be software vendor-neutral. Students whose employer, or potential employer, uses a particular Database or BI platform, may use that software to complete any class projects.*

Students who successfully complete this course will be able to:

- Use Tableau, which is a top tier BI tool for analyzing data and creating dashboards designed for non-technical users to consume and interact with the data effectively.
- Clean and shape data to optimize for analysis and to connect to data in Tableau.
- Create effective and interactive dashboards that tell a story and allow business users to use the data in their decision making process.
- Create an ad-hoc analysis environment that facilitates data discovery by non-technical users.
CSI 443  Responsive Web Development - Principles and Framework

Students will learn the principles of advanced responsive web development. The course focuses on the design standards for enhancing the user experience (human computer interaction) specific to mobile devices, and how to provide value to the user on multiple screen sizes. Students will gain experience with CSS frameworks for applications which transition from a desktop computer to a mobile device. The course will also cover the optimization of media for mobile and desktop. **Prerequisite: CSI 341.**

Students who successfully complete this course will be able to:
- Apply responsive design principles and framework to create a mobile-first strategy that satisfies real-world technical requirements for a web application.
- Design a usable and compelling responsive interface when given a set of requirements and available technologies.
- Communicate effectively the designed responsive web application to relevant stakeholders using design rationale and a sketching/presentation tool in an informed, reasonable and persuasive way.
- Conduct an evaluation of a responsive web application by employing a series of evaluation methods available in usability engineering.

CSI 453  Software Application Testing and Deployment

This course covers advanced topics, like time and cost estimation, feature and function tradeoff analysis and risk management. The students will also learn different software testing techniques like TDD, unit testing, and functional testing with an emphasis on secure coding. Component based software development, and issues in deployment including internal/external/cloud are also covered. Finally, best practices in documentation are required, including user manuals and technical documentation, with user testing of documentation. **Prerequisite: CSI 352.**

Students who successfully complete this course will be able to:
- Use industry standard models to review and incorporate testing techniques and test case development for large features or the entire product.
- Write and run test cases that help to establish a baseline of quality for a feature during development, or from one version of the product to the next.
- Develop and present quality metrics which are commonly agreed upon, measurable, maintainable, and provide the minimum necessary data for the intended audience(s).
- Enumerate the components of the product under test, accounting for interactions between subcomponents, code used or reused, project schedule and testing resources.

CSI 483  IT Project Management

In this course the students will learn the concepts, methodologies, and tools to successfully plan, manage, and deploy an IT development project. The students will employ the discipline of organizing and managing resources in a way that the project is completed within defined scope, quality, time and cost constraints.

Mastering project management with the application of agile methodologies and securing coding is a key to gaining a competitive advantage. Budgeting and Procurement of Vendor Hardware/Software systems will also be covered.
Students who successfully complete this course will be able to:

- Work on team projects and demonstrate critical thinking, teamwork, oral communications, inter-cultural appreciation, and technical and information literacy skills.
- Demonstrate ability to obtain and confirm business requirements for an application, translate these into technical specifications, assess the resource requirements, and divide the overall project requirements into smaller steps, organized to conform to the System Development Life Cycle model.

CSI 492  Senior Capstone Project
The Senior Capstone Project is designed to be a quarter-long project, involving from 1 – 4 students. The students involved must have successfully completed the IT Project Management course. Students will submit their project proposal for approval, prior to the start of this course. The project may be an original invention of the student(s) involved, or it may be undertaken on behalf of a non-profit agency, or an employer (with permission of faculty).

The project should be designed to demonstrate what the student(s) have learned over their Application Development curriculum, including applying their knowledge and ability to plan and manage IT projects successfully. In their project plan, student(s) will define project scope, create workable project plans, and manage their project with quality, budget, and schedule in mind. The course is structured around the key phases of project lifecycle, including initiating a project, developing a project plan, executing and managing a project, and closing out a project. In addition, students will be coping with change management and political issues associated with project management. Prerequisites: CSI 332, CSI 342, CSI 351, CSI 352, CSI 434, CSI 453, and CSI 483.

Outcomes Pending – this course is still in development and will be taught for the first time January 2017.

CSI 494  Cooperative Education/Internship – Optional
This course provides the option of cooperative education/internship training in the BAS in Application Development program. Instructor approval is required. The experience may be paid or unpaid – up to 165 hours and 5-credit maximum.

General Education Courses

ECON& 201  Micro Economics

Micro economic concepts are applied to problems involving scarcity, choice, competition, and cost. Examines the basic principles and models of microeconomics and their application to contemporary issues and problems including production, allocation, supply and demand analysis, elasticity, consumer choice, market structures, antitrust and regulations, and public micro economics.

Students who successfully complete this course will be able to:

- Explain in detail the concepts of Supply, Supply Determinants, and the Elasticities of Supply.
- Relate the market model of Perfect Competition.
- Demonstrate an in-depth understanding of Monopolies.
- Apply the concept of Scarcity in real-world situations.
ENGL& 235 Technical Writing

This course focuses on various aspects of professional and technical writing. Students study user guides, reports, proposals and other forms of business correspondence in order to successfully write for the workplace. **Prerequisite: Completion of ENGL& 101 with a grade of 2.0 or higher.**

Students who successfully complete this course will be able to:
- Identify and respond to real-world problems with practical solutions.
- Collaborate with others to plan, develop, and edit deliverables.
- Demonstrate appropriate business/technical formats in written presentations.
- Improve writing skills, including diction, editing, grammar, information, organization, punctuation, tone, and troubleshooting.
- Incorporate borrowed sources into report writing using proper documentation methods.
- Understand technical writing as reader-oriented, with ethical, legal, security implications.

MATH& 146 Introduction to Statistics

This course is an introduction to statistics and how it may be applied in the analysis of numerical data. It includes the following topics: structure of data sets, central tendency, dispersion, means, standard deviation, correlation, regression, binomial and normal probability distributions, sampling methods, confidence intervals and hypothesis testing. **Prerequisites: Completion of MATH 95 or AMATH 195 with a 2.0 or higher, or a COMPASS Algebra score of 60 or greater.**

Students who successfully complete this course will be able to:
- Construct graphical displays for a quantitative and categorical data.
- Compute and compare summary statistics for different data sets and determine percentiles.
- Construct two-way tables and determine marginal, joint, and conditional proportions.
- Determine data proportions and percentiles for normally distributed data.
- Construct and interpret graphical displays for bivariate quantitative variables.
- Model bivariate quantitative data and determine if model is appropriate.
- Use terms and concepts related to sample surveys, experiments, and observational studies.
- Calculate probabilities of independent/dependent compound events.
- Construct two-way tables and determine marginal, joint, and conditional probabilities.
- Determine independence between two categorical variables.
- Compute expected value and standard deviations of a random variable.
- Determine sampling distributions for sample proportions and sample means.
- Construct and interpret confidence intervals.
- Perform hypothesis tests.

PHIL 481 Legal and Ethical Aspects of IT

This course covers current legal issues in information technology such as: privacy, identity theft, copyright law, hacking, and fraud. An overview of related international laws and state and local regulations is also included. The students will study the difference between laws and ethics and examine ethical issues encountered in the business world to arrive to appropriate ethical choices.

*Outcomes Pending – this course is still in development and will be taught for the first time January 2017.*
PHYS& 114  General Physics I

Algebra-based physics for students majoring in technically oriented fields not requiring a calculus based physics course. This course provides an introduction to mechanics, kinematics, energy, and conservation principles. Computer interfaced laboratory investigations, technical writing, problem solving using both physical and mathematical reasoning strategies and the scientific method of inquiry skills will be emphasized.

Prerequisite:  MATH& 142.

Students who successfully complete this course will be able to:

- Demonstrate a thorough understanding at a non-majors-level of the basic principles of mechanics, dynamics, equilibrium, rotational motion, work, energy and momentum.
- Develop a clear understanding of the scientific method and its application to these principles.
- Apply quantitative measures to situations involving these principles and develop a strong facility for working problems based on these principles.
- Analyze physical systems to decide what information and principles are relevant to understanding the behavior of the systems.
- Clearly communicate fundamental knowledge particular to physics with their peers using appropriate vocabulary.
- Use scientific methods, work in groups to study and analyze physical systems, apply quantitative measures to answer questions, and solve problems through experiments and hands-on activities.

POLS& 202  American Government

This course explores the structure and dynamics of American national government. The course provides a broad-based introduction to the ideas and institutions that have shaped politics in the contemporary United States. Special areas of focus will include: the Constitution and the debates of the founding era. The course will draw inspirationally on documents from America’s Revolutionary and Civil War periods as well as on key historical and contemporary Supreme Court opinions, Congressional laws, and Presidential policy papers. This course will also analyze how the dynamics of regional and global forces have impacted on domestic politics and American government, informing the shaping of its attitudes and policies to the rest of the world.

Students who successfully complete this course will be able to:

- Evaluate the influence of information media on American political processes.
- Analyze the Constitution as a living document.
- Explain the functions of the executive, legislative and judicial branches and the role of checks and balances in the political process.
- Analyze the conflicts between individual civil liberties and government activities intended to promote safety, order and security.
- Understand the forces that drive domestic policy.
- Evaluate the influence of interest groups and public opinion on American political processes.

3.3 Instructional Delivery Modality

Instruction for the program follows a hybrid model. Students meet with their instructors for 11 weeks each quarter, for a total of six quarters (see Appendix A). The majority of the coursework is done through the College’s online Learning Management System (LMS) called Canvas.
In addition to the online component, students meet one to three times per week in the evening for face-to-face lecture and lab time with their instructors.

4. Staffing, Facilities and Equipment

4.1 Staffing

Staff for the BAS AD program includes one full time Program Manager. The Program Manager is responsible for all administrative oversight of the program, as well as development and implementation of program admissions policies and procedures, the hiring of part-time faculty, advising of potential and current students, and all communications and program marketing.

4.2 Facilities and Equipment

Due to the hybrid model of the program, classes are held in the same computer labs as those used for the Computer Science daytime associate degree program. This includes five fully equipped computer labs holding 24 computers each and one hardware lab to support all associate and bachelor-level students. The labs are refreshed (replaced) every four years to ensure up-to-date technologies to meet industry demands.

Specialized software, such as Tableau, Excel 2013, and Microsoft Project have also been installed in the labs to ensure that upper division course needs are met.

5. Budget

Table 1 below shows the 2016-2017 budget for the BAS AD program.

```
<table>
<thead>
<tr>
<th>Name/Description</th>
<th>2015-16</th>
<th>2016-17</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>FT Program Manager</td>
<td>0.75</td>
<td>1.00</td>
<td>0.25</td>
</tr>
<tr>
<td>PT FACULTY</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ALL STAFF BENEFITS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>$51,116</td>
<td>$38,700</td>
<td>$26,692</td>
</tr>
</tbody>
</table>
```

Table 1: BAS DEPARTMENTAL BUDGET FOR 2016-17
### 6. Successes and Challenges

#### 6.1 Curriculum Revisions Based on Initial Year(s) of Experience

As with any new program, revisions are sometimes necessary to ensure adequate student learning and the meeting of course learning outcomes. At the recommendation of the BAS AD Advisory Committee, several course descriptions were re-written in 2016 to include prerequisite courses. One course in particular, CSI 443 Web Programming for Mobile Devices, was updated to be called CSI 443 Responsive Web Development – Principals and Frameworks. The BAS AD Advisory Committee felt that it was important to call out this topic in its own right and to list CSI 341 Web Application Development as its prerequisite course to better meet employer and industry demands.

#### 6.2 Successes

The College is pleased with our BAS AD program thus far. We have been successful in developing and implementing new admissions policies and procedures, creating and updating a high-touch advising and registration model, developing relationships with liaisons in key departments across campus, and successfully recruiting students into the program. Since the program’s inception, the College has completed a record number of articulation agreements with other two-year feeder colleges, and plans to extend similar agreements with several prominent graduate degree programs.

Most importantly, we have been successful in not only increasing the size of each subsequent cohort, but we have developed a pipeline for students to continue on to a bachelor’s program without having to leave the College. The associate degree program is no longer thought of as a terminal degree.

#### 6.3 Challenges

With the implementation of any new program comes challenges. Our major challenge has and continues to be centered on finding and retaining qualified faculty. For this program, “qualified” means that a faculty member holds a master’s degree or higher and has at least four years of direct industry experience. Throughout the hiring process we have found it difficult to attract faculty who meets both requirements. Typically our candidates fall into one of the following scenarios: They hold only a bachelor’s degree and have four or more years of experience, they hold a master’s degree but less than four years of experience, or they hold a master’s degree.

#### Table of Expenses

<table>
<thead>
<tr>
<th>Category</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUB TOTAL SAL &amp; BEN</td>
<td>$116,509</td>
</tr>
<tr>
<td>SUPPLIES &amp; MATERIALS</td>
<td>$2,000</td>
</tr>
<tr>
<td>MAINT &amp; REPAIR PRINTING</td>
<td>$500</td>
</tr>
<tr>
<td>PROFESSIONAL DEV</td>
<td>$1,000</td>
</tr>
<tr>
<td>SUBSCRIPTIONS</td>
<td>$1,000</td>
</tr>
<tr>
<td>PURCHASED SVCS</td>
<td>$8,200</td>
</tr>
<tr>
<td>TRAVEL</td>
<td>$12,500</td>
</tr>
<tr>
<td>LIBRARY RESOURCES</td>
<td>$0</td>
</tr>
<tr>
<td>TOTAL BUDGET</td>
<td>$141,709</td>
</tr>
</tbody>
</table>
and four years or more of experience but make a high wage in industry and teaching is not
needed or desired. In addition, we have found that most candidates have never taught before,
and dedicating time for onboarding and mentoring of new faculty is difficult with only one
program support staff. Finally, relying fully on part-time faculty for the entire program has
exacerbated the issue, leading to last minute, quick hires that shorten time for faculty to fully
prepare before the quarter begins.

7. Student Enrollment, Retention, Completion and Assessment

7.1 Evidence of the Addition of the Baccalaureate Program’s Effectiveness

While we do not have completion data as of yet, we do believe that the program’s effectiveness
is evidenced in the creation of a growing pipeline for our students and the incorporation of
Advisory Committee recommendations. Specifically, each cohort has increased in size since the
launch of the program, leading to a new, expanded pathway for our students to turn a once
terminal degree into a bachelor’s degree and beyond. The fact that the program continues to
grow in size is evidence of its success.

7.2 Enrollment

Table 2 below shows the new enrollment for each cohort:

<table>
<thead>
<tr>
<th>Cohort</th>
<th>[New] Enrollment</th>
<th>Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2015</td>
<td>9</td>
<td>None Yet</td>
</tr>
<tr>
<td>Winter 2016</td>
<td>16</td>
<td>None Yet</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>17</td>
<td>None Yet</td>
</tr>
</tbody>
</table>

7.3 Assessment

The BAS AD program review is slated to begin winter 2017. Program reviews run on a three-
year cycle, with specific tasks assigned for each year. Year One is the primary review. It is a
time when data is collected, discussed, and an initial plan for assessment and growth is
developed.

In Year Two, faculty members and the Dean choose one program outcome, relevant course
outcomes, and three to five assessments that align with these course outcomes to assess. In
Year Two, the faculty/dean team formally regroups to assess student learning through three
potential steps:

   Step 1: Summarizing collected course assessment data.
   Step 2: Analysis and evaluation of data.
   Step 3: Implementation of change(s).

This process may lead to a revision of a course outcome and/or assessment to see if outcomes
improve.
In Year Three, the faculty/dean team closes the loop on assessing the course outcome measurements, reviews the work accomplished over the three years, and plans for the future. The assessment takes place within the classroom and informs curricular and/or programmatic changes.

7.4 Retention and Completion

Table 3 shows quarter by quarter retention rates for each incoming cohort.

<table>
<thead>
<tr>
<th>Cohort</th>
<th>[New] Enrollment</th>
<th>Retention Q1 to Q2</th>
<th>Retention Q2 to Q3</th>
<th>Retention Q3 to Q4</th>
<th>Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2015</td>
<td>9</td>
<td>7</td>
<td>5</td>
<td>5</td>
<td>None Yet</td>
</tr>
<tr>
<td>Winter 2016</td>
<td>16</td>
<td>15</td>
<td>13</td>
<td>--</td>
<td>None Yet</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>17</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>None Yet</td>
</tr>
</tbody>
</table>

Low retention rates for the spring 2015 cohort can be attributed to program scheduling conflicts. Originally, the thought was to have students come to campus only one night per week with the rest of the work done online. We found through student and faculty surveys that neither group found this schedule to be sufficient. Specifically, both wanted more face-to-face time to allow for more Q&A with instructors and more hands-on lab time.

Based on this feedback, for the winter 2017 cohort we expanded the face-to-face time to two nights per week. As seen in Table 3, retention has since increased. After receiving feedback from that cohort as well, we found that even two nights per week was not sufficient. Thus, for the fall 2016 cohort we have expanded the face-to-face meetings to three nights per week. We are hopeful that this change will increase retention moving forward.

8. Conclusion

Overall, RTC is pleased with its BAS AD program. Its admissions policies and procedures, curriculum revisions, commitment of support from on-campus departments, and dedicated faculty have all contributed to its success. Each cohort continues to grow in size and ability and it is only a matter of time before program completion and job placement rates are available.

We hope this addendum has provided a sufficient update on the implementation of the program.
Appendix A

BAS Course Schedule, Fall 2016 Cohort

Students who study full-time (based on three courses or 15 credits per quarter) will complete the program in six quarters. Students who study part-time or are admitted as conditional students will complete the program in nine quarters or more, depending on the number of credits they carry.

The table below gives the schedule for full-time students enrolled in the program. Use the Item Numbers listed when registering for a class.

Note: Course numbers with an ampersand symbol (&) are common course numbers at all Washington State community and technical colleges. Course numbers without an ampersand refer to RTC courses.

### First (Junior) Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quarter credits</strong> 15</td>
<td><strong>Quarter credits</strong> 15</td>
<td><strong>Quarter credits</strong> 15</td>
</tr>
<tr>
<td>CSI 351 Systems Analysis and Design (Item # L809)</td>
<td>CSI 352 Software Application Development (Item # L811)</td>
<td>CSI 342 Mobile Application Development (Item # L807)</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>CSI 381 Human-Computer Interaction (Item # L813)</td>
<td>CSI 341 Web Development (Item # L805)</td>
<td>CSI 483 IT Project Management (Item # L803)</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>ENG&amp; 235 Technical Writing</td>
<td>ECON&amp; 201 Micro Economics</td>
<td>MATH&amp; 146 Statistics</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

### Second (Senior) Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quarter credits</strong> 15</td>
<td><strong>Quarter credits</strong> 15</td>
<td><strong>Quarter credits</strong> 15</td>
</tr>
<tr>
<td>CSI 453 Software Application Testing and Deployment (Item # L819)</td>
<td>CSI 443 Web Programming for Mobile Devices (Item # L817)</td>
<td>CSI 331 Securing and Managing Data (Item # L801)</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>CSI 332 Data Mining &amp; Business Analytics (Item # L821)</td>
<td>CSI 434 Business Intelligence (Item # L815)</td>
<td>CSI 492 Senior Capstone Project (Item # L823), or CSI 494 Cooperative Education/Internship (optional) (Item # L825)</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>PHYS&amp; 114 Physics I</td>
<td>POLS&amp; 202 American Govt</td>
<td>PHIL 481 Legal and Ethical Aspects of IT</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

Quarter credits 15

Quarter credits 15
AGENDA ITEM: 5. DISCUSSION/REPORTS

SUBJECT: B. Trustees

BACKGROUND

Board Chair Unti will lead Board members in conversation regarding the following topics:

1) Review of Tenure format.
2) Board Liaison Reports
   a) RTC Foundation
   b) RTC Advisory Board
3) ACCT Leadership Congress ’17 – revisit possible attendance.

RECOMMENDATION:

None.
AGENDA ITEM: 5. DISCUSSION/REPORTS

SUBJECT: C. Administration/Finance

<table>
<thead>
<tr>
<th>BOARD CONSIDERATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>X Information</td>
</tr>
<tr>
<td>Action</td>
</tr>
</tbody>
</table>

BACKGROUND

1) Operating Funds Budget Status Report
   Vice President Merrell will update trustees on the operating funds budget status for the period ending February 28, 2017.

2) Review of Audited Financial Statements
   Vice President Merrell and Director of Financial Services, Mark Johnson will review the final unmodified FY15-16 Audit Report from the State Auditor’s Office. They will review the scope of the audit including adjustments that were made to conform to GASB standards and will provide copies of the final 2014-15 Financial Report for Trustees to review.

3) Property Acquisition Status Update
   Vice President Merrell and Dr. McCarthy will provide a status update on the progress of the property acquisition.

RECOMMENDATION:

None.
### Renton Technical College
2015-2016 Operating Funds Budget Status Report
for the 8 months ending February 28, 2017

#### Revenues Reported by Source

<table>
<thead>
<tr>
<th>Source</th>
<th>2016-17 Budget</th>
<th>Actual 2/28/2017</th>
<th>YTD 16-17</th>
<th>YTD % of Budget</th>
<th>2015-16</th>
<th>Actual 2/29/2016</th>
<th>YTD 15-16</th>
<th>YTD % of Annual</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Allocation</td>
<td>17,390,735</td>
<td>14,072,144</td>
<td>80.9%</td>
<td>A</td>
<td>16,796,023</td>
<td>13,220,314</td>
<td>78.7%</td>
<td></td>
</tr>
<tr>
<td>Tuition</td>
<td>7,345,827</td>
<td>4,052,011</td>
<td>55.2%</td>
<td>B</td>
<td>6,893,650</td>
<td>4,561,431</td>
<td>66.2%</td>
<td></td>
</tr>
<tr>
<td>Local Dedicated Funds</td>
<td>1,621,280</td>
<td>980,645</td>
<td>60.5%</td>
<td></td>
<td>2,136,295</td>
<td>1,335,647</td>
<td>62.5%</td>
<td></td>
</tr>
<tr>
<td>Grants &amp; Contracts</td>
<td>3,290,617</td>
<td>2,020,698</td>
<td>61.4%</td>
<td></td>
<td>2,687,586</td>
<td>2,427,482</td>
<td>90.3%</td>
<td></td>
</tr>
<tr>
<td>Financial Aid/Scholarships</td>
<td>9,351,508</td>
<td>5,432,334</td>
<td>60.5%</td>
<td></td>
<td>8,741,141</td>
<td>5,715,028</td>
<td>65.4%</td>
<td></td>
</tr>
<tr>
<td>Enterprise Operations</td>
<td>3,126,995</td>
<td>1,890,329</td>
<td>60.5%</td>
<td></td>
<td>3,267,838</td>
<td>2,137,366</td>
<td>65.4%</td>
<td></td>
</tr>
<tr>
<td>Interest Income</td>
<td>20,000</td>
<td>15,786</td>
<td>78.9%</td>
<td>C</td>
<td>29,264</td>
<td>14,406</td>
<td>49.2%</td>
<td></td>
</tr>
</tbody>
</table>

**Total Revenue by Source**

|                  | $ 42,146,962   | $ 28,463,946   | 67.5%     | $ 40,551,798 | $ 29,411,674 | 72.5% |

#### Expenditures by Object

<table>
<thead>
<tr>
<th>Object</th>
<th>2016-17 Budget</th>
<th>Actual 2/28/2017</th>
<th>YTD 16-17</th>
<th>YTD % of Budget</th>
<th>2015-16</th>
<th>Actual 2/29/2016</th>
<th>YTD 15-16</th>
<th>YTD % of Annual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>18,161,469</td>
<td>12,580,246</td>
<td>69.3%</td>
<td></td>
<td>17,598,344</td>
<td>12,036,717</td>
<td>68.4%</td>
<td></td>
</tr>
<tr>
<td>Benefits</td>
<td>6,535,140</td>
<td>4,381,812</td>
<td>67.1%</td>
<td></td>
<td>5,898,762</td>
<td>4,131,647</td>
<td>70.0%</td>
<td></td>
</tr>
<tr>
<td>Goods &amp; Services</td>
<td>7,242,028</td>
<td>4,246,838</td>
<td>58.6%</td>
<td></td>
<td>8,738,490</td>
<td>4,976,397</td>
<td>56.9%</td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td>290,450</td>
<td>179,473</td>
<td>61.8%</td>
<td></td>
<td>274,765</td>
<td>167,195</td>
<td>60.9%</td>
<td></td>
</tr>
<tr>
<td>Equipment, other</td>
<td>538,300</td>
<td>958,350</td>
<td>178.0%</td>
<td>D</td>
<td>1,139,099</td>
<td>477,061</td>
<td>41.9%</td>
<td></td>
</tr>
<tr>
<td>Financial Aid/Scholarships</td>
<td>9,283,500</td>
<td>5,675,273</td>
<td>61.1%</td>
<td></td>
<td>9,178,624</td>
<td>6,041,452</td>
<td>65.8%</td>
<td></td>
</tr>
</tbody>
</table>

**Total Expenditures by Object**

|                  | $ 42,050,887   | $ 28,021,993   | 66.6%     | $ 42,828,083 | $ 27,830,469 | 65.0% |

#### Contribution to (Depletion of) Reserve

|                  | $ 96,075       | $ 441,952      |

**Total Expenditures by Program**

<table>
<thead>
<tr>
<th>Program</th>
<th>2016-17 Budget</th>
<th>Actual 2/28/2017</th>
<th>YTD 16-17</th>
<th>YTD % of Budget</th>
<th>2015-16</th>
<th>Actual 2/29/2016</th>
<th>YTD 15-16</th>
<th>YTD % of Annual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>16,201,252</td>
<td>11,041,225</td>
<td>68.2%</td>
<td></td>
<td>16,503,804</td>
<td>10,872,339</td>
<td>65.9%</td>
<td></td>
</tr>
<tr>
<td>Academic Support</td>
<td>2,501,486</td>
<td>1,941,053</td>
<td>77.6%</td>
<td></td>
<td>2,725,544</td>
<td>1,523,641</td>
<td>55.9%</td>
<td></td>
</tr>
<tr>
<td>Financial Aid/Scholarship</td>
<td>8,911,331</td>
<td>5,223,422</td>
<td>58.6%</td>
<td></td>
<td>8,547,503</td>
<td>5,513,163</td>
<td>64.5%</td>
<td></td>
</tr>
<tr>
<td>Student Services</td>
<td>3,194,782</td>
<td>2,221,919</td>
<td>69.5%</td>
<td></td>
<td>3,089,686</td>
<td>2,216,559</td>
<td>71.7%</td>
<td></td>
</tr>
<tr>
<td>Institutional Support</td>
<td>5,216,587</td>
<td>3,231,308</td>
<td>61.9%</td>
<td></td>
<td>5,320,433</td>
<td>3,229,936</td>
<td>60.7%</td>
<td></td>
</tr>
<tr>
<td>Plant Operations &amp; Maintenance</td>
<td>3,113,454</td>
<td>2,464,626</td>
<td>79.2%</td>
<td>E</td>
<td>3,255,501</td>
<td>2,324,008</td>
<td>71.4%</td>
<td></td>
</tr>
<tr>
<td>Enterprise Operations</td>
<td>2,911,995</td>
<td>1,898,441</td>
<td>65.2%</td>
<td></td>
<td>3,385,612</td>
<td>2,150,823</td>
<td>63.5%</td>
<td></td>
</tr>
</tbody>
</table>

**Total Expenditures by Program**

|                  | $ 42,050,887   | $ 28,021,993   | 66.6%     | $ 42,828,083 | $ 27,830,469 | 65.0% |
BOARD CONSIDERATION
X Information

AGENDA ITEM: 6. MEETINGS

SUBJECT: 

BACKGROUND:

The next regular meeting of the Board of Trustees will be held on May 17, 2017.

RECOMMENDATION:

None.
AGENDA ITEM:  7. EXECUTIVE SESSION

SUBJECT:

BACKGROUND:

A) An Executive Session may be held for any reason allowable under the Open Public Meetings Act; RCW 42.30.110.

B) Announcement of time Executive Session will conclude.

RECOMMENDATION:

None.
AGENDA ITEM: 8. EXECUTIVE SESSION

SUBJECT: A. Action

BACKGROUND:

BOARD CONSIDERATION

Information

X Action

RECOMMENDATION:

None.
AGENDA ITEM: 9. ADJOURNMENT

SUBJECT:

BACKGROUND:

RECOMMENDATION:

Motion required.
AGENDA ITEM: 10. Board Study Session

SUBJECT:

BACKGROUND:

Following adjournment of the regular meeting, Board members will have the opportunity to tour the Basic Studies Program classes from 6 to 7:00 p.m.

RECOMMENDATION:

None.