RTC
RENTON TECHNICAL COLLEGE®

NWCCU COMPREHENSIVE
Self-Evaluation Report

TABLE OF CONTENTS

You can return to the Table of Contents by clicking on the TOC *link at the bottom right of any page.*

KEY TO COMMON ACRONYMS

While some acronyms appear rarely in this report, RTC employees may use them during the on-site visit.

AAS	Associate of Applied Science (*degree*)
AAS-T	Associate of Applied Science – Transfer (*degree*)
BAS	Bachelor of Applied Science (*degree*)
BFET	Basic Food Employment & Training (*state program*)
CASAS	Comprehensive Adult Student Assessment System (*testing for English language and basic skills*)
CCP	College and Career Pathways (*English language acquisition and high school completion classes*)
CTC	Community and Technical College
CTE	Career and Technical Education
CTS	College Technology Services
DRS	Disability Resource Services
DSP	Directed Self-Placement
DTA-MRP	Direct Transfer Agreement – Major Related Program (*specialized associate degree*)
EAB	formerly Education Advisory Board; educational technology company now known by this acronym
FMS	Financial Management System (*budget and accounting database*)
FY	Fiscal Year (*July 1 of one year to June 30 of the next*)
IR	Institutional Research
LRCC	Learning Resource and Career Center
NSO	New Student Orientation
PDP	Professional Development Plan
PPMS	Payroll / Personnel Management System
RCW	Revised Code of Washington (*state legislative laws*)
RTC	Renton Technical College
SBCTC	State Board of Community and Technical Colleges (*governing body for two-year institutions*)
SMS	Student Management System (*internal database for student records*)
WAC	Washington Administrative Code (*state legislative rules*)

Since our founding in 1941 as a war production school and public vocational technical institute. Renton Technical College (RTC) has provided high-quality educational programs that lead to personal and professional growth. The main campus, located near Seattle, Washington, includes fourteen buildings with approximately 437,000 square feet of space. To the south, the state's Construction Center of Excellence and roofing apprenticeship program reside in the 9,950 square foot Annex. Since the 2013 comprehensive visit, we opened the Paul Greco Automotive Complex on the main campus in 2017 and the satellite RTC Downtown site in 2019.

A five-member Board of Trustees governs the College. As one of five technical colleges in the Washington two-year system, we offer hands-on workforce career training across six areas of study, basic skills programs in our College and Career Pathways area, and traditional academic transfer classes. Students earn high school diplomas, certificates, applied associate and associate transfer degrees, direct transfer associate of arts degrees, and applied baccalaureate degrees. Our completion rate is one of the highest in the state's community and technical college system, and given our job placement rate of 85%, the credentials carry industry value.

The diversity of program offerings mirrors the diversity of our college community. In the current student body (8,859 unduplicated head count and 3,477 FTE), approximately 58% are women, 8% are immigrants or refugees, 8% are first-generation students, 43% are parents, and 45% work in addition to attending school. 69% of students identify as people of color, as do 39% of RTC employees. The diversity of our 240 faculty and 161 staff ranks near the top of Washington's two-year colleges, due in part to intentional changes to hiring processes and professional development focused on diversity, equity, and inclusion.

Everything that we do is grounded in our Mission, Vision, and Values statements, last revised in 2017:

- **Mission:** Renton Technical College engages a diverse student population through educational opportunities for career readiness and advancement, serving the needs of individuals, the community, businesses, and industry.
- **Vision:** Renton Technical College will be a locally, regionally, and nationally recognized leader for improving lives and inspiring lifelong learning.
- **Values:** Community, Empowerment, Equity, Integrity, Respect, and Stewardship.

These were developed alongside the 2017-2022 Strategic Plan, with input from staff, faculty, students, industry, and community members. Based on meaningful, disaggregated indicators for institutional effectiveness and student achievement, the Strategic Plan aligns with and provides systemic structure for annual budget development and unit planning. It formalizes our commitment to several goals, such as increasing student progress and completion; increasing student transition from basic studies to professional-technical and transfer programming; and expanding program offerings for inclusive access and success.

In 2021, the year that marks our 80th anniversary and 30th year as part of the Washington State Community and Technical College system, we look forward to the implementation of Guided Pathways and two major software systems, ctcLink for enterprise-level business and student services and EAB for student navigation. We also are planning for a safe, expanded campus reopening after more than a year of mostly remote operations. We will maintain effective technologies that have made both student services and instruction more accessible but also reach out to those who want or need a more hands-on approach to learning and services. To continue to fulfill our mission – to engage and serve – all of us at RTC are invested in innovative and equitable ways of working, learning, and connecting to support student success.

CHANGES SINCE THE 2016 MID CYCLE VISIT

At the time of RTC's Mid-Cycle Self-Evaluation in October 2016, we already had started the process of updating the College Mission and creating the next Strategic Plan. Since then, we have made progress on several strategic objectives by maintaining our focus on diversity, equity, and inclusion.

For instance, one strategic objective is to attract, hire, and retain diverse faculty and staff. We welcomed a new Vice President of Administration and Finance in 2018 and Vice President of Instruction in 2019. Two of seven Deans, all four Associate Deans, and seven of fourteen Directors across Student Services, the Business Office, and Instruction have assumed their roles since fall 2016. Seven of the fifteen are outstanding internal hires or promotions, a testament to the talented workforce at the College. Additionally, eleven of fifteen (73%) are individuals of color.

Another strategic objective is to increase student progress and completion. In January 2018, we received $500,000 in grant funding (later matched for a total of $1 million) to implement Guided Pathways, which has a student success vision that aligns with our mission and Strategic Plan. Our collaborative Pathways work seeks to build on prior projects, like the high-touch entry and advising model developed under a Title III grant (2013-2018). As we streamline services, we are committed to innovation and adaptation, centering student equity every step of the way.

2013 RECOMMENDATIONS

RTC received four recommendations in its 2013 Comprehensive Peer Evaluation Report. The Commission cleared the first in 2016. The remaining three, along with a follow-up report on the implementation of our applied baccalaureate BAS degrees, are to be addressed in this Self-Evaluation.

Documentation and NWCCU correspondence about the 2013 recommendations are included in Appendix B. The addendum about the approval of BAS programs, including correspondence and an Ad Hoc report, can be found in Appendix C.

RECOMMENDATION 1

The evaluation committee recommends that for each year of operation, the College undergo an external financial audit and that the results from such audits, including findings and management letter recommendations, be considered in a timely, appropriate and comprehensive manner by the Board of Trustees (Eligibility Requirement 19 and Standard 2.F.7).

This recommendation was addressed in an Ad-Hoc Report dated December 15, 2015, as well as in a Special Report dated March 11, 2016. RTC received an acceptance letter on July 19, 2016 from NWCCU. Please see 2.E.1 for more information about audits and their consideration by the Board of Trustees.

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).

RTC has established a systematic, data-informed planning cycle that aligns institutional improvement with budget allocation. Created in 2016-17 with input from campus and community members, the five-year Strategic Plan provides the structure for all planning through its goals, objectives, priority activities, and

strategic indicators. The annual strategic operational plan focuses on specific objectives and activities for the following year. In March, each department completes an annual unit plan for year beginning in July, where each goal is associated with a Strategic Plan priority activity. By July, units complete a reflective closeout survey and report on their measures of success.

The annual budget process occurs in conjunction with strategic planning. Starting in January, the RTC President and the Vice President of Administration and Finance provide educational sessions on budgeting to the College community so everyone is aware of projected funding levels. Approximately a month before unit plans are due, preliminary budgets are provided to managers, who have the opportunity to review spending in the previous year and discuss priorities, potential cuts, and shortfalls with their respective faculty and staff. Requests for additional resources are considered by College Council and forwarded to the President's Cabinet.

The College continues to enhance integrated planning, budgeting and assessment processes. See 1.B.1 and 1.B.3 for more details.

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).

With the creation of the 2017-2022 Strategic Plan, RTC moved away from core themes in favor of goals aligned with the College's Mission, Vision, and Values. The current plan has four goals focused on having a learning community of excellence and growth; an environment of equity, inclusion and collaboration; intentional community partnerships and programming; and institutional strength and resilience. Multiple indicators are mapped to each goal, and particularly in the case of student achievement measures, such as persistence, transition, and completion rates, data are disaggregated by race. A strategic indicator scorecard is used by College Council to review and measure progress and to assess the overall success of RTC's mission fulfillment. These annual results also indicate areas for improvement and additional funding.

The College was commended for the development of measurable, verifiable indicators after the October 2016 Mid-Cycle Self-Evaluation. For our continued progress in using indicators in planning, please see 1.B.2 for goals, 1.D.2 for disaggregated indicators, 1.D.3 1.D.4 for the use of indicators for student achievement benchmarking and improvements.

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,).

By 2017, all programs successfully developed program learning outcomes aligned to one or more of the RTC college-wide outcomes. Course learning outcomes also were completed in 2017. To meet strategic objective 1.4, develop and implement a college-wide learning assessment strategy, a cross-departmental committee was organized to facilitate the process and develop a true culture of assessment. In 2018, a student self-reflection assessment project was implemented and used for improving student success. In fall 2019, a faculty self-reflection assessment project was added. Most recently, in fall 2020, faculty submitted annual assessment reports that included direct measures of learning along with plans for increasing student success. See 1.C.3 for a discussion of outcomes; 1.C.5 for assessment planning; 1.C.6 for assessment practices; and 1.C.7 for the use of assessment results for continuous improvement.

STANDARD ONE: STUDENT SUCCESS & INSTITUTIONAL MISSION & EFFECTIVENESS

The institution articulates its commitment to student success, primarily measured through student learning and achievement, for all students, with a focus on equity and closure of achievement gaps, and establishes a mission statement, acceptable thresholds, and benchmarks for effectiveness with meaningful indicators. The institution's programs are consistent with its mission and culminate in identified student outcomes leading to degrees, certificates, credentials, employment, or transfer to other higher education institutions or programs. Programs are systematically assessed using meaningful indicators to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes for all students, including underrepresented students and first-generation college students.

1.A INSTITUTIONAL MISSION

The institution's mission statement defines its broad educational purposes and its commitment to student learning and achievement.

The last time that NWCCU visited Renton Technical College (RTC) in October 2013, the mission statement was "Renton Technical College prepares a diverse population for work, fulfilling the employment needs of individuals, students, and industry."

Today, the College's mission has expanded and now reads, "Renton Technical College engages a diverse student population through educational opportunities for career readiness and advancement, serving the needs of individuals, the community, businesses, and industry." The revision process started in 2016, as part of the development of the 2017-2022 Strategic Plan, with broad and inclusive input over eleven months:

- September 2016: at the fall All-College meeting, staff and faculty examined the mission, along with the vision, values, and core ideas, with the guiding question, "why do we exist?"
- October 2016: the President's Cabinet looked at the collected comments and did its own review.

- November and December 2016: the Cabinet identified external stakeholders to contact about the College mission. Internal and external group survey questions were developed in English, with intentional plans for outreach Spanish-speaking community members.
- January 2017: student input was gathered from the Associated Student Government (ASG).
- February 2017: staff and faculty continued to examine the mission and offered feedback at the winter All-College Meeting. Progress also was shared with the Board of Trustees.
- March 2017: feedback forums were scheduled in March for external stakeholders. The Cabinet decided on a final draft of the mission.
- April 2017: additional feedback sessions were offered to College employees.
- June 2017: the new statement was presented to the Board of Trustees as part of the 2017-2022 Strategic Plan.
- 19 July 2017: the revised mission was approved by the Board of Trustees.

The new mission captures the fact that RTC does more than vocational training: we support life-long learning. The mission also embraces all student populations, including those who are learning English, completing high school diplomas, or taking transfer classes. To this end, "work" has become "educational opportunities for career readiness and advancement," and "employment needs" now are simply "needs."

We proudly display the Renton Technical College mission on posters in every campus classroom and office.

1.B IMPROVING INSTITUTIONAL EFFECTIVENESS

1.B.1

The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.

One of NWCCU's recommendations after RTC's 2013 site visit was that the College evaluate its planning cycle to ensure that it is effective and systematic, allows for constituent input and broad communication, encourages self-reflection, and results in evidence-based assessment of its accomplishments. As shown in Figure 1.B.1.1 on the next page, the current institutional effectiveness process relies on an overarching Strategic Plan; related Annual Unit Planning, monitored by the President's Cabinet and College Council; and associated budget planning to assign resources. RTC's work on Guided Pathways has added another layer to the process.

Everything flows from the five-year Strategic Plan, which includes four strategic goals as the measure of mission fulfillment. In turn, each goal of the 2017-2022 Strategic Plan has four strategic objectives, which are linked to specific priority activities and data indicators:

- Goal 1, Learning: RTC will be a learning community in which students, faculty, and staff all strive for excellence and growth.
- Goal 2, Equity: RTC will foster an academic and work environment of equity, inclusion, and collaboration.
- Goal 3, Community: RTC will engage the greater community through intentional partnerships and responsive programming.
- Goal 4, Strength: RTC will enhance institutional strength and resilience.
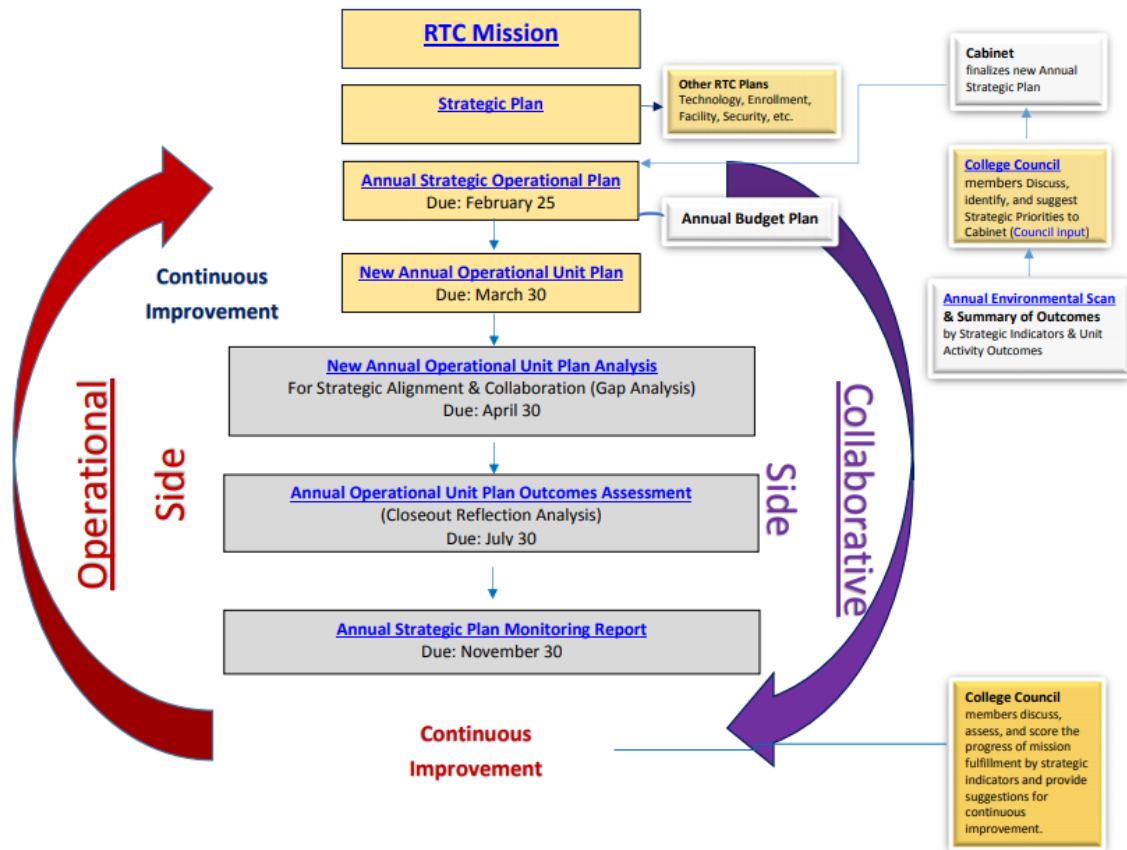
Figure 1.B.1.1. College Planning Process.

The first three goals connect clearly to the revised College mission, while Goal 4 ensures the financial and physical infrastructure needed to support of Goals 1, 2, and 3. Goals 1 and 2 center on student learning and achievement. More information about the development of the Strategic Plan and its indicators is available in 1.B.2 and 1.B.3.

By February of each year, the Annual Strategic Operational Plan is developed. It focuses on a narrowed set of key goals and indicators, selected by the President's Cabinet and the College Council for focus during a single academic year. College Council is the RTC governance body charged with oversight of institutional effectiveness. Both the Cabinet and Council regularly evaluate progress; this is documented in monitoring reports for Years 1 through 4 (2017 to 2021) of the current Strategic Plan.

Later in the spring, employees from various RTC departments and units complete Annual Operational Unit Plans with guidance from the Office of Institutional Research. Instruction creates a plan, but the majority come from support services like the Business Office, Veterans Services, or Facilities. Each unit selects its own initial goals, aligned with the Strategic Plan indicators, and associated measures of success. In July of the next year, employees submit a closeout reflection analysis. This approach was finalized three years ago, after dropping a mid-year progress report used in 2017-18 (Exhibit 1B1-1).

To assess the process, Institutional Research completes two reports: first, a gap analysis across all unit plans that identifies where there is low alignment with Strategic Plan activities and goals; and second, the unit plan outcomes assessment that summarizes the overall number of goals met and improvements implemented (Exhibit 1B1-2). Gap analyses provide evidence that across the college, units are focused on student achievement. Table 1.B.1.1 gives some examples of activities associated with Goal 1 (Learning) and Goal 2 (Equity). Common emphases are transitioning students from College and Career Pathways (CCP), known

elsewhere as transitional studies or basic education for adults, as well as increasing retention and completion for underrepresented students.

Table 1.B.1.1. Unit Plan Gap Analyses Focus on Student Achievement

2017-18 Unit Plan Gap Analysis Highlights	2018-19 Unit Plan Gap Analysis Highlights
32 activities linked to Goal 1	*53 activities linked to Goal 1*
1.1.2 Increase student transition from basic studies to professional-technical and transfer programming (10 activities)	1.1.2 Increase student transition from basic studies to professional-technical and transfer programming (11 activities)
70 activities linked to Goal 2	*56 activities linked to Goal 2*
2.1.3 Implement best practice strategies for increasing retention and completion of underrepresented students (30 activities)	2.1.3 Implement best practice strategies for increasing retention and completion of underrepresented students (21 activities)

Meeting the desired plan goals often is easier on paper than in practice, so we celebrate outcomes both small and large. Below are just two examples of unit plan goals with impressive results for students:

- Disability Resource Services (DRS) set a simple goal for 2017-18, that students, staff, and faculty would be aware of DRS. The measure of success was ambitious, increasing the number students using accommodations each quarter from 25 to 200. After a year of outreach and education, the Director had a caseload of 150 students. Although the target was not met, a 600% increase remains impressive.
- Instruction adopted an indicator for a goal, to improve student recruitment, retention and persistence by securing additional funds and resources to work more closely with Student Services. This was achieved through $1 million in Guided Pathways grants from College Spark and from the Washington legislature.

Now in our fourth year of unit planning, we have honed our abilities to set goals, select supporting activities, and choose appropriate measures of success (see Exhibit 1B1-3 for examples of 2020-21 Annual Unit Plans). Each activity is aligned with a budget category, and where necessary, a potential request for additional funds.

ASSIGNING RESOURCES

As Figure 1.B.1.1 indicates, the Annual Budget Plan occurs alongside the unit planning process, in the early months of each year. The campus community starts learning about the budget process in January, and by February, baseline budgets have been developed. When developing their Annual Operational Unit Plans to meet the March submission deadline, units can note the need for additional funds to meet outcomes. The unit plans in turn become supporting evidence for budget enhancement requests.

For example, Food Services set a 2020-21 goal to implement Windows 10 upgrades to the point-of-sale software and hardware on all cash registers by October 2020; this was necessary to ensure compatibility with the College's servers. The original one-time cost estimate was $25,000, but that figure dropped to $8,000 because existing hardware would suffice. After it became clear that COVID-19 was going to be a longer term issue, however, the Director of Food Services met with the VP of Finance and Administration and the Director of Accounting Services for approval to add a touchless credit card system to the purchase. The final cost, just under $10,000, was accommodated in the program budget.

Resource allocation for both one-time and ongoing budget changes is covered in more detail in the narrative for 1.B.3.

In early 2018, RTC applied for a competitive five-year grant to implement Guided Pathways. The project requires both a work plan and associated financial plan to spend $1 million. The creation of the work plan required honest, and sometimes difficult, examination of weaknesses in institutional effectiveness, particularly student learning and support services. While much of the process is dictated by the grant, the College has been able to develop its own, highly collaborative approach with leadership teams, steering committees, and work groups. One of the earliest decisions was to modify the standard work plan template and embed both equity and student involvement in each activity.

The Guided Pathways process already has led to several improvements for students. For example, the College has grouped programs into common areas of study; revised placement procedures through an equity lens; updated New Student Orientation with online options; and introduced inclusive pedagogy consultants, who are faculty members focused on accessibility, instructional design, or Open Educational Resources (OER). An exciting Pathways project for 2020-21 involves a wide cross-section of RTC staff working on new student success technologies. Two vendors presented their software platforms at campus meetings, and based on staff and faculty feedback, EAB was chosen for its robust educational planning and student tracking features. Representatives from College Technology Services, Instruction, Advising, Enrollment Services, and eLearning are collaborating on integrated implementation planning to make sure the software functions seamlessly for all users.

Exhibits for 1.B.1
1B1-1 Examples of 2017-18 Annual Unit Plans
1B1-2 Annual Priority Activity Plan Outcomes Assessment for 2017-18
1B1-3 Examples of 2020-21 Annual Unit Plans

1.B.2

The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions.

RTC includes appropriate goals, objectives, and indicators in the strategic planning process. Both the 2012-2017 Strategies Priorities and 2017-2022 Strategic Plan assess institutional effectiveness with an Indicator Scorecard, which provides a simple numeric snapshot of overall mission fulfillment.

GOALS, OBJECTIVES, AND INDICATORS FOR 2012-2017

For the 2012-2017 Strategic Priorities and associated annual Operational Plans, the President's Cabinet decided on four Core Themes, each with a set of objectives and specific indicators:
- Core Theme 1, Student Success (4 objectives and 6 key performance indicators or KPIs)
- Core Theme 2, Workforce Education (4 objectives and 6 key performance indicators)
- Core Theme 3, Basic Skills Education (3 objectives and 3 key performance indicators)
- Core Theme 4, Institutional Sustainability (5 objectives and 7 key performance indicators)

Key performance indicators, or KPIs, were revised and refined throughout 2016 to utilize more meaningful data. Each KPI was scored as 0, 1, or 2, leading to the creation of a Scorecard with success percentages for each Core Theme as a measure of mission fulfillment. The Scorecard, which color-coded scores as red (0), yellow (1), or green (2), for easy visual reference, can be found in both the 2015-16 Operational Plan Year-End Monitoring Report and the 2016-17 Mid-Year Monitoring Report, which serve as examples of our early efforts

to better capture institutional effectiveness. Table 1.B.2.1 reproduces the scoring for Core Theme 4 in 2015-16.

Table 1.B.2.1. Scorecard for Core Theme 4, 2015-16

Measure	Objective	KPI	Mid-Year	End-of-Year
Employee Demographics	4.1	15	1	1
Budget to Actual Variance	4.2	16	2	2
Technology Replacement / Enhance Technology Services	4.2	17	2	1
FTE Enrollment	4.3	18	2	2
Donations and Partnerships	4.4	19	0	2
Grants and Contract Funding	4.5	30	2	2
TOTAL SCORE – CORE THEME 4: INSTITUTIONAL SUSTAINABILITY			**9/12 (75%)**	**10/12 (83%)**

GOALS, OBJECTIVES, AND INDICATORS FOR 2017-2022

Creating the most recent Strategic Plan involved multiple brainstorming sessions with faculty, staff, students, and community members. Feedback coalesced around four overarching themes, which became the four goals of the 2017-2022 Strategic Plan, as shown in Table 1.B.2.2.

Table 1.B.2.2. Connections between Planning Themes and Final Strategic Plan Goals

Planning Theme	Related Strategic Plan Goal
Excellence in instruction and support services	Learning: RTC will be a learning community in which students, faculty, and staff all strive for excellence and growth.
Equity, inclusion, and social justice	Equity: RTC will foster an academic and work environment of equity, inclusion, and collaboration.
Community engagement, partnerships and economic impact	Community: RTC will engage the greater community through intentional partnerships and responsive programming.
Financial security and institutional accountability	Strength: RTC will enhance institutional strength and resilience.

To provide continuity from the 2012-2017 plan, these goals have been aligned to the earlier four core themes, as shown in Table 1.B.2.3 below.

Table 1.B.2.3. Crosswalk of Core Themes to Strategic Goals

RTC 2012-2017 Core Theme	RTC 2017-2022 Strategic Goal
Student Success	Learning (Goal 1), Equity (Goal 2)
Workforce Education	Learning (Goal 1), Community (Goal 3)
Basic Skills Education	Learning (Goal 1), Equity (Goal 2)
Institutional Sustainability	Institutional Strength (Goal 4)

Where the 2012-2017 Plan operated with a three-level framework – core themes, objectives, and KPIs – the 2017-2022 Strategic Plan has four levels – strategic goals, strategic objectives, priority activities, and strategic indicators. We define these newer terms as follows:

- **strategic goals** – what we intend to achieve during the life of the plan
- **strategic objectives** – measurable actions we expect to accomplish

- **priority activities** – collaborative tasks carried out by departments and committees; activities that will evolve throughout the life of the plan
- **strategic indicators** – concrete measures used to determine success toward meeting strategic objectives

In total, RTC has four primary goals, sixteen strategic objectives, and 61 priority activities in the 2017-2022 Strategic Plan:

- Goal, 1 Learning: RTC will be a learning community in which students, faculty, and staff all strive for excellence and growth (4 strategic objectives and 18 priority activities)
- Goal 2, Equity: RTC will foster an academic and work environment of equity, inclusion, and collaboration (4 strategic objectives and 14 priority activities)
- Goal 3, Community: RTC will engage the greater community through intentional partnerships and responsive programming (4 strategic objectives and 15 priority activities)
- Goal 4, Strength: RTC will enhance institutional strength and resilience (4 strategic objectives and 14 priority activities)

With the addition of so many priority activities, it perhaps is not surprising that the number of key performance indicators also grew. Shortly after the 2017-2022 Strategic Plan was approved in June 2017, the President's Cabinet considered a proposal with 51 strategic indicators aligned to KPIs. By fall 2019, College Council voted to streamline indicators to just 36, being careful to keep all measures related to equity (Exhibit 1B2-1). RTC's indicators for mission fulfillment and institutional effectiveness can be grouped into the following broad categories. The first three bullets include measures related to student achievement:

- Persistence, transition, and completion rates, disaggregated by race
- Student course success, job placement, and licensure rates
- Student learning outcomes assessment
- Student and employee satisfaction surveys
- Employee demographics and retention
- Course fill rates and full-time enrollment (FTE)
- Resource allocation, funding, and donations
- Compliance with accessibility and accreditation policies

Such indicators make sense not only for RTC's mission and goals but also for comparison to peer institutions. Disaggregated student rates, employee numbers, FTE, and some funding metrics can be compared easily with all other two-year colleges in Washington, using State Board of Community and Technical Colleges (SBCTC) data dashboards. Licensure pass rates can be compared regionally and/or nationally, depending on the exam.

Exhibits for 1.B.2
1B2-1 Current Strategic Indicator / KPI Definition Table

1.B.3

The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Looking at the Recommendations issued by NWCCU after RTC's 2014 visit, it became clear that the College could strengthen its planning processes. Our biggest success in the past seven years was comprehensive,

broad-based outreach to faculty, staff, students, and community members to create the current Strategic Plan. This is aligned with an inclusive annual budget planning process.

STRATEGIC PLANNING PROCESS

The mission timeline in the narrative for 1.A shows that every effort was made to involve a broad array of constituencies in the creation of the most recent Strategic Plan. Starting in October 2016, the President's Cabinet performed three exercises: a stakeholder analysis, an environmental scan with STEEP analysis, and finally a SWOT analysis (Exhibit 1B3-1). This provided a foundation for the Strategic Plan Steering Committee, launched in December 2016. Among the 25 members were full-time faculty, adjunct faculty, counselors, IT staff, Associated Student Government leaders, and one Trustee.

Their outreach was expansive. The committee held thirteen different engagement meetings with different campus groups, with four additional sessions scheduled in early 2017 to reach adjunct and evening instructors. Survey questions were generated, including an item on ways the College could "establish a strong commitment to diversity, equity, and inclusion." This stakeholder survey was disseminated through seventy "neighborhood leads" for the City of Renton. Information from all forums and surveys from September to April was compiled into sixty pages of concept maps for use by the Steering Committee and the Cabinet.

After the Plan was drafted, more input was solicited. One external stakeholder session and four internal feedback forums created a final set of concept maps to inform a second draft. This draft was completed by the end of May and presented to the Board of Trustees at their June 2017 meeting. The Board officially approved the 2017-2022 Strategic Plan the next month.

We did not stop there. To launch Year 1 (2017-18) of the new Strategic Plan, over 50 faculty and staff participated in late summer workshops designed to support the creation of aligned unit plans. As described in 1.B.1, staff have broad latitude and control over their unit plans as long as they align with the College's larger mission and vision.

BUDGET PLANNING PROCESS

The RTC budget planning process has two primary phases: revenue forecasts and expenditure budgets. While the Washington legislature works through higher education budget allocations, the RTC Vice President of Administration and Finance puts together a team of administrators to look at historical enrollment trends as well as future projections to meet the Board of Trustees requirement that the budget stem from "credible projection of revenues and expenses that separates capital and operating items and that discloses planning assumptions" (Policy Manual, EL-3). Forecasting leads to a baseline budget that is presented to the President's Cabinet and then to budget managers (vice presidents, deans, and directors). At this point, budget managers solicit feedback from faculty and staff and discuss the potential for reductions or the need for any additional funds, particularly those identified in an Annual Unit Plan or a program review. Budget enhancements are considered by the Cabinet based on student impact and relevance to Strategic Plan goals. Once budgets are balanced and approved at this level, a final proposal goes to the Board of Trustees for a vote, ideally at their June meeting; this may be postponed depending on when the Governor signs the state budget. Figure 1.B.3.1 on the next page, which comes from an all-college presentation, illustrates the RTC budget process.

For budget enhancements, requests often are related to program expansions, and these require documentation to prove sufficient demand and a net positive cost-benefit analysis. In 2018-19, the Veterinary Assistant evening program, which saw a surge of student interest after receiving national accreditation in late 2017, requested a second, daytime cohort. The Cabinet approved an ongoing 80% increase to cover additional salary, benefits, and materials, and in August 2019, twenty-nine students graduated with their program

certificate. In 2019-20, a proposal was accepted for a one-time cohort addition Contemporary Business Administration, since it was over capacity and still had more than 25 students waiting to enroll (Exhibit 1B3-2).
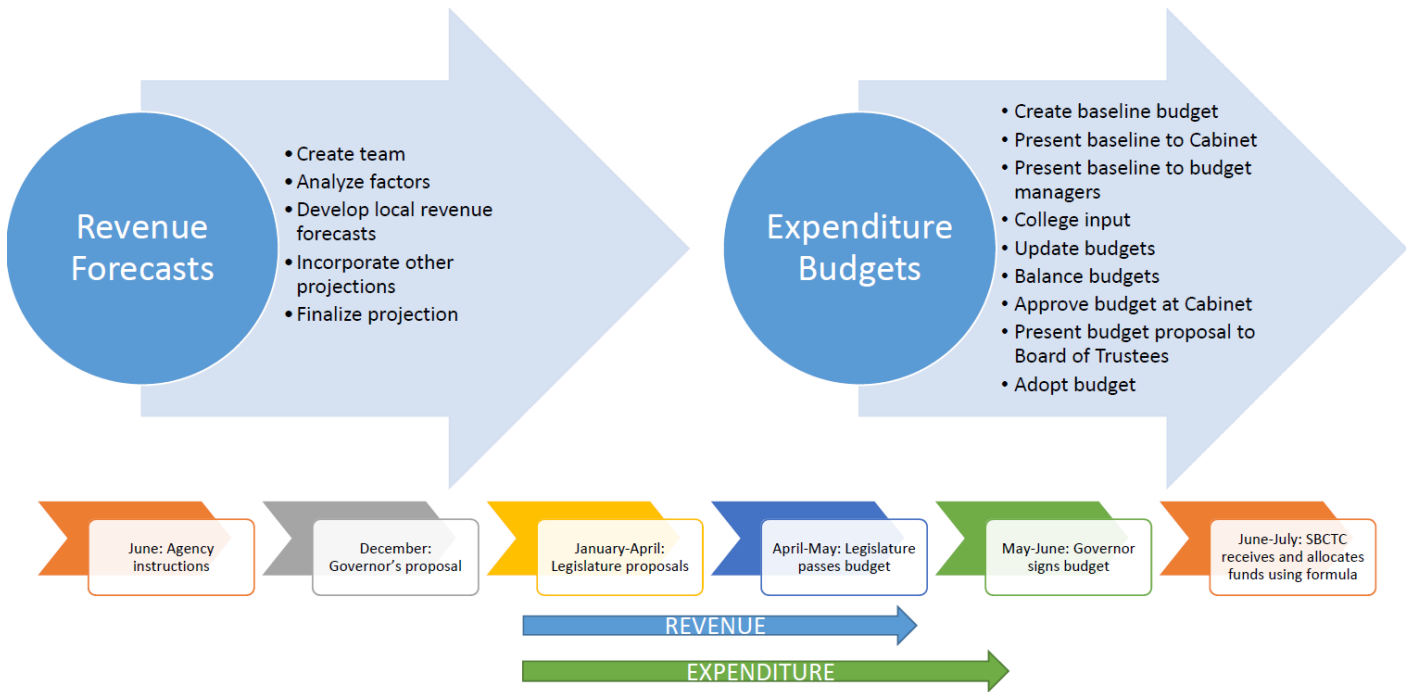

Figure 1.B.3.1. Annual Budget Planning Process

Perhaps the best example of the link between planning and resource allocation is the program viability process that RTC undertook in 2018-19. Faced with a budget shortfall, the College implemented a data-driven analysis of each professional-technical program. In addition to looking at cost and revenue per FTE, faculty had to score their program's performance on ten different strategic indicators: retention, persistence, and completion rates, disaggregated by race and sex; entry-level wages for graduates; and overall enrollments. These rubric lines were weighted more heavily than others, accounting for almost half of the possible points. Programs with low rubric scores were given the opportunity to present improvement plans and additional data. In the end, after meeting with their respective industry Advisory Committees, several programs went through voluntary restructuring. This included revising curriculum to get students to completion more efficiently and cutting instructional costs. Medical Office Programs eliminated a part-time instructor and spring entry point; restructured program courses to reduce credits required for the AAS degree; and added a certification preparation class to improve job prospects (Exhibit 1B3-3). Nursing, which always has a high cost to the institution, decided to lower capacity on incoming cohorts from 32 to 24, which allowed for a 25% reduction in clinical instructors.

EVIDENCE OF INSTITUTIONAL IMPROVEMENT FROM PLANNING

Since RTC is entering the final year of the 2017-2022 Strategic Plan, we have many examples of institutional change resulting from our planning process. For each of the four goals in the Strategic Plan, Table 1.B.3.1 highlights objective-driven improvements that required specific funding from the College.

Table 1.B.3.1. Examples of Improvements Connected to Strategic Priority Activities

Strategic Priority Activity	Description of Improvement Implemented
1.1.2 Increase student transition from basic studies to professional-technical and transfer programming	We focused on evening programs to support the transition of evening College and Career Pathways (CCP) students. In 2017, the Medical Assistant program added an evening

Strategic Priority Activity	Description of Improvement Implemented
and 1.1.4 Expand program offerings for inclusive access and success.	hybrid I-BEST cohort and third instructor. The number of transition students was 101 in 2018-19, compared to just 57 in 2015-16. Contemporary Business Administration moved from daytime to evening hybrid delivery and by 2019 was continually over-enrolled. In fall 2019, the Early Childhood Education program also switched from day to evening.
1.2.1 Invest in mental health counseling and interventions.	A part-time mental health counselor was employed until their retirement. As replacements, two licensed behavioral health counselors were hired in early 2020. They have set up a unit plan, intake process, and multiple virtual help sessions.
2.1.1 Engage faculty and staff in discussions about equity.	RTC purchased the Intercultural Development Inventory (IDI) in 2017-18. Staff were trained as qualified administrators, and 101 employees completed the survey and debrief, which included individualized growth plans with suggested readings. Results also were used to create group cultural competency profiles, to guide future professional development plans.
2.4.3 Evaluate technologies and facilities to ensure accommodation of all campus constituents, within the college's capacity.	With the creation of an Accessibility Advisory Committee in 2018, we invested in software like Ally to check accessibility of images and uploaded files; Caption Hub for video captions; and MathType to render equations. Faculty and staff completed training in formatting MS Office documents for screen readers.
3.3.1 Promote RTC as a college and employer of choice.	We expanded the use of social media outreach like targeted Facebook and Instagram ads by partnering with 25th Hour Communications, Inc. As part of their service, they provide metrics for impressions and clicks so the College quickly can gauge the effectiveness of different platforms.
3.1.1 Invest in new program offerings based on labor market demand and student needs *and* 4.2.3 Secure grant and contract funding to further develop the infrastructure and program and support services offerings at RTC.	As a participant in a U.S. Department of Labor consortium grant, the College launched a Mechatronics program in early 2018 to meet demand for skilled technicians. Additionally, a National Science Foundation (NSF) three-year planning grant supported the development of RTC's second Bachelor of Applied Science (BAS), this time in Network Architecture. The College hired new full-time and adjunct instructors to staff both programs and provided funding to set up hands-on lab environments.
4.4.1 Create a technological environment that promotes ease of use, including an intranet and student portal.	College Technology Services (CTS) has rolled out Tableau for data dashboards and an updated version of SharePoint, where the College's intranet is being built. Qualtrics software supports everything from surveys to quarterly student evaluations to reports.

Exhibits for 1.B.3
1B3-1 Cabinet Stakeholder, STEEP, and SWOT Analysis Results
1B3-2 Budget Enhancement Request, Additional Contemporary Business Cohort
1B3-3 Program Viability Rubric and Improvement Plan for Medical Office Programs

The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.

Regular monitoring of trends is built into RTC's planning processes as described in 1.B.1, 1.B.2, and 1.B.3. Yearly Strategic Plan reports measure progress on goals and objectives, and data dashboards provide insight for both internal and external trends. Because we are a technical college with a mission of "serving the needs of individuals, the community, businesses, and industry" with the most relevant training, we also rely on Program Advisory Committees to provide regular feedback about the needs of local employers. Finally, we conduct internal surveys to determine how well RTC's services meet the needs of staff, faculty, and students.

Almost 20 different data dashboards are available to College personnel in the SharePoint intranet. Institutional Research explains that, "Faculty members and deans can use the dashboards to track trends over time in their courses and programs, and to identify possible achievement and/or opportunity gaps. Providing easy access to data increases data transparency and allows the user to become more proactive in monitoring necessary data points." Most dashboards focus on internal data, allowing comparison between RTC's areas of study, programs, courses, and instructors:

- Examples of internal-focus data dashboards
    - Annual Enrollment
    - College & Career Pathways Transition
    - Course Success Rates
    - Disaggregated Retention and Completion
    - Employee Satisfaction Survey
    - Enrollment and FTE
    - Live Class Fill Rates
    - Live Program Enrollment
    - Placement and Wages
    - Retention and Completion
- Examples of external-focus data dashboards
    - African American and Hispanic High School Student Outreach
    - Employee Community Engagement
    - High School – RTC Enrollment Pipeline
    - Labor Market/Employment Outlook

In addition to providing data dashboards to RTC faculty and administrators, the Office of Institutional Research also shares enrollment monitoring by e-mailing weekly FTE reports. Headcounts are broken down by area of study, funding source, and individual programs. These reports provide convenient, real-time snapshots for strategic indicators 29, 30, and 31.

Data resources from the State Board (SBCTC) facilitate comparisons between RTC and Washington's other two-year colleges. This version of the Student Achievement Initiative (SAI) dashboard provides an annual point total based on student progress, including completion of 15 credits, 30 credits, 45 credits, college-level English, college-level math, high school diploma or other credential. By monitoring the SAI point total, we can track positive indicators for retention and completion; in 2018-19, RTC had the highest percentage of basic skills SAI for the entire state. Other SBCTC dashboards cover enrollments, student outcomes, finances, and employee demographics.

Dashboards support the monitoring efforts of a variety of councils and commissions:

- RTC personnel serve on SBCTC councils and commissions, often in leadership roles. At these meetings, members have the opportunity to learn about trends, to formulate state-wide policy, and to learn how peer institutions are addressing challenges.
- The College's governance Councils regularly review internal and external data. Councils also administer surveys in addition to the traditional student and employee satisfaction instruments. In 2018, for example, Technology Council launched a Staff/Faculty Technology Survey. Results showed that only half of faculty respondents were using Open Educational Resources, and this, coupled with external trends and State Board interest in OER, helped accelerate professional development and mini-grants to replace high-cost textbooks with free materials.
- The RTC Advisory Council draws members from local government, industry, and school districts. Each meeting includes a round of updates about the College's programs as well as discussion of trends in business and industry. The Council soon may focus more on equity in workforce development
- Program Advisory Committees are a key mechanism for keeping faculty informed about local labor market trends. These Committees, comprised of industry professionals and labor representatives, meet at least twice per academic year and ideally three times, to review curriculum, consult on changes, and make suggestions about the future direction of programs.

Program Advisory Committees and program growth are both part of the College's program review process. A self-study process for professional-technical programs first was piloted in summer 2016. Year One started with data on student demographics, retention, and completion – all disaggregated by race – and challenged faculty to reflect critically on areas for improvement. The report also requested a SWOT analysis and alignment of course, program, and college learning outcomes in preparation for Year Two's outcomes assessment. Year Three focused on closing the loop, discussing changes, and planning for the next cycle. Several programs went through the Year One process, but College and Career Pathways (CCP) and general education, which did not fit with the original model, could not participate easily. In spring 2021, the Instruction Team is introducing a revised, more sustainable program review process that includes all RTC instructional units.

An excellent illustration of RTC's progression from monitoring to actual change lies in the development of applied baccalaureate (BAS) degree programs. In the early 2000s, graduates of the computer science certificate program found good jobs at Microsoft. As the information technology industry grew in the Seattle area, however, so did the minimum educational qualifications. Analysis of student feedback and job ads revealed that entry-level positions required at least a four-year degree. In response, and with the approval of the Board of Trustees, RTC developed its first Bachelor of Applied Science in Application Development for evening hybrid delivery to accommodate working adults. Because many companies now prefer applicants with master's degrees, RTC has pursued graduate-level articulation agreements with multiple universities to ensure that BAS students can continue their educations and career progression. In spring 2019, the College launched a second BAS in Computer Network Architecture (now Computer Network Engineering) and most recently, we have proposed a third, in Mechanical Engineering Technologies. The request to the State Board relies on many factors, including the demand among RTC students for a seamless, convenient pathway to a four-year degree and an analysis of expected wages and supply-demand gaps in King County.

1.C STUDENT LEARNING

1.C.1

The institution offers programs with appropriate content and rigor that are consistent with its mission, culminate in the achievement of clearly identified student learning outcomes that lead to collegiate-level

degrees, certificates, or credentials and include designators consistent with program content in recognized fields of study.

RTC's mission to engage a diverse student population through educational opportunities for career readiness and advancement has led to a variety of programs and credentials, from foundational skill-building to four-year degrees. Under Guided Pathways, we organized our programs into seven Areas of Study, with classes and credentials that include all of the following:

- English language acquisition classes
- high school diplomas that satisfy state requirements
- 52 academic program certificates, plus credentials for registered apprenticeships
- 30 applied associate degrees (AAS)
- 12 applied associate transfer degrees (AAS-T)
- four Direct Transfer Agreement-Major Ready Program (DTA-MRP) associate degrees
- two applied baccalaureate degrees (BAS)

Certificate and degree content emphasizes hands-on, practical skills for the workplace, and many share a name with corresponding job titles. Certificates of more than 45 credits include related instruction in communication, computation, and human relations; students participating in registered apprenticeships with at least 432 classroom hours and 6,000 hours of on-the-job training can complete 20 credits of related general education to earn an AAS degree. BAS degrees include 60 credits of general education, per the recommendations of the Washington Instruction Commission. Where possible, programs include stackable credentials, from short certificate to associate degree. All credentials appear in the official program inventory maintained by the State Board of Community and Technical Colleges (Exhibit 1C1-1).

Under state law RCW 28B.50.140, "The purposes of these diplomas, certificates, and degrees are to lead individuals directly to employment in a specific occupation or prepare individuals for a bachelor's degree or beyond. Technical colleges may only offer transfer degrees that prepare students for bachelor's degrees in professional fields." In other words, unlike most two-year colleges, RTC has no authority to offer the general transfer Associate of Arts (A.A.). Instead, we have many AAS-T degree options, and this law also permits the College to have four specialized Direct Transfer Agreement – Major Ready Program (DTA-MRP) A.A. degrees connected to four-year professional programs.

Every program of study at the College has been aligned and mapped to RTC's college-wide student learning outcomes, shown in Table 1.C.1.1. These provide an overarching framework and models for program and class outcomes. Learning outcomes, and all of the work that faculty have done to improve and clarify them, will be discussed in more detail in 1.C.2 and 1.C.3.

Table 1.C.1.1 RTC College-Wide Student Learning Outcomes

Outcome Category	Specific RTC Student Learning Outcome
Responsibility	Display honest and ethical behavior in all actions
	Practice accountability for performance
	Apply appropriate work habits and attitudes
	Articulate a plan for career pathways
Collaboration	Participate effectively within groups
	Articulate the value of diversity and equity
	Use communication skills that encourage all the members of the team
	Work productively with diverse populations
Performance	Utilize content-specific skills
	Perform competencies to program-specific or certification standards
	Employ knowledge, skills and abilities for matriculation or employment

Outcome Category	Specific RTC Student Learning Outcome
Problem Solving	Use multiple resources to find pertinent information
	Organize information into a usable format
	Apply decision-making strategies to come to reasonable solutions
Communication	Demonstrate clearly understood purpose
	Analyze audience appropriately and recognize diverse needs
	Deliver information accurately
	Interpret feedback constructively

To ensure appropriate learning outcomes, content, and rigor, the College relies on two primary mechanisms. First, there are guidelines and requirements from the SBCTC. Initial approval for career training programs includes a curriculum outline, planned with industry input; and employment and wage data. English Language Acquisition (ELA) courses, which fall under Basic Education for Adults or BEdA at the state level, follow College and Career Readiness Standards to move students from one level to the next. The popular High School+ (HS+) diploma option meets BEdA and Washington high school graduation requirements. RCW 28B.50.535 also allows RTC to award high school diplomas to any student who completes an associate degree.

Second, faculty regularly review course- and program-level content. This happens during quarterly conversations with their Advisory Committees, which have several responsibilities related to curriculum: comparing subject matter to competencies required for entry into occupations, reviewing materials for technical accuracy, and recommending basic skills content. Faculty also consult any discipline-specific accreditation guidelines before confirming substantive changes with their designated administrator. Anything involving adjustments to credit load or sequencing goes before the Curriculum Committee for approval. This body examines all proposed revisions for relevance to the College mission and clear learning outcomes (Exhibit 1C1-2). Approved changes then are sent to SBCTC and NWCCU if required.

Exhibits for 1.C.1
1C1-1 RTC Program Inventory (October 2020)

1.C.2

The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning.

Primary responsibility for program design and course-based student learning rests with the RTC faculty. As expert industry and educational professionals, they establish content, sequencing, and specific outcomes for their classes and programs. In particular, the College emphasizes integrative learning to support the mission of providing educational opportunities for career readiness and advancement.

Faculty determine the level(s) at which students must meet outcomes in order to earn credit in each class. A common college-wide grading scale, updated in summer 2019 as a project of the Learning Council, set the passing GPA grade at 1.0 (61%). Many programs require a minimum grade of 2.0, however, for class credit to count towards a credential. Instructors also can elect to use the Satisfactory (S) / Unsatisfactory (U) grading system, where an S indicates earned credit, for specific classes.

Sequencing in most programs operates on a cohort model. Each entering group in technical programs takes a set schedule, quarter after quarter. Curricula start with fundamentals or introductory classes and proceeds to intermediate and advanced courses. Exceptions to this model, like Mechatronics, Construction Management, and Contemporary Business Administration, permit classes to be taken in any order, so students can enroll

during any quarter. In English Language Acquisition (ELA) classes, students move among basic, beginning, intermediate, and advanced levels. Approaches to sequencing may change with our full implementation of Guided Pathways. New program maps will integrate College and Career Pathways (CCP) classes and general education degree requirements into quarter-by-quarter plans. To allow more flexibility and time to explore options, we also are looking at classes that would satisfy requirements of multiple credentials. Two program clusters in the Advanced Manufacturing area of study already share common first-quarter schedules to set a strong foundation in mathematics and communication, and all students in Information Technology start by studying networking and programming.

Each professional-technical program has two important documents that "lock in" content requirements and sequencing. The program outline describes minimum GPAs and lists all required courses, while the credit analysis shows the course sequencing for each entry point (see Exhibit 1C2-1 for an example). Faculty create both the outline and credit analysis, in consultation with their dean and Advisory Committee to review breadth and depth of topic coverage. Even DTA-MRP transfer degrees have these documents, with suggested sequences to balance workload and allow for prerequisite completion. Before awarding any credential, the College Registrar and staff verify student records against the appropriate credit analysis. Students can check their progress towards completion using a degree audit system.

Professional-technical programs must balance breadth, depth, and synthesis of learning in order to prepare graduates for careers, and instructors work with industry-based Advisory Committees to ensure that curriculum content aligns with workplace needs. Short certificates have sufficient breadth and depth to meet requirements for entry-level employment, while longer certificates and associate degrees cover more content. Course prerequisites reinforce sequencing. Culminating experiences are common and include capstones, project classes, and certification exam preparation classes, as well as workplace training through internships, co-ops, practicums, and healthcare clinical rotations. Some programs, like the two highlighted below, incorporate multiple integrative learning requirements to meet learning outcomes:

- To earn a certificate in culinary arts, where one program outcome is "demonstrate knowledge and ability to apply all forms of cookery and methodologies," students take courses in everything from delicatessen to *garde manger*. They then complete a co-op or internship as well as a capstone course requiring five- and six-course original menus.
- Aspiring anesthesia technologists must "demonstrate critical thinking skills; prioritizing, analyzing, anticipating, resolving problems and acting instinctively and decisively in the anesthesia health care environment." They finish four sequential labs, each building on the previous one; three different clinical practicums across two quarters; and a national certification exam preparation class.

Synthesis of learning also is a defining feature of our High School+ (HS+) diploma programs in College and Career Pathways (CCP). HS+ is a competency-based curriculum. At the start of the program, students' knowledge, credentials, and skills are evaluated via (1) unofficial transcripts from former institutions of learning; (2) prior learning through reflections, discussions with faculty, and certifications; and (3) scores on standardized assessments, such as SAT and Smarter Balanced Assessments. Afterwards, a portfolio instructor helps create a student plan displaying only those diploma competencies that still need to be verified. These competencies can be achieved through specific course work, such as civics, U.S. history, health, or mathematics classes, or through projects and presentations that involve outcomes from a variety of disciplines. A paper that discusses equity in the context of historical events can earn credits in English and history simultaneously if the work meets the outcomes of the College and Career Readiness Standards. To encourage this kind of synthesis, RTC offers cross-disciplinary courses like Math in the Sciences, Math in the Social Sciences, and Math in Health and Fitness. This integrated approach helps students meet expected

learning outcomes more quickly by focusing on competencies to be met rather than specific seat time requirements. Additional examples of synthesis experiences are included in Exhibit 1C2-3.

<u>*Exhibits for 1.C.2*</u>
1C2-1 Program Outline and Credit Analysis for Registered Nurse
1C2-2 Learning Synthesis Experiences by RTC Program

1.C.3

The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.

The RTC Student Learning Outcomes listed in Table 1.C.1.1 provide the framework for program and course outcomes, which are shared in multiple locations:

- Program learning outcomes are published in two primary places: program webpages and the official College catalog.
- Course learning outcomes are published in catalog descriptions and included on syllabi. Each syllabus also includes a brief description of how students will meet each course outcome (examples in Exhibit 1C3-1).

We reached this point by engaging faculty immediately after the 2014 NWCCU site visit. The goal was to address Recommendation 4, which asked that student learning outcomes be clearly identified and consistently provided to students. Throughout the 2015-2016 academic year, workshops and professional development classes focused on translating discrete, skill-description competencies, which are traditional in career-technical education, into broader outcomes. Emphasis was placed on alignment with one of the five college-wide RTC outcome categories (responsibility, collaboration, performance, problem solving, and communication) and ideally with one of the eighteen specific statements.

Communication has been successful. By spring 2019, when 277 students completed a Learning Engagement Survey, 82% agreed that they know their program learning outcomes (80% students of color, 88% white students). To integrate program outcomes even more into the educational experience, they now are available in the Canvas LMS so they can be linked directly to student assessments and reported in a Learning Mastery gradebook. Faculty can use the standard outcomes rubric in Figure 1.C.3.1 to easily distinguish levels of mastery. To help faculty learn how to use these Canvas features, a professional development class called "Alignment, Outcomes, and Rubrics: Direct Measures of Student Success" was launched in spring 2020.

Mastered: The student has mastered the concepts and/or skills being assessed.	Developed: The student is developing mastery of the concepts and/or skills being assessed.	Introductory Level: The student has mastered the introductory level of the concepts and/or skills being assessed.	Not Started: The student has not yet learned the concepts and/or skills being assessed.	Total Points
5 Points	4 Points	3 Points	0 Points	5 Points

Figure 1.C.3.1. Outcome Mastery Rubric for the Canvas LMS

Faculty continue to improve their understanding of outcomes vs. objectives, particularly through recurring mapping activities. Career-training instructors worked on maps in 2016 as part of the program review process. The report asked them to connect their program outcomes to the College ones and then course-level learning outcome to program (example in Exhibit 1C3-2). General education instructors also examined and revised

course outcomes in 2016 in preparation for the creation of shared program and DTA-MRP degree outcomes; these were updated mostly recently in 2019. Even Career and College Pathways (CCP) basic skills classes go through the outcome alignment process (example in Exhibit 1C3-2). Finally, for the past two years, all faculty have completed Annual Assessment Plans that include increasingly refined mapping. This will be discussed further in 1.C.5.

Exhibits for 1.C.3

1C3-1 Examples of Course Syllabi with Outcomes
1C3-2 Outcome Mapping for the Accounting Program (2016) and Bridge to Information Technology

1.C.4

The institution's admission and completion or graduation requirements are clearly defined, widely published, and easily accessible to students and the public.

The College follows the admission policies defined in state law WAC 131-12-010 and echoed in the SBCTC Policy Manual 3.20. RTC's policy simply states,

> Students must possess the vocational interest and goals related to their chosen program of study, and are able to benefit from instruction. Individual programs may have additional entrance requirements related to licensure or require specific educational credentials. Admission to the college may be initiated through online web admissions, in person, or by mail. Some programs require students to be 18 years of age or older; however, in some programs and evening classes, students can be 16 years of age.

This description is published online in the Catalog and also on the RTC website. Different admissions guidelines appear in several places:
- A primary admissions landing page summarizes basic information, including a link to Washington's Web Admissions Center for all two-year colleges.
- Separate pages give specific steps for basic studies, career training, general education, direct transfer, and continuing education students.
- Some career training options have additional entry requirements. These are listed on the individual program webpages; more details are presented in the narrative for 2.C.3.
- The apprenticeship page explains that "each program has its own coordinator, joint labor-management committee, and selection procedures. Generally, applicants must be at least 17 or 18 years old (depending on the program), have a valid Washington State driver's license, and go through a selection process which might include a written test, physical test, drug test, and interview."
- Those participating in the high school dual-credit program Running Start have their own dedicated site that describes eligibility requirements.
- An online enrollment form for CCP classes in high school completion and English language is available in eight different languages.

Graduation and completion standards are published in the Catalog and on the College website. Specific course GPA requirements are available at the bottom of every program page in the Catalog (see Legal Assistant and Associate in Business DTA/MRP for examples). Students graduate with a High School+ diploma once all competencies are met and approved by faculty. Apprenticeships conclude when candidates complete the specified on-the-job training hours and all classroom credits.

1.C.5

The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.

In the past seven years, RTC has developed an effective system of assessment for improving the quality of learning and student success. The primary professional responsibilities in Article 6, Section 10 of the faculty collective bargaining agreement include the following for both full-time and adjunct instructors:

- conduct appropriate and frequent assessment of student performance, and
- maintain and update existing course/program curriculum as needed

Faculty do this important work with support and training from the College, particularly from the Center for Innovative Teaching and Learning (CITL) and the Assessment Committee.

Between 2015 and 2017, our efforts focused on setting up a strong foundation for continuous improvement. After the outcomes work described in 1.C.3 to address Recommendation 4, the College launched the CITL in fall 2016. Its purpose was to coordinate faculty professional development and training, and the 2016-17 academic year focused on two research-based frameworks for improving instruction for adult learners: Reading Apprenticeship (RA) and Universal Design for Learning (UDL).

Starting in 2017, a faculty member from College and Career Pathways (CCP) created an opportunity for student self-reflection as an indirect assessment of learning. The template assignment asked students in their penultimate or final quarter to reflect on their mastery of each program outcome (Exhibit 1C5-1). Instructors were deeply involved in writing program-specific guiding questions for each outcome and trained in using a common rubric to score student samples, providing some norming of results. The fall 2017 pilot group worked with students to submit two drafts of the self-reflection, with an opportunity to revise and improve responses before scoring (Exhibit 1C5-2). With the success of this approach, the training was repeated in both winter and spring 2018 to reach all professional-technical faculty, and self-reflections continued the next year. While self-reflections were being implemented at scale in 2018-19, the Assessment Committee met with at least one faculty member from each program for mentoring around assessment practices, specifically curriculum maps aligning course, program, and college-wide outcomes.

The months spent on intentional professional development paved the way for direct assessments centered on learning and student success. In 2019, 84 faculty members participated a September in-service workshop about moving assessment forward. Each program or department was given an accreditation site in the Canvas LMS, to have a single location to store files and report data. Instructors for academic transfer classes in the general education department, for example, used their Canvas site to share baseline and follow-up assessment results over the course of the 2019-20 academic year. Professional-technical program faculty identified high- and low-stakes assessments and reviewed their student self-reflections one more time, to select stand-out responses. The end goal was to answer the following questions:

- How do your program assessments and their results improve learning for your students?
- What have you learned about your craft from analyzing your assessments and students' work?

Responses were submitted to a Qualtrics survey so the Office of Institutional Research could aggregate data. Faculty also updated their Tracking Program Outcomes to Course Outcomes (TPOCCO) forms. Tracking maps for three different programs are included in as examples in Exhibit 1C5-3.

For 2020-21, our focus lies in documenting continuous improvement based on analysis of assessment data. During the fall 2020 College in-service, faculty completed an Annual Assessment Plan (Exhibit 1C5-4) and worked on a new Annual Assessment Report, which includes details about measures, assessed outcomes, cohort size, mastery levels and passing thresholds, and plans for improving student achievement (3 of 54 reports are provided as examples in Exhibit 1C5-5). A summary analysis of submissions, prepared by Institutional Research and the Assessment Committee, is provided in Table 1.C.5.1. The last three items in particular will be a source of data for an indicator in the current Strategic Plan.

Table 1.C.5.1. Summarized Analysis of the 2019-20 Annual Program Learning Outcomes Assessment Report

Assessment Report Category for Analysis	Technical Programs	College & Career Pathways
Used multiple assessments or measures	100%	100%
Identified multiple measures as direct vs. indirect	100%	100%
Assessed multiple learning outcomes in the assessment report	100%	100%
Defined mastery level of outcomes	98%	100%
Listed the number of students assessed for mastery	98%	100%
Specified lessons learned or the impact of assessment	98%	100%
Have a plan or steps for using the results for improvement	94%	100%
Reflected changes in the assessment report based on the previous learning assessment *(not required – many reported baseline numbers)*	60%	89%
Mastery level for each learning outcomes is 80% or above	66%	N/A
1 of 2 program learning outcomes met the threshold of 80% mastery	41%	N/A
2 of 2 program learning outcomes met the threshold of 80% mastery	36%	N/A

The results in Table 1.C.5.1 are evidence of meaningful assessment practices at RTC. Instructors understand outcomes, measures, mastery, and mostly importantly, continuous improvement. As we move through the assessment process outlined in Figure 1.C.5.1, we are confident that we have established a sustainable, faculty-driven, and student-centered system for ongoing assessment of learning outcomes.
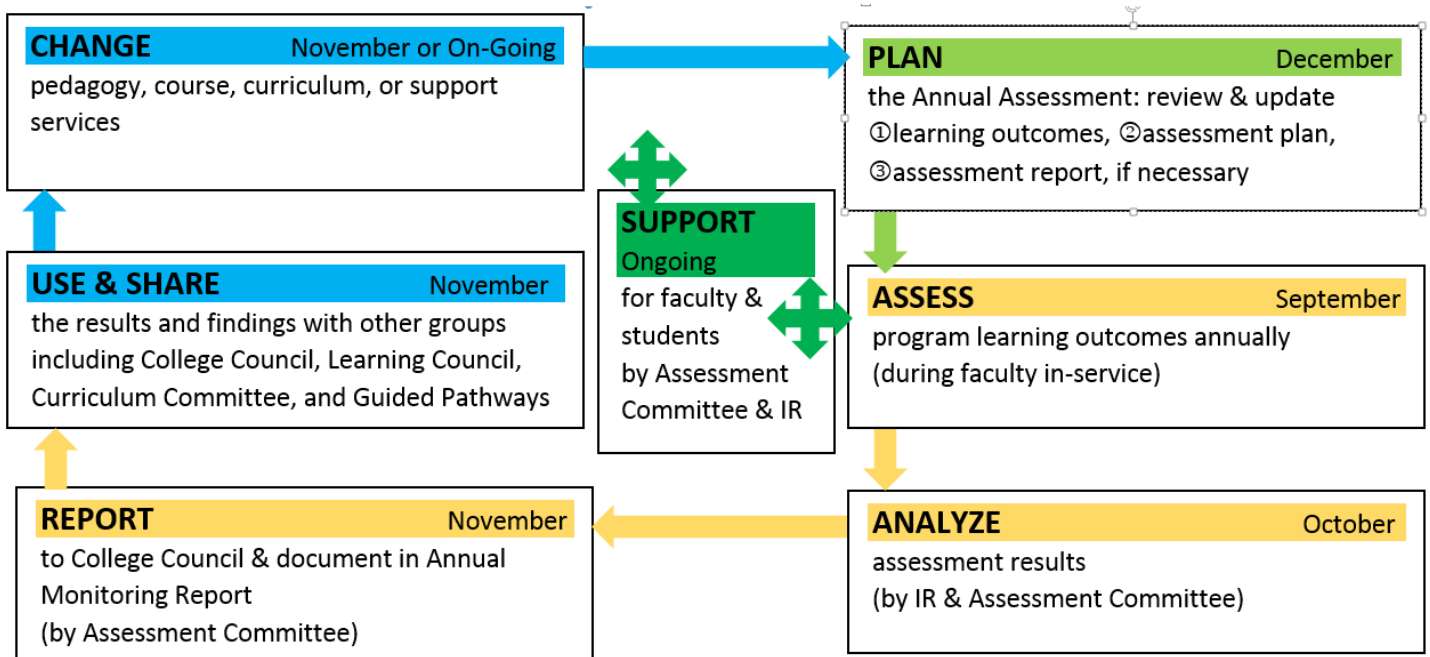

Figure 1.C.5.1. Comprehensive and Systematic Learning Assessment at RTC

1C5-1 Culinary Arts Self-Reflection Template and Sample Response
1C5-2 Student Self-Reflection Pilot Report
1C5-3 Fall 2019 Outcome Maps
1C5-4 Example Assessment Plan, Fall 2020
1C5-5 Selected Annual Assessment Reports for 2019-20

1.C.6

Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.

As described in 1.C.1.1, RTC has eighteen institutional or college-wide student learning outcomes across five broad categories. They are presented again in Table 1.C.6.1.

Table 1.C.6.1 RTC College-Wide Student Learning Outcomes

Outcome Category	RTC College-Wide Student Learning Outcome
Responsibility	Display honest and ethical behavior in all actions
	Practice accountability for performance
	Apply appropriate work habits and attitudes
	Articulate a plan for career pathways
Collaboration	Participate effectively within groups
	Articulate the value of diversity and equity
	Use communication skills that encourage all the members of the team
	Work productively with diverse populations
Performance	Utilize content-specific skills
	Perform competencies to program-specific or certification standards
	Employ knowledge, skills and abilities for matriculation or employment
Problem Solving	Use multiple resources to find pertinent information
	Organize information into a usable format
	Apply decision-making strategies to come to reasonable solutions
Communication	Demonstrate clearly understood purpose
	Analyze audience appropriately and recognize diverse needs
	Deliver information accurately
	Interpret feedback constructively

The college-wide outcomes act as the umbrella for the next three levels of outcomes (see Figure 1.C.6.2 on the next page). Assessments of student learning typically occur at the course level. These results are mapped up to program, College and Career Pathways (CCP), or general education outcomes, and from there, to the institutional ones.

Our successful direct assessment efforts to date have focused largely on program outcomes, and the current system described in 1.C.5 captures such information in a narrative format (see Exhibit 1C5-6 in particular). We still are working on an efficient method for aggregating program data to report on college-wide outcome achievement, but Table 1.C.6.2 is an effort to do just that. Raw data from 24 individual program assessment reports have been compiled under their associated college-wide student learning outcomes category, with an overall total average of 89%.

RTC Student Learning Outcomes

Professional-Technical Program Outcomes	College & Career Pathways Outcomes	General Education Outcomes
Each program has its own faculty-determined student learning outcomes based on content expectations, career preparation, and specialized accreditation.	English Language Acquisition and High School Completion have two distinct sets of outcomes.	General education and transfer degrees share common outcomes.

Figure 1.C.6.1. RTC's Outcome Structure

Based on faculty definitions of mastery, which range from 61% to 100% performance on assessments, RTC students are learning. A large number of programs reported on outcomes related to Performance or Problem Solving – not surprising given our Mission's emphasis on career readiness and advancement. In the next two years, the Assessment Committee, Institutional Research, and even instructional deans will work with faculty to ensure that data also are reported broadly for Collaboration, Communication, and Responsibility.

Table 1.C.6.2 Aggregated Program Assessment Data for College-Wide Outcomes

College-Wide Student Learning Outcome Category	Average Percentage Met by Program Mastery Criteria
Responsibility	90%
Collaboration	93%
Performance	86%
Problem Solving	88%
Communication	93%

To avoid skewing results with the large numbers of students assessed in the general education department, those data for college-wide outcomes are provided separately in Table 1.C.6.3. When the College started offering Direct Transfer Agreement / Major-Related Program (DTA/MRP) degrees, it made sense to develop outcomes for a general education *program* and not just course outcomes. By September 2019, a General Education Assessment Committee, which brought together both full-time and adjunct faculty, created outcomes and sub-outcomes with mastery targets of 70%.

Mapping general education to college-wide learning outcomes poses some challenges. The RTC student learning outcomes were written with professional-technical programs in mind, which means that many different quantitative and scientific literacy outcomes fit best in a Performance category. Table 1.C.6.3 presents compiled general education data for 9 of 18 college-wide outcomes in 2019-20.

Table 1.C.6.3 Aggregated General Education Assessment Data for Selected College-Wide Outcomes

College-Wide Student Learning Outcome	All Courses Assessed	Total Number of Students	Number of Students at Mastery	Percentage at 70% Mastery
Collaboration: Articulate the value of diversity and equity.	CMST&101, MUSC&105, SPAN&121, SPAN&122	94	85	90.4%
Communication: Deliver information accurately.	COMP 100, ENGL&235, PSYC&200	87	77	88.5%

College-Wide Student Learning Outcome	All Courses Assessed	Total Number of Students	Number of Students at Mastery	Percentage at 70% Mastery
Communication: Demonstrate clearly understood purpose.	ENGL&101	21	21	100.0%
Performance: Utilize content-specific skills.	AMATH 175, AMATH 190, ANTH&106, BIOL&160, BIOL&241, CHEM&121, ECON&201, MATH&141, NUTR&101	448	339	75.7%
Problem-Solving: Apply decision-making strategies to come to reasonable solutions.	MATH&146	85	54	63.5%
Problem-Solving: Organize information into a usable format.	SOC&101	43	36	83.7%
Problem-Solving: Use multiple resources to find pertinent information.	HIST 110, PSYC&200	66	58	87.9%
Responsibility: Display honest and ethical behavior in all actions.	ENGL&101, PSYC&200	92	80	87.0%

Finally, in spring 2019, we collected indirect measures of outcome mastery. 277 students completed the Learning Engagement Survey where they reflected on how much their RTC educational experience helped them with skills in communication, performance, and problem solving. Table 1.C.6.3 includes the results for five survey items. Respondents rated themselves the highest for statements related to problem solving, and overall, 71% of students of color had favorable impressions general education skills, compared to 65% of white students.

Table 1.C.6.3. Student Survey Results Mapped to College-Wide Outcomes

Statement/Item	Outcome Alignment	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
In my program I learned how to speak effectively.	Communication	27%	39%	26%	5%	2%
In my program I learned how to use mathematical methods.	Performance	26%	36%	23%	6%	0%
In my program I learned how to use job-related knowledge and skills.	Performance	43%	35%	18%	3%	1%
In my program I learned how to think critically.	Problem Solving	34%	45%	18%	1%	1%
In my program I learned how to use technology and information to solve problems.	Problem Solving	34%	50%	10%	2%	1%

1.C.7

The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.

We believe in transparent, intentional use of assessment results as the rationale for institutional change at RTC. Presented here are four examples of improvements in academic classes, programs, and support services based on data.

EXAMPLE 1: REVISING COLLEGE SUCCESS (COL 101)

Under a Title III grant, RTC created a two-credit College Success class. Programs had to revise sequencing and credit loads to accommodate one more class in the first quarter. COL 101 focused on study habits, time

management, conflict management, career planning, and other foundations to long-term academic success and retention. It was developed and taught initially by faculty counselors and other Student Services staff, with encouraging results. From spring 2014 to fall 2016, across five programs, students who took COL 101 had a first to second quarter retention rate of 79.2%, compared to 62.8% for students who waived the class. Success rates were more pronounced for students of color. These equity gains led to the addition of COL 101 to almost every career-training program by 2018.

Student evaluations and instructor feedback from 2017 to 2019 indicated, however, that the class was not functioning as intended, even with pass rates over 80% for six straight years. Instructors were concerned about the final College Success project taking away from time needed for program work. Students felt that materials could be more challenging and engaging, and some were unclear about the purpose of the class. Therefore for fall 2019, a new and improved COL 101 debuted. The College Success course outcomes were revised to be clearer (see Table 1.C.7.1). Registration policy changed from program-based COL 101 sections to open enrollment, meaning that students from a variety of programs would be in class together. The class was shortened to just eight weeks. For the final reflection project, students now write about how they will implement College Success skills and concepts in their other classes, for immediate relevance. With COVID-19 disrupting the winter 2020 quarter and beyond, we anticipate that it will be hard to determine how much the changes in COL 101 added to retention rates.

Table 1.C.7.1 Revised Outcomes for COL 101 College Success

Original COL 101 Outcomes	Revised COL 101 Outcomes
Demonstrate the skills necessary to succeed at Renton Technical College, including time management, information literacy, wellness, financial literacy, and appreciation of diversity.	Demonstrate study habits and strategies to increase self-esteem, self-reliance, and motivation.
	Utilize time management skills to successfully balance school, family, and work.
	Examine and develop conflict management and stress management techniques.
	Navigate and utilize the Internet for college and career purposes.
	Apply active listening and develop communication skills.
	Make use of the resources available to support your program and career success.

EXAMPLE 2: RETHINKING REGISTERED NURSING FOR LICENSURE SUCCESS

All graduates of American nursing programs must pass the NCLEX-RN, a national licensure examination for registered nurses. Pass rates are crucial to assessing the quality of a program and its graduates, and for several years, RTC failed to reach the 80% first-time pass rate required by the Washington Nursing Commission (70.37% in 2015, 64.47% in 2016, and 70.97% in 2017).

The program needed revision. Any changes needed to pass the scrutiny of the Nursing Commission and ideally meet national certification standards as far as instructor qualifications and faculty-student ratios. Credit values were adjusted on individual classes, to devote more time to difficult topics, but the largest change came in admissions standards. GPA requirements were raised on prerequisite classes, from 2.5 to 3.0 for science and English. A minimum cumulative score on the Test of Essential Academic Skills (TEAS) exam was introduced and quickly increased from 65 to 70%, much higher than the previous cohort average of 53%. This would impact students taking the NCLEX in 2019.

At the same time, to improve outcomes for students already in the nursing program, instructors were adjusting their teaching styles. The pass rate for 2018, 78.26%, showed movement in a positive direction. Leadership then made the difficult decision to stop accepting new students for an entire year, and both the

spring and fall 2019 cohorts were cancelled. This provided more time and space to work with continuing students on content and NCLEX preparation. As a result, the 2019 NCLEX pass rate for Renton Technical College stands at 87.10%.

EXAMPLE 3: INTEGRATING CCP SUPPORT COURSES INTO ADVANCED MANUFACTURING

Boeing remains one of the largest employers in Renton, and many students come to RTC looking to enter the industry or to advance in their current positions. Our Aerospace and Industrial Production Technologies program and Machining Technology program meet that need. During the first quarter, students enroll in the same five preparatory MTEC classes: COL 101, machining essentials, human relations, math, and communication.

Assessments in MTEC 161 Math for Manufacturing and MTEC 171 Communications I showed that some students were struggling. More specifically, while 90.9% of white students met all of the outcomes in MTEC 161, only 66.7% of students of color did – and they represented two-thirds of total enrollment. Additionally, many students were interested in the program but did not meet the math proficiency requirements for admission. Rather than setting up more barriers, the program faculty and their dean worked with College and Career Pathways personnel to identify co-requisite basic skills classes: BAST 091 Oral Communications for College and Career and BAST 092 Math for Technical Careers. These classes, which cost just $25 each, provide more time and support, and they are listed clearly in the admission requirements on the Aerospace and Machining webpages:

- A student with an ACCUPLACER math score of less than the minimum requirements may enroll in the first quarter, but also can co-register for BAST 092.
- Students may need to co-enroll in BAST 091 to better prepare for English communication in the aerospace and manufacturing industries. Please speak to an advisor to determine if this or another course offering will help you prepare for your career in manufacturing.

Although a handful of students have taken advantage of the new co-requisite system, 100% of the students who signed up for BAST 092 math in fall 2018 have graduated with two or more MTEC certificates.

EXAMPLE 4: MAKING SMALL CHANGES IN GENERAL EDUCATION CLASSES

Because RTC offers few transfer degrees, general education outcome work tends to be focused in specific classes. For the 2019-2020 year, instructors focused on one program sub-outcome and reported outcome mastery levels on an assessment instrument, both before and after an intentional instructional change. Table 1.C.7.2 highlights some small shifts that resulted in marked improvements, even during a pandemic.

Table 1.C.7.2 Examples of Improvement in General Education Outcome Mastery

General Education Program Sub-Outcome	Course Assessed	Initial Mastery	Description of Changes	Mastery after Changes (Post)
Communication Literacy 2: Organize information in a coherent, logical manner.	SOC&101 Introduction to Sociology	70.0%	Improved chapter notes and used TILT template	95.7%
Information Literacy 1: Find a variety of appropriate information sources.	POLS&202 American Government	84.6%	Offered students a UDL option: final paper or final presentation	91.7%
Cultural Literacy 1: Identify, explain, and/or demonstrate concepts important to members of another culture in relation to history, values, music, art, politics, communication styles, literature, economy, beliefs, and practices.	MUSC&105 Music Appreciation	89.5%	Rewrote directions for assessment instrument	100.0%

General Education Program Sub-Outcome	Course Assessed	Initial Mastery	Description of Changes	Mastery after Changes (Post)
Quantitative Literacy 1: Make accurate mathematical calculations.	MATH&141 Precalculus I	77.8%	Added break-out sessions for Zoom meetings; gave more individualized help	85.7%
Scientific Literacy 1: Identify and apply discipline-specific scientific facts and concepts.	NUTR&101 Human Nutrition	77.8%	Allowed students two attempts for assessment instrument	97.6%
Scientific Literacy 2: Formulate and test scientific hypotheses using data.	BIOL&160 General Biology	73.0%	Added a homework assignment about scientific method	97.3%

1.C.8

Transfer credit and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit accepted is appropriate for its programs and comparable in nature, content, academic rigor, and quality.

Policy 6.9 Non-Traditional Learning describes the process for awarding transfer credit and credit for prior learning (Exhibit 1C9-1). The Registrar and staff in Enrollment Services, particularly the credentials evaluator, process all transfer credit, including credit for prior learning in keeping with the SBCTC Appendix D Guidelines for Prior Learning Assessment.

The College Catalog describes seven different categories of credit award for transfer and prior learning:

- Courses from an accredited college or university, by official transcript
- High school CTE dual credit earned in qualifying career-training classes
- Military course credit on a Joint Services Transcript (JST)
- Official score reports for exams like Advanced Placement (AP), International Baccalaureate (IB), College Level Examination Program (CLEP), and Cambridge (CI)
- Faculty evaluation of experiential learning, for career-training classes and HS+ diplomas
- External industry certifications or training, including ACE training and occupational crosswalks
- Course challenges based on a comprehensive test of content and instructor approval

Students can access the Transfer Credit Evaluation Request Form on the RTC website. Any class listed in the Common Course Numbering system for Washington is accepted automatically, as long as the transcripted grade is "C" or better. Because this system may not be widely known among students, multiple online Course Equivalency Guides are available from the transfer web page for easy reference.

As a member of the Puget Sound Dual Credit Career Consortium, RTC is party to several Memorandums of Agreement (MOA) with local school districts. To make sure that college and high school classes are comparable in nature, content, academic rigor, and quality, RTC instructors review course descriptions and curriculum frameworks to match up learning outcomes. They sign MOAs, as do the corresponding academic deans.

Exam credit follows common practice or policies for the entire two-year system in Washington. CLEP scores of 50 or higher are accepted for general education credit in keeping with College Board suggestions. RTC also awards credit to students for Advanced Placement, International Baccalaureate, and Cambridge exams. We follow SBCTC course crosswalks regarding required minimum scores and course equivalents.

The Credit Assessment/Industry Certification form provides a straightforward way for faculty to approve equivalencies for experiential learning or industry certifications (Exhibit 1C8-2). Documentation must be attached. For example, a new Computer Network Technology student who already has earned CompTIA A+ certification will meet with a program instructor, who will verify the certificate and make a copy to accompany the form.

A final method for awarding prior learning credit comes with a course challenge exam. Students who lack a transcripted grade or other documentation for their knowledge can inquire about a possible course challenge. Faculty who qualify as a subject-matter expert administer a comprehensive examination and determine criteria for passing (Exhibit 1C8-2).

Exhibits for 1.C.8
1C8-1 Policy 6.9 Non-Traditional Learning
1C8-2 Forms for Awarding Credit by Industry Certification or Challenge Exam

1.C.9

The institution's graduate programs are consistent with its mission, are in keeping with the expectations of its respective disciplines and professions, and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. The graduate programs differ from undergraduate programs by requiring, among other things, greater: depth of study; demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or relevant professional practice.

Renton Technical College offers no graduate programs.

1.D STUDENT ACHIEVEMENT

1.D.1

Consistent with its mission, the institution recruits and admits students with the potential to benefit from its educational programs. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advice about relevant academic requirements, including graduation and transfer policies.

In keeping with our mission to engage a diverse student population through educational opportunities for career readiness and advancement, as well as our values of Community, Equity, and Respect, RTC believes that everyone has the potential to benefit from our programs in basic skills, technical, apprenticeship, or transfer education. The minimum standards for admission to a community or technical college in WAC 131-12-010 and the open-door admissions policy of RCW 28B.50.090 allow us recruit a wide range of students. Once they have identified RTC as their college of choice, in-depth orientations ensure that new students are fully informed about their program requirements, from the first day of class through graduation.

RECRUITMENT
The 2017-2022 Strategic Plan calls out recruitment in Objective 3.3: Customize outreach and communication strategies for engaging the diverse constituencies we serve. Its three Priority Activities include promoting RTC as a college of choice; strengthening partnerships with schools and community organizations; and using data for outreach.

First and foremost, RTC faculty and staff recognize that recruitment for professional-technical and transfer programs should start with our own College and Career Pathways (CCP) students. This is formalized in Priority Activity 1.1.2 of the Strategic Plan: transitioning more students from high school completion or English language acquisition (ELA) classes to programs. We seek to accomplish this with several approaches:

- Integrated Basic Education and Skills Training (I-BEST) programs allow multi-lingual learners to polish their English language skills in a technical career context
- Professional-technical faculty visit intermediate and advanced ELA classes to talk about their programs
- Open House events include tours, demonstrations, and information about financial aid. Discover U, a week-long series focused on transition, had to be cancelled in March 2020 due to pandemic closures
- Bridge courses, which cost just $25 each and which were developed collaboratively between CCP and program faculty, introduce students to concepts and skills important for success in the first quarter of programs in Information Technology or Health and Human Services.
- Hands-on workshops encourage CCP women to consider non-traditional careers as defined under Perkins V (occupations where individuals from one gender account for less than 25% of employment)

Such efforts have led to an increase in the transition rate, from 13.1% in 2013-14 to 20.0% in 2018-19. With new co-enrollment Ability to Benefit rules in Washington state, we anticipate more students taking advantage of federal financial aid to complete their high school diplomas while also starting an I-BEST program.

More traditional recruitment of first-time students, particularly the diverse population that drives RTC's mission, operated with four primary strategies until 2018: conducting campus tours, participating in college fairs, hosting booths at community events, and holding open houses and other student-centered events. Then the Annual Student Survey revealed a low return rate on many of these efforts, since over 65% of enrolled students heard about RTC either by word of mouth or a web search. As Table 1.D.1.1 shows, students of color are less likely to discover RTC by web searching and more likely to choose the College due to its location.

Table 1.D.1.1 Annual Student Survey Results Regarding Decisions to Attend RTC

Survey Question	Students of Color	White Students
Learned about RTC from family, friends, or coworkers	53.5%	42.0%
Learned about RTC from an RTC alumni	2.2%	7.6%
Learned about RTC through an internet search	9.9%	19.1%
Learned about RTC from high school counselors	16.8%	16.5%
Learned about RTC from a college or career fair	7.0%	6.1%
Selected RTC because of the programs	41.0%	53.8%
Selected RTC because of the location	35.7%	23.6%

Gap analysis of student demographics between 2015 and 2017 found that most new students came to RTC within one year of their high school graduation (Exhibit 1D1-2). As a result, in April 2018, the RTC President and Dean of Student Success set two recruitment priorities:

- establish better partnerships with local school districts and encourage more students to consider RTC as their primary destination for higher education, and
- reach out and connect with nearby marginalized and underserved communities where RTC has not had a large historical presence.

Some changes were obvious, like updating the RTC website to present more information with simpler navigation. Additionally, recruitment has become more strategic since 2018, particularly with data. Everyone who visits the Andee Jorgensen Student Success Center to speak with a counselor logs into the AccuTrack system, which provides staff with data that can be used to guide marketing efforts. In winter 2019, for

example, there were 1,206 potential student visits, with 812 (67.3%) inquiring about career training, 139 (11.5%) asking about transfer opportunities, and 38 (3.1%) checking in for a campus tour. Such data reinforce the demand for professional-technical programs.

With campus tours and participation in community fairs scaled back, two key hires were made to facilitate stronger relationships with high schools. First, the job description was updated for the Running Start (RS) counselor, who works with 11th- and 12th-grade students taking college courses. The new hire, who started in December 2018, meets with high school guidance counselors and conducts information sessions in top feeder districts to encourage diverse students to consider RTC, especially for transfer education (RS enrollments have consistently trended between 50 and 54% students of color). The Running Start website received a major overhaul in 2019 and now is updated continuously. It currently includes six virtual information sessions scheduled between March and June 2021, the time period where high school students make course selections for the next academic year. Second, the College hired a Dual Credit Coordinator, a new position charged with pursuing and updating crosswalks between high school career (CTE) classes and RTC's program courses. A developed dual credit web presence simplifies the credit articulation process with online forms for both school districts and students. Both employees can take advantage of Running Start and high school data dashboards listed in Table 1.B.4.1 to further target their recruitment.

For career programs with more complex entry requirements, students can attend information sessions. The BAS Program Manager conducts frequent interest sessions for the applied baccalaureate degrees in Application Development and Network Architecture. The Health and Human Services area of study, where programs may require immunizations, background checks, or preparatory classes, hosts the most interest sessions for everything from massage therapy to surgical technician. With the shift to remote operations, Central Service Technician offered four sessions in fall 2020, while Early Childhood Education has a live session each quarter, as well as a video recording that can be viewed at any time. The academic advisor for Registered Nursing hosts a general information meeting on the third Thursday of each month as well as specialized program application sessions.

Nursing, which was highlighted in 1.C.7, also is a prime example of the ways in which RTC recruits and admits a diverse, non-traditional student population able to thrive in and graduate from our programs. Even with higher admissions standards, the winter 2020 cohort of 18 students (72.2% students of color and 22.2% men) has had 100% retention from first to fifth quarters. The fall 2020 cohort of 24 students (71% students of color and 12.5% men) has 91.7% retention to the second quarter. These statistics compare favorably with 2019 data from the Washington Center for Nursing, which found that just 18.6% of the state's current nurses are non-white while 12% are men.

ORIENTATION

To provide each student with a foundation for success, New Student Orientation (NSO) occurs four times per year, before each academic quarter. At RTC, orientation comes after students have met with an entry counselor or advisor, so they already have selected a program of study. Since 2016, it has gone through three major versions.

Version 1, which was developed and refined as part of a Title III Grant, was a full-day experience with three main sections. First, students spent 1.5 hours with their program instructor to get syllabi, book lists, and degree plans. Second, they visited the bookstore, took a campus tour, and heard presentations from Student Services. Finally, they went to the Learning Resource and Career Center (LRCC) to set up their RTC e-mail, log into the Canvas LMS, and get their student ID card. Students received a mailed letter, e-mail, and phone call about their orientation day. Follow-up surveys administered ten days after NSO in winter 2016 found that 87%

of students felt informed about their program; 44% already had accessed a support service on campus; and 94% were confident on the first day of class.

Version 2 sought to blend the positive momentum with a Guided Pathways model, with orientations scheduled by Area of Study rather than individual program. This way, students could get information about several programs before the first day of classes and potentially move to a different pathway. Version 2 also expanded to include a general education session, an on-campus Running Start orientation, a full-fledged evening program orientation, and the first iteration of an online orientation experience, to reach *all* students.

Version 3 expanded the online option to the all-virtual pandemic orientations. A robust NSO website includes dozens of links to support services, funding opportunities, and even WOIS career assessment surveys. Since its creation on April 2, 2020, the NSO page has gotten 18,653 hits, and a complementary general campus information page launched on September 14 has been viewed 884 times. It now also links to program-specific FAQs. A Zoom orientation offered for the spring 2020 quarter now is available for any student to watch; since it was uploaded in April 2020, the video has gotten almost 700 views. Finally, an updated "Getting Started at RTC" course, offered in six different languages, now helps students navigate the Canvas LMS, understand College resources, and follow COVID-19 policies for on-campus labs.

The orientation experience continues in COL 101 College Success, a two-credit class required for all students who have minimal higher education credits. This too has evolved since its original 2014 incarnation, from a 12-week course to a streamlined, online, 8-week class, with each week focused on a single learning outcome.

Students learn about graduation and transfer policies from their instructors and ongoing interactions with their assigned faculty counselors. They can find program-specific sequences and downloadable degree plans in the online catalog.

1.D.2

Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and postgraduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).

The five-year Title III grant that RTC received in 2013 provided the start-up funds needed to establish an Institutional Research (IR) office, and personnel immediately started working on transforming the College's relationships with data. Student achievement data are housed in multiple Tableau dashboards for internal use, and ten indicators for the 2017-2022 Strategic Plan are related to student persistence, retention, completion, and post-graduation career placement and salaries.

Because they contain sensitive student information subject to FERPA regulations, the College's data dashboards are restricted use. They are widely accessible, however, in that *all* RTC faculty, staff, and administrators can access them on the College's SharePoint intranet. This allows any employee to track trends in enrollments, retention, persistence, and completion, and, most importantly, to identify possible achievement and/or opportunity gaps. As an example of the fine level of disaggregation of the College's data, consider the Retention and Completion dashboard detailed in Figure 1.D.2.1. The left-hand column lists seven indicators for retention and graduation. The center column displays 22 different disaggregation options, while the final column includes 15 options to disaggregate retention and completion data by race.

Achievement Indicators	Disaggregation Options	Disaggregation by Race
• 1st to 2nd quarter retention • 1st to 3rd quarter retention • 1 year retention rate • 2 year graduation rate • 3 years graduation rate • Certificate graduation rate by program • Degree graduation rate by program	• Age group • BFET • Disability • Enrollment Status • Ethnicity • First Generation • I-BEST • Immigrant/Refugee • Opportunity Grant • Pell • Prior CCP Student • Prior Post-Secondary Education • Program • Running Start • Sex • Single Parent • Socioeconomic Status • Student of Color • Veteran • WorkFirst • Worker Retraining • Working Student	• All Asian • East Asian • South Asian • Southeast Asian • Filipino • Asian – Other • American Indian / Alaska Native • Native Hawaiian / Pacific Islander • Black/African/African-American • African • African-American • Black • Hispanic/Latino • White • Other Race

Figure 1.D.2.1. Indicators and Disaggregation Options for the Retention and Completion Data Dashboard

Data dashboards are highlighted in department meetings; in program reviews and viability analyses; and at All-College meetings. This consistency has helped build a data-conscious culture at RTC and reminds all employees that these resources are available.

Student achievement indicators feature prominently in the College's Strategic Plan. Of the ten student achievement indicators, six are disaggregated regularly by race and ethnicity. Table 1.D.2.1 includes different rates and totals from 2013 to 2020. A negative number for the equity gap, like -15.4, indicates 15.4% *lower* for students of color. The goal is to have a decreasing equity gap, smaller each year, of no more than +/-5%.

Table 1.D.2.1. Strategic Plan Student Achievement Indicator Results, 2013 to 2020

Student Achievement Indicator	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Overall transition rates for state student achievement indicators	26%	29.7%	29.0%	30.1%	32.3%	35.9%	
white students students of color equity gap	36.8% 21.4% -15.4	39.8% 26.4% -13.4	41.2% 26.0% -15.2	45.1% 26.6% -18.5	47.2% 27.9% -19.3	52.8% 37.7% -20.1	
Percentage of students of color in professional-technical programs		47.4%	49.7%	50.7%	54.7%	57.7%	
Overall 1st to 2nd quarter retention rate *		63.3%	61.5%	67.1%	64.5%	61.6%	62.1%
white students students of color equity gap		65.1% 60.2% -4.9	65.7% 57.5% -8.2	68.5% 65.3% -3.2	65.0% 63.6% -1.4	65.0% 58.5% -6.5	70.4% 56.1% -14.3
1st to 3rd quarter retention rate		53.8%	50.6%	56.3%	52.3%	48.6%	39.4%
white students students of color equity gap		57% 49% -8	53% 48% -5	56% 56% 0	50% 53% -3	54% 45% -9	45% 36% -9
Overall 1-year persistence rate	69.4%	69.1%	70.9%	74.1%	69.3%	58.5%	

Student Achievement Indicator	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
white students students of color equity gap	68.6% 69.3% +0.7	69.2% 67.6% -1.6	71.9% 71.0% -0.9	74.8% 74.6% -0.2	70.5% 68.3% -2.2	63.9% 54.9% -9.0	
Overall course success rate		85%	86%	86%	85%	84%	83%
white students students of color equity gap		88% 85% -3	89% 86% -3	88% 86% -2	88% 85% -3	88% 83% -5	87% 82% -5
3-year completion rate	63.4%	64.7%	66.0%	65.0%	58.7%		
white students students of color equity gap	63.1% 62.7% -0.4	63.9% 63.1% -0.8	67.0% 66.0% -1.0	65.9% 65.0% -0.9	60.7% 57.0% -3.7		
Estimated placement rates ^	82% C 89% D	83% C 89% D	83% C 89% D	81% C 87% D	79% C 92% D		
Licensure and certification pass rates		88%	88%	91%	94%	94%	85%
Median annual wages	$34,674	$36,213	$36,837	$39,156	$39,520		

* 1st to 2nd quarter retention is not an official Plan strategic indicator but rather a critical measure of student success and progress that RTC tracks.

^ C indicates certificate completion, while D is an AAS, AAS-T, or BAS degree.

RTC has collected and analyzed internal outcomes for several years, but peer benchmarking is relatively new for us. Due to our specialized mission and programs as a technical college, Institutional Research and the College Council felt that drawing comparison groups from IPEDS, Aspen Award institutions, or the Achieving the Dream network had limitations. Therefore, in 2020, the two groups selected five institutions similar to RTC in institutional characteristics and mission, and values. The list includes two institutions from the Washington community and technical college system, one regional peer from the west coast, and two national institutions in Georgia and Texas known for their best practices:

- Lake Washington Institute of Technology (WA)
- Bellingham Technical College (WA)
- American River College (CA)
- Atlanta Technical College (GA, aspirational benchmark for diversity and inclusion)
- Odessa College (TX, aspirational benchmark for institutional effectiveness)

Institutional Research identified three student achievement areas for comparison: retention, completion / graduation, and career outcomes. Finding consistent, reliable data was more of a challenge, so Table 1.D.2.2 lists initial figures taken from a variety of sources. Initial equity gap comparisons are discussed in 1.D.3.

Table 1.D.2.2. Student Achievement Indicators Compared to Peer Institutions.

Student Category	Bellingham	Lake Washington	American River	Odessa	Atlanta Technical	*Peer Average*	RTC	RTC Gap
1-year retention, first time in college (2018 Cohort)	53% (2)	54% (2)	62% (1)	39% (1)	42% (1)	*50%*	43% (2)	- 7%
1-year retention full-time only (2018)	N/A	N/A	70% (2)	56% (2)	56% (2)	*61%*	73% (1)	+ 12%
3-year completion	46% (1)	39% (1)	27% (1)	30% (1)	38% (1)	*36%*	57% (1))	+ 21%
Annualized Earnings	$40,000 (1)	$42,000 (1)	$36,000 (3)	$45,227 (2)	$29,000 (3)	*$38,445*	$44,000 (1)	+ $5,555

Data source 1 is U.S. News & World Report. Data source 2 is College Scorecard. Data source 3 is an SBCTC Student Outcomes Dashboard.

Peer comparison numbers are included in the most recent Strategic Plan Monitoring Report. Additionally, although RTC performs favorably in three of four metrics, we know that these data points require more rigorous analysis to ensure like-to-like comparisons. We need to explore how each college defines a cohort, for example. We also want to use wages adjusted for cost of living and to consider the salary differential between Washington, where many technical jobs are unionized, and states without substantial labor bargaining.

1.D.3

The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources.

As outlined in 1.D.2, RTC's data dashboards, with extensive disaggregation filters, are available to all RTC staff, faculty, and administrators. Institutional Research (IR) allows for the release of summary tables and charts where data include more than ten students without identifying any single individual. This has led to several documents that share student achievement indicators with the general public:

- Fast Facts provide holistic data about retention, completion, and job placement
- the Student Success Fact Sheet from Institutional Research includes retention and completion rates disaggregated by race, sex, age, disability, Pell Grant status, and other demographic features
- the Labor Market Outcomes Fact Sheet provides estimated job placement, hourly wages, annualized wages, percentages of graduates in low, medium, or high-wage careers. Numbers come from the Data Linking for Outcomes Assessment (DLOA) database maintained by the SBCTC, and all data are aggregated intentionally to protect student confidentiality.
- Strategic Plan Monitoring Reports include the College's progress on student achievement indicators, many of which are disaggregated by race or ethnicity. All data in Table 1.D.2.1 above come directly from these reports.
- Finally, the IR Office is working on plans to release a public-facing student-achievement dashboard. Although it will not have the "deep dive" capability of RTC's restricted-used resources, it will present disaggregated data from the Monitoring Reports in a more digestible format.

Equity gap comparisons have been more straightforward with Washington state peer institutions. Using data from an SBCTC Student Outcomes Dashboard, Table 1.D.3.1 presents comparisons of three achievement indicators disaggregated by race, where RTC does well in completion and employment metrics but lags in early measures like retention from first to third quarter.

Table 1.D.3.1. Comparison of Equity Gaps in Student Achievement Indicators among System Peer Institutions

Student Category	Bellingham	Lake Washington	*Peer Average*	RTC	RTC Gap
1st fall to spring quarter (2019 Cohort)	57%	63%	60%	56%	-4%
Fall to spring equity gap	+2%	+4%	+3%	-5%	-8%
3-year completion, professional-technical, first-time students (2018)	42%	34%	38%	60%	+22
3-year completion equity gap	-12%	-3%	-8%	+4%	+12%
Employed % (2017-18)	80%	74%	77%	80%	+3%
Employment equity gap	+5%	-8%	-3%	+3%	+7%

Already, College Council is exploring what practices at Lake Washington Institute of Technology contribute to their equitable fall-to-spring retention numbers, perhaps their rich public diversity statements. Bellingham Technical College's approach to advising and career services also is being examined so RTC can match their excellent employment rates for students of color.

Most of our continuous improvement efforts rely on disaggregated data, but in the past five years, the College has invested time and resources in two broad efforts: increasing degree completion and raising retention rates.

Focus on Degree Completion

Given the better job placement and general long-term potential of a degree over a certificate, since 2016, instructional deans and faculty have been tasked with making associate degrees more attractive to students. The following strategies have been employed to meet the Strategic Plan's Priority Activity 1.1.1 (significantly increase associate degree completion):

- First, program revisions included reductions so that most degrees can be completed in six quarters with 90 to 100 total credits.
- Second, more transfer associate degrees (AAS-T) have been revised with applied baccalaureate (BAS) program requirements in mind; this gives students a clear, compelling reason to move beyond a certificate. Since 2013, for example, 55 to 65% of students in Information Technology have graduated with a degree, spurred by entry-level position requirements in Seattle's computing industry and the availability of several BAS degrees articulated to IT master's programs.
- Articulation agreements also expand the possibilities of an applied associate degree. In October 2020, the College finalized an innovative agreement with Central Washington University's BAS in Information Technology Administrative Management program to admit RTC's carpenter apprentices who complete the Multi-Occupational Trades AAS.
- We have added or are developing new degree options.
  - The DTA/MRP Associate of Arts in Computer Science offers an additional pathway to careers in Seattle information technology.
  - The College's third BAS program, Manufacturing Engineering Technology, is awaiting SBCTC approval and aims to offer a four-year STEM degree to students in the Advanced Manufacturing area of study.
  - The Health and Human Services area of study has the highest overall completion rate (over 70% from 2012 to 2018), but only 18% to 23% of students graduate with degrees. This is partly because four of the thirteen programs only offer short-term certificates. Deans are exploring ways to stack short-term healthcare credentials for an AAS-T transfer associate degree that fulfills admission requirements for BAS programs.
- A transfer advisor was hired in summer 2018 specifically to help students navigate the move from a two-year to a four-year degree.

Focus on Retention through Professional Development Focus

Statistics for student retention, particularly from 1st to 2nd quarter, have declined since 2016-17, and even then, the 67.1% rate was not where the College hoped to be. Equity gaps for students of color have persisted or widened. As a result, retention has become a key factor in RTC's professional development since 2019:

- President McCarthy made retention the focus of the All-College Kick-Off meeting for fall 2019. After sharing data, he challenged each instructor to retain just one additional student and promoted Six

[Weeks to Increased Retention](#), a new professional development class offered through RTC's Center for Innovative Teaching and Learning. A total of twenty-five faculty and staff signed up for the course.

- In fall 2020, with the continuation of remote instruction, all faculty completed a six-part Retention Action Plan. Part 3 required instructors to spend time in the retention and completion dashboard, reflecting on data disaggregated by sex, ethnicity, socioeconomic status, working student, immigrant/refugee, and single parent. Each faculty member selected a top priority for future action. Retention Action Plans will be followed up by deans in winter and spring 2021.

1.D.4

The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.

In keeping with the College's value of Integrity (foster an ethical environment of trust and honesty), RTC strives for data transparency. Institutional Research coordinates with the Data Integrity Group (DIG) and the College Council to ensure that data are accurate, clean, and appropriate for measuring student achievement.

All internal Tableau Dashboards have a "Start Here" tab that provides data sources and term definitions (Exhibit 1D4-1), as does each Strategic Plan Monitoring Report. Table 1.D.4.1 presents the data sources, overall calculation methodologies, and benchmarks for RTC's indicators. For consistency and accuracy in data reporting for SBCTC data resources, the College follows the [Student and Course Coding Manual](#). Students of color are defined as all race and ethnicity categories except white and other. For retention, persistence, completion, and course success rates, a 5% difference between students of color and white-identified students is the minimum acceptable achievement gap and accounts for natural fluctuations over time.

Table 1.D.4.1. Student Achievement Indicators (SAIs) by Source, Methodology, and Benchmark.

Achievement Indicator(s)	Source	Methodology and/or Benchmark
Transition rates from high school completion and English language classes to programs	[SBCTC Student Achievement Database (SAI)](#)	A student is counted as having transitioned if they earn at least one point in one of the following SAI point categories: college-ready English, college-ready math, 15 college-level credits, 30 college-level credits, 45 15 college-level credits, quantitative course, or completion. (see SBCTC definitions)
Percentage of students of color in professional-technical programs	[SBCTC Data Warehouse](#), Student Achievement Database	Enrollment percentage of students of color in prof-tech programs is equal to or higher than the previous year.
1st to 2nd quarter retention rate; 1st to 3rd quarter retention rate; one-year persistence rate; and 3-year completion rate (4 rates)	SBCTC Data Warehouse, Student Achievement Database, PEP Cohorts.	1) Rates are at least 2% higher than the previous year. RTC has exceptionally high rates, making substantial increases over time difficult to attain. 2) Rates for student of color will be equal to or within +/-5% of the rates for students identifying as white.
Course success rate	SBCTC Data Warehouse, Transcript Database	1) Course success rates are 80% or higher. 2) Rates for students of color will be equal to or within +/-5% of the course success rates for students identifying as white.
Estimated placement rates and wages (2 rates)	SBCTC Data Warehouse, Data Linking for Outcomes Assessment (DLOA)	1) Estimated placement rates include an adjustment factor of 1.1 to account for students who are employed, but are not in the Unemployment Insurance (UI) database. 2) Rates or wages will be equal to or higher than the previous year.
Licensure & certification pass rates	Reporting from program faculty	1) Average pass rates are 85% or higher, with no programs falling below 67%. 2) Overall scores are equal to or higher than the previous year.

Clear documentation allows RTC employees to have confidence in the data we use to develop strategies and commit additional resources to meeting Objective 2.1 of the current Strategic Plan: close equity gaps for underrepresented, low-income, and first-generation college students. Four examples are provided below.

EXAMPLE 1: SUPPORTING MEN OF COLOR AT RTC

In 2016, it became very clear that African-American male students were achieving much lower strategic indicators for retention, persistence, and completion. Three-year completion rates were 10.4% lower than the college average, and both retention and persistence rates dropped from 2012 to 2015.

To address this equity gap, the College sent two staff members to the Minority Male Community College Collaborative (M2C3) national meeting. Institutional Research held two focus groups, with ten current and former students. Their comments led to several recommendations, including cultural competency training for RTC employees and additional supports for male students of color. All focus group participants expressed an interest in mentoring, which led to the formation of Men of Merit, a campus organization for faculty, staff, and students who identify as men of color. The group's mission is "to establish a brotherhood for the holistic development of students by providing service for academic excellence, scholarships, community involvement and career success," particularly through mentoring relationships. These have continued even when COVID-19 shut down group meetings, with regular Zoom sessions for connection and encouragement. The latest Men of Merit Handbook is available as Exhibit 1D4-1.

EXAMPLE 2: DEVELOPING PROGRAM VIABILITY AND PROGRAM REVIEW

Program viability includes five student achievement indicators: 1st to 2nd quarter retention, 1st to 3rd quarter retention, 1-year persistence, 2-year completion, and entry-level wages. These are disaggregated by sex and students of color (please refer to Exhibit 1D4-2 for the program viability rubric). Based on viability results, faculty may be asked to look more deeply at data in order to propose curriculum revisions and program changes. In January 2019, nineteen programs were moved to further analysis, and five went through restructuring to improve outcomes. The process is ongoing, and any RTC program with persistent equity gaps is at risk of reduction or closure.

The program review process is outlined in Figure 1.D. 4.1. It relies on more extensively disaggregated data,
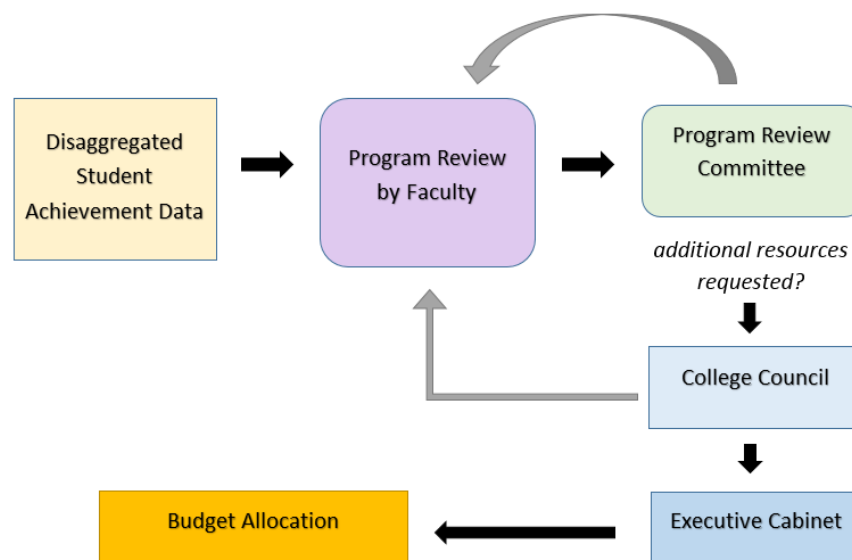

Figure 1.D.4.1. Student Achievement Data, Program Review, and Resource Allocation

particularly around race, and adds 3-year completions and course success rates as indicators. Faculty use these data to reflect on their program's alignment with the College's mission and strategic goals and also to look at curriculum changes and outcome alignment. A final step includes analyzing the adequacy of staffing, professional development, and program resources. In the latest program review structure, which will be introduced to faculty in 2021, any resulting budget requests must be grounded in disaggregated achievement indicators.

EXAMPLE 3: INCREASING CULTURAL COMPETENCY TRAINING

Strategic Plan Objective 2.3 (increase cultural competency) focuses on equity gaps for students of color and a largely white employee pool. In 2016, 76% of faculty and 62% of staff identified as white, compared to just 39% of the student body. Since then, the College committed to ongoing professional development around race and privilege, with the goal of moving RTC further along the spectrum of cultural competence:

- The Diversity, Equity and Inclusion Council (DEIC) officially convened in May 2016, adding to the College's governance structure. With membership drawn from staff, faculty, and administration, the Council's framework includes offering DEIC-focused professional development and creating an inclusive campus environment. A relevant project soon to be finalized is the creation of a Bias Incident Response Team to monitor and assist RTC's handling of bias, discrimination, harassment, or hate crimes (see Exhibit 1D4-3 for the DEIC five-year plan).
- All-College events in 2017 and 2018 featured locally and nationally acclaimed speakers, such as Dr. Robin DiAngelo (June 2017), Dr. Eddie Moore Jr. (September 2017), Dr. Daudi Abe (February 2018), and the University of Washington's Theater for Change (June 2018). Many of these workshops were coordinated by the DEIC.
- As mentioned briefly in Table 1.B.3.1, in 2017, RTC adopted the Intercultural Development Inventory (IDI). A total of 101 employees completed the IDI survey and follow-up conversations, led by RTC staff trained as qualified administrators.
- Canvas 102: An Equity Teaching Tool launched in 2018 as an in-house professional development class. More than 100 RTC faculty and staff signed up for the class by fall 2020.
- In 2021, the instructional leadership team is working with the Center for Urban Education's Racial Equity Tools to develop training, and Student Services plans to do the same.

All of these efforts have helped RTC become an even more welcoming place for all employees and students. The past five years of recruitment have resulted in a workforce that is 39% personnel of color, the highest of all Washington two-year colleges, but we know that hiring is only the first step. We must be a community where diverse professional want to stay to work and learn.

EXAMPLE 4: HIRING BEHAVIORAL HEALTH COUNSELORS

Priority Activity 1.2.1 of the Strategic Plan requires investment in mental health counseling and interventions, a goal set to support RTC's diverse student population and to improve course success and retention indicators and by extension, completion numbers for students of color in particular. In 2019, Student Services crafted a job description that highlighted the need for counselors capable of working with diverse adult clients. Key responsibilities include "use culturally responsive therapeutic modalities in advising, such as navigating obstacles that underrepresented and historically marginalized student populations may experience in college (e.g. students with disabilities, students of color, first generation college students, LGBTQIA, Veterans, 2nd language learners, etc.)."

Ultimately, the College hired not one but *two* full-time Licensed Marriage and Family Therapists as tenure-track faculty counselors to work as a behavioral health team. Both serve on the Diversity, Equity and Inclusion Council (DEIC) In their first year, in addition to offering one-on-one counseling sessions, they have established a full web presence, led a campus-wide workshop on racial trauma and allyship to educate faculty and staff, and prepared presentations for students about resilience, coping, and growth mindset. With the added pressures of the pandemic and its impact, we believe even more strongly in the importance of offering these services to RTC students to help them meet their personal and educational goals.
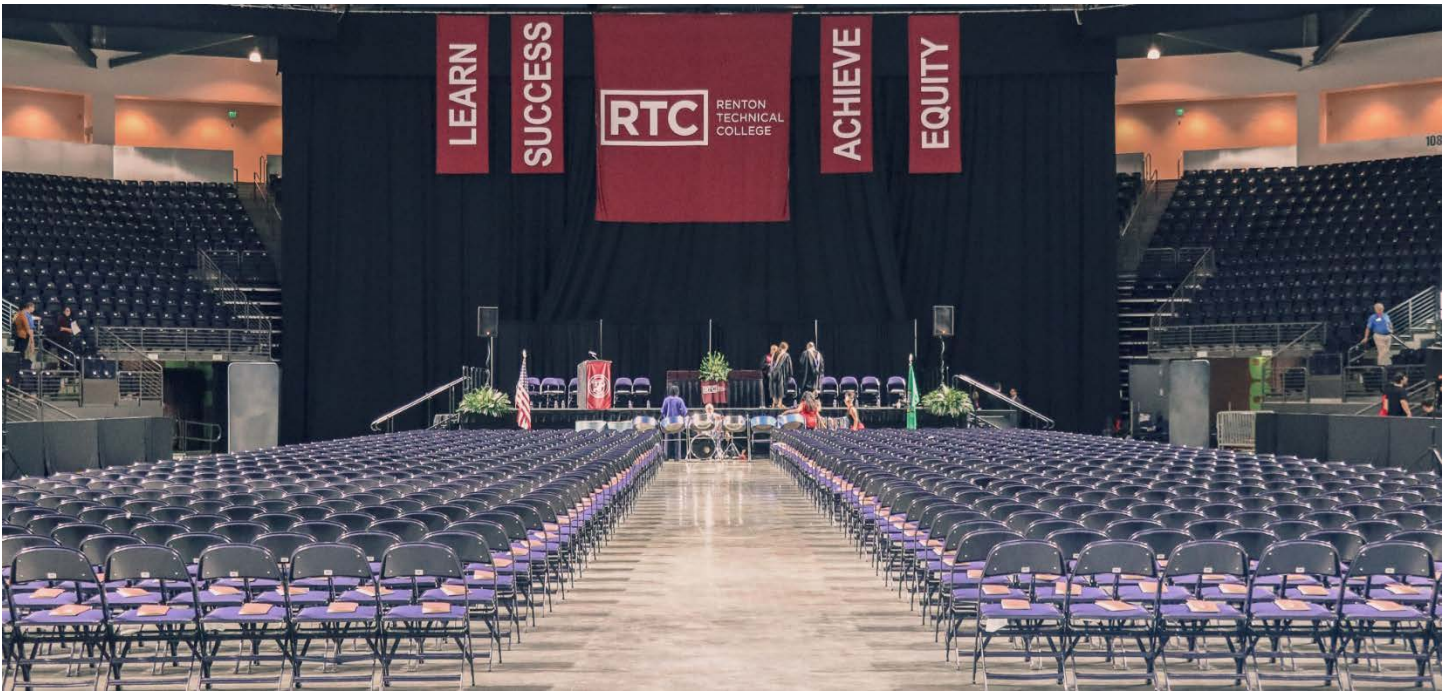
Exhibits for 1.D.4

1D4-1 Men of Merit Handbook, 2020-2021
1D4-2 Program Viability Rubric, 2018-19
1D4-3 2018-2023 Diversity, Equity, and Inclusion Council Five-Year Plan

STANDARD TWO   GOVERNANCE, RESOURCES, AND CAPACITY

The institution articulates its commitment to a structure of governance that is inclusive in its planning and decision-making. Through its planning, operational activities, and allocation of resources, the institution demonstrates a commitment to student learning and achievement in an environment respectful of meaningful discourse.

2.A GOVERNANCE

2.A.1

The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.

The overarching governance structure of Renton Technical College (RTC) is set by the Washington State Legislature. Under state law RCW 28B.50.100, a Board of Trustees oversees the governance of RTC in keeping with the expectations of the State Board of Community and Technical Colleges (SBCTC). The Board approves policies, facilities, employment decisions, budgets and other operations to support open-door educational and training programs. The Board also delegates administrative authority to the RTC president, who in turn supports their work; proposes policy; and develops and implements programs and services with the assistance of other administrators, faculty, and staff.

The governor of Washington appoints five trustees for five-year terms. All trustees must reside within the RTC service district of community college district no. 27. Under special requirements for technical colleges, one trustee must be a member of the local business community and another represents organized labor. The current trustees work or have worked in local public schools, government, manufacturing firms, unions, and faith-based organizations, as shown in Table 2.A.1.1 below.

Table 2.A.1.1 Board of Trustees Members

Trustee Name	Occupation	Appointed
Frieda Takamura	Human/Civil Rights Program Coordinator, Washington Education Association (retired)	Nov. 2015
Debra Entenman	State Representative, 47th Legislative District	Jul. 2015
Susan Palmer	International Association of Machinists and Aerospace Workers, District Lodge 751	Oct. 2011
Kirby Unti	Bishop and pastor (retired)	Dec. 2009
Tyler Page	Computer systems analyst, AllpakTrojan,	Jun. 2009

Trustees have no contractual, employment relationship, or personal financial stake in the College. State law specifies that "No trustee may be an employee of the community and technical college system, a member of the board of directors of any school district, or a member of the governing board of any public or private educational institution." Additionally, the Board has its own Code of Conduct that prohibits financial conflicts of interest.

The Code of Conduct is part of the RTC Board Policy Manual and detailed Board of Trustees By-Laws, both of which guide the Board in effective governance. Its officers include a Chair and Vice-Chair elected to one-year terms; the RTC President or their designee serves as Secretary. Major decisions require a quorum vote of three members, and the Board is committed to the following governance style:

> The Board of Trustees will govern with an emphasis on outward vision rather than being preoccupied with internal college operations. The Board will encourage diversity in viewpoints, focus on strategic viewpoints rather than administrative detail, clearly define Board and presidential roles, make collective rather than individual decisions, focus on the future rather than the past, and be proactive rather than reactive. (Board Policy Manual, GP-2)

Each fall, the Board completes an annual self-evaluation. Trustees discuss the results; review the Board and College missions; establish priorities and budget guidelines; and create agendas for the ten monthly meetings to come during the academic year. All Board agendas and meeting minutes going back to 2010 are available on the RTC website.

2.A.2

The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of authority, responsibility, and accountability who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

The College's leadership system starts with the Board of Trustees. The general policy statement of the Board By-Laws reads,

> To assist the board in carrying out its responsibilities, the president of Renton Technical College shall be employed with the delegated responsibility for administering the policies of the college. The president shall provide policy drafts, accompanied by available objective evidence, for action by the

board. The president will develop and implement the educational and other programs and services being offered at the college with the assistance of the administration, faculty, and staff. (p. 3)

Assistance is provided at the highest leadership levels by the President's Cabinet, which makes recommendations and approves policy changes to ensure mission fulfillment. The Cabinet includes eight qualified representatives from key areas of the College, such as finance, instruction, student services, human resources, marketing, and information technology (CVs in Exhibit 2A2-1). Each member supervises specific areas and manages the next level of leadership, comprised primarily of managers, directors, and deans (see Exhibits 2A2-2 and 2A2-3). In the 2018 Employee Satisfaction Survey, 78.5% of respondents reported a positive relationship with their respective supervisor.

Members of the Cabinet, in collaboration with the College Council, also lead the creation of an overarching annual strategic plan (Comprehensive Strategic Plan 2017-2022) and work with smaller departments to create their own. This happens in Student Services, for example, where veterans' services, advising, security, and testing have more specific annual unit plans. Institutional Research then performs a gap analysis on annual plans to check for alignment with the RTC Strategic Plan.

The President and Executive Cabinet meet weekly while the primary Governance Councils meet monthly. Created in 2012, the Councils are shared governance bodies charged with specific planning, organizing, managing, and/or assessing the College's continuous improvement. The five Councils, which are discussed in more detail in the narrative for 2.A.4, include College Council; Diversity, Equity, and Inclusion Council (DEIC); Facilities Council; Learning Council; and Technology Council. Membership includes Cabinet members, faculty, staff, and students.

Exhibits for 2.A.2

2A2-1 Curriculum Vitae for Cabinet Members
2A2-2 Organizational Charts
2A2-3 Curriculum Vitae for Deans, Directors, and Managers

2.A.3

The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an ex officio member of the governing board(s) but may not serve as its chair.

Dr. Kevin D. McCarthy has served as the President of Renton Technical College since July 1, 2015.

As Dr. McCarthy's curriculum vitae indicates, he completed his doctorate and master's degrees in American history at the University of Mississippi. He worked as an instructor on that campus, but he started his teaching career at Colorado Rocky Mountain School, with over a decade of service. After completing his Ph.D., Dr. McCarthy spent two years as a visiting assistant professor at the University of Georgia. In 2007, he transitioned to the two-year college realm as the Associate Vice President of Instruction for Blue Mountain Community College. He later served as the Dean of the Health Sciences, Education, and Wellness Institute at Bellevue College (2010 to 2013). Prior to assuming the helm at RTC, Dr. McCarthy was the Vice President of Instruction at Lake Washington Institute of Technology.

Through state leadership roles, Dr. McCarthy champions the RTC mission and technical education in general. For the State Board of Community and Technical Colleges (SBCTC), he has led workgroups on registered apprenticeship funding, workforce program enrollment, and leadership development, all of which are key to RTC's strategic goals. Dr. McCarthy also is a member of the Washington Association of Community and

Technical Colleges (WACTC), where he has chaired committees on strategic visioning and equity. Most recently, he became one of twenty-five two-year college leaders selected for the 2020-21 Aspen New Presidents Fellowship, where he will do a deep, equity-focused examination of the College's student outcome results for learning, completion, transfer, employment, and more.

As described in 2.A.1, as President, Dr. McCarthy or his delegate acts as Secretary on the Board of Trustees, and he serves as a non-voting member of that body. The Board evaluates him annually, in a closed executive session each September, with the status of his contract included in those meeting minutes.

Exhibits for 2.A.3

2A3-1 Curriculum Vitae for Dr. Kevin McCarthy

2.A.4

The institution's decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.

Leadership at RTC starts with the Board of Trustees, so it is fitting that the current system of governance came from their decision to operate from policy. The College's Shared Governance model has evolved since 2012 and continues to improve in order to ensure that a broad cross-section of campus interests are represented and heard.

Each Board of Trustees meeting includes an opportunity for open public comment. Anyone can speak about issues or pending Board votes. This is reinforced in Board Policy GP-2, Governance Style, where it is a priority to "seek input from staff, faculty, students, alumni, employers, and other community members on Board policies when appropriate."

As mentioned in 2.A.2, the RTC President's Cabinet includes representatives from all areas of the College: instruction, finance, student services, information technology, communications and marketing, and human resources. It meets weekly to ensure mission fulfillment, particularly via the strategic plan, policies, and procedures.

In addition to the Cabinet, RTC has five primary Governance Councils that follow ten guiding principles. They can be found on the College website and embrace the spirit of Standard 2.A.4:
- Everyone plays a role in college governance.
- The governance model will provide stakeholders with participation in the decision-making process and will rely on collective wisdom.
- All stakeholders have a right to representation on college governance committees.
- As directed by the Board of Trustees, the President is responsible for developing the college governance model. The President is responsible to the Board of Trustees for decisions made within the governance model.
- The governance model will be efficient and effective, balancing the need for timely, informed decisions with the need to provide adequate time for meaningful participation in decision-making processes.
- The governance model will encourage and promote a wide range of opportunities for employees and students to provide leadership, regardless of their formal positions at the College.
- The governance model will provide clear, frequent, consistent, and timely communication within governance groups and between groups and the larger college community.
- The governance model will include clear decision processes.

- The governance model will be open, and will provide consistent and accessible records of council and committee work.
- Participants will have access to pertinent information to fulfill their role within the governance model.

Councils fulfill specific governance roles and facilitate communication between different campus constituencies:

- College Council makes recommendations to the Cabinet and leads shared governance efforts. Its particular foci include accreditation as well as overall planning and institutional effectiveness.
- Diversity, Equity, and Inclusion Council (DEIC) reinforces RTC's mission to reach "a diverse student population" and reinforces our values of community, empowerment, equity, and respect. It is charged with plans, policies, and priorities around DEI work.
- Facilities Council deals with the value of stewardship: planning and managing facilities; the master plan; construction and renovation; emergency preparedness; sustainable practices.
- Learning Council focuses on instructional policies and procedures as well as new educational programs.
- Technology Council develops an institutional technology strategic plan and campus-wide computing policies.

Student representation in RTC governance comes from a strong Associated Student Government (ASG). An Executive Board with up to twelve paid members and Student Senate with over forty members advocate for student interests and also oversee organizations and clubs.

The president appoints Cabinet members to councils. Faculty, classified staff and ASG can appoint their representatives to councils, and all employees of RTC have the right and opportunity to participate in college governance.

Under the umbrella of the President's Office, Cabinet, and Councils, various administrators have responsibility for strategic planning, budget development, assessment, and continuous improvement of services and programs, as shown in the complete organizational charts.

New labor management contracts have outlined responsibilities around shared governance more clearly and expanded requirements to additional faculty, for example. This brought to the forefront questions of equity, transparency, and access to participate in important work. In the fall 2019 quarter, a task force convened to examine an updated definition of shared governance.

As an example of shared governance in action, all professional-technical programs went through a viability analysis in late 2018 at the request of President McCarthy. Instructional leadership agreed to metrics; worked with Institutional Research to generate data and to create dashboards for faculty and staff to use; and developed a common rubric for program self-assessment. The President and Vice Presidents held listening sessions and informational meetings about the process. Where self-assessments revealed issues with demand, market relevance, cost, and/or equitable retention and completion, programs were notified about the potential for reduction or closure. Each was asked to provide further information, data, and explanations. Program advisory committees, comprised of local employees and labor representation, met to discuss ways to restructure and revitalize programs rather than discontinue them. Wherever possible, the President or Vice President of Instruction attended these advisory meetings to listen and learn. Faculty and their deans submitted proposals to improve outcomes. Finally, President McCarthy presented recommendations to the Board of Trustees.

2.B ACADEMIC FREEDOM

2.B.1

Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

The mission of Renton Technical College is to engage a diverse student population through educational opportunities for career readiness and advancement, serving the needs of individuals, the community, businesses, and industry – or what the American Association of University Professors (AAUP) defines as "the common good" in its 1940 Statement of Principles on Academic Freedom and Tenure. Academic freedom and independence are connected to four of the College's seven values:

- Community – create an inclusive environment where all are celebrated and welcome.
- Empowerment – promote strength and confidence to embrace challenge, creativity, and intellectual risk.
- Respect – value humanity and the diversity of people, perspectives, and ideas.
- Integrity – foster an ethical environment of trust and honesty.

The importance of academic freedom is articulated at multiple levels and in multiple documents at RTC. First, Board Policy EL-2 specifically charges the President of the College to "protect the academic freedom of the institution, its faculty and its students." Article 6, Section 5 of the faculty collective bargaining agreement echoes AAUP Principles by outlining the responsibilities that come with academic freedom, particularly around controversial topics and student rights to open exploration:

> Faculty shall be free to select and present instructional materials which are pertinent to the subject they teach, within the outlines or approved appropriate course content, specialized accrediting agencies, state/federal licensing departments and within the instructional program.

> Faculty shall be free to express their personal opinions on all matters relevant to the course content and appropriate to the subject and levels taught provided that when this personal opinion is stated the class is so informed. The presentation and discussion of controversial issues should be on an informative basis and the students should have the opportunity to find, collect, and assemble materials on the subject; to interpret the data without prejudice; to reconsider assumptions and to reach their own conclusions. The right to teach controversial issues carries with it the responsibility to explore the various sides and aspects of an issue utilizing suitable materials that are available. All facts of controversial issues shall be presented in a scholarly and objective manner within the limits of appropriate discretion and propriety. (pp. 11-12)

This last statement gestures to reasonable limitations on academic freedom. Under Policy 4.7 Workplace Civility and Respect (Exhibit 2B1-1), for example, "The College will not tolerate any disorderly, abusive, or indecent conduct in the workplace that creates, encourages, or permits an offensive, intimidating, or inappropriate work environment or that endangers the safety, health, or well-being of another person."

To minimize inappropriate external influences, RTC follows state law RCW 42.52.150 Limitations on Gifts. These rules are reinforced in RTC's Policy 4.5 on Ethics (Exhibit 2B1-2) and Policy 1.16 Conflict of Interest, Grant-Related (Exhibit 2B1-3) to maintain integrity in both staff and faculty performance.

RTC's Statement of Student Rights (WAC 495E-110-020), which is featured prominently in the annual Student Handbook, similarly balances freedom with responsibility:

As members of the academic community, students are encouraged to develop the capacity for critical judgment and to engage in an independent search for truth. Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus, and in the larger community. Students should exercise their freedom with responsibility. The responsibility to secure and to respect general conditions conducive to the freedom to learn is shared by all members of the college community. (p. 19).

Exhibits for 2.B.1

2B1-1 Policy 4.7 Workplace Civility and Respect
2B1-2 Policy 4.5 Ethics
2B1-3 Policy 1.16 Conflict of Interest, Grant-Related

2.B.2

Within the context of its mission and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same.

As articulated in the narrative for 2.B.1, RTC has four values that speak to support for independent thought and exploration: Community, Empowerment, Respect, and Integrity. Because RTC is a technical college, rather than a university where faculty regularly publish scholarship, separate policies and statements are not prominent. Still, research is designated among the primary responsibilities of full-time instructional faculty and faculty librarians, and Article 6, Section 6 of the faculty collective bargaining agreement specifies policies around intellectual property:

The College and the Union have a mutual interest in fostering and encouraging instructional creativity. In light of this mutual interest, it is important to recognize faculty ownership of their independent ideas and works. Works that are eligible for copyright include but are not limited to books, articles, dramatic and musical compositions, poetry, instructional materials (e.g. syllabi, lectures, student exercises, and tests), fictional and non-fictional narratives, analyses, works of art and design, photographs, films, video and audio recordings, computer software, architectural and engineering drawings, and choreographic works and pictorial or graphic works fixed in any tangible medium or expression. (p. 12)

The Statement of Student Rights says, "As members of the academic community, students are encouraged to develop the capacity for critical judgment and to engage in an independent search for truth." A good example of the balance between freedom and responsibility can be found in RTC's website disclaimer.

2.C POLICIES AND PROCEDURES

2.C.1

The institution's transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.

The RTC Registrar and associated staff ensure that credit transfer is equitable, reasonable, and consistent with the standards of academic courses and programs. Under Policy 6.9 Non-Traditional Learning, "Renton Technical College recognizes traditional transfer credit and credit for non-traditional learning as a means to earn advanced standing. A student may not receive more than 75% of the program coursework, for a given certificate or degree, from transfer or credit for non-traditional learning" (see Exhibit 2C1-1).

All transfer credit requests go through the Enrollment Services office, as described on its website. Students submit the Transfer Credit Evaluation Request Form, along with official transcripts from a college, high school, or exam provider. The Registrar and Enrollment Technology Specialist work with relevant instructors and administrators to ensure that appropriate course credit is awarded and credit loss is minimized as much as possible. Final authority concerning all transfer course equivalencies rests with the Enrollment Technology Specialist.

RTC supports the Transfer Rights and Responsibilities in Washington State created by the Washington Student Achievement Council (WSAC) and includes these statements on the College website.

COURSE CREDIT

The majority of transfer credit comes in traditional course credits from other colleges or universities. To ensure integrity, RTC only transfers college or university courses with a grade of "C" (2.0) or higher. Courses must have been taken at a regionally accredited institution of higher education, with rare exceptions. RTC has worked with students from ITT and the Art Institute of Seattle when those institutions suddenly closed.

RTC honors classes that use Washington state's Common Course Numbering system and transfers them seamlessly. When students present transcripts with general education classes that are not part of the college's inventory, they receive general credits to indicate the distribution area, like SOC 900 for a sociology course.

For professional-technical programs, a simple form for Credit Assessment/Industry Certification (Exhibit 2C1-2) documents equivalencies. Each one must be signed by a program instructor and the appropriate dean and accompanied by an official transcript if one is not already on file with the College.

Military students are eligible for course credit based on their Joint Services Transcript (JST). The Veterans Services Manager initiates the JST request process and then notifies the Enrollment Technology Specialist when the transcripts are available.

College course transfer credit is articulated using the grade earned at the originating institution and called out on transcripts in a discrete category of "Transfer-In Courses." Transfer grades are not included, however, in the calculation of the student's RTC grade point average.

Students can access online Course Equivalency Guides for 40 different two- and four-year institutions to see how their classes may be articulated at RTC. Guides come with the disclaimer that "the information presented here is not a comprehensive list of all institutions and their RTC transfer course equivalencies. Coursework that is not listed here will be evaluated when students submit official transcripts to the Credentials Evaluator [Enrollment Technology Specialist] for a credit review." Students also can work with an academic counselor who specializes in transfer education.

DUAL CREDIT

RTC belongs to the Puget Sound Dual Credit Career Consortium and encourages high school students to earn and transfer credits for career and technical education (CTE) in keeping with RCW 28B.50.531.

Each dual credit agreement is structured as an Articulation Agreement or Memorandum of Agreement (MOA) between RTC and the school district, approved and updated every one to two years. Faculty and administrators work with the CTE Dual Credit Coordinator to review high school course descriptions, learning outcomes, and curriculum frameworks to find best-fit classes. Like any college course transfer, dual credit requires a grade of "C" or better. Exhibit 2C1-3 presents one MOA example, the 2019-2021 agreements between RTC and the Renton School District.

To take advantage of dual-credit partnerships and start their college transcript, students present a high school transcript at Enrollment Services, complete an application, and pay RTC's non-refundable matriculation fee, currently $30. A special Dual Credit Request Form also helps the College track the use of this transfer option.

Such partnerships seek to move students into college programs more smoothly and can lead to better cross-institutional partnerships. One example in the Renton School District agreements is Financial Algebra 140, which is articulated to AMATH 190, a class that satisfies the math requirement for every AAS degree at RTC. Math instructors met with high school teachers to align and exchange ideas for curriculum. The college and school district also worked together to develop an introductory computer networking class for dual credit in RTC's information technology programs.

CREDIT BY EXAM

The RTC Catalog and website also outline the different categories of credit transfer beyond traditional course work, including credit by external exam and credit from in-house challenge exams.

RTC articulates course credit for minimum scores in several national and international programs:

- For College Level Examination Program (CLEP), RTC awards credit for scores of 50 or higher.
- For Advanced Placement (AP), International Baccalaureate (IB), and Cambridge (CI) exams, the College follows the recommendations adopted by the State Board of Community and Technical Colleges (SBCTC) for Washington's two-year system.

Students whose credits do not transfer—for example, because their prior college was not regionally accredited, or because they did not earn the required minimum grade—can inquire about a Course Challenge Exam (Exhibit 2C1-3). This option, as described in the College Catalog, refers students to the appropriate program dean or director. In everyday practice, however, advisors and course instructors make many exam referrals based on their knowledge of student transcripts and academic performance. If available, a challenge exam is created, administered, and scored by qualified faculty in the appropriate subject area, in keeping with SBCTC Policy requirements (see Appendix D Guidelines for Prior Learning Assessment). Students pay a $75 fee to attempt a comprehensive evaluation of the learning outcomes. Exam credit is articulated with an "S" for satisfactory performance and called out on the student transcript.

TRANSFERRING CREDITS TO ANOTHER INSTITUTION

As a technical college, RTC does not have the same focus on transfer education as a traditional, comprehensive community college. The RTC Catalog includes statements about transfer opportunities, with links to equivalency guides for seven major universities and advice for students to check carefully with the institution where they expect to transfer. More than 100 applied baccalaureate (BAS) programs offered at Washington's two-year colleges are ideal pathways for AAS-T graduates because their technical credits are accepted. Therefore we have focused on partnerships like the one in computer science, where AAS-T graduates automatically meet admissions standards for the BAS in Software Development at nearby Green

River College. We also want to serve students whose goal is a university B.A. or B.S. degree, which is why we offer Direct Transfer Agreement-Major Related Program (DTA-MRP) degrees.

Because the transfer process can be complex to navigate, in 2018, the College hired an academic advisor specifically for transfer education. This individual tracks progress on educational plans, works with students in RTC's applied baccalaureate programs, and communicates frequently with neighboring institutions about special admission requirements, such as the statistics courses required to apply to different university business schools. Moving forward, a high priority for both Student Services and the Dean of General Education and Transfer is increasing the number of automatic transfer equivalencies granted to our courses, especially compared to other two-year colleges in the region, to help RTC graduates have more seamless pathways to bachelor's degrees.

Exhibits for 2.C.1
2C1-1 Policy 6.9 Non-Traditional Learning
2C1-2 Credit Assessment/Industry Certification Form
2C1-3 Course Challenge Exam Request

2.C.2

The institution's policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.

RTC has policies and procedures in place to safeguard student rights and articulate their responsibilities, including academic honesty and conduct, appeals and grievances, and accommodations for persons with disabilities. Generally, the College follows the appropriate Washington Administrative Code, WAC 495E-110 and WAC 495E-300, but may have additional, internal procedures. All policies related to student rights are included in the RTC Student Handbook and the common RTC Support Syllabus, which is linked in the Canvas LMS for each class.

ACADEMIC HONESTY AND CONDUCT

WAC 495E-110 guarantees general student rights to academic freedom, fair evaluation of academic performance, and a safe learning environment as well as the right to due process, including personal security and clear notice of any allegations of misconduct. It states that "The college may impose disciplinary sanctions against a student who commits (or attempts to commit), or aids, abets, incites, encourages or assists another person to commit, an act(s) of misconduct," the first of which is academic dishonesty. The WAC defines three types of dishonesty, including cheating, plagiarism, and fabrication. RTC also has a Plagiarism and Copyright Procedure, and every course syllabus includes expectations about academic honesty.

In total, WAC 495E-110-030 describes twenty different categories of Prohibited Student Conduct, including weapons, hazing, tobacco use and drugs, sexual misconduct, misuse of computer resources, and safety violations. These are included in the Student Handbook as well as on the Student Rights and Responsibilities page of the RTC website for easy access and broad dissemination.

Progressive disciplinary measures (WAC 495E-110-040) range from warning to dismissal from the College. If an RTC employee or student believes that a violation has occurred, they can file an online Student Misconduct Report. Upon receipt of a report, the Dean of Student Success, who serves as the RTC Conduct Officer, begins the procedure in WAC 495E-110-070.

[A single PDF file with all WACs relevant to student misconduct](#) is available on the RTC website for public convenience.

APPEALS AND GRIEVANCES

Disciplinary appeals follow [WAC 495E-110-080](#). Students have up to twenty-one days to file a written appeal with "a right to a prompt, fair, and impartial hearing."

Policy 8.14 Student Concern Process (Exhibit 2C2-1) outlines four steps for students to file instructional and certain non-instructional concerns. Any complaints involving sexual, racial, and other harassment; hate crimes; or bias-related behaviors are handled in accordance with [WAC 495E-300](#). Policy 4.1 Equal Opportunity and Nondiscrimination Policy and Discrimination / Harassment Complaint Procedure has had its own specialized intake form (Exhibit 2C2-2). [Title IX is described extensively on the College website](#) and 4.10 Title IX Complaint Procedure addresses the August 2020 changes from the Department of Education (Exhibit 2C2-3).

Grade appeals are adjudicated by instructional deans via [a grade appeal form](#). The policy is described in the Academic Regulations section of the RTC Catalog as well as Policy 6.7.1 Standards of Progress (Exhibit 2C2-4).

[Enrollment Services appeals](#) are offered for students to request an exception to an Enrollment or Registration transaction or service, such as a refund, late withdrawal, or deadline extension. Exceptions may be granted due to emergency extenuating circumstances: bereavement, hospitalization, active military duty, incarceration, or domestic displacement. All appeals are filed online and are required to include official supporting documentation.

ACCOMMODATIONS

RTC complies with the Americans with Disabilities Act (ADA). In the state legal code, [WAC 495E-300-050](#) also includes the College's policy statement on disabilities, which permits modifications to "instructional delivery, method of evaluation, or curricular aides" to support success. Students meet with the Director of Disability Resource Services and Testing to determine appropriate accommodations and supports, such as extended time for exams and assignments; separate, quiet spaces for testing; or note takers. Everything is recorded in a personalized Accommodation Implementation Plan (Exhibit 2C2-5).

Exhibits for 2.C.2
2C2-1 Policy 8.14 Student Concern Process
2C2-2 Policy 4.1 Equal Opportunity and Nondiscrimination Policy and Discrimination / Harassment Complaint Procedure and Form
2C2-3 Policy 4.10 Title IX Complaint Procedure
2C2-4 Policy 6.7.1 Standards of Progress – Grading
2C2-5 Accommodation Implementation Plan Template

2.C.3

The institution's academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution's expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.

RTC is an open-enrollment institution, and we pride ourselves on minimizing barriers to enrollment. This is key to objectives and priority activities for Strategic Plan Goal 1 (increase student progress and completion) and Goal 2 (improve policies, procedures, and infrastructure to ensure equity among all campus constituencies to attract and retain a student population reflective of the diverse community we serve).

ADMISSION

The College is guided in admissions policy by the SBCTC Policy Manual 3.20 and WAC 131-12-010, both of which emphasize the applicant's ability to succeed in class and program offerings. RTC's policy is included in the Catalog and the official website. A student-centered webpage, "Get Started at Renton Technical College," summarizes the entry process for different program intents: basic studies, career training, general education, or continuing education. Running Start, a Washington program for high school dual-credit students, has its own page.

Some programs have additional entry requirements. In 2017, the College began a comprehensive review of these expectations to remove any unnecessary barriers. As a result, most faculty decided to remove specific math placement scores; a handful of advanced manufacturing programs require proficiency in arithmetic or enrollment in a math preparation class during the student's first term. Current admission requirements include vaccinations, national criminal background checks, English fluency, preparatory or prerequisite course work, and test scores. These are more common in the healthcare area, to ensure that students can participate safely in clinical work (see the Medical Assistant program as an example). RTC's most distinctive admission requirement is for Band Instrument Repair Technology, which requires all applicants to play a brass or woodwind instrument.

More common are admissions *recommendations*, which alert students to prerequisite knowledge and skills that will support their success (see the Commercial Building Engineering program as an example). Examples of recommendations include familiarity with a computer, basic keyboarding skills, fluency in English, or a valid driver's license.

RTC offers only a handful of selective admissions programs, with entry requirements determined by instructional faculty and published clearly on the College website. Examples include the Associate in Nursing degree program and the College's two applied baccalaureate degrees, the BAS in Application Development and BAS in Computer Network Architecture.

PLACEMENT

For English language and high school completion classes offered within College and Career Pathways (CCP), students work directly with intake navigators. They typically administer a CASAS evaluation, or an alternative one-on-one session for remote assessment, to determine levels of reading, listening, speaking, and mathematics. This ensures that students are placed in appropriately challenging classes. Those who are interested in completing their high school diploma enroll in an intake portfolio class. Instructors work individually with students to determine the content and competencies needed to complete graduation requirements.

The other area of the College where students might need placement is in general education. Students use a directed self-placement (DSP) instrument for English classes. Starting in fall 2019, students no longer needed to complete any placement to enroll in associate-degree-completion mathematics classes (AMATH 175 and AMATH 190). Placement into more advanced mathematics classes can be granted through high school transcripts or exam performance, with cut scores for ACCUPLACER set by mathematics instructors, the

supervising dean, and the Director of the Testing Center. RTC also follows the SBCTC Placement Reciprocity Agreement Policy, which allows students to use placement results from another Washington community or technical college to enroll in the College's classes.

As part of RTC's Guided Pathways efforts, faculty from both College and Career Pathways (CCP) and general education are working together to ensure that placement processes are more equitable and reciprocal within the College – for example, agreements where a student's CASAS score or CCP course completion satisfies placement requirements for general education classes.

CONTINUATION, TERMINATION, AND APPEALS

Policy 21004.03 Standards of Progress (Exhibit 2C3-1) outlines three levels of progressive intervention (alert, probation, and restriction) for students who fall below a GPA of 2.0. In recent practice, however, such interventions are rare, and the College gives students every opportunity to prove themselves and succeed. Those with consistently low course grades are unable to move forward in their chosen curriculum, due to prerequisites, or they lose financial aid eligibility by failing to meet Satisfactory Academic Progress (SAP) standards. In fall 2020 a team with both Student Services staff and instructional faculty began revising this policy with an equity lens.

Exhibits for 2.C.3
2C3-1 Policy 21004.03 Standards of Progress – Progressive Intervention

2.C.4

The institution's policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.

The College Registrar is the custodian for admissions, academic, and testing records, as well as registrations and payment of tuition. The Financial Aid Director is the custodian for student employment and financial aid records. Finally, the Behavioral Health team maintains confidentiality

Records retention follows the Community and Technical Colleges Records Retention Schedule from the Washington Secretary of State. This is echoed in RTC's internal Policy 1.5 Records Retention (Exhibit 2C4-1).

FERPA AND HIPAA

WAC 495E-280 outlines the FERPA policy for the College, including allowable disclosures besides directory information and requests for corrections.

In accordance with the state law, the annual notification of rights under FERPA is provided in multiple places:
- Statements and Disclaimers in the College Catalog
- Student Handbook
- Student Forms Library on the RTC website

A Permission to Release Education Information form is available in the same online library.

Students may order official transcripts in person in the Student Success Center by presenting official ID. The online request of official student transcripts uses the National Student Clearinghouse for processing; this request requires an RTC ID or Social Security number and follows both FERPA and the Clearinghouse Privacy Policy.

Policy 9.2 Media Request for College Information (Exhibit 2C4-2) states openly that "Only directory-related information as defined by Family Educational Rights and Privacy Act (FERPA) will be released about RTC students. Photographs will not be released to the media without a signed release on file and with the authorization of the director of college relations and marketing or the college president."

The Behavioral Health team follows Washington state law in RCW 70.02.230 and the HIPAA Privacy Rule to keep all counseling records confidential. The Student Information Release Authorization form allows students to give their written permission for RTC to provide a variety of records to specific individuals or agencies (Exhibit 2C4-3).

RECORD SECURITY

Hard-copy student records are behind locked doors at all times. Only personnel in Enrollment Services can access these files. Security of electronic student records is described below:

- By SBCTC policy, "the Management Information System (MIS) of the State Board shall be designed in such a way that any identification code numbers accompanying student data or personal information provided for the MIS shall not enable State Board personnel to identify individual students by name, except for the purpose of research" (Appendix C, Confidentiality of Student Records). User access to this database, known as SMS, is offered only to RTC personnel who need the information for essential job functions, such as advising or scheduling.
- The Adviser's Data Portal (ADP) pulls selected student data from SMS for web-based access, utilizing a permission-only login. A FERPA notice and acceptance is displayed every time a staff member logs into ADP. For additional security, ADP logs users out after several minutes of inactivity.
- Course-level student records are maintained and archived electronically in the cloud-based Canvas LMS from Instructure. Canvas pulls student registration data directly from the SMS system, and Canvas access levels are determined by the campus administrator. Canvas files are stored off-site in Amazon Web Services (AWS) data centers, and the technology follows the Instructure Privacy Policy. Additionally, Instructure conducts third-party security testing of Canvas every year, with results shared publicly online.

Privacy statements for other online systems are available in a single web page on the College's site.

Exhibits for 2.C.4
2C4-1 Policy 1.5 Records Retention
2C4-2 Policy 9.2 Media Request for College Information
2C4-3 Behavioral Health Student Information Release Authorization

2.D INSTITUTIONAL INTEGRITY

2.D.1

The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services.

One of RTC's core values is **integrity**, fostering an ethical environment of trust and honesty. This is reflected in the College's accurate communication about academic plans, programs, and services via the institutional website, announcements, statements, and publications.

The RTC website offers comprehensive information to a variety of visitors. To assist with navigation, five broad categories – Become a Student, Current Students, Campus Life, Community Resources, and About RTC – present the most relevant links to the College's programs and services. Long-term intentions can be found in the Strategic Planning webpage, which shares public-facing information about the proposed academic direction of the College. The five-year Strategic Plan for 2017-2022 is broken out into annual plans that list indicators, priority activities, and units responsible for goal achievement. As President McCarthy's message states, "rather than asking whether today's students are ready for college, we should ask ourselves if the College is ready for students now and in the future. This bold plan creates the foundation for us to answer that question with a resounding yes." Data to support this assertion is shared in materials like the Fast Facts web page, which includes overall retention, completion, and job placement rates.

Official statements, publications, and videos are coordinated through the award-winning Communications and Marketing Team. They create the content for two prominent website features, News and Events and RTC Stories; maintain the College's social media sites on Twitter, Facebook, Instagram, YouTube, and LinkedIn; and manage all media requests in keeping with Policy 9.4 (Exhibit 2D1-1). A separate Social Media Guide outlines expectations for institutional social media sites as well as guidance for employees and students. The College's social media presence is both effective and growing. Between September 2019 and 2020, Facebook posts generated more than 6,000 public engagements, and the overall platform audience grew by 12%.

Communications and Marketing also oversees the creation of collateral like program brochures and mailers. Marketing materials underwent a major change in 2018, from more than sixty individual program cards to just seven flipbooks based on areas of study. These publications, which represent all of RTC, went through a multi-level approval process, with reviews by faculty, staff, administrators, and ultimately the President's Cabinet, before printing and distribution. On an as-needed basis, faculty can request the development of mailers or program-specific recruitment materials in close consultation with relevant faculty and staff.

In addition to print materials, RTC maintains its official annual Catalog and a dedicated web page for each program, describing admission requirements, program length, career information, and course details. The Schedule and Curriculum Manager works with the Director of Institutional Research, administrators, staff, and faculty to update this information as needed, and anyone who finds an error or inconsistency in information on the RTC website can use the online Website Feedback form to alert appropriate staff.

Web pages prominently feature the time needed to complete each credential. For example, the Autobody Repair and Refinishing program has a 72-credit, four-quarter certificate and a 92-credit, five-quarter applied associate's degree. Additional details, including a term-by-term class sequence, are available in the official College Catalog (see the Autobody Catalog page for 2020-21).

As a technical college, RTC encourages faculty to pursue specialized accreditation for programs, and all publications represent this information accurately. The Catalog Accreditation page indicates which programs are approved, certified, or accredited by external boards and bodies, and individual program pages include accreditation information. The level of transparency is best illustrated by the web page for the Registered Nurse program, which explicitly says, "The Nursing Program at Renton Technical College is currently conditionally approved by the Washington State Nursing Care Quality Assurance Commission. The Nursing Program is not nationally accredited. The program's 2019 NCLEX pass rate was 87.1%."

Accuracy of data, such as certification pass rates, job placement, and graduation statistics, is the responsibility of the Office of Institutional Research (IR). The IR staff review data with the input of the Data Integrity Group (DIG).

Exhibits for 2.D.1

2D1-1 Policy 9.4 Social Media Policy

2.D.2

The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.

COMMITMENT TO ETHICAL STANDARDS

RTC's core value of integrity is further shown in the College's commitment to exemplary ethics. Chapter 2.50 of the State Board of Community and Technical Colleges (SBCTC) Policy Manual charges the College to "develop an ethics policy consistent with RCW 42.52 and rules adopted by the Executive Ethics Board (see Executive Ethics Boards' Rules)." The result is RTC's Policy 4.5 Ethics (Exhibit 2B1-2), which prohibits conflicts of interest and abuse of resources in eleven different categories.

The Board of Trustees has their own Board Policy GP-9, the Code of Conduct, requires that trustees "aim to be honest and ethical in their dealings with each other, with college employees, partners, suppliers and the public." Policy EL-2 sets forth several expectations for the College President regarding ethical behavior and grievances.

FAIR AND EQUITABLE TREATMENT

The Equal Opportunity / Non-Discrimination Policy, available at the bottom of every RTC webpage, states that the College does not discriminate on the basis of race, color national origin, age, perceived or actual physical or mental disability, pregnancy, genetic information, sex, sexual orientation, gender identity, marital status, creed, religion, honorably discharged veterans or military status, or use of a trained guide dog or service animal.

ADDRESSING COMPLAINTS AND GRIEVANCES

Complaints related to the RTC Ethics Policy go to the Vice President of Human Resources, who serves as the College Ethics Officer. Additionally, employees of the College can lodge ethics-related complaints with the Washington State Executive Ethics board.

FOR STUDENTS

As detailed in the response for 2.C.2, Policy 8.14 (Exhibit 2C2-1) outlines the student instructional and non-instructional concern processes. Such concerns are expected to be resolved in a timely fashion, with four (4) days allotted for each step in the process. Policy 4.1 Equal Opportunity and Nondiscrimination Policy (Exhibit 2C2-1) describes the College's approach to investigating discrimination complaints.

FOR REPRESENTED FACULTY AND STAFF

All four current collective bargaining agreements include specific grievance processes as well:

- [Renton Professional Technical Association](#), Article 12
- [Renton Federation of Teachers (RFT)](#), Article 12
- [Washington Federation of State Employees (WFSE)](#), Article 25
- [American Federation of Teachers (AFT)](#), Article 33

2.D.3

The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.

RTC follows several policies regarding conflicts of interest to ensure that College decisions are made in a fair, unbiased manner.

In [Board Policy GP-9, Board Members Code of Conduct](#), it states that members must

Avoid any conflict of interest with respect to their fiduciary responsibility. Specifically:
a) There will be no self-dealing or any conduct of private business or personal services between any Board member and the College.
b) When the Board is to decide upon an issue that a member has an unavoidable conflict of interest, that member will withdraw without comment not only from the vote, but also from the deliberation.
c) Board members will not use their positions to obtain employment by the College or to furnish services or goods to the College on behalf of themselves, family members, friends, or associates.

Furthermore, Board Policy dictates that Trustees must "not permit themselves to be used to circumvent established lines of authority or to interfere in normal procedures for the handling of complaints or grievances."

To minimize inappropriate external influences, RTC follows state law regarding acceptance of gifts: [RCW 42.52.150 Limitations on Gifts](#). These rules are reinforced in RTC's Policy 4.5 Ethics (Exhibit 2B1-2) and Policy 1.16 Conflict of Interest, Grant-Related (Exhibit 2B1-3) to maintain integrity in both staff and faculty performance. Employees review requirements about gifts and conflict of interest every other year in required ethics training.

Finally, Policy 4.6 Employment of Relatives (Exhibit 2D3-1) addresses potential conflicts of interest in hiring.

Exhibits for 2.D.3
2D3-1 Policy 4.6 Employment of Relatives

2.E FINANCIAL RESOURCES

2.E.1

The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.

RTC follows the GAAP-based [Washington's State Administrative & Accounting Manual (SAAM)](#) for accounting. This comprehensive guide covers internal control, audit guidelines, payroll, policies, and procedures.

In 2013, the College received a Recommendation regarding external financial audits and associated consideration by the Board of Trustees. In response, RTC has requested annual financial audits from the

entrance and exit interviews. Audits for the last five years are publicly available and linked below:

- 2014-15 (issued March 2017)
- 2015-16 (issued December 2018)
- 2016-17 (issued December 2018)
- 2017-18 (issued March 2019)
- 2018-19 (issued March 2020)

Meeting the NWCCU expectation of a nine-month completion timeline has been an area for improvement. A new Vice President of Administration and Finance, who started in 2018, restructured the Business Office, and as a result, the 2017-18 and 2018-19 audits for fiscal years ending June 30 were conducted and completed by March 31 of the following year. Lean staffing continues to pose challenges; the 2019-20 audit request will be submitted to the SAO by March 1, 2021.

Since our previous site visit, audits have been completed without findings, and within the scope of their inquiries, the State Auditor's Office identified no marked deficiencies in internal control. The 2014-15 report notes a full correction of a 2013-14 finding, the need "improve internal controls over the reporting of revenue as Student Tuition and Fees and expenses as Scholarships and Fellowships to ensure accurate reporting."

A separate risk assessment independent Accountability Report for 2015 to 2019, published in July 2020, focused on areas with "the highest risk of fraud, loss, abuse, or noncompliance." The noted issue about loss of public funds was resolved in FY 2018.

In February 2019, the College received the results of an independent two-year audit of the RTC Foundation by Brantley, Janson, Yost and Ellison. The firm stated that the Foundation's financial statements were accurate and followed GAAP principles. The Foundation initiated its most recent audit in December 2020.

The Vice President for Finance and Administration provides regular updates about the College's financial health, including cash and reserve balances, to the Board of Trustees at every meeting (see the January 2020 Board packet as an example). He also reports fiscal information to the President's Cabinet and the larger RTC community at All-College Meetings.

2.E.2

Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short term financial health and long-term financial stability and sustainability.

Financial planning is part of Goal 4 of the Comprehensive Strategic Plan, to improve the integration of a planning, evaluation, and resource allocation system aligned to accreditation standards.

Expectations about financial planning are set by Board Policy EL-3, Financial Planning/Budgeting. In particular, the Board of Trustees charges the President to

- Develop a budget with credible projection of revenues and expenses that separates capital and operating items and that discloses planning assumptions.
- Plan that expenditure of funds in any fiscal year will not be more than the sum of a) what is conservatively projected to be received during that year and, b) what has been approved by the Board to be carried over for expenditure from previous years.

- Develop budget processes that provide opportunities for information and feedback from a broad base, including administrators, faculty, staff and students.
- Develop a budget that takes into account the Board priorities.

Typical development of the annual budget starts with the Vice President of Administration and Finance, who works with staff in the Business Office, Institutional Research, and Instruction to estimate and project enrollments, tuition revenue, and costs. In January 2021, to facilitate early budget discussions, President McCarthy held a virtual Town Hall that drew 140 participants, representing approximately 35% of the College's employees. The Business Office develops draft budgets for each unit based on the prior year's expenditures and known increases, such as state-mandated cost-of-living adjustments (COLAs), by February of each year. These are put into spreadsheets and provided to administrative managers with budget authority. Managers review the proposed budget lines and, working with their staff and faculty, can request additional funds or enhancements; budget sheets are due in mid to late February. A baseline budget is provided to the President's Cabinet at the beginning of March, and the entire RTC community has the opportunity to attend public information sessions about the overall process, timeline, revenue forecasts and expenditure budgets, and budget management. Throughout March, the Cabinet considers data-backed enhancement requests. Finally, a complete annual budget, approved by the Cabinet, is presented to the Board of Trustees at its June meeting for discussion and adoption.

2.E.3

Financial resources are managed transparently in accordance with policies approved by the institution's governing board(s), governance structure(s), and applicable state and federal laws.

The College's Strategic Goal 4 focuses on finances, institutional strength and resilience. Specifically, Priority Activity 4.1.1 is to improve transparency of resource allocation and decision making processes, while Activity 4.3.1 challenges all employees to champion a culture of transparency and accountability. Several policies and systems enable RTC to administer financial resources in a judicious, transparent manner.

Board Policy EL-4 Financial Condition and Activities constrains the RTC President to expend only approved funds and to "promote fiscal integrity by expending College funds in a manner that will result in a zero or positive fund balance at the close of the fiscal year." This policy also requires "monthly and annual reports of the College's current financial condition that will continually enhance the Board's ability to meet its fiduciary responsibility."

The Vice President for Finance and Administration presents these reports to the Board of Trustees. He also is responsible for regular updates to the President's Cabinet and presentations of budget information at All-College Meetings, attended by all faculty and staff. This supports transparency in financial management.

Two primary internal policies govern fund expenditures and the role of the College's Purchasing Agent: Policy 3.2 Purchasing Procedures and Policy 3.2.1 Procurement Cards (Exhibit 2E3-1). One aspect of Policy 3.2, the cost thresholds in RCW 28B.10.029, has been superseded by March 2020 changes from the Washington Department of Enterprise Services, which increased the direct buy limit from $10,000 to $30,000. All purchase orders continue to be reviewed by an Accounts Payable staff member, a Business Office Manager, the Purchasing Agent, and in the case of purchases over $2,000, the Vice President for Finance and Administration.

Exhibits for 2.E.3

2E3-1 Policy 3.2 Purchasing Procedures and Policy 3.2.1 Procurement Cards

2.F HUMAN RESOURCES

2.F.1

Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

Work assignments and conditions of employment for all RTC employees start with official College job postings. These include a position description, list of key responsibilities, and information about benefits. During their Human Resources orientation, new employees receive a copy of the position description, which is later signed by both the individual and their supervisor and revisited annually to ensure that all work duties are reflected. Policy 4.23 Reasonable Accommodations provides a clear process for all faculty, staff, administrators, and job applicants to request the support they need to complete all essential job functions (Exhibit 2F1-1).

Each new hire receives a current RTC Roadmap, which is a comprehensive overview of the College's services and procedures (70 pages, available upon request). In summer 2020, staff began developing an online orientation. Along with the Human Resources orientation, employees receive more specialized onboarding within their college unit. Ongoing communication also includes a Human Resources e-mail newsletter and frequent benefit information sessions.

RTC employees can access the Human Resources website, which describes employee benefits and provides quick links to all collective bargaining agreements. These provide details about workplace expectations and leave policies as well as procedures for evaluation, retention, promotion, reduction in work force, and termination for most staff and faculty:

- Renton Professional Technical Association, Article 2
- Renton Federation of Teachers (RFT), Articles 6, 7, 8, and 14; Appendix E
- Washington Federation of State Employees (WFSE), Articles 16 through 19
- American Federation of Teachers (AFT), Articles 24, 25, 30, and 32

Policy 4.37 Administrative/Exempt Employee Termination/Reduction-in-Workforce (Exhibit 2F1-2) outlines specific procedures for the dismissal of these employee groups. Additionally, to meet new federal rules, Policy 4.9 Title IX Employee Disciplinary Hearing Procedure spells out how the College will handle allegations of sexual misconduct specific to federal Title IX rules (Exhibit 2F1-3).

As conditions change, RTC is quick to adapt. The novel coronavirus outbreak in early 2020 prompted the creation of a Telecommute Plan and Agreement (Exhibit 2F1-4), which specifies clear expectations about assignments for staff working from home.

Exhibits for 2.F.1
2F1-1 Policy 4.23 Reasonable Accommodations for Employees and Applicants
2F1-2 Policy 4.37 Administrative/Exempt Employee Termination/Reduction-in-Workforce
2F1-3 Policy 4.9 Title IX Employee Disciplinary Hearing Procedure
2F1-4 Telecommute Plan and Agreement

2.F.2

The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.

Under Goal 1 of the RTC Comprehensive Strategic Plan, RTC seeks to foster continuous growth and professional development of faculty and staff with two specific priority activities:

- Offer ongoing classroom management and customer service training for employees.
- Maximize the skills and talents of employees; cultivate subject-matter expertise.

These activities support the requirements for professional development in all collective bargaining agreements:

- Renton Professional Technical Association, Article 3
- Renton Federation of Teachers (RFT), Articles 8.1
- Washington Federation of State Employees (WFSE), Article 23
- American Federation of Teachers (AFT), Article 30

A common opportunity is a tuition waiver for an RTC class. Additionally, eligible employees may apply for tuition waivers for classes taken at other Washington colleges and universities.

To help organize efforts and meet the demand for a variety of training options, RTC hired a Manager for Talent Development and Acquisition in November 2019. This person is responsible for developing an annual plan and maintaining a calendar of opportunities. One of the most recent additions is access to LinkedIn Learning, through a partnership with the King County Library System, adding to the long list of RTC's online training options, which have become even more important in an era of telecommuting.

Important equity-focused professional development is required of all RTC employees. Everyone must complete Title IX training every three years. An all-campus training took place in 2016, and in January 2020, additional online course options were introduced using the EVERFI platform. Additionally, in early 2019, we focused on training all RTC employees for accessibility. As of July 2020, 95 faculty and 81 staff and administrators had completed online courses about the legal requirements, the steps to make documents accessible, and above all, the connection between accessibility and equity. More recently, in the spring 2020 quarter, all-campus conversations started around white privilege and systemic racism in the wake of Black Lives Matter protests across the nation.

Many program budgets include dedicated item lines for relevant staff and faculty professional development, with amounts ranging from $400 to $4,000 depending on the number of employees and specific licensure requirements. Custodial Services, for example, used its funds for online training in the Globally Harmonized System, Safety Data Sheets, and blood-borne pathogens. In the process, supervisors realized that staff needed additional computer literacy instruction and started offering weekly support. Professional-technical instructors can request additional funding from the Director of Workforce Education under federal Perkins IV grants. The application process is first-come, first-served, with priority given to activities needed to maintain certification and ongoing professional credentialing; many instructors also ask for support to attend industry conferences. In 2017-18, over $29,000 was awarded to faculty, while in 2018-19, that amount was close to $27,000.

RTC faculty also benefit from robust in-house professional development. The Center for Innovative Teaching and Learning (CITL) offers multiple classes and opportunities. For example, the four-course Teaching Essentials certificate covers learning outcomes, assessments, educational technology, and diversity. Since 2018, 33 faculty have completed the full credential; these credits can be transferred to an applied baccalaureate program at nearby South Seattle College. More recently, 42 instructors have finished Canvas 102: An Equity Teaching Tool. CITL also has started a newsletter with just-in-time advice to improve the online learning experience, and the Center's staff work closely with the Inclusive Pedagogy Instructional Designers, faculty selected to assist their peers with course design, Open Educational Resource (OER) adoption, and accessibility.

To satisfy Washington state certification requirements under WAC-131-16-092, WAC 131-16-093, and WAC 131-16-094, professional-technical faculty maintain multi-year plans in the online Washington State Professional Development and Certification Tracking System. As a condition of employment, tenure-track instructors create a three-year plan for initial certification; tenured instructors build a five-year plan. After three quarters of teaching at least a two-thirds load, adjunct instructors also must register in the system. Completion of key activities is recorded, verified by the appropriate dean, and sent to the Office of the Vice President of Instruction for input into the tracking system.

In the 2018 Employee Satisfaction Survey, 78.4% (n=245) of respondents agreed that their supervisor supports professional development opportunities.

2.F.3

Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.

As of September 2020, RTC employs 240 faculty and 161 classified and exempt staff, broken down as follows for the past seven years in Table 2.F.3.1:

Table 2.F.3.1 Staffing by Employee Category, 2014 to 2020

Employee Category	2014	2015	2016	2017	2018	2019	2020
Classified Part-Time	21	28	20	21	22	28	22
Classified Full-Time	85	82	87	89	76	76	74
*Total Classified**	*106*	*110*	*107*	*110*	*98*	*104*	*96*
Exempt Part-Time	4	2	3	2	2	2	2
Exempt Full-Time	61	63	66	64	63	64	63
Total Exempt	*65*	*65*	*69*	*66*	*65*	*66*	*65*
Faculty Part-Time	236	205	211	185	147	174	160
Faculty Full-Time	83	85	92	84	89	85	80
Total Faculty	*319*	*290*	*303*	*269*	*236*	*259*	*240*
TOTAL EMPLOYEES	490	465	479	445	399	429	401

* Many classified full-time staff were hired to work on a Title III grant between 2013 and 2017. The apparent drop in numbers from 2017 to 2018 is actually a return to usual staffing levels.

Raw numbers only tell part of the story. First, personnel should be distributed in areas of greatest need, which can be illustrated with two examples. The College and Career Pathways (CCP) area of study, which represents over one-third of the total student population, has a supervising dean, an associate dean, three program-level managers, an intake navigator, three program assistants across three locations, two administrative assistants, and 45 faculty (12 full-time and/or tenured). Additionally, to support our two BAS programs, we have a new Associate Dean of Information Technology Programs; a dedicated program coordinator who works on recruitment, admissions, and job placement; and a tenured faculty librarian specializing in computing resources.

Second, while RTC follows Washington state laws such as WAC 131-16.080 and WAC 131-16-091 regarding basic qualifications for employees at two-year colleges, in keeping with the College's Mission and Values, we

also want to attract, hire, and retain *diverse* faculty and staff that reflect our diverse student population. To this end, Goal 2 of the Comprehensive Strategic Plan focuses on strengthening recruitment strategies to ensure a broader range of applicants and making ongoing improvements to the hiring process. Both the current group of tenure-track faculty and RTC's Student Services staff are at least 60% personnel of color. Overall, as of spring 2020, State Board (SBCTC) records show that [39% of the RTC workforce is personnel of color](). This is the highest level in Washington's two-year system and 16 to 30% higher than the percentages at the state's four other technical colleges. Our successful approach to recruitment is described in detail in a diversity plan requested by the Washington Office of Financial Management (Exhibit 2F3-1).

The hiring process at RTC has three main components – application, interviews, and reference checks – detailed in the new RTC policy for recruitment (will be available by March). Job descriptions are written by hiring managers, in consultation with staff, faculty, and even advisory committees, and then reviewed and approved by Human Resources. In the past five years, much of the common language in these job descriptions has been revised with more inclusive language and an emphasis on the College's commitment to equity and diversity. Applications are submitted on the NEOGOV platform. Candidates generally provide personal data, work experience, educational background, resumes, cover letters, and references. Some positions include a committee review and interview, while others require an interview with the appropriate supervisor. A senior administrator on-campus interview might include an all-college Q&A.

The reference checking process was updated in 2013 to be more robust, with a form to guide questions and areas of inquiry (Exhibit 2F3-2). Hiring Managers conduct a minimum of three reference calls, including one direct supervisor. The College also runs criminal background checks for all staff and faculty positions, under Policy 4.30 Background Verification (Exhibit 2F3-3), and all final-round candidates for employment complete a sexual misconduct disclosure form, as required since October 1, 2020 by [RCW 28B.112.080]().

RTC regularly reviews its staffing mix to ensure mission fulfillment, which has led to several new positions since the last NWCCU visit. For example, two tenure-track natural sciences faculty were hired to support the growing population of pre-nursing students. The Institutional Research unit, launched using a Title III grant, is now a permanent fixture and provides complex data for decision-making. Other recent additions to support equity goals include a Director of Disability Resource Services, a Human Resources Talent Acquisition Specialist, a Dual Credit Coordinator, two Behavioral Health counselors, and an Entry Adviser with a specific focus on College and Career Pathways (CCP) students. Finally, in the wake of COVID-19 and the need for high-quality online classes, RTC added two new staff in online learning and instructional design for the 2020-21 year.

Exhibits for 2.F.3
2F3-1 RTC Diversity Plan
2F3-2 Reference Check Form
2F3-3 Policy 4.30 Background Verification

2.F.4

Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.

STAFF EVALUATIONS

Classified and exempt staff complete an annual Performance Development and Assessment Plan (Exhibit 2F4-1). This was revised and updated for 2018-19, asking each administrator and staff employee to set three goals for the coming academic year. One must be tied to the value of equity; the other two can be linked to any of the College's broad values. For instructional administrators, feedback on the annual Plan may also include the results of anonymous employee evaluations.

FACULTY EVALUATIONS

CLASSROOM OBSERVATIONS

The faculty observation schedule is set in the RFT collective bargaining agreement. Adjunct and Associate faculty are observed every two years by a supervisor. Tenured faculty have annual observations, while tenure-track faculty are observed every quarter by each member of their tenure committee. RTC has three primary observation forms for different instructional modes, a fourth for faculty counselors, and a fifth for faculty librarians (Exhibit 2F4-2):

- Traditional classroom observation
- Lab observation
- Online/hybrid course observation
- Adviser observation
- Library observation

Each observation includes suggestions for improvement, and instructors have the opportunity to respond, in writing, to any questions or concerns before they sign the form.

STUDENT EVALUATIONS

Institutional Research supervises the release of quarterly student course evaluations. These are available in the Canvas LMS for each class, and students have the opportunity to comment on their instructor and the class, as well as any online or lab components. All faculty and their supervisors are encouraged to look at their evaluation results each quarter. For the 2020-21 academic year, instructors reflected on student comments in Retention Action Plans, which included their proposed improvements to teaching methods, strategies, and/or materials.

SELF-EVALUATIONS

All adjunct, associate, and tenured faculty complete an annual self-assessment form (Exhibit 2F4-3) based on the skills standards for the Certification Tracking System. Tenure-track faculty are exempted from this requirement because they complete self-assessments as part of their annual online portfolios.

TENURE PROCESS

Tenure follows all Washington state laws and is detailed in Article 6, Section 16 of the faculty collective bargaining agreement (see p. 22). The portfolio-based process at RTC is collaborative, transparent, and growth-oriented, and since 2016, it has been housed entirely in the Canvas LMS. It also is guided by a faculty Steering Committee and detailed Guidebook (Exhibit 2F4-4).

Each candidate is assigned a committee to help guide them through the process, and this committee makes annual recommendations at three points: promotion to Year 2, promotion to Year 3, and promotion to full tenured status. Each committee member shares individual comments and feedback in the Canvas site, and the supervising dean writes a letter to the Vice President of Instruction (VPI). The VPI and President review each

complete site and make recommendations to the Board of Trustees, which looks at all materials. Candidates have the opportunity to meet briefly with the Board at each major approval point.

Exhibits for 2.F.4

2F4-1 Performance Development and Assessment Form, 2018-19
2F4-2 Faculty Observation and Self-Assessment Forms
2F4-3 Faculty Self-Assessment Form
2F4-4 Tenure Process Guidebook

2.G STUDENT SUPPORT SERVICES

2.G.1

Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.

LEARNING ENVIRONMENTS

RTC's main campus hosts traditional lecture classrooms, computer labs, and a variety of clinical and laboratory spaces for applied learning, all of which are supplemented online by the Canvas LMS. All lecture rooms have instructor workstations and video projectors. Computer labs have the capacity for 20 to 45 students, which is reasonable considering the College's low student-faculty ratios: 16.5 to 1 in 2015-16 to 14.5 to 1 in 2018-19. As a technical college, RTC strives to provide specialized learning environments that simulate the workplace. For example, the healthcare area of study includes patient simulators for phlebotomy, anesthesia technology, and nursing. Culinary arts students work in a professional kitchen, and since 2016, automotive students practice skills in state-of-the-art garages. These facilities prepare students for success in internships, cooperative education, clinical placements, and ultimately employment. Study spaces are available in the Library and the Learning Resource and Career Center (LRCC), which is described below. New spaces created in the past few years include areas for quiet reflection and prayer as well as a dedicated space for nursing mothers.

To more equitably serve the needs of individuals in the community and fulfill our mission, RTC offers programming at several satellite and partner locations:

- The RTC Annex, located less than a mile from the main campus, houses the Construction Center of Excellence, which supports all community and technical colleges in Washington.
- RTC Downtown, which currently hosts high school completion and English language classes for College and Career Pathways (CCP), has two instructional spaces, both with computers.
- CCP classes also run at YWCA Opportunity Place in downtown Seattle, where space is shared with a WorkSource affiliate that provides all-in-one employment and training assistance.
- Additional CCP classes are offered ten miles south of the main campus at the Multi-Service Center in Kent and at local apartment complexes and community centers.
- The Auburn Center supports engineering programs when in-person instruction is possible.

Quarterly student course evaluations ask students to rate whether or not specific aspects of RTC's learning environments are acceptable. They select either no (rating of 0) or yes (rating of 1); in other words, averages closer to 1.0 are better. For over 6,400 lab course evaluations between fall 2017 and winter 2020, overall averages have been extremely high, which indicates that the College is providing adequate resources for learning:

- 0.96 for "There is adequate equipment to complete the assignments."
- 0.97 for "There are adequate tools to complete the assignments."
- 0.96 for "There are adequate supplies to complete the assignments."

Additionally, the College solicits student feedback about learning environments through surveys. A wide-ranging Annual Student Survey was last administered in fall 2017. Responses indicated a good level of satisfaction with the location of classrooms (4.1 out of 5 for both students of color and white students) and the location of computer labs (4.0 and 4.1 respectively). Students also rate their satisfaction with many RTC programs and services, and where available, disaggregated averages are included, in table format, in the descriptions that follow. Student satisfaction ratings and details about the equitable operations of financial aid, advising, and library services are included in 2.G.4, 2.G.6, and 2.H respectively.

With the March 2020 move to remote instruction for the majority of RTC programs, a special student survey was created for the summer quarter, to get more information about students' home technology, their confidence with online classes, and their preferences for online learning environments. Results suggested that the College had done well in its initial efforts to get technology into students' hands (87.4% agreed that they had all the technology and tools I need to participate in online/hybrid classes). Because there still was room for improvement, College Technology Services and its funding partners continued to acquire Chromebooks and laptops to check out to students for the 2020-21 academic year. The survey also indicated students' favored instructional methods for online classes: 69.6% found videoconferencing sessions to be useful, while recorded video lectures was the most popular choice for helpful resources. This information was shared with faculty as best practices for approaching the fall 2020 quarter, and new employees in eLearning offered trainings and one-on-one sessions to help instructors learn how to use video software effectively.

BEHAVIORAL HEALTH

Goal 1 in the Comprehensive Strategic Plan includes the specific outcome to "invest in mental health counseling and interventions." To this end, two behavioral health counselors were hired in early 2020. They offer confidential short-term services related to anxiety, depression, coping skills, and life events, and they also make referrals to community and partner resources. The team can be contacted via a dedicated email address, a shared phone number, or a simple online Behavioral Health form. To continue to support students remotely, they have telehealth counseling sessions and drop-in Zoom sessions each Wednesday, with themes like coping skills or drug and alcohol awareness. Because Behavioral Health is a new service at RTC, no feedback data are available, but the unit will be added to the next Student Survey.

BOOKSTORE

RTC contracts with Follett for its on-campus bookstore, conveniently located in the main administration building near Registration and Financial Aid. Students can purchase textbooks, uniforms, supply kits, office supplies, college merchandise, and a variety of snacks. The bookstore website takes orders for pick-up or delivery and accepts major credit cards and PayPal. As the survey data below indicate, satisfaction rates are good. To continue a high level of service during remote operations, the bookstore implemented free shipping options and coordinated with staff in Enrollment Services to help students use their financial aid or emergency funding to purchase textbooks and supplies online.

Satisfaction with…	Rating from Students of Color	Number of Students of Color	Rating from White Students	Number of White Students
Bookstore	4.2	129	4.2	76

CAREER SERVICES

Once limited to a small office, Career Services now is located in C-104 in a space with over 20 computer workstations. Students can schedule appointments for mock interviews or assistance with resumes and cover letters. They also have access to an online job board, using the Symplicity platform, where they can apply directly for positions posted by employers across the country. Working with the City of Renton, the Renton Chamber of Commerce and Renton WorkSource, Career Services coordinates on-campus job fairs for students and the community at large, with over 70 businesses represented at the fall and spring events and more than 40 businesses and 200 job-seekers coming to the first winter fair in 2020 (95.2% positive ratings on the feedback survey). Because job placement is key to the RTC mission and satisfaction data showed room for improvement, a new Career Services Manager was hired, with the goals of expanding offerings and increasing awareness about the resources available to students.

Satisfaction with…	Rating from Students of Color	Number of Students of Color	Rating from White Students	Number of White Students
Career Services	4.0	93	4.2	37

DISABILITY RESOURCE SERVICES

Disability Resource Services (DRS) ensures that students with a variety of learning challenges have equitable opportunities to complete their programs. Services include instructional accommodations as well as specialized chairs and desks; readers and scribes; Braille support; and contracted sign-language interpreters. Based in part on 2015 CCSSE results, where only 34% of respondents said they were very satisfied with services to students with disabilities, the College moved to hire a full-time, dedicated Director for DRS. The 2017 Student Survey shed more light on the problem, revealing that students of color reported significantly lower satisfaction.

In response, the new DRS Director examined the unit's intake process and worked to educate faculty about accommodations. New technology, such as Livescribe Echo smartpens, was purchased for students in need of audio recording support. Notification paperwork for instructors was revised to be more specific and clear-cut (Exhibit 2G1-1), and the proposed adoption of Accessible Information Management (AIM) software can streamline that process. Even with instruction moved online in 2020, in the winter and spring quarters, DRS actively engaged 131 different students, providing a variety of accommodations including 35 books in alternative format, ergonomic furniture, course materials in Braille, and ASL interpreting via video chat.

Satisfaction with…	Rating from Students of Color	Number of Students of Color	Rating from White Students	Number of White Students
Disability Services	3.9	45	4.4	26

FOOD SERVICES

To support students who are on campus from early in the morning through the afternoon, during normal operations, RTC offers several affordable dining options. The bakery is open from 7 a.m. to 1 p.m. The main cafeteria serves breakfast (7 to 10 a.m.) and lunch (11:15 a.m. to 1:00 p.m.), with a grill, salad bar, and sandwich bar. Lunch also is available at Culinaire Express, a fast foods area open through 2:45 p.m. Finally, the fine dining, restaurant-style Culinaire Room features lunch service and a rotating menu published on the RTC website.

Food Services constantly seeks to meet the needs of the community. They encourage regular customer feedback and add new menu items, especially to accommodate dietary preferences of the diverse college

community. In 2017, to address an ongoing equity concern with evening programs, the Director of Food Services worked with the Washington State Food Truck Association to bring food trucks to campus from 5 to 8 p.m. Due to low sales, however, the agreement was not renewed.

Most recently, with coronavirus leading to far fewer individuals on campus, menus have adapted with new grab-n-go offerings and box meals. Students in Culinary Arts and Professional Baking programs are practicing more math than ever by reducing recipes to make smaller quantities.

Satisfaction with…	Rating from Students of Color	Number of Students of Color	Rating from White Students	Number of White Students
Food Services	4.0	99	4.1	53

INTEGRATED BASIC EDUCATION SKILLS AND TRAINING (I-BEST)

RTC is a state leader in I-BEST career training options, where students are team taught by a content expert and an adult basic education specialist, for a "learn by doing" model. Core language, quantitative, and study skills are contextualized within a professional-technical program like medical assistant, welding, or computer network technology. I-BEST participants at RTC are 20% more likely to complete a certificate or degree than students who do not have this option.

LEARNING RESOURCE AND CAREER CENTER (LRCC)

The LRCC offers multiple student support services in a centralized location: an open-access computer lab with free printing (up to 10 pages per day), student ID cards, space for group studying, and one-on-one peer tutoring. Tutoring, which has been offered since 2013, is one of the most in-demand services, and where there is high, consistent need, tutors may be embedded in specific programs like computer science. Under normal conditions, the LRCC is open Monday through Saturday, although hours vary. With COVID-19 closures, tutoring shifted to Zoom, with up to fourteen different rooms and over 30 tutors available from 8 a.m. to 7 p.m. Monday through Thursday (a substantial increase from face-to-face availability).

The space also hosts CHIPS (Computer Help & Information Protection Support), where trained student staff provide free computer assistance, troubleshooting, and repair for both software and hardware. Students pay only for necessary replacement parts. In 2019, CHIPS received a $10,000 grant to start a laptop loan program.

The Food Pantry (formerly Elijah's Pantry), which is co-located in the Career Services Center in C-104, was launched by the Associated Student Government to address food insecurity. The 2017 Student Survey showed that this was the highest unmet need, with 15.6% of respondents indicating that they needed assistance. On average, there are 35 visits per week to the Pantry. The quarterly goal is to distribute 18,000 pounds of food and household supplies, including diapers and personal hygiene items. By November of the fall 2020 quarter, with full social distancing precautions in place, that benchmark already had been met.

For additional wrap-around support, the LRCC also hosts a United Way of King County Benefits Hub, a community partner that offers free assistance with financial planning, college financing, housing support, benefits access, food access, and emergency funds. All RTC students can take advantage of these services in person, and consultations are available by video chat and phone.

LRCC usage keeps increasing, from 18,365 visits in 2015-16 to 33,910 in 2017-18. The LRCC also has strong student satisfaction ratings (see below), as well as data to back up the impact of peer tutoring on student success, particularly for those in academic transfer programs. An internal study conducted in 2015 found that transfer students who received tutoring had a 79.1% retention rate, compared to just 63% for those who

never used the service. The data convinced the College to more than double institutional funding for tutoring, thereby freeing up Associated Student Government resources for important equity-driven projects. In the spring 2019 Learning Engagement Survey, 81% of students respondents agreed that the LRCC is very helpful.

Satisfaction with…	Rating from Students of Color	Number of Students of Color	Rating from White Students	Number of White Students
Learning Resource Center	4.4	126	4.4	61
Tutoring Services	4.1	72	4.3	25

NEW STUDENT ORIENTATION

New Student Orientation (NSO) emphasizes reaching all students and setting a foundation for success. Students hear about important campus resources, from disability services to the library, and learn how to set up their RTC email and Canvas accounts. Online options for NSO started in 2019. The NSO webpage also includes links to WOIS career assessment surveys to help students find the program that fits their strengths and goals and WorkForce Education funding opportunities to help students finance their education.

RE-ENTRY SERVICES

A dedicated manager works with students who are exiting the justice system to support their success in and completion of career programs. Working with the Department of Corrections and different community-based organizations, Re-Entry Services has focused on increasing enrollment of this population. The manager has been meeting weekly with Corrections Navigators and the State Board for Community and Technical Colleges (SBCTC) to develop a new work model. The Men of Merit campus organization also has provided additional support for re-entry students of color.

REGISTERED APPRENTICESHIPS

RTC holds affiliations with over 20 registered apprenticeships, which have at least 94% job placement rates for those receive their journey cards. Students have the option of using their apprenticeship hours and related instruction credits towards an applied associate's degree in multi-occupational trades. After partnering with the Lieutenant Governor's Office and Central Washington University, the College now can offer a pathway to an applied baccalaureate degree in project management to carpenters apprentice degree completers.

RTC FOUNDATION

The RTC Foundation (RTCF), a 501(c)(3) public charity, provides quarterly scholarships and emergency short-term loans to help with car repairs, equipment purchases, or rent. Annual plan goals include increased fundraising and in turn increased financial support to students. Final totals for the 2019-2020 school year stand as follows:

- $281,732 in scholarships – a 40% increase over 2018-19
- $48,521 in book and equipment grants – a 128% increase over 2018-19
- $49,985 in emergency grants – a 36% increase over 2018-19
- $32,185 in computers and Chromebooks – part of RTC's COVID rapid response to support the shift to remote learning

To be able to assist more students, RTCF staff work tirelessly to apply for grants and to secure additional donations and scholarships, such as $2,000 awards for former U.S. Marines and $50,000 from PACCAR Foundation to support the purchase of special mechatronics training equipment. In spring 2020 alone, the RTC Foundation awarded 137 scholarships with a total value of $93,000.

Two major new grant initiatives provide up to $1,500 for tuition and fees for previously under-served populations: the "First Quarter 1500," which supports recent high school graduates, and an Eva Gordon Endowment Bridge Grant, which supports College and Career Pathways (CCP) students transitioning to the computer science or central service technician programs. The latter builds strategically on new bridge classes developed through partnerships between basic skills and professional-technical faculty.

Satisfaction with…	Rating from Students of Color	Number of Students of Color	Rating from White Students	Number of White Students
RTC Foundation	4.3	65	4.3	24

STUDENT LEADERSHIP

Student Leadership is the central hub for activities and student programming, with the following purpose statement: "Student Leadership facilitates leadership development, provides opportunities for student involvement and supports student learning, creating connections for student success." This service has its own dedicated space, with a front desk, offices, and meeting room. One notable offering from Student Leadership is the Beta Phi Delta chapter of the international Phi Theta Kappa Honor Society for two-year colleges, with more than 600 inducted members.

The most prominent program, however, is the Associated Student Government (ASG), run by an Executive Board and various Senators. ASG administers and decides how to spend the student fee budget of approximately $600,000 annually. They have created the Textbook Access program, which has grown from 235 to over 400 books available in library reserves, as well as a calculator loan program that has increased from 45 to more than 200 devices for students to check out. ASG's Health & Wellness Program also provides free passes to area fitness providers, including gyms, martial arts, and yoga studios.

In their 2020-21 budget, ASG leadership decided to allocate more funding in three areas that directly impact equity in learning: tutors, student ambassadors and outreach, and projects for Men of Merit and Women of Merit. These are just two of the many student organizations overseen by ASG; others include Black Student Union, Muslim Student Union, LGBTQ+, and the RTC Veterans Club. The diverse opportunities may explain, in part, why students of color rate student leadership and clubs more highly than white students do.

Satisfaction with…	Rating from Students of Color	Number of Students of Color	Rating from White Students	Number of White Students
Student Government	4.4	50	4.1	18
Student Clubs	4.4	44	4.2	19

TESTING SERVICES

Run by a Manager and two Specialists, the RTC Testing Center is an official Pearson VUE center, which includes thousands of exam options for the community. Testing services also include ACCUPLACER, directed self-placement exams for RTC, Automotive Service Excellence (ASE), CLEP, GED Testing, Microsoft Office Specialist (MOS), TEAS-VI, and proctoring for non-RTC students. The Testing Center selects relevant new certification opportunities, like QuickBooks and Adobe Certified Associate, which map directly to career opportunities. For continuous improvement, the staff have set a goal of meeting the quality standards of a National College Testing Association (NCTA) Certified Center.

In addition to 23 computer workstations, special rooms are available for students who need accommodated testing: separate spaces, quiet rooms, translators, or other support personnel. With the shift to remote

operations under COVID-19, Testing Services pivoted quickly to facilitate remote proctoring of ACCUPLACER and other in-demand exams, and staff are exploring ways to automate free payments.

Satisfaction with…	Rating from Students of Color	Number of Students of Color	Rating from White Students	Number of White Students
Testing Services	4.2	84	4.1	41

VETERANS SERVICES

A dedicated manager and support staff assist military veterans and their eligible family members with VA Educational Benefits paperwork and other services. They also certify eligibility for tuition, fees, and housing allowances and conduct outreach to local populations, such as Joint Base Lewis-McChord (Army and Air Force). Veterans receive priority registration into programs and then priority class registration each quarter; those who do not have G.I. Bill benefits but who were discharged honorably qualify for a 25% discount on tuition. Working with approximately 150 students per quarter (143 in 2019), Veterans Services received more "very helpful" ratings than any other student support service in the 2019 Student Learning Engagement Survey. They sponsor luncheons so student veterans can socialize and offer feedback about RTC programs and services, and in early 2021, a VetCorps Navigator was hired to provide additional customer service in afternoons and evenings.

Satisfaction with…	Rating from Students of Color	Number of Students of Color	Rating from White Students	Number of White Students
Veterans Services	4.2	37	4.2	13

WORKFORCE EDUCATION

The Workforce Education division helps students navigate funding processes associated with worker retraining and other Washington state social programs. It also supports faculty positions and programs that lead to sustainable employment. Not surprisingly for a technical college, RTC enrolls many students who qualify for worker retraining, and we have been fortunate to receive larger state allocations and funding each year. The College supported 279 FTE in 2018-19 and 296 FTE in 2019-20, even with COVID-19 enrollment drops. For 2020-21, RTC received a worker retraining allocation of 325 FTE and an additional $179,375: $52,675 for direct student aid and $126,700 for staffing, which is being used to convert a part-time employee to full-time.

Exhibits for 2.G.1
2G1-1 Disability Resource Services Notification Templates for Instructors

2.G.2

The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.

The RTC Catalog is published online each year. It includes all of the following:

- mission, vision and values
- admission requirements
- tuition, fees, payment plans, and refund policy
- grading policy
- academic course and program details, including course sequences and learning outcomes (example = Legal Assistant certificate
- faculty and administrator degrees
- academic calendar

Starting in 2017, the College transitioned from a static PDF catalog to a full-featured website using accessible DIGARC ACALOG software. The new framework is easier for students to search and for staff to update. It also includes printable degree plans, which are important to RTC's Guided Pathways efforts.

RTC also provides important information in other locations, to maximize availability. For example, the academic calendar also is provided on the College website and in the course syllabus template. General tuition and fees are available on the RTC website. The tuition refund policy explains the difference between the College's internal requirements, applicable to the first twenty days of the quarter, and federal Title IV policy for Pell Grants, Federal Supplemental Educational Opportunities Grants (SEOGs), or Direct Loans. This page is part of the larger financial aid website, which includes eligibility requirements, scholarships, types of aid, repayment, counseling, and other helpful links.

2.G.3

Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.

As a technical college, RTC has several programs where graduates must earn state and/or national licensure in order to work. This is most common in the Health and Human Services area of study. Potential requirements include a standardized exam, a criminal background check, health or medical insurance, HIV/AIDS training, and/or a series of immunizations and physical exams.

Requirement for official licensure are provided on the RTC website and in the College Catalog, through program descriptions. Here are two examples:

- The description for Medical Assistant reads, "A state certification is required of all those who work in this field and is obtained after passing a required credentialing exam. The Registered Medical Assistant Exam from the American Medical Technologists is given to all students during the last quarter of the program."
- The Pharmacy Technician program description states that "A state license is required of all those who work in this field and is obtained after passing the required National Certification exam and applying to the Washington State Board of Pharmacy." This is reinforced in a student learning outcome, "Earn a Washington State Board of Pharmacy license by passing the PTCB national certification exam."

A summary of all published licensure disclosures is included as Exhibit 2G3-1.

Exhibits for 2.G.3

2G3-1 Licensure Requirements by Program

The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

The financial aid website is the primary resource for published materials related to types of assistance and policies around aid. It includes information about twelve different types of aid, including grants, loans, scholarships, worker retraining, WorkFirst, and BFET. Each has its own web page with a summary and contact information. In keeping with RTC's Mission to engage a diverse student population and Values of Community and Equity, there is a special page for DACA and Undocumented Students, describing the 1994 Real Hope Act and eligibility for the Washington College Grant (formerly the State Need Grant).

The Satisfactory Academic Progress (SAP) policy supports accountability with different tiers of eligibility: satisfactory, warning, probation, and suspension. Students can use a convenient online form to appeal their SAP standing. A major achievement for the 2019-20 year included a revision of SAP policy to simplify internal processes and decrease the number of aid suspensions.

The most common financial aid program for RTC students is the federal Pell Grant, with 1,100 to 1,200 funded every year; the average award in 2018-19 was $3,674. The second most utilized program, the State Need / Washington College Grant, helped 731 students with an average award of $2,444 in 2018-19, up from 661 students and $2,191 in 2015-16.

EDUCATION AND SUPPORT

Students have access to counseling curriculum and iGrad's 30-minute online training on financial wellness, which goes through funding sources, gives advice about smart borrowing, and explains repayment obligations. The platform also allows registered users to track the status of their loans.

In the 2019 Student Learning Engagement Survey, 45% of respondents said that finances or money might prevent them from completing their credentials. In early 2020, therefore, the Financial Aid department began offering in-person sessions to assist students in filling out the FAFSA and WASFA (Washington Application for State Financial Aid). During remote operations, these have continued online, Monday through Thursday.

In the 2017 Student Survey, both students of color and white students rated Financial Aid services at 4.3 out of 5.0. Since then, the Financial Aid Office has focused on improving customer service through efficient processing of files and, in coordination with the Business Office, rapid disbursement of funds, with checks available on the first day of the quarter. This commitment to getting students the money that they need has continued during the College's remote operations, with new, online financial aid forms that can be completed and e-signed directly in a web browser.

Satisfaction with…	Rating from Students of Color	Number of Students of Color	Rating from White Students	Number of White Students
Financial Aid	4.3	110	4.3	47

RTC FOUNDATION SCHOLARSHIPS AND EMERGENCY GRANTS

Scholarships are administered through the Renton Technical College Foundation (RTCF). With a single online application, students are considered for over fifty different awards, many of them specific to a particular academic program. Some highlights include the following:

- Quarterly scholarships ranging in amount from $500 to $4,000.
- First quarter $1,500 grants for high school seniors entering their first quarter at RTC.
- Emergency grants up to $200 for life needs.
- Book and equipment grants of up to $500, for currently enrolled students who have completed at least one quarter at the College. These were in high demand in early 2020, when COVID-19 pushed RTC to online operations and many students lacked technical equipment. The RTCF also purchased laptops to gift directly to students in need.

The scholarship application deadline is publicized through e-mail, social media, and announcements in the Canvas LMS. Thanks to increased fundraising and donations from staff and faculty, the RTCF awarded $259,000 in funds for the 2018-19 year and a record $412,425, including over $32,000 for computer purchases, for 2019-20.

In the wake of the coronavirus, the Foundation stepped in to keep students in school. Most notably, in both spring and summer 2020, RTCF staff worked with the Financial Aid Office to provide tuition assistance to 60 students who otherwise would have been dropped from their classes.

2.G.5

Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution's loan default rate on its website.

The RTC refund and repayment web page clearly states the two different policies for institutional aid versus Title IV funds. Student letters of eligibility with the year's financial aid offer also include this information (Exhibit 2G5-1).

The College's cohort default rates are published on our loans webpage and reported to NWCCU each year in the Annual Report. Very few RTC students take out federal loans, and recent totals have ranged between 330 and 350 graduates in repayment. Similar to the national default trend, cohort rates for the most recent three years had been declining steadily: 13.4% in FY 2014, 9.8% in FY 2015, and 8.3% in FY 2016. For FY 2017, the rate has increased, to 11%, which is still well below the 30% threshold that requires special attention under the Higher Education Act. It also compares favorably with rates at four of five of our chosen peer institutions (see Exhibit 2G5-2 for data).

Exhibits for 2.G.5
2G5-1 Sample Student Offer Letter
2G5-2 Cohort Default Rate Peer Comparison Data

2.G.6

The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisers are defined, published, and made available to students.

Since 2012, advising has undergone dramatic changes at RTC. A five-year Title III Strengthening Institutions Program Grant provided funds to establish a student-focused, developmental advising system. Professional advising at RTC currently involves three primary groups:

- entry, to enroll students in an RTC course of study;
- advising / counseling, to keep students on the path to graduation and career success; and
- full-time faculty, who have advising as a primary contractual responsibility.

For entry, Student Success Specialists meet with new students, help them determine the best-fit programs, and assist with the enrollment process. Two Specialists focus on international populations, and a third serves as the Transitions Specialist to help College and Career Pathways (CCP) students move from ELA or high school completion classes into programs. The Re-Entry Services Manager works specifically with students coming from the justice system.

Nine academic/career counselors assist with course registration and career planning. They are assigned specific programs and special populations, to become expert advisers and partner with instructional faculty in moving students towards graduation. For example, one academic/career counselor (also a tenured faculty member) specializes in healthcare programs and is an authority not only on the curricula but also for immunization requirements and timelines. Another counselor was hired to focus on the needs of high school students taking RTC classes as part of the Running Start program, which calls for knowledge of graduation requirements in multiple school districts and specialized billing and reimbursement. Some counselors work with students by funding source, such as worker retraining, WorkFirst, or BFET, to ensure that students meet all eligibility requirements to maintain their benefits.

A good example of RTC's intentional focus on advisement is the quarterly Student Advising Day. As a designated non-instructional day, its purpose is to provide time for both advisers and instructors to meet individually with students who need additional support.

Staff have risen to the challenge of maintaining high-touch advising and personal connections during remote operations. Overall messaging to students has increased, using e-mail and text-messaging services. A drop-in Zoom lobby provides regular opportunities for students to connect with advisors, and at the end of the fall 2020 quarter, a dedicated Microsoft Bookings page was piloted for immediate appointment scheduling; rather than calling or e-mailing and waiting for replies, students simply select an available time slot. Between November 2020 and January 2021, 423 different students booked 492 sessions.

Success Specialists and counselors have multiple resources to meet expected advising outcomes (Exhibit 2G5-1) and to support advising, including the following:

- the RTC Catalog
- Program credit analyses and outlines, which detail optimal course sequences
- Program Registration Guides (PRGs) that list the specific class information for each program cohort

Soon, advising staff will have an additional resource for their work: EAB, a comprehensive student success platform. The software includes enhanced degree audits, so students can map out different options to complete their credentials, and also promotes real-time interventions (for example, when an instructor flags a student for missing class, multiple staff can be notified). Implementation of EAB is scheduled for 2021.

The Dean of Student Success, who supervises academic advising, is an ex-officio member of the Curriculum Committee and sees all revisions to program curricula and requirements. Information like this is shared at weekly team meetings to discuss challenges and best practices. Advisers also frequently attend department meetings for academic programs.

Survey data have indicated both increased use of advising services and overall strong student satisfaction. The Survey of Entering Student Engagement (SENSE) was administered in 2012 and 2015 to evaluate the impact of advising changes under the Title III grant. Table 2.G.6.1 shows the dramatic increase for this indirect measure.

Table 2.G.6.1. SENSE Survey Results from 2012 and 2015

SENSE Question	2012 Results	2015 Results	Percent Change
I can meet with an academic advisor at convenient times.	58%	78%	+ 20%
An advisor helped me select a program.	43%	68%	+ 25%
An advisor helped me set academic goals and make a plan.	34%	52%	+ 18%
An advisor helped me identify needed courses.	45%	74%	+ 29%

Similar gains appeared in the CCSSE. In 2012, only 37.4% of respondents said that they regularly used academic advising, but after the new Title III model was piloted, this increased to 54% in 2015. That same year, 76.2% of respondents rated their advising experiences as satisfactory or better, and comparable patterns can be seen in the 2017 survey results shown below. To improve the experiences of students of color, staff have been re-examining policies and procedures through an equity lens, and advising reform is key to the College's Guided Pathways work plan.

Satisfaction with…	Rating from Students of Color	Number of Students of Color	Rating from White Students	Number of White Students
Advising Services	4.1	125	4.3	76

Exhibits for 2.G.6
2G6-1 Advising Outcomes

2.G.7

The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

The College has identity verification processes for both initial enrollment and access to online classes.

IDENTITY VERIFICATION AT ENROLLMENT

For paper applications, information listed on the enrollment application must match that of a valid government issued ID (driver's license, passport, visa, or other official identification).

For online applications, identity is verified through the SBCTC online Web Admissions Center, which asks for a social security number and other identification checks. This has become much more crucial with COVID-19 protocols keeping both students and staff away from campus.

IDENTITY VERIFICATION IN DISTANCE LEARNING

Like all members of the Washington CTC system, RTC uses the Canvas LMS for distance education. Students cannot access course materials without first logging in using their unique nine-digit student ID number as well as an individual password. Nothing is linked to a social security number or other sensitive information.

Policy 5.1 College Technology Services Acceptable Use (Exhibit 2G7-1) states that everyone must protect passwords and use only authorized computing hardware and software. Additionally, it specifies that people "may not use another individual's account, or attempt to capture or guess other users' passwords."

Completing an assignment or taking an assessment for another student constitutes a violation of the Student Code of Conduct under academic dishonesty.

Exhibits for 2.G.7

2G7-1 Policy 5.1 College Technology Services Acceptable Use

2.H LIBRARY AND INFORMATION RESOURCES

Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.

The RTC Library operates under its own mission statement: The Library is committed to a culture of inclusivity, equity and advocacy by providing quality resources, spaces, staff and instruction in the pursuit of intellectual discovery, life-long learning and student success.

In particular, to support RTC's broader mission of engaging a diverse student population through educational opportunities for career readiness and advancement, the library provides the following in keeping with its Procedures Manual (Exhibit 2H-1):

- professional staff for assistance
- spaces that invite discovery and scholarship
- current and robust collections and resources, particularly for career fields and English language learners
- support services that meet the unique needs of students at a technical college
- contextualized instruction
- responsible stewardship of its operating budget
- continuous improvement processes to ensure optimal services

LIBRARY STAFF

Students, staff, and faculty are supported by a library staff comprised of one Library Associate Dean / Director, two full-time Faculty Librarians, one full-time Library Coordinator, one full-time Library Specialist, one part-time Library Specialist, and one part-time Library Paraprofessional (Exhibit 2H-2 for CVs). In addition to dedicated staff, the library employs work-study students to assist with general library maintenance, special projects, and circulation needs.

These employees receive high ratings. In the library's spring 2019 survey, 96% of respondents agreed that the staff are approachable and helpful, and 100% agreed that staff are available when assistance is needed.

This level of staffing allows the RTC library to be open for a total of 61.5 hours a week, spanning Monday through Friday during typical academic sessions. Staffing also compares favorably to other Washington technical colleges, with RTC having the lowest student-to-librarian ratio in 2019-20 (Exhibit 2H-3).

PHYSICAL SPACE

The Library occupies the entire second floor of the C Building with about 17,000 square feet of assignable space. The central area of the library features networked computers with basic software and internet access necessary to complete assignments (Exhibit 2H-4). This open area also includes shelving for the curated print and media collections as well as a designated reflection and prayer space, which was added due to student

requests. Currently, all Library collections and materials are housed in the main library on the RTC campus, but there are future possibilities to create a small lending collection at the RTC Downtown location.

In a spring 2019 student survey, many cited the quiet, clean environment among the library's best features. Closed spaces include nine small rooms for individual or small-group study; one silent-study room with three computers; and a study room with a single computer containing specialized assistive technology. In addition to these rooms, there are multiple spaces in the library for study or exploration including open tables, study carrels, couches and chairs, and tables. A recent addition is the Collaboration Zone, which can hold up to 20 students for group work. This was driven by high demand for small study rooms as well as data from the AccuTrack check-in system, which showed that 25% of visitors and 20.2% of sign-ins in 2018 and 2019 were students seeking to work with others.

COLLECTIONS AND RESOURCES

The RTC library offers a wide array of resources to students, staff and faculty in support of their exploration, discovery and life-long learning. The Library Procedure Manual includes a detailed Collection Development Policy, and the entire campus also is encouraged to recommend resources for the library via an online suggestion form. Materials selection occurs on a priority basis, considering both content and format. The library has both an institutional budget and an ancillary budget, populated with money from student printing, for purchasing resources. To get insight from RTC faculty, the Library Planning Committee was reconvened recently to be a sounding board and advocate for the Library and to help guide programming and initiatives. The committee has helped design library surveys, trialed potential databases, and suggested avenues for partnerships between the library and the college as a whole.

The library collections contain close to 40,000 discrete volumes, including over 29,000 books available for loan. Almost 26% of the Library's operating budget goes towards print material purchases, including books, media, models and journals. Staff continuously evaluate collections for currency, condition, uniqueness, and the value they bring to the learning process of the RTC community, with materials purchased throughout the year. The 2019-20 library unit plan set a target that 25% of new purchases would have a diversity, equity, and inclusion (DEI) focus, and this goal not only was met but also surpassed. For 2020-21, the focus will be on DEI periodicals.

All students, staff, and faculty are able to borrow library materials by presenting their RTC credentials. Loan times depend on the collection and material type. Copies of current, required textbooks and course-related materials circulate with the greatest frequency. Using student fees, the Associated Student Government (ASG) purchases course textbooks and materials from the RTC Bookstore; the library then receives, catalogues, and circulates these copies as part of the Textbook Access Program (TAP), which had 651 loans in 2017-18. When students, faculty, or staff need learning materials that are not in the collection, they have two additional avenues: the Reciprocal Borrowing agreement or Interlibrary Loaning (ILL). This is facilitated by different online forms for books, media or articles.

Between January 2018 and November 2019, 11.2% of visitors indicated their intent to check out, return, or renew materials, and between 30 and 40% of those circulation records involved reserves material (see Table 2.H.1). During coronavirus shutdowns, staff developed a drive-through, socially-distanced distribution system and quarantine protocol for returned materials, which helped keep reserves borrowing at 80% of prior years' levels. Because many students lack reliable transportation, in the interest of equity and safety, the 2020-21 library unit plan has a goal of eliminating late fees and fines.

Table 2.H.1 Library Circulation and Reserves Usage

Database Name(s)	FY 2017-2018	FY 2018-2019	FY 2019-2020	FY 2020-2021
Main collection circulation	4,347	5,380	2,394	199
Reserves circulation	2,948	2,817	2,356	98
Annual circulation total	*7,295*	*8,197*	*4,750*	*297*

In addition to print collections, the RTC library subscribes to 21 multi-disciplinary and discipline-specific databases to support all programs. Students have access to these databases 24/7 through email authentication when off-campus, which has been crucial to maintaining library services for online learners. For wide topic scope, the college's ProQuest contract covers ABI/INFORM Trade & Industry, eLibrary, and Research Library, and as Table 2.H.2 indicates, it is by far the most-used database. The EBSCO Community College eBook Collection, with over 47,000 texts, offers online textbooks and supplementary materials for every RTC program. Examples of program-specific databases include CINAHL and Nursing Reference Center for students in Health and Human Services programs, and the IT eBook Core Collection (EBSCO), which was acquired specifically to support BAS programs in Information Technology. To increase resources for College and Career Pathways (CCP) students, the library recently purchased PrepSTEP, which supports English and math skill-building as well as GED test review in English and Spanish. When a database has consistently low usage, such as Auto Repair Reference Center, the subscription is cancelled.

Table 2.H.2 Library Database Usage Statistics

Database Name(s)	Hits in FY 2017-2018	Hits in FY 2018-2019	Hits in FY 2019-2020
ProQuest	17,654	15,903	16,375
CINAHL/HealthNews/Nursing Reference Center	2,519	4,452	1,200
EBSCO Community College eBooks	1,255	1,590	968
EBSCO IT eBook Core Collection	254	317	358

COMPUTING AND TECHNOLOGY NEEDS

The RTC library supports students with their technology needs by offering access to computers, software, and devices. The library has 47 networked computers for use on a first-come, first-served basis during open hours. Additionally, 20 wireless laptops may be checked out to use within the library (this service had 304 uses in 2017-18 and 230 in 2018-19). All computers are equipped with basic Microsoft Office programs and web browsers, as well as assistive software including Magnifier, Narrator, Natural Reader, On-Screen Keyboard, and Read & Write. One bank of workstations has Visual Studio or AutoCAD installed for specialized programs. Computer use ranks high among reasons that students visit the library, at 44% of visitors and 32.1% of sign-ins for 2018 and 2019.

Other forms of learning technology available for library checkout include web cameras, headphones equipped with microphones, hand-held voice recorders, mini DVD/Blu-Ray players, flip video cameras, USBs, external CD/DVD drives, and calculators.

The library offers self-service printing, copying and scanning for all patrons and can help students learn how to use this equipment. There are print release stations to ensure privacy of printed materials as well as a coin tower for the monetary transactions. 16.7% of visitors in 2018 and 2019 indicated that they planned to use these services.

The RTC librarians offer reference services via multiple service points, both in person and virtually. All library staff, including the librarians and the Director, spend time at the Information Desk to assist students with any information need, including reference help or citation assistance. In addition, the librarians are available for individual appointments via the "Book a Librarian" form on the library homepage. Finally, reference services are extended through the participation in a state and national online reference chat consortium Ask WA/QuestionPoint ensuring that users have access to a professional reference librarian 24 hours a day, 7 days a week. RTC participates for two hours each week, answering student research questions from all around the country and participating in 150 to 250 chat sessions each academic year.

The RTC library also meets the instructional needs of students by offering workshops, orientations, and classes that teach the foundations of information literacy and encourage discovery and exploration of information. Two tenured faculty librarians share instructional responsibilities and schedule classes based on faculty requests submitted through an online workshop form or in person. The librarians offer a selection of workshops that are designed to familiarize students with the library, its resources, ethical use of materials, and collection use to meet research needs. In 2018-19, staff offered 96 presentations, or 119.5 total instruction hours, to 1,505 students. Numbers dropped the next year, in part due to COVID-19 closures in 2020, with 95 total instruction hours (20% decrease) that reached 1,430 students (only a 5% decrease). For the current academic year, as of January 20, 2021, 357 students have benefited from library instruction, including new Zoom classes on research strategies and essay citation. One area for future improvement, once in-person workshops can be resumed, is to increase evening offerings to complement evening programs.

Other online instructional resources, all created by RTC library staff, also are available any time. Faculty have access to several video tutorials that can be embedded into Canvas to help instruct in database use and information literacy skills. Additionally, the staff has created over 75 Libguides as supporting resources for courses, topics, or college initiatives. These guides combine library-owned and public resources in a single location to recommend specific databases, books, and external websites. They had a total of 6,240 views in 2018-19, with "Finding and Evaluating Information" being the most popular.

Insight on student satisfaction comes from surveys. In the RTC College Annual Student Survey, the library was the highest rated service point location and support service for the entire campus, at 4.5 for students of color and 4.6 for white students. The spring 2019 library survey found that 96% of respondents agreed that the library provides them the information and tools needed to be a successful student, but also showed that there was increased interest in laptop computers. Based on this information, staff purchased ten new laptops for in-house use to enable students to complete time-sensitive tests.

Satisfaction with…	Rating from Students of Color	Number of Students of Color	Rating from White Students	Number of White Students
Library Services	4.5	130	4.6	65

Exhibits for 2.H
2H-1 Renton Technical College Library Procedures
2H-2 Curriculum Vitae for RTC Library Personnel
2H-3 Comparison of Library Staffing Levels
2H-4 Map of Library Computer Stations

2.I PHYSICAL AND TECHNOLOGY INFRASTRUCTURE

Consistent with its mission, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution's mission, academic programs, and services.

GENERAL POLICIES AND PLANS

The importance of college facilities appears in RTC policies and plans. Board Policy EL-4 charges the College President to "promote comprehensive facilities planning and execute the resulting plans for the use of the College's physical plant." This is reinforced twice in the 2017-2022 Strategic Plan. Goal 2 includes the need to "evaluate technologies and facilities to ensure accommodation of all campus constituents, within the college's capacity" in support of equity, while Goal 4 is to "invest in the College's infrastructure," particularly with technology.

PHYSICAL INFRASTRUCTURE

RTC's main campus has fourteen different buildings, which total approximately 437,000 square feet of space. The majority, eleven buildings, are designated as instructional spaces, and there are close to 1000 free parking spots for students, faculty, staff, and visitors. To the south, the state's Construction Center of Excellence and roofing apprenticeship program reside in the Annex (9,950 square feet). Satellite locations throughout our community, in downtown Renton, Auburn, Kent, and Seattle, provide instruction and wrap-around services for apprenticeships, English language classes, and adult basic education classes. In the 2019 SBCTC Facility Condition Survey, the average overall facilities condition was rated "adequate" (roughly 4 out of 5), with no buildings assigned a "replace or renovate" score (142 pages, available upon request).

Renovations and facilities upgrades follow specific procedures, guided by the Facilities Master Plan. Minor improvements follow Policy 2.8.1 Facility Modification and/or Repurposing Request, which includes a standard form (Exhibit 2I-1). Recent minor projects include accessible all-gender restrooms, which were requested by the Associated Student Government and approved in the interest of equity; a kitchen refit for the culinary arts program; an additional student TIG station and upgraded ventilation for the welding shop, to expand capacity for this popular program while ensuring safety; and a new nursing assistant lab room with patient simulators.

Funding requests for the 2021-2023 state biennial budget range from roof resurfacing to HVAC boilers and mixed air units to a new multicultural center.

The most recent major capital project occurred in 2017. The 63,550 square foot Paul Greco Automotive Technologies Complex, also known as the K complex, is energy-efficient and LEED-certified in keeping with the Goal 4 of the Strategic Plan and RTC's value of stewardship. Future major projects include a new Allied Health replacement building, on property already purchased near the main campus, as well as a Trades and Industries replacement building and a new Basic Studies building.

Even the RTC Associated Student Government (ASG) takes an active role in improving infrastructure. For several years, student leadership invested in savings accounts for capital equity, and in spring 2020, they received approval from the Board of Trustees to spend just over $22,500 to replace the cushions on 100 chairs in the Learning Resource and Career Center (LRCC), as a cost-effective means of ensuring clean, safe equipment in a high-traffic campus space.

ACCESSIBILITY

RTC facilities meet accessibility code requirements under the Americans with Disabilities Act (ADA). Building ramps, elevators with braille guides, and automatic swing door openers help all individuals to access different buildings. Updated, high-contrast signage was installed in 2016 to make it easier for students and visitors to navigate the campus. In 2019 the College also established Policy 4.38 (Exhibit 2I-2) outlining the process for bringing service animals to campus.

The State Board of Community and Technical Colleges (SBCTC) conducted a regular site visit in 2017 and made several recommendations for better ADA compliance. All concerns were addressed by 2019 (Exhibit 2I-3).

SAFETY AND SECURITY

Campus Security, which is staffed by a Director, five officers, and an administrative assistant, helps ensure a safe educational and working environment via pro-active patrol and security services. Personnel from this unit supervise key control, room access, security cameras, and safety trainings. Officers are on site Monday through Friday, from 6 a.m. to 10 p.m., as well as Saturday from 6 a.m. to midnight. They receive training in first aid, FEMA procedures, and report writing; future topics include defensive tactics and de-escalation techniques. A crime log for the previous sixty days is available to the public upon request, and any accidents or injuries that occur on campus are reported by form. Campus Security maintains and issues an annual Clery Report in September (the 2018 report and 2019 report are available online).

Recent improvements to campus security include the following:

- Security cameras in parking lots, building exteriors, and public spaces in the main administration building (Building I) were installed in response to increased car prowls and attempts to break into vending machines.
- Keycard access for buildings and classrooms created a user log and also meets Policy 7.1 Security of, Access to and Maintenance of Campus Facilities (Exhibit 2I-4).
- New leased patrol vehicles with enhanced lighting and branding (the security phone number is prominently displayed on the sides) replaced aging cars purchased at a county auction.

Emergency Procedures and evacuation maps are posted throughout campus. For drills and evacuations, each building has designated floor marshals to assist in clearing buildings, with specific plans according to building and even floor. Starting in 2016, Campus Security started trainings related to lockdowns and active shooter drills. All emergency notifications happen through the Alertus Mass Notification System, which pushes full-screen messages on work computers, automated emails, and text alerts.

Fire alarms undergo annual system tests with an external contractor. Campus Security checks all AED defibrillator systems monthly to ensure that all equipment is present and unexpired. In the future, the unit wants to add verification of emergency exit lighting to the monthly rotation.

Many technical programs at the College have specialized equipment or work with potentially harmful substances. Safety training is an integral part of the curriculum, from operating auto lifts to practicing blood draws. Certain machinery, such as welding torches, is serviced by experienced professionals and documentation kept on file in the associated lab space. The College also contracts with a variety of outside vendors to fulfill Policy 2.1 Hazardous Materials (Exhibit 2I-5) and safely dispose biological and medical waste from science and healthcare labs; oil and antifreeze from the automotive complex; and lacquers and solvents used in band instrument repair. Students agree that RTC lab environments are satisfactory; on course

evaluations between fall 2017 and winter 2020, compiled ratings average 4.6 out of 5.0 (between "agree" and "strongly agree") for lab safety rules being reviewed and also lab facilities being safe and well-organized.

In 2020, the coronavirus outbreak led to a new set of safety considerations. The RTC Comprehensive COVID-19 Safety Plan, created in keeping with Washington state guidelines, outlines rules for social distancing, personal protective equipment, and cleaning protocols. Faculty, staff, and administrators worked closely to make sure that necessary hands-on lab instruction could continue.

TECHNOLOGY INFRASTRUCTURE

College Technology Services (CTS) is responsible for both hardware and software at RTC. Under the CIO and Deputy CIO, four employees work on infrastructure and five staff specialize in support services. CTS oversees the purchase and installation of campus technology and software packages. Requests for new equipment, upgrades, and troubleshooting are coordinated through the Service Desk, which now features an automated ticketing system. CTS receives regular input from staff, faculty, and students who serve on the Technology Council governance body.

There are 66 different computer labs across all RTC campuses, with 1,071 machines. Students in Information Technology programs even have access to a separate server room "sandbox" practice. Almost every RTC classroom has computer equipment, most with specialized instructional software like AutoCAD for drafting or Dentrix for dental assisting. In 2020, remote desktop access, for students to use software from home, became a necessity rather than a longer-term goal, particularly in programs that were moved completely online.

Available software includes a variety of SBCTC IT tools for accounting (FMS), personnel management (PPMS), registration (SMS), and financial aid (FAS). Accessible new software and upgrades have been a consistent theme of the past seven years for RTC's technology infrastructure, including the following:

- AccuTrack, which is used to facilitate student check-ins and collect usage data in the LRCC, library, and Enrollment Services
- Microsoft Office 365, which offers online access for all students, staff, and faculty
- Qualtrics, which has become RTC's primary survey, online form, and data collection tool
- Qualtrics Vocalize, which provides a user-friendly interface for online student course evaluations
- SharePoint online, which integrates with Office 365 and hosts the College's intranet
- Signal Vine text messaging, which is used by Student Services to send reminders about advising, registration, and financial aid
- Tableau, which enhances the College's ability to make data-informed decisions
- Zoom, which supports videoconferencing

Other key upgrades have been made to wireless services, for equitable access across campus, and to the RTC phone system, which was switched to VoIP.

Data protection and network security are crucial to RTC's continued operations. Symantec Endpoint Protection is installed on all college-owned computers, and downloads of this antivirus software are available for personal use. Off-campus access to sensitive materials requires a college-issued computer and VPN log-in for increased security. Single sign-on (SSO) was implemented recently, and CTS upgraded the campus Microsoft licensing to provide additional online protections and reduce spam and phishing campaigns.

In the wake of a summer 2019 ransomware attack on a nearby technical college, CTS implemented Darktrace Enterprise Immune System, an AI appliance that learns typical network traffic, flags any unusual activity, and

immediately locks out intruders. External penetration testing done in early summer 2020 found no areas in need of remediation; next steps include dual factor authentication and internal penetration testing for 2020-21.

The COVID-19 pandemic has prompted a reimagining of the RTC technology infrastructure. In partnership with Human Resources and the President's Cabinet, CTS developed a teleworking policy and provided over 70 computers to employees for at-home use. The unit also supported expanded use of Zoom and Microsoft Teams for videoconferencing and set up Windows Virtual Desktop for faculty and staff to access their work computers remotely. Students also needed equipment; CTS worked with the RTC Foundation and Associated Student Government to purchase and distribute laptops to students in need. One program was designed for technical programs and another focused on Chromebooks for students in Career and College Pathways (CCP). By July 2020, over 200 laptops had been distributed.

On a final note, between now and 2022, RTC is working on two major technology infrastructure projects that will change the way that many departments and units run (see Figure 2.I.1). First, like the rest of the Washington two-year system, RTC is adopting ctcLink, a single enterprise software system that will replace four separate systems: FMS, PPMS. SMS, and FAS, as described above. Human Resources, the Business Office, Financial Aid, and Registration all will share a common, real-time platform to streamline information and reporting. Second, the College selected EAB student success solutions to support Guided Pathways outcomes. This web-based platform brings together career exploration, advising, interventions, degree audits, and other educational planning tools to support and track learners from enrollment through graduation. We anticipate that this new software will improve work efficiency and enhance the student experience at Renton Technical College, to meet our mission of engaging diverse individuals and serving their needs.
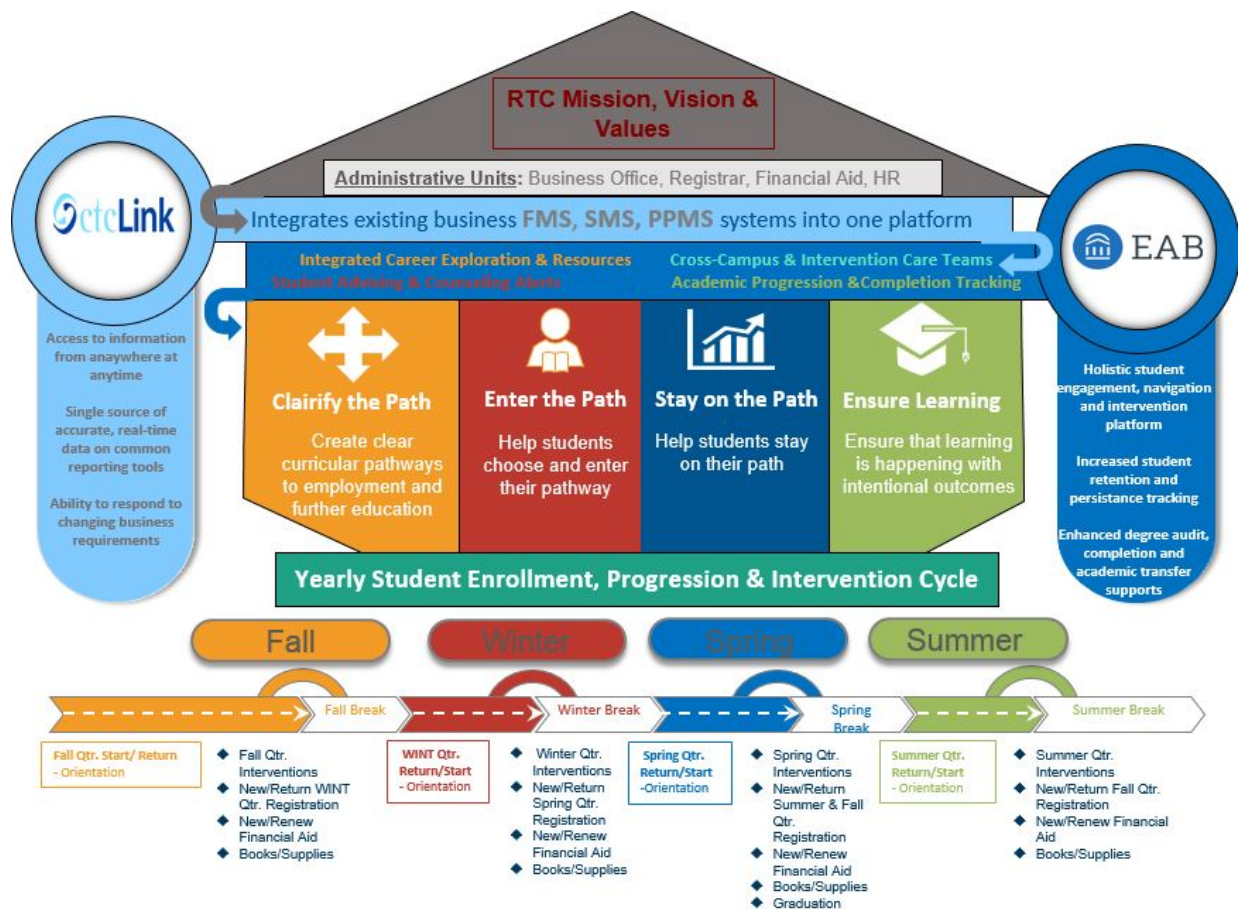
Figure 2.I.1. ctcLink and EAB Connections to Student Pathways and Success

2I-1 Policy 2.8.1 Facility Modification and/or Repurposing Request
2I-2 Policy 4.38 Service Animals
2I-3 SBCTC 2019 Civil Rights Review Letter
2I-4 Policy 7.1 Security of, Access to and Maintenance of Campus Facilities
2I-5 Policy 2.1 Hazardous Materials

COMPLETE LIST OF STANDARD ONE EXHIBITS

1B1-1 Examples of 2017-18 Annual Unit Plans

1B1-2 Annual Priority Activity Plan Outcomes Assessment for 2017-18

1B1-3 Annual Unit Plan Examples (2020-21)

1B2-1 Current Strategic Indicator / KPI Definition Table

1B3-1 Cabinet Stakeholder, STEEP, and SWOT Analysis Results

1B3-2 Budget Enhancement Request, Additional Contemporary Business Cohort

1B3-3 Program Viability Rubric and Improvement Plan for Medical Office Programs

1C1-1 RTC Program Inventory (October 2020)

1C2-1 Program Outline and Credit Analysis for Registered Nurse

1C2-2 Learning Synthesis Experiences by RTC Program

1C3-1 Examples of Course Syllabi with Outcomes

1C3-2 Examples of Outcome Mapping

1C5-1 Culinary Arts Self-Reflection Template and Sample Response

1C5-2 Student Self-Reflection Pilot Report

1C5-3 Fall 2019 Outcome Maps

1C5-4 Example Assessment Plan, Fall 2020

1C5-5 Selected Annual Assessment Reports for 2019-20

1C8-1 Policy 6.9 Non-Traditional Learning

1C8-2 Forms for Awarding Credit by Industry Certification or Challenge Exam

1D4-1 Men of Merit Handbook, 2020-2021

1D4-2 Program Viability Rubric, 2018-19

1D4-3 2018-2023 Diversity, Equity, and Inclusion Council Five-Year Plan

COMPLETE LIST OF STANDARD TWO EXHIBITS

2A2-1 Curriculum Vitae for Cabinet Members

2A2-2 Organizational Charts

2A2-3 Curriculum Vitae for Deans, Directors, and Managers

2A3-1 Curriculum Vitae for Dr. Kevin McCarthy

2B1-1 Policy 4.7 Workplace Civility and Respect

2B1-2 Policy 4.5 Ethics

2B1-3 Policy 1.16 Conflict of Interest, Grant-Related

2C1-1 Policy 6.9 Non-Traditional Learning

2C1-2 Credit Assessment / Industry Certification Form

2C1-3 Course Challenge Exam Request

2C2-1 Policy 8.14 Student Concern Process

2C2-2 Policy 4.1 Equal Opportunity and Nondiscrimination Policy and Discrimination / Harassment Complaint Procedure and Complaint Form

2C2-3 Policy 4.10 Title IX Complaint Procedure

2C2-4 Policy 6.7.1 Standards of Progress - Grading

2C2-5 Accommodation Implementation Plan Template

2C3-1 Policy 21004.03 Standards of Progress – Progressive Intervention

2C4-1 Policy 1.5 Records Retention

2C4-2 Policy 9.2 Media Request for College Information

2C4-3 Behavioral Health Student Information Release Authorization

2D1-1 Policy 9.4 Social Media Policy

2D3-1 Policy 4.6 Employment of Relatives

2E3-1 Policy 3.2 Purchasing Procedures and Policy 3.2.1 Procurement Cards

2F1-1 Policy 4.23 Reasonable Accommodations

2F1-2 Policy 4.37 Administrative/Exempt Employee Termination/Reduction-in-Workforce

2F1-3 Policy 4.9 Title IX Employee Disciplinary Hearing Procedure

2F1-4 Telecommute Plan and Agreement

2F3-1 RTC Diversity Plan

2F3-2 Reference Check Form

2F3-3 Policy 4.30 Background Verification

2F4-1 Performance Development and Assessment Plan, 2018-19

2F4-2 Faculty Observation Forms

2F4-3 Faculty Self-Assessment Form

2F4-4 Tenure Process Guidebook

2G1-1 Disability Resource Services Notification Templates for Instructors

2G3-1 Licensure Requirements by Program

2G5-1 Sample Student Offer Letter

2G5-2 Cohort Default Rate Peer Comparison Data

2G6-1 Advising Outcomes

2G7-1 Policy 5.1 College Technology Services Acceptable Use

2H-1 Renton Technical College Library Procedures

2H-2 Curriculum Vitae for RTC Library Personnel

2H-3 Comparison of Library Staffing Levels

2H-4 Map of Library Computer Stations

2I-1 Policy 2.8.1 Facility Modification and/or Repurposing Request

2I-2 Policy 4.38 Service Animals

2I-3 SBCTC 2019 Civil Rights Review Letter

2I-4 Policy 7.1 Security of, Access to and Maintenance of Campus Facilities

2I-5 Policy 2.1 Hazardous Materials

Basic Institutional Data Form

INSTITUTIONAL INFORMATION

Name of Institution: Renton Technical College
Mailing Address: 3000 N.E. Fourth Street
City: Renton
State/Province: WA
Zip/Postal Code: 98056
Main Phone Number: 425-235-2352
Country: U.S.A.

CHIEF EXECUTIVE OFFICER
Title: Dr.
First Name: Kevin
Last Name: McCarthy
Position: President
Phone: 425-235-2352
Fax:
Email: kmccarthy@rtc.edu

ACCREDITATION LIAISON OFFICER
Title: Dr.
First Name: Stephanie
Last Name: Delaney
Position: VP of Instruction
Phone: 425-235-2369
Fax:
Email: sdelaney@rtc.edu

CHIEF FINANCIAL OFFICER
Title: Mr.
First Name: Eduardo
Last Name: Rodriguez
Position: VP of Admin. & Finance
Phone: 425- 235-5846
Fax:
Email: erodriguez@rtc.edu

INSTITUTIONAL DEMOGRAPHICS

INSTITUTIONAL TYPE

☐ Comprehensive   ☐ Religious-Based
☑ Specialized   ☐ Native/Tribal
☐ Health-Centered   ☑ Other (specify):

DEGREE LEVELS

☑ Associate   ☐ Doctorate
☑ Baccalaureate   ☐ If part of a multi-institution system, name of system:
☐ Master

CALENDAR PLAN

☐ Semester   ☐ Trimester
☑ Quarter   ☐ Other (specify):
☐ 4-1-4

INSTITUTIONAL CONTROL

☐ City   ☐ County   ☑ State   ☐ Federal   ☐ Tribal
⊗ Public   OR   ○ Private/Independent
⊗ Non-Profit   OR   ○ For-Profit

STUDENTS (all locations)

- Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: IPEDS)
- **Official Fall**: 2588 (most recent year) FTE Student Enrollments

Classification	Current Year 2020 - 2021	One Year Prior 2019 - 2020	Two Years Prior 2018 - 2019
Undergraduate	2044	3178	3492
Graduate	0	0	0
Professional	0	0	0
Unclassified	0	0	0
Total all levels	**2044**	**3178**	**3492**

- Full-Time *Unduplicated* Headcount Enrollment. (Count students enrolled in credit courses only.)
- **Official Fall:** 4181 (most recent year) Student Headcount Enrollments

Classification	Current Year 2020 - 2021	One Year Prior 2019 - 2020	Two Years Prior 2018 - 2019
Undergraduate	5832	8319	8783
Graduate	0	0	0
Professional	0	0	0
Unclassified	0	0	0
Total all levels	**5832**	**8319**	**8783**

FACULTY (all locations)

- Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff
- Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned
- Include only professional personnel who are primarily assigned to instruction or research.
- **Total Number:** 79 Number of Full-Time (only) Faculty and Staff by Highest Degree Earned

Rank	Full-Time	Part-Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor								
Associate Professor								
Assistant Professor								
Instructor	79	152	3	1	1	1		1
Lecturer and Teaching Assistant								
Research Staff and Research Assistant								
Undesignated Rank								

- Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff.
- Include only full-time personnel with professional status who are primarily assigned to instruction or research.

Rank	Mean Salary	Mean Years of Service
Professor		
Associate Professor		
Assistant Professor		
Instructor	$81,623	11
Lecturer and Teaching Assistant		
Research Staff and Research Assistant		
Undesignated Rank		

- **Financial Information.** Please provide the requested information for each of the most recent completed fiscal year and the two prior completed fiscal years (three years total).
- **The following are attached:**
    - Statement of Cash Flows
    - Balance Sheet – collapsed to show main accounts only; no details
    - Operating Budget
    - Capital Budget
    - Projections of Non-Tuition Revenue

STATEMENT OF CASH FLOWS

2020 numbers are unaudited.

Cash Flow Activity	FY 2018	FY 2019	FY 2020
Cash flow from operating activities			
Student tuition and fees	$8,547,215.00	$8,673,594.00	$9,120,758.13
Grants and contracts	$6,609,379.00	$7,319,053.00	$4,889,028.79
Payments to vendors	-$7,705,286.00	-$8,982,453.00	-$7,214,767.29
Payments for utilities	-$972,320.00	-$997,693.00	-$843,501.37
Payments to employees	-$19,867,007.00	-$20,554,165.00	-$21,154,309.91
Payments for benefits	-$6,891,683.00	-$6,964,041.00	-$7,026,077.87
Auxiliary enterprise sales	$2,143,509.00	$1,690,585.00	$1,161,175.50
Payments for scholarships and fellowships	-$5,303,254.00	-$5,687,705.00	-$6,285,187.70
Other receipts (payments)	$441,053.00	$433,365.00	$333,596.11
Net cash used by operating activities	-$22,998,393.00	-$25,069,459.00	-$27,019,285.61
Cash flow from noncapital financing activities			
State appropriations	$19,021,513.00	$20,026,784.00	$23,340,669.00
Pell grants	$4,447,865.00	$4,185,832.00	$5,848,951.01
Building fee remittance	-$720,249.00	-$733,229.00	-$666,406.23
Innovation fund remittance	-$224,656.00	-$216,317.00	-$196,520.35
Net cash provided by noncapital financing activities	$22,524,473.00	$23,263,071.00	$28,326,693.43
Cash flow from capital and related financing activities			
Proceeds from capital debt	$1,740,000.00		
Principal paid on capital debt		-$40,000.00	-$40,000.00
Capital appropriations	$488,637.00	$2,827,572.00	$1,173,909.77
Purchases of capital assets	-$3,234,486.00	-$458,464.00	-$219,437.93
Interest paid	-$22,998,393.00	-$99,325.00	-$85,000.00
Net cash used by capital and related financing activities	-$1,015,025.00	$2,229,784.00	$829,471.84
Cash flow from investing activities			
Purchase of investments	-$190.00	-$2,357,436.00	-$2,357,436.31
Proceeds from sales and maturities of investments	$873,222.00	$2,366,000.00	$2,366,000.00
Income of investments	$45,533.00	$33,969.00	-$30,190.29
Net cash provided by investing activities	$918,565.00	$42,533.00	-$21,626.60
Increase (decrease) in cash and cash equivalents	-$570,381.00	$465,928.00	$ 2,115,253.06
Cash + cash equivalents at the beginning of the year	$5,747,011.00	$5,176,630.00	$5,642,558.39
Cash and cash equivalents at the end of the year	$5,176,630	$5,642,558.00	-$7,757,811.45
Operating Loss	-$25,221,123	-$27,433,564.00	-$29,399,594.42
Adjustments to reconcile net loss to net cash used by operating activities			
Depreciation expense	$2,010,352.00	$2,051,212.00	$2,008,741.66
Changes in assets and liabilities			

Cash Flow Activity	FY 2018	FY 2019	FY 2020
Receivables, net	-$665,581.00	$337,154.00	-$1,156,914.18
Inventories	$110,595.00	$152,447.00	-$7,278.69
Accounts payable	-$43,907.00	$31,743.00	$310,577.71
Accrued liabilities	-$48,916.00	$14,955.00	$187,916.41
Unearned revenue	$72,108.00	-$133,318.00	$1,102,071.83
Compensated absences	-$15,542.00	$56,871.00	$356,284.86
Pension/OPEB liability adjustment expense	$804,422.00	-$145,806.00	-$422,101.79
Loans to students and employees	-$800.00	-$200.00	$1,011.00
Deposits payable		-$953.00	
Net cash used by operating activities	-$22,998,393	-$25,069,459.00	-$27,019,285.61

BALANCE SHEETS

2020 numbers are unaudited.

		2020		2019		2018
Assets						
Current Assets	$	11,245,739	$	7,941,427	$	9,143,334
Capital Assets, net	$	46,141,273	$	47,885,679	$	49,478,426
Other Assets, non-current	$	1,722,594	$	1,711,397	$	487,412
Total Assets	$	59,109,607	$	57,538,503	$	59,109,172
Deferred Outflows of Resources	$	3,386,652	$	2,173,066	$	1,510,390
Liabilities						
Current Liabilities	$	5,257,742	$	3,536,754	$	4,842,051
Other Liabilities, non-current	$	20,423,019	$	19,840,456	$	21,675,595
Total Liabilities	$	25,680,761	$	23,377,210	$	26,517,646
Deferred Inflows of Resources	$	7,550,522	$	7,160,737	$	3,574,133
Net Position						
Net Investment in Capital Assets	$	44,496,273	$	46,185,679	$	47,738,426
Restricted	$	541,136	$	503,345	$	520,678
Unrestricted	$	(15,772,433)	$	(17,515,402)	$	(17,731,322)
Total Net Position, as restated	$	29,264,976	$	29,173,621	$	30,527,783

RENTON TECHNICAL COLLEGE FY17-18 USE OF FUNDS
TOTAL EXPENDITURES   18-Aug-17

PROGRAM/ACTIVITIES	SALARY FACULTY	SALARY EXEMPT	SALARY CLASS	EMPLOY BEN	PERSONAL SERV CONT Cx & MIS	GOOD & SERVICES Ex	COST OF GOODS Fx	TRAVEL G	EQUIP. $1000-$4999 JA	EQUIP. OVR $5000 JC	LIBRARY RESOURCE JD	TOTAL
101-041-X INSTRUCTIONAL COMP		$73,398	$53,043	$46,067		$0			$19,850			$192,358
101-043/045 ACADEMIC ADMIN/INSERV		$704,430	$305,066	$358,098	$0	$105,700		$17,000	$57,000			$1,547,294
101-051-X LIBRARY SERVICES	$159,648	$80,494	$80,077	$115,274		$76,950		$1,200	$2,000		$40,000	$555,644
101-064-X FINANCIAL AID		$133,130	$202,930	$121,290		$9,600		$3,500	$500			$470,950
101-062/063 STU EQU/COUNSELING	$223,070	$172,786		$132,530		$24,500		$10,000	$0			$562,885
101-065-X ENRL SVCS/OUTREACH		$237,626	$373,254	$268,287	($45,000)	$51,100		$10,200	$0			$895,467
101-061/063 DISABL/VET/TEST CTR		$118,000	$136,480	$90,406		$16,900		$2,500	$7,500			$371,786
101-081-X INST. MGT & BOARD		$812,386	$0	$228,974	$30,000	$78,000		$28,000		$0		$1,177,360
101-082-X BUSINESS OFFICE		$207,787	$290,256	$205,669		$122,800		$1,000				$827,512
101-083-X HUMAN RESOURCES DEV	$215,000	$333,824	$250,842	$152,819	$0	$83,000		$7,500	$10,000			$1,052,985
101-086-X INFO TECHNOLOGY		$391,818	$262,836	$232,425		$489,400		$13,500	$35,000			$1,424,980
101-083/094 UNEMPLOY/INSUR				$100,000		$27,100						$127,100
101-083-X INSTITUTIONAL ADVANCE		$171,466	$40,981	$70,661		$29,900		$16,250	$0	$0		$329,258
101-083-X COPY CENTER			$33,238	$17,821		$65,000						$116,059
101-083-X PURCHASING			$61,365	$23,117		$10,850		$500		$0		$95,832
101-083-X TEL/MTR POOL			$67,604	$35,854		$195,000						$298,458
101-085-X COLL.REL&MKTNG/FNDTN		$164,916	$86,130	$88,684		$282,500		$8,500	$5,000			$635,730
101-091-X UTILITIES/SOLID WASTE					$100,000	$975,000						$1,075,000
101-092/3/5 PLANT/CUST/GRNDS		$139,205	$1,062,464	$517,949	($368,900)	$423,000		$1,250	$14,500			$1,789,468
101-097-X SECURITY		$68,837	$197,864	$118,312	($60,000)	$52,000		$3,000				$380,013
101-098-X RECEIVING						$30,500						$30,500
101-012-A PROFESS- TECHNICAL	$4,534,733	$101,886	$41,779	$1,562,925		$914,050		$48,150			$2,000	$7,205,522
101-012-B SUPPLEMENTAL	$303,150		$0	$58,859		$61,300		$600				$423,909
101-012-B APPRENTICESHIP	$15,000			$1,800		$1,206,000		$500	$5,000	$0		$1,228,300
101-018-C ADULT ED	$1,314,780	$97,897	$100,929	$593,890		$143,000		$6,500	$0			$2,256,996
149-018-C ABE/EL CIVICS	$240,544	$26,886	$30,786	$102,466		$36,600						$437,282
101-011-C GENERAL ED	$1,101,105		$0	$334,851		$36,250						$1,472,206
123-012-X WORKER RETRAINING	$503,672	$47,000	$48,602	$220,611	$2,000	$503,014		$5,800		$0	$0	$1,330,698
145-112-D CONTRACT FUNDED	$120,030	$0	$67,168	$63,255	$0	$69,550		$6,000	$0			$326,003
145-XXX-X FEDERAL GRANTS	$25,023	$240,593	$117,134	$130,486	$57,003	$67,910		$23,165	$279,653			$940,967
145-XXX-X STATE GRANTS	$287,274	$218,151	$120,929	$192,596	$161,770	$121,350		$33,150	$15,000			$1,150,219
145-XXX-X LOCAL GOV. GRANTS	$75,528	$57,670	$0	$45,835		$9,500		$2,000	$1,000		$0	$191,533
148-042/016 ANCILLARY SUPPORT			$180,746	$13,376		$74,000						$268,122
148-041/098 CMPTR LABS/ AV RENTAL			$0	$0		$5,000			$170,000			$175,000
148-061/063 STUDENT ACCOUNTS		$61,423		$23,128		$126,200		$250	$0			$211,001
148-085-X FOUNDATION SUPPORT			$38,190	$18,753								$56,943
148-014-E STUDENT FUNDED	$72,900			$9,842	$0	$44,650		$1,500	$0			$128,892
149-XXX-X INNOVATION FUNDING						$0				$0		$0
522-264-X STUDENT GOVERNMNT		$124,923	$132,750	$60,807	$132,000	$132,700		$62,400	$0			$645,580
524-261-X BOOKSTORE		$60,815	$116,480	$78,915		$38,000	$775,000	$3,500	$0			$1,072,711
569-262-X CULINARY ARTS		$160,334	$454,603	$301,261		$80,500	$250,000	$0	$5,000			$1,251,698
846-271-X STUDENT FIN AID		$48,233		$20,075	$8,974,000							$9,042,308
860-279-X 3 1/2 % MONEY					$275,000							$275,000
												$0
RMI & NEW CONST RESERVE										$950,000		$950,000
TOTAL EXPENDITURES	$9,191,456	$5,055,913	$4,954,527	$6,757,969	$9,257,873	$6,818,374	$1,025,000	$317,415	$627,003	$950,000	$42,000	$44,997,531
PERCENTAGE TO TOTAL	20.427%	11.236%	11.011%	15.019%	20.574%	15.153%	2.278%	0.705%	1.393%	2.111%	0.093%	100.000%
%AGE TO TOTAL LESS FIN AID & CONST	26.465%	14.419%	14.266%	19.401%	0.026%	19.632%	2.951%	0.914%	1.805%	0.000%	0.121%	100.000%

RENTON TECHNICAL COLLEGE FY19 PROGRAM BUDGET

PRG CODE	PROGRAM TITLE	SALARY FACULTY	SALARY EXEMPT	SALARY CLASS	SALARY OTHER	EMPLOY BEN	PERSONAL SERV CONT (C)	GOOD & SERVICES (E)	COST OF GOODS (F)	TRAVEL (G)	EQUIP (J)	SOFTWARE (K)	CLIENT SVCS (N)	DEBT SVC (P)	FND TRANS (T)
GENERAL OPERATING															
011	INSTRUCTION/GEN ED	$3,202,999	-	37,175	-	$1,034,476	-	224,900	-	10,080	350	2,000	-	-	-
012	VOC/TECH INSTRUCTION	$3,358,489	201,313	82,518	-	$1,142,705	-	$2,164,932	65,000	44,960	5,000	-	-	-	-
014	COMMUNITY ED	$44,020	-	-	-	5,860	-	37,750	-	1,500	-	-	-	-	-
016	PREPARATORY INSTR	-	-	-	99,698	22,089	-	-	-	-	-	-	-	-	-
018	ADULT BASIC ED/EL CIV	$1,970,365	125,771	106,270	-	785,165	-	152,500	-	4,800	-	-	-	-	-
041	ACADEMIC SUPPORT IT	-	75,346	54,487	-	46,508	-	5,000	-	-	189,850	-	-	-	-
042	ANCILLIARY SUPPRT SVC	-	-	12,392	40,000	9,224	-	69,000	-	-	-	-	-	-	-
043	ACADEMIC ADMIN	-	718,997	264,022	-	352,941	-	35,700	-	13,600	7,000	-	-	-	-
045	COURSE/CURR DEV	-	-	-	-	-	-	60,000	-	-	-	-	-	-	-
051	LIBRARY SERVICES	150,938	82,104	94,583	11,633	129,594	-	77,400	-	1,600	33,000	-	-	-	-
052	ART PRESERVATION	-	-	-	-	-	-	5,000	-	-	-	-	-	-	-
061	STUDENT SVCS	66,484	168,300	49,566	10,000	112,354	-	176,167	-	6,800	7,500	-	-	-	-
062	SOCIAL & CULTURAL DEV	-	86,961	-	-	27,876	-	8,000	-	5,600	-	-	-	-	-
063	COUNSLNG & CAREER	228,203	156,486	108,550	-	170,610	-	87,400	-	3,050	-	-	-	-	7,880
064	FINANCIAL AID ADMIN	-	135,823	160,251	-	123,521	-	9,600	-	2,800	-	-	-	-	-
065	STUDENT ADMISSIONS	-	227,271	415,731	-	279,779	-	53,200	-	6,480	-	-	-	-	-
081	INSTITUTIONAL MGMT	-	596,910	-	238,633	234,487	-	108,000	-	22,400	-	-	-	-	-
082	FISCAL OPERATIONS	-	218,000	296,188	-	208,621	-	124,300	-	1,200	-	-	-	-	-
083	HR & GEN SUPPRT SVCS	-	358,851	361,033	$1,034,419	387,122	-	369,500	-	18,000	10,000	-	-	-	-
085	MARKETING & FOUNDTN	-	168,215	155,952	-	116,866	-	254,000	-	4,320	3,000	-	-	-	-
086	ADMINISTRATIVE IT	-	402,054	260,324	-	229,890	-	469,075	-	6,500	35,000	-	-	-	-
091	UTILITIES/FIXED COSTS	-	-	-	-	-	-	$1,005,000	-	-	-	-	-	150,000	-
092	BLDG/EQUIP MAINT	-	82,584	274,659	-	135,582	-	258,000	-	400	5,000	-	-	-	-
093	CUSTODIAL SVCS	-	59,886	643,044	60,000	345,165	-	127,000	-	400	8,000	-	-	-	-
094	PHYS PLANT ADMIN	-	-	-	-	-	-	22,000	-	-	-	-	-	-	-
095	LNDSCP & GRNDS MAINT	-	-	92,907	15,000	41,984	-	38,000	-	200	1,500	-	-	-	-
097	SECURITY & SAFETY	-	70,214	202,180	-	119,357	-	50,600	-	2,400	-	-	-	-	(292,226)
098	LOGISTICAL SVCS	-	-	-	-	-	-	25,500	-	-	-	-	-	-	-
	Total	$9,021,498	$3,935,086	$3,671,832	$1,509,383	$6,061,774	-	$6,017,524	65,000	157,090	305,200	2,000	-	150,000	(284,346)
													SUB TOTAL:	$	30,612,041
ENTERPRISE SERVICES															
252	SECURITY	-	-	-	-	-	-	6,000	-	-	-	-	-	-	-
261	BOOKSTORE	-	62,032	118,486	5,000	80,108	-	38,000	500,000	3,500	-	-	-	-	-
262	CULINARY ARTS	-	189,773	307,798	131,926	303,570	-	85,500	250,000	-	-	-	-	-	-
264	STUDENT GOVERNMENT	-	106,897	-	200,400	60,396	-	139,650	-	61,000	-	-	-	-	-
	Total	-	358,702	426,284	337,326	444,075	-	269,150	750,000	64,500	-	-	-	-	-
													SUB TOTAL:	$	2,650,037
GRANTS AND CONTRACTS															
111	INSTRUCTION	257,149	146,199	126,066	19,000	176,309	-	16,080	-	5,150	1,000	-	145,283	-	11,602
112	VOC/TECH INSTRUCTION	144,538	181,302	-	-	109,418	-	47,650	-	5,240	-	-	-	-	45,633
118	ADULT BASIC ED	120,277	-	67,017	-	69,350	-	70,000	-	3,000	-	-	-	-	(2,244)
143	ACADEMIC ADMIN	-	-	46,269	-	20,275	-	2,000	-	750	-	-	-	-	2,313
164	FINANCIAL AID ADMIN	-	-	-	-	-	-	9,800	-	5,000	-	-	-	-	6,978
171	CORRECTIONAL ED	-	57,120	-	-	21,644	-	-	-	-	-	-	-	-	4,570
	Total	$521,964	$384,621	$239,352	19,000	$396,995	-	145,510	-	19,140	1,000	-	145,283	-	68,852
													SUB TOTAL:	$	1,941,717
													GRAND TOTAL:	$	35,203,795

RENTON TECHNICAL COLLEGE FY20 PROGRAM BUDGET

PRG CODE	PROGRAM TITLE	SALARY FACULTY	SALARY EXEMPT	SALARY CLASS	SALARY OTHER	EMPLOY BEN	PERSONAL SERV CONT C	GOOD & SERVICES E	COST OF GOODS F	TRAVEL G	EQUIP J	SOFTWARE K	CLIENT SVCS N	DEBT SVC P	FND TRANS T
GENERAL OPERATING															
011	INSTRUCTION/GEN ED	$ 3,134,801	$ -	$ 52,735	$ -	$ 1,019,151	$ -	$ 227,200	$ -	$ 8,640	$ 350	$ 2,000	$ -	$ -	$ -
012	VOC/TECH INSTRUCTION	$ 3,506,876	$ 221,457	$ 63,919	$ -	$ 1,222,294	$ -	$ 1,767,482	$ 65,000	$ 46,070	$ 5,000	$ -	$ -	$ -	$ -
014	COMMUNITY ED	$ 208,811	$ -	$ -	$ -	$ 61,838	$ -	$ 37,750	$ -	$ 1,500	$ -	$ -	$ -	$ -	$ -
016	PREPARATORY INSTR	$ -	$ 49,197	$ -	$ 50,500	$ 21,267	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
018	ADULT BASIC ED/EL CIV	$ 2,184,477	$ 170,517	$ 112,434	$ 52,000	$ 874,096	$ -	$ 152,500	$ -	$ 4,800	$ -	$ -	$ -	$ -	$ -
041	ACADEMIC SUPPORT IT	$ -	$ 78,850	$ 57,977	$ -	$ 49,049	$ -	$ 5,000	$ -	$ -	$ 189,850	$ -	$ -	$ -	$ -
042	ANCILLIARY SUPPRT SVCS	$ -	$ -	$ 12,853	$ 40,000	$ 9,536	$ -	$ 69,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -
043	ACADEMIC ADMIN	$ -	$ 667,500	$ 280,656	$ -	$ 329,406	$ -	$ 35,700	$ -	$ 13,600	$ 7,000	$ -	$ -	$ -	$ -
045	COURSE/CURR DEV	$ -	$ -	$ -	$ -	$ -	$ -	$ 60,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -
051	LIBRARY SERVICES	$ 165,278	$ 85,421	$ 100,603	$ 13,053	$ 129,661	$ -	$ 76,100	$ -	$ 1,600	$ 21,000	$ -	$ -	$ -	$ -
052	ART PRESERVATION	$ -	$ -	$ -	$ -	$ -	$ -	$ 5,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -
061	STUDENT SVCS	$ 155,833	$ 250,249	$ 51,410	$ 10,000	$ 168,947	$ -	$ 390,550	$ -	$ 9,400	$ 7,500	$ -	$ -	$ -	$ -
062	SOCIAL & CULTURAL DEV	$ -	$ 51,742	$ -	$ -	$ 17,854	$ -	$ 8,000	$ -	$ 5,600	$ -	$ -	$ -	$ -	$ -
063	COUNSELING & CAREER	$ 257,360	$ 171,108	$ 117,681	$ -	$ 187,260	$ -	$ 85,100	$ -	$ 2,050	$ -	$ -	$ -	$ -	$ 7,880
064	FINANCIAL AID ADMIN	$ -	$ 141,310	$ 175,222	$ 45,000	$ 137,330	$ -	$ 7,600	$ -	$ 2,000	$ -	$ -	$ -	$ -	$ -
065	STUDENT ADMISSIONS	$ -	$ 236,452	$ 417,184	$ -	$ 278,175	$ -	$ 42,600	$ -	$ 3,680	$ -	$ -	$ -	$ -	$ -
081	INSTITUTIONAL MGMT	$ -	$ 626,942	$ -	$ 257,395	$ 247,565	$ -	$ 108,000	$ -	$ 22,400	$ -	$ -	$ -	$ -	$ -
082	FISCAL OPERATIONS	$ -	$ 159,181	$ 279,482	$ -	$ 183,495	$ -	$ 154,300	$ -	$ 1,200	$ -	$ -	$ -	$ -	$ -
083	HR & GEN SUPPRT SVCS	$ -	$ 479,541	$ 164,847	$ 2,470,581	$ 764,586	$ -	$ 375,050	$ -	$ 11,400	$ 10,000	$ -	$ -	$ -	$ -
085	MARKETING & FOUNDTN	$ -	$ 175,010	$ 137,686	$ -	$ 117,210	$ -	$ 211,000	$ -	$ 4,320	$ 3,000	$ -	$ -	$ -	$ -
086	ADMINISTRATIVE IT	$ -	$ 415,800	$ 213,047	$ -	$ 226,953	$ -	$ 469,075	$ -	$ 6,500	$ 35,000	$ -	$ -	$ -	$ -
091	UTILITIES/FIXED COSTS	$ -	$ -	$ -	$ -	$ -	$ -	$ 1,005,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -
092	BLDG/EQUIP MAINT	$ -	$ 85,901	$ 288,630	$ -	$ 144,061	$ -	$ 258,000	$ -	$ 400	$ 5,000	$ -	$ -	$ -	$ -
093	CUSTODIAL SVCS	$ -	$ 74,785	$ 633,212	$ 45,000	$ 326,821	$ -	$ 118,000	$ -	$ 400	$ 2,500	$ -	$ -	$ -	$ -
094	PHYS PLANT ADMIN	$ -	$ -	$ -	$ -	$ -	$ -	$ 22,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -
095	LNDSCP & GRNDS MAINT	$ -	$ -	$ 89,885	$ 15,000	$ 42,249	$ -	$ 38,000	$ -	$ 200	$ 1,500	$ -	$ -	$ -	$ -
096	MAJOR REPAIRS & RENOV	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 150,000	$ -
097	SECURITY & SAFETY	$ -	$ 73,051	$ 208,880	$ 4,500	$ 119,907	$ -	$ 47,600	$ -	$ 1,500	$ -	$ -	$ -	$ -	$ (294,767)
098	LOGISTICAL SVCS	$ -	$ -	$ -	$ -	$ -	$ -	$ 90,504	$ -	$ -	$ -	$ -	$ -	$ -	$ -
		$ 9,613,435	$ 4,214,014	$ 3,458,542	$ 3,003,029	$ 6,680,712	$ -	$ 5,866,111	$ 65,000	$ 147,260	$ 287,700	$ 2,000	$ -	$ 150,000	$ (286,887)
													SUB TOTAL: $		33,200,916
ENTERPRISE SERVICES															
252	SECURITY	$ -	$ -	$ -	$ -	$ -	$ -	$ 5,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -
262	CULINARY ARTS	$ -	$ 175,959	$ 273,855	$ 305,933	$ 280,007	$ -	$ 85,500	$ 250,000	$ -	$ -	$ -	$ -	$ -	$ -
264	STUDENT GOVERNMENT	$ -	$ 142,072	$ -	$ 182,575	$ 52,678	$ -	$ 277,850	$ -	$ 30,000	$ -	$ -	$ -	$ -	$ -
		$ -	$ 318,031	$ 273,855	$ 488,508	$ 332,685	$ -	$ 368,350	$ 250,000	$ 30,000	$ -	$ -	$ -	$ -	$ -
													SUB TOTAL: $		2,061,429
GRANTS AND CONTRACTS															
111	INSTRUCTION	$ 76,881	$ 206,976	$ 51,410	$ 19,000	$ 119,431	$ -	$ 21,060	$ -	$ 5,650	$ 1,000	$ -	$ 115,431	$ -	$ 11,602
112	VOC/TECH INSTRUCTION	$ 64,605	$ 125,316	$ -	$ -	$ 58,385	$ -	$ 28,850	$ -	$ 5,140	$ -	$ -	$ -	$ -	$ 44,139
118	ADULT BASIC ED	$ 88,651	$ 0	$ 71,669	$ -	$ 72,858	$ -	$ 10,000	$ -	$ 3,000	$ -	$ -	$ -	$ -	$ -
143	ACADEMIC ADMIN	$ -	$ -	$ 69,172	$ -	$ 21,788	$ -	$ 3,500	$ -	$ 1,750	$ -	$ -	$ -	$ -	$ 2,313
144	PROFESSIONAL DEVELOPMENT	$ -	$ -	$ -	$ -	$ -	$ -	$ 6,000	$ -	$ 32,700	$ -	$ -	$ -	$ -	$ -
145	ACADEMIC SUPPORT	$ 1,000	$ -	$ -	$ -	$ 100	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
161	STUDENT SERVICES	$ -	$ -	$ -	$ -	$ -	$ -	$ 91,462	$ -	$ -	$ -	$ -	$ -	$ -	$ -
164	FINANCIAL AID ADMIN	$ 87,361	$ 65,450	$ -	$ 44,500	$ 58,941	$ -	$ 8,300	$ -	$ 5,500	$ -	$ -	$ -	$ -	$ 6,978
171	CORRECTIONAL ED	$ -	$ 47,138	$ -	$ -	$ 18,482	$ -	$ -	$ -	$ 1,500	$ -	$ -	$ -	$ -	$ 7,880
185	INSTITUTIONAL SUPPORT	$ -	$ -	$ -	$ -	$ -	$ -	$ 5,300	$ -	$ -	$ -	$ -	$ -	$ -	$ -
271	OPP GRANT	$ -	$ 51,185	$ -	$ -	$ 20,650	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
		$ 318,499	$ 496,065	$ 192,250	$ 63,500	$ 370,635	$ -	$ 174,472	$ -	$ 55,240	$ 1,000	$ -	$ 115,431	$ -	$ 72,913
													SUB TOTAL: $		1,860,005
													GRAND TOTAL: $		37,122,349

2017-2019 Capital Allocation Schedule

OFM Project	SBCTC Project	Fund	Approp	Description	Approp Reapprop	Unallotted Reserve	Allocations
30000134	M494	147	R10	Automotive Complex local funds approved resolution 16-09-44 (reapprop estimate FM13)	$129,059.14	$0.00	$129,059.14
	M495	147	R10	Purchase 4.73 acres @ 3001 NE 4th St approved resolution 16-09-45 $2m COP and $250K local	$2,250,000.00	$0.00	$2,250,000.00
30001294	N076	60	U89	Campus Center (270-I; UFI A04253) - Repair the flooring to allow proper drainage and also repair the water damage to the adjacent wall (FCS F03); +$1K ESSB 6095; -$88K 4/3/18 moved to N079	$0.00	$0.00	$0.00
30001294	N077	60	U89	Health Occupations (270-B; UFI A00284) - Replace 32 HVAC variable air volume terminal unit controllers as well as the controler for the main boilers (FCS F02); +$2K ESSB 6095	$77,000.00	$0.00	$77,000.00
30001294	N078	60	U89	Mccormick (270-A; UFI A04666) - Replace the worn out electrical panels in the south end and middle section of the shop building (FCS F04); +$2K ESSB 6095; -$97K 4/3/18 moved to N079	$0.00	$0.00	$0.00
30001294	N079	60	U89	Multiple Buildings (270A) - Replace the fire alarm panels in the worst condition in buildings A, B, D, E, F, G, I, L and O. Retain parts to be used in the remaining panels (FCS F05); +$6k ESSB 6095; +$88K 4/3/18 from N076 and +$97K 4/3/18 from N078	$537,000.00	$0.00	$537,000.00
30001293	N130	60	U09	Chuck Demoss Building (270-J; UFI A05747) - Replace the leaking roof (FCS R01); +$14K ESSB 6095, +$100K 5/10/19 moved from N116 (Bal =$888,000)	$888,000.00	$0.00	$888,000.00
30001368	N201	57	U96	Campus toilet rooms renovation	$720,000.00	$0.00	$720,000.00
30001369	N245	60	U19	Emergency Repairs and Improvements (RMI)	$410,000.00	$0.00	$410,000.00
30001291	N362	60	U55	Preventive Facility Maintenance and Building System Repairs	$647,800.00	$0.00	$647,800.00
30001369	N386	60	U19	Emergency reserve funds - chiller failure Buildings B, C, D	$9,123.00	$0.00	$9,123.00
30001369	N540	60	U19	Emergency resere funds - College Center boiler failure	$20,225.00	$0.00	$20,225.00
30001369	N542	60	U19	Hazardous material abatement - chiller failure campus center building	$517.00	$0.00	$517.00
30001369	N543	60	U19	Emergency reserve funds - chiller failure campus center building	$6,544.00	$0.00	$6,544.00
40000112	N582	147	R10	Local funds - TIG Welding Room	$50,000.00	$0.00	$50,000.00

2019-2021 Capital Allocation Schedule

OFM Project	SBCTC Project	Fund	Approp	Description	Approp Reapprop	Unallotted Reserve	Allocations
	M495	147	R10	Purchase 4.73 acres @ 3001 NE 4th St res 16-09-45 $2m COP and $250K local (estimated reapprop FM13 2019)	$44,338.04	$0.00	$44,338.04
40000112	N582	147	R10	Local funds - TIG Welding Room (estimated reapprop FM13 2019)	$50,000.00	$0.00	$50,000.00
40000043	P027	60	A06	Preventive Facility Maintenance and Building System Repairs	$647,800.00	$0.00	$647,800.00
40000258	P052	60	A16	Renton Technical College URF; -$50,805 Bldg fee reduction June 2020 (Bal = $412,195)	$412,195.00	$0.00	$412,195.00
40000169	P274	57	A12	Campus Center (270-I; UFI A04253) - Replace the degraded kitchen utility curb and repair the equipment service area to allow for portable equipment (FCS F05); =$13,248 5/7/2020 moved from P276 (Bal = $161,248)	$161,248.00	$0.00	$161,248.00
40000169	P275	57	A12	Mccormick (270-A; UFI A04666) - Replace the failing HVAC and make-up air units serving the TIG welding area (FCS F06)	$740,000.00	$0.00	$740,000.00
40000169	P276	57	A12	Multiple Buildings (270A) - Replace roughly one third of the fire alarm panels in buildings A, B, D, E, F, G, I, L, and O that are in the worst condition (FCS F01); -$13,248 5/7/2020 moved to P274 (Bal = $370,752)	$370,752.00	$0.00	$370,752.00
40000169	P277	57	A12	Multiple Buildings (270A) - Replace the failed hollow metal doors and windows and repair any water damage due to leaks (FCS F04)	$76,000.00	$0.00	$76,000.00
40000169	P278	57	A12	Paul Greco - BLDG K1 (270-K1; UFI A25160) - Replace the failing air handlers (FCS F03); -$223K 11/18/2020 moved to P564 (Bal = $22,000)	$22,000.00	$0.00	$22,000.00
40000112	P417	57	A09	Renton Technical College - Irrigation System Replacement (Site)	$67,000.00	$0.00	$67,000.00
40000112	P418	57	A09	Renton Technical College - Multi-Cultural Center and Assembly Room Remodel (Multiple); -$540K 7/17/2020 moved to P419 (Bal = $0)	$0.00	$0.00	$0.00
40000112	P419	57	A09	Renton Technical College - T.I.G. Welding Room Relocation (Al Odem Building (270-L)); +$540K 7/17/2020 moved from P418 (Bal = $720,000)	$720,000.00	$0.00	$720,000.00
40000306	P550	57	A18	Career Launch equipment grant - Automotive Ford ASSET program	$500,000.00	$0.00	$500,000.00
40000169	P564	57	A12	Replace three failing Air Handling Units located in the Main Kitchen, Bakery, and Fast Foods Area and two Variable Air Volume HVAC units in the east and west wings of the cafeteria, along with the associated controls. (Main Campus (270A); Campus Center (270-I) - UFI A04248)	$223,000.00	$0.00	$223,000.00

RENTON TECHNICAL COLLEGE FY17-18 REVENUE
SOURCE OF FUNDS (REVENUE & FUND BALANCES)
TOTAL REVENUES
18-Aug-17

PROGRAM/ACTIVITIES		03XX FEDERAL	0420 FEE FOR SERVICES	0430 STUDENT FEES	0424 TUITION	0541 PRIV GRNT & CNTRCTS	0542 LOCAL GOV GRANT	0543 STATE GOV GRANT	0450 SALES	001 STATE ALLOCAT & RESERVES	TOTAL
101/149-XXX-X	ADMINISTRATION									$16,706,125	$16,706,125
148-014-E	STUDENT FUNDED				$258,892						$258,892
101-012-	WORK FORCE TRAINING				$680,169					$1,330,698	$2,010,867
149-018-CXXX	ABE/EL CIVICS							$437,282			$437,282
101-011-CL8X	GENERAL ED/BASIC STUDIES				$1,563,833						$1,563,833
145-111-XXXX	GRANTS & CONTRACTS	$940,967				$326,003	$391,533	$1,150,219			$2,808,721
148-042-X	ANCILLARY SUP/PRGRM FEES			$423,197							$423,197
148-061/041/063/091	OTHER STUDENT ACCTS.			$1,531,266							$1,531,266
148-085-X	FOUNDATION SUPPORT		$56,943								$56,943
149/101-500	PROFESSIONAL TECHNICAL				$4,349,135						$4,349,135
149-500	SUPPLEMENTAL				$476,283						$476,283
149-500	APPRENTICESHIP				$1,098,882						$1,098,882
522-063-1D01	STUDENT GOVERNMENT			$645,580							$645,580
524-261-1C00	BOOKSTORE								$1,072,711		$1,072,711
528-063-1D0D	SECURITY FEES			$190,000							$190,000
569-262-1C00	CULINARY ARTS								$1,251,698		$1,251,698
840-280-1X05	INTEREST INCOME		$35,000								$35,000
846-271-X/860	STUDENT FIN AID	$7,053,000			$275,000	$50,000		$1,939,308			$9,317,308
XXX-910-XXXX	CAPITAL ALLOCATION									$950,000	$950,000
	3 1/2 PERCENT TO FIN AID				($275,000)						($275,000)
	3 PERCENT TO CTCLINK				($225,000)						($225,000)
	FROM RESERVE										$313,808
TOTAL REVENUES		$7,993,967	$91,943	$2,790,043	$8,202,193	$376,003	$391,533	$3,526,809	$2,324,409	$18,986,823	$44,997,531

RENTON TECHNICAL COLLEGE FY19 REVENUE PROJECTION

FY19 FUND SOURCES	AMOUNT	PERCENT OF TOTAL	FY19 BUDGET TOTAL	GAIN/LOSS
STATE ALLOCATION				
BASE ALLOCATION	$ 14,223,434	40%		
EARMARKS & PROVISOS	$ 5,688,800	16%		
STOP LOSS/GAIN	$ (241,185)	-1%		
CAPITAL ALLOC FOR OPS	$ 323,900	1%		
STATE PASS-THROUGH GRANTS	$ 453,459	1%		
TUITION	$ 7,500,000	21%		
FEES	$ 2,000,000	6%		
RUNNING START	$ 700,000	2%		
ENTERPRISE	$ 2,650,037	8%		
GRANTS & CONTRACTS	$ 1,941,717	6%		
	$ 35,240,162	100%	$ 35,203,795	$ 36,367

RENTON TECHNICAL COLLEGE FY20 REVENUE PROJECTION

FY20 FUND SOURCES	AMOUNT	PERCENT OF TOTAL	FY20 BUDGET TOTAL	GAIN/LOSS
STATE ALLOCATION				
BASE ALLOCATION	$ 15,797,428	43%		
EARMARKS & PROVISOS	$ 6,619,588	18%		
STOP LOSS/GAIN	$ -	0%		
CAPITAL ALLOC FOR OPS	$ 323,900	1%		
STATE PASS-THROUGH GRANTS	$ 540,288	1%		
TUITION	$ 6,915,119	19%		
FEES	$ 2,320,120	6%		
RUNNING START	$ 875,000	2%		
ENTERPRISE	$ 2,061,429	6%		
GRANTS & CONTRACTS	$ 1,669,477	4%		
	$ 37,122,349	100%	$ 37,122,349	$ 0

NEW DEGREE / CERTIFICATE PROGRAMS

SUBSTANTIVE CHANGES

Substantive changes including degree or certificate programs planned for 2020-2021 approved by the institution's governing body. If NONE, so indicate. *Please feel free to create the list using the headings we have specified and submit it as an Excel spreadsheet.*

* *This listing does not substitute for a formal substantive change submission to NWCCU*

Substantive Change	Certificate/Degree Level	Program Name	Discipline or Program Area
PENDING RTC APPROVAL New Courses/Program – Significant Departure (new primary program)	Certificate of Completion	Allied Health Project Management	Allied Health Project Management
PENDING RTC APPROVAL New Courses/Program – Not Significant Departure (new credential option)	Certificate of Completion	Civil Design	Engineering Design Technology
PENDING RTC APPROVAL New Courses/Program – Not Significant Departure (new credential option)	Certificate of Completion	Welding (options TBD)	Welding

Substantive Change	Certificate/Degree Level	Program Name	Discipline or Program Area
PENDING RTC APPROVAL New Courses/Program – Not Significant Departure (TBD)	Certificate of Completion	Electrical Plant Maintenance	Commercial Building Engineering
PENDING RTC APPROVAL New Courses/Program – Not Significant Departure	Certificate of Completion	Commercial Refrigeration Technology	Commercial Building Engineering
PENDING RTC APPROVAL Suspending	AAS Degree	Commercial Refrigeration Technology	Commercial Refrigeration

DOMESTIC OFF CAMPUS DEGREE PROGRAMS AND ACADEMIC CREDIT SITES

- Report information for off-campus sites within the United States where degree programs and academic credit coursework is offered. (Add additional pages if necessary.)
- Degree Programs – list the *names* of degree programs that can be completed at the site.
- Academic Credit Courses – report the *total number* of academic credit courses offered at the site.
- Student Headcount – report the *total number (unduplicated headcount)* of students currently enrolled in programs at the site.
- Faculty Headcount – report the *total number (unduplicated headcount)* of faculty (full-time and part-time) teaching at the site.

Programs and Academic Credit Offered at Off-Campus Sites within the United States

Name of Site	Physical Address	City, State, Zip	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
TERO Vocational Training Center	11224 34th Ave NE Bldg 16-368	Marysville, WA 98271	Intensive Entry Construction Certificate	8 courses (28 credits)		1
Maleng Regional Justice Center (King County)	401 4th Ave N	Kent, WA 98032	Custodial Training Certificate	5 courses (18 credits)		1
WWSETT Local 302	18 E Street SW	Auburn, WA 98001	Stationary Engineering Certificate	19 courses (81 credits)		2
WWSETT Local 302	18 E Street SW	Auburn, WA 98001	Stationary Engineering AAS Degree	22 courses (96 credits)		2
WWSETT Local 302	18 E Street SW	Auburn, WA 98001	Commercial Building Engineering Certificate	27 courses (120 credits)		2
WWSETT Local 302	18 E Street SW	Auburn, WA 98001	Commercial Building Engineering AAS Degree	30 courses (135 credits)		2
WWSETT Local 302	18 E Street SW	Auburn, WA 98001	Industrial Engineering Certificate	27 courses (114 credits)		2
WWSETT Local 302	18 E Street SW	Auburn, WA 98001	Industrial Engineering AAS Degree	30 courses (129 credits)		2

Degree and Certificate Programs of 30 semester or 45 quarter credits or more where at least 50% or more of the curriculum is offered by Distance Education, including ITV, online, and competency-based education. Adjust entries to category listings below as appropriate. *If your list is longer than ten entries, please create a list using the heading we have specified and upload it in the box provided as an Excel spreadsheet.*

* *This listing does not substitute for a formal substantive change submission to NWCCU*

Name of Site	Physical Address	Degree Level	Degree Type	Program Name	Student Enrollment	On-Site Staff
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Certificate	Certificate	Accounting Clerk		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Certificate	Certificate	Accounting Paraprofessional		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Associate	Associate of Applied Science (AAS)	Accounting Paraprofessional		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Associate	Associate of Applied Science-Transfer (AAS-T)	Accounting Specialist		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Certificate	Certificate	Aerospace & Industrial Production Technologies		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Associate	Associate of Applied Science (AAS)	Aerospace & Industrial Production Technologies		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Associate	Associate of Applied Science-Transfer (AAS-T)	Anesthesia Technologist		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Associate	Other	Associate in Business		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Associate	Other	Associate in Computer Science		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Associate	Other	Associate in Construction Management		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Associate	Other	Associate in Pre-Nursing		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Certificate	Certificate	Autobody Repair and Refinishing		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Associate	Associate of Applied Science (AAS)	Autobody Repair and Refinishing		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Certificate	Certificate	Automotive Maintenance and Light Repair		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Certificate	Certificate	Automotive Technology		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Associate	Associate of Applied Science (AAS)	Automotive Technology		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Associate	Associate of Applied Science (AAS)	Automotive, Ford Asset		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Certificate	Certificate	Band Instrument Repair Technology		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Associate	Associate of Applied Science (AAS)	Band Instrument Repair Technology		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Bachelor	Bachelor of Applied Science (BAS)	BAS - Application Development		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Bachelor	Bachelor of Applied Science (BAS)	BAS - Computer Network Architecture		Yes

Name of Site	Physical Address	Degree Level	Degree Type	Program Name	Student Enrollment	On-Site Staff
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Certificate	Certificate	Central Service Technician		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Certificate	Certificate	Commercial Building Engineering		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Associate	Associate of Applied Science (AAS)	Commercial Building Engineering		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Certificate	Certificate	Computer Network Technology		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Associate	Associate of Applied Science (AAS)	Computer Network Technology		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Associate	Associate of Applied Science-Transfer (AAS-T)	Computer Network Technology		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Associate	Associate of Applied Science (AAS)	Computer Science		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Associate	Associate of Applied Science-Transfer (AAS-T)	Computer Science		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Certificate	Certificate	Construction Management		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Associate	Associate of Applied Science (AAS)	Construction Management		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Certificate	Certificate	Contemporary Business Administration		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Associate	Associate of Applied Science (AAS)	Contemporary Business Administration		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Certificate	Certificate	Dental Assistant		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Associate	Associate of Applied Science (AAS)	Dental Assistant		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Associate	Associate of Applied Science-Transfer (AAS-T)	Dental Assistant		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Certificate	Certificate	Early Childhood Education		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Associate	Associate of Applied Science (AAS)	Early Childhood Education		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Associate	Associate of Applied Science-Transfer (AAS-T)	Early Childhood Education		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Certificate	Certificate	Early Childhood Education (ECE) - Initial Certificate		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Certificate	Certificate	Early Childhood Education (ECE) - Short Certificate		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Certificate	Certificate	Early Childhood Education (ECE) - State Certificate		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Certificate	Certificate	Electrical Plant Maintenance		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Certificate	Certificate	Engineering Design Technology		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Associate	Associate of Applied Science (AAS)	Engineering Design Technology		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Certificate	Certificate	Entrepreneurship		Yes

Name of Site	Physical Address	Degree Level	Degree Type	Program Name	Student Enrollment	On-Site Staff
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Certificate	Certificate	Field Surveying Technician		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Certificate	Certificate	Health Care Navigator		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Certificate	Certificate	Industrial Engineering		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Associate	Associate of Applied Science (AAS)	Industrial Engineering		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Certificate	Certificate	IT Fundamentals		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Certificate	Certificate	Land Surveying Technician		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Associate	Associate of Applied Science (AAS)	Land Surveying Technician-Geospatial Science		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Certificate	Certificate	Leadership in the Trades		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Certificate	Certificate	Legal Assistant		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Associate	Associate of Applied Science (AAS)	Legal Assistant		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Certificate	Certificate	Machining Technologies		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Associate	Associate of Applied Science (AAS)	Machining Technologies		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Certificate	Certificate	Manufacturing Assembly		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Certificate	Certificate	Manufacturing Tooling		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Certificate	Certificate	Massage Therapy Practitioner		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Associate	Associate of Applied Science (AAS)	Massage Therapy Practitioner		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Associate	Associate of Applied Science-Transfer (AAS-T)	Massage Therapy Practitioner		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Certificate	Certificate	Mechanical Engineering Technology		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Certificate	Certificate	Mechatronics		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Associate	Associate of Applied Science (AAS)	Mechatronics		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Associate	Associate of Applied Science (AAS)	Medical Assistant		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Certificate	Certificate	Medical Assistant		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Associate	Associate of Applied Science-Transfer (AAS-T)	Medical Assistant		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Certificate	Certificate	Medical Assistant-Phlebotomy		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Associate	Associate of Applied Science (AAS)	Medical Coding Specialist		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Associate	Associate of Applied Science (AAS)	Multi-Occupational Trades (Apprenticeship)		Yes

Name of Site	Physical Address	Degree Level	Degree Type	Program Name	Student Enrollment	On-Site Staff
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Certificate	Certificate	Office Assistant/Receptionist		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Certificate	Certificate	Pharmacy Assistant		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Associate	Associate of Applied Science (AAS)	Pharmacy Technician		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Certificate	Certificate	Pharmacy Technician		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Associate	Associate of Applied Science-Transfer (AAS-T)	Pharmacy Technician		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Certificate	Certificate	Property Maintenance for Multi-Family Residences		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Associate	Associate of Applied Science-Transfer (AAS-T)	Registered Nurse		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Certificate	Certificate	Revenue Management Specialist		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Certificate	Certificate	Stationary Engineering		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Associate	Associate of Applied Science (AAS)	Stationary Engineering		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Associate	Associate of Applied Science-Transfer (AAS-T)	Surgical Technologist		Yes
RTC Main Campus	3000 NE 4th St, Renton, WA 98056	Certificate	Certificate	Veterinary Assistant		Yes

PROGRAMS AND ACADEMIC COURSES OFFERED AT SITES OUTSIDE THE UNITED STATES

- Report information for sites outside the United States where degree programs and academic credit coursework is offered, including study abroad programs and educational operations on military bases. (Add additional pages if necessary)
- Degree Programs – list the *names* of degree programs that can be completed at the site.
- Academic Credit Courses – report the *total number* of academic credit courses offered at the site.
- Student Headcount – report the *total number (unduplicated headcount)* of students currently enrolled in programs at the site.
- Faculty Headcount – report the *total number (unduplicated headcount)* of faculty (full-time and part-time) teaching at the site.

Name of Site	Physical Address	City, State, Zip	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
None						

NWCCU Correspondence and Reports for 2013 Recommendations

- Jan. 2014 NWCCU Letter (reaffirmation)

- Feb. 2015 NWCCU Letter (Fall 2014 Ad Hoc accepted)

- Mar. 2016 Special Report for Recommendation 1

- Jul. 2016 NWCCU Letter (Recommendation 1 cleared)

- 2016 Mid-Cycle Peer Evaluation Report

- Feb. 2017 NWCCU Letter (Mid-Cycle accepted)

- Oct. 2020 Washington State Quality Awards (WSQA) Report

NORTHWEST COMMISSION ON
COLLEGES AND UNIVERSITIES
NWCCU

January 31, 2014

Mr. Steve Hanson
President
Renton Technical College
3000 N.E. Fourth Street
Renton, WA 98056-4195

Dear President Hanson:

On behalf of the Northwest Commission on Colleges and Universities, I am pleased to report that the accreditation of Renton Technical College has been reaffirmed on the basis of the Fall 2013 Year Seven *Mission Fulfillment and Sustainability* Evaluation which was expanded to address Recommendation 1 of the Fall 2011 Year One Peer-Evaluation Report.

In reaffirming accreditation, the Commission requests that the College submit a Year One *Mission and Core Themes* Report in Fall 2014. In addition, the Commission requests that the College submit an Ad Hoc Report in Fall 2014 to address Recommendation 1 of the Fall 2013 Year Seven Peer-Evaluation Report and to include an update on the College's progress on Recommendations 2, 3, and 4 of the Fall 2013 Year Seven Peer-Evaluation Report. These two reports should be separate and distinct.

In addition, the Commission requests that the College include an addendum in its Fall 2016 Mid-Cycle Self-Evaluation Report to again address Recommendations 2, 3, and 4 of the Fall 2013 Year Seven Peer-Evaluation Report with an onsite visit regarding the overall effectiveness of the institution's planning and improvement processes. A copy of the Recommendations is enclosed for your reference.

In making these requests, the Commission finds that Recommendations 2, 3, and 4 of the Fall 2013 Year Seven Peer-Evaluation Report are areas where Renton Technical College is substantially in compliance with Commission criteria for accreditation, but in need of improvement. In addition, the Commission finds that the Commission's expectations with regard to Recommendation 1 of the Fall 2011 Year One Peer-Evaluation Report have been met. However, the Commission determined that Recommendation 1 of the Fall 2013 Year Seven Peer-Evaluation Report is an area where Renton Technical College does not meet the Commission's criteria for accreditation. According to U.S. Department of Education Regulation 34 CFR 602.20 and Commission Policy, *Commission Action Regarding Institutional Compliance Within Specified Period* (enclosed), the Commission requires that Renton Technical College take appropriate action to ensure that Recommendation 1 is addressed and resolved within the prescribed two-year period.

The Commission commends the College's staff, faculty, administrators, and Trustees for their sincere commitment to and support of students as exemplified in the interview responses of the College's students which describe exceptional services of the staff; caring, knowledgeable and talented faculty; and an administration and Board of Trustees who care about students' opinions. In addition, the Commission commends the College for implementing a well-planned and thoughtfully developed student leadership program that provides multiple opportunities for student participation resulting in a group of highly
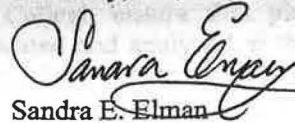
dedicated, passionate, and effective student leaders invested in the success of the College. Moreover, the Commission finds noteworthy the implementation of the I-BEST model in designated workforce programs which incorporates best practices that demonstrate improved student retention and completion. Lastly, the Commission applauds the College's Library faculty and staff on consistent and systematic use of feedback from library constituents to make data-informed improvements to the programming and resources offered.

If you have any questions, please do not hesitate to contact me.

Best wishes for a peaceful and fulfilling New Year.

Sincerely,

Sandra E. Elman
President

SEE:rb

Enclosures: Recommendations
              Commission Policy, *Commission Action Regarding Institutional Compliance Within
                 Specified Period*

cc: Ms. Mary Kate Richardson, Interim Director of Institutional Planning and Effectiveness
      Ms. Cathy McAbee, Board Chair
      Mr. Marty Brown, Executive Director, Washington State Board for Community
         and Technical Colleges

February 12, 2015

Mr. Steve Hanson
President
Renton Technical College
3000 N.E. Fourth Street
Renton, WA 98056-4195

Dear President Hanson:

On behalf of the Northwest Commission on Colleges and Universities, I am pleased to report that at its January 7-8, 2015, meeting, the Commission accepted Renton Technical College's Fall 2014 Ad Hoc Report which was to address Recommendation 1 and include an update on Recommendations 2, 3, and 4 of the Fall 2013 Year Seven *Mission and Core Themes* Peer-Evaluation Report. The request for this report was the subject of Commission correspondence dated January 31, 2014.
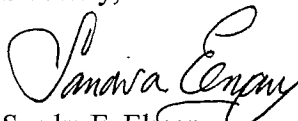
In accepting the report, the Commission determined that with regard to Recommendation 1 of the Fall 2013 Year Seven Peer-Evaluation Report, progress has been made but the College still does not meet the Commission's criteria for accreditation. Accordingly, the Commission requests that the College submit its external financial audit and evidence of Board review by October 15, 2015.

Lastly, the Commission reminds the institution that it is to include an addendum in its Fall 2016 Mid-Cycle Self-Evaluation Report to again address Recommendations 2, 3, and 4 of the Fall 2013 Year Seven Peer-Evaluation Report with an onsite visit regarding the overall effectiveness of the institution's planning and improvement processes. Recommendations 2, 3, and 4 of the Fall 2013 Year Seven Peer-Evaluation Report are substantially in compliance with the Commission's criteria for accreditation, but in need of improvement.

If you have any questions, please do not hesitate to contact me.

Best wishes for a peaceful and fulfilling New Year.

Sincerely,

Sandra E. Elman
President

SEE:rb

cc: Ms. Mary Kate Richardson, Interim Director of Institutional Planning and Effectiveness

RENTON TECHNICAL COLLEGE

Special Report

March 11, 2016

Prepared for the
Northwest Commission on Colleges and Universities

Table of Contents

Introduction

Renton Technical College (RTC) underwent a Comprehensive Year Seven Peer-Evaluation visit on October 16-18, 2013. The visiting Evaluation Committee provided a detailed report of their findings, including four commendations and four recommendations. On January 31, 2014, Renton Technical College's accreditation was reaffirmed by NWCCU based on the Committee's report and requested that the College submit an Ad Hoc Report in fall (September 2nd) 2014 to address Recommendation 1 of the fall 2013 Year Seven Peer-Evaluation Report and to include an update on the College's progress on Recommendations 2, 3, and 4. The Commission determined that Recommendation 1 is an area where the College does not meet the Commission's criteria for accreditation, requiring that the College take appropriate action to ensure that Recommendation 1 is resolved within the prescribed two-year period. The Commission found that Recommendations 2, 3, and 4 are areas where the College is substantially in compliance with Commission criteria for accreditation, but in need of improvement.

At the time of RTC's fall 2014 report submission, the College had not yet undergone its inaugural financial statements audit. On page 4 of the September 2nd report, it states that the College's financial statements will be completed in early 2015, with the audit completion expected by spring 2015. On February 12, 2015, NWCCU requested that Renton Technical College submit another Ad-Hoc Report addressing Recommendation 1 by October 15, 2015. Due to delay and backlog at the Washington State Auditor's Office, the College notified the Commission and it was determined that RTC should submit its report no later than January 1, 2016. On December 15, 2015, RTC submitted the requested Ad-Hoc Report in response to Recommendation 1; however, on February 3, 2016, we received a letter from the Commission indicating that the Board of Commissioners deferred acceptance of our fall 2015 report.

In deferring acceptance of the report, the Commission indicated that Recommendation 1 of fall 2013 Year Seven *Mission Fulfillment and Sustainability* Peer-Evaluation Report still did not meet the Commission's criteria for accreditation. In receiving this letter, RTC's accreditation liaison officer contacted the Commission and discussed with Dr. Pam Goad, the documentation needed for resubmission of the report. As stated in the February 3, 2016 letter, the Commission requested that RTC submit a Special Report by March 21, 2016, that includes the financial statements and management letter from the external financial audit (Standard 2.F.7).

The following section details RTC's response to Recommendation 1, in fulfillment of the request for the submission of a Special Report by March 21, 2016.

Response to Recommendations

Recommendation 1

The evaluation committee recommends that for each year of operation, the College undergo an external financial audit and that the results from such audits, including findings and management letter recommendations, be considered in a timely, appropriate and comprehensive manner by the Board of Trustees (Eligibility Requirement 19 and Standard 2.F.7).

Renton Technical College contracted with the Washington State Auditor's Office (SAO) to complete the College's financial statement audit for fiscal year 2013-2014. The SAO completed their work in September and issued their Financial Statements Audit Report on September 24, 2015.

On September 15, 2015, the auditors presented their report in an exit conference to the President, a member of the Board of Trustees and the College's financial managers. There was one audit finding related to the reporting of Student Tuition and Fees, and Scholarships and Fellowships. The College made the necessary adjustment in the final Financial Statements. The Financial Statements and Audit report were reviewed by college administration. The Audit Report was presented to the Board of Trustees at their October 2015 meeting. The College will be publishing the Financial Statements to its external website following the December 18 Board of Trustees meeting. Board of Trustees' members will receive a bound copy of the publication at the December 18, 2015 meeting. On February 22, 2016, administration conducted a study session with the Board of Trustees to perform a more extensive review of the financials and to address questions.

Conclusion

Renton Technical College is fully addressing Recommendation 1 (annual external financial audits) by participating in the Washington Community and Technical College system sponsored revised accounting process. This includes implementing generally accepted accounting principles as articulated by the Governmental Accounting Standards Board, compilation of accounting statements in the new format, and audit by the Washington State Auditor followed by a comprehensive review by the College administration and the Board of Trustees.

Enclosed in the Appendices is a copy of RTC's Financial Statements Audit Report prepared by the Washington State Auditor's Office, the College's Corrective Action Plan, and the 2014 Financial Audit Report.

Washington State Auditor's Office

Independence • Respect • Integrity

Financial Statements Audit Report

Renton Technical College

For the period July 1, 2013 through June 30, 2014

Published September 24, 2015

Report No. 1014884

Washington State Auditor's Office

September 24, 2015

Board of Trustees
Renton Technical College
Renton, Washington

Report on Financial Statements

Please find attached our report on the Renton Technical College's financial statements.

We are issuing this report in order to provide information on the College's financial condition.

Sincerely,

JAN M. JUTTE, CPA, CGFM

ACTING STATE AUDITOR

OLYMPIA, WA

TABLE OF CONTENTS

Renton Technical College
King County
July 1, 2013 through June 30, 2014

2014-001   **The College should improve internal controls over the reporting of revenue as Student Tuition and Fees and expenses as Scholarships and Fellowships to ensure accurate reporting.**

Background

It is the responsibility of the College to design and follow internal controls that provide reasonable assurance regarding the reliability of financial reporting. We identified deficiencies in internal controls that could adversely affect the College's ability to accurately report its financial statements.

Government Auditing Standards, prescribed by the Comptroller General of the United States, require the auditor to communicate a significant deficiency, as defined below in the Applicable Laws and Regulations section, as a finding.

Description of Condition

We identified the following deficiencies in internal controls over financial reporting that, when taken together, represent a significant deficiency over financial reporting:

- College staff responsible for recording revenue as Student Tuition and Fees, and expenses as Scholarships and Fellowships performed research and sought training on how to appropriately report Student Tuition and Fees and Scholarships and Fellowships. However, the research and training was not effective in ensuring all financial statement balances were reported accurately in accordance with Generally Accepted Accounting Principles.

Cause of Condition

This is the first year that the College has prepared financial statements. College staff has not had experience preparing financial statements to ensure its reported financial information is accurate, complete, and in accordance with Generally Accepted Accounting Principles. Additionally, college staff stated that guidance

was not clear on how to appropriately report Student Tuition and Fees and Scholarships and Fellowships.

Effect of Condition

We identified the following errors during our audit of the College's financial statements:

- Student Tuition and Fees and Scholarships and Fellowships were both understated by $3,141,291. The net effect of these misstatements on fund balance is zero. However, individual revenue and expense line items on the financial statements should be reported separately and not netted.

- $24,630 in cash was reported in accounts receivable.

- Net Investment in Capital Assets was overstated by $45,316.

The errors noted above were corrected in the College's final financial statements. The College was cooperative in taking corrective action and following up on this concern.

We noted additional errors during the audit in the Management Discussion and Analysis and Notes to the Financial Statements, which were communicated to College management.

Recommendation

We recommend the College dedicate the necessary time and resources to ensure procedures are in place, such as adequate training on Generally Accepted Accounting Principles, to ensure reported financial statement balances are accurate, not reported as netted amounts, and adequately supported.

College's Response

- *Regarding the "refunds" made to students being left off in the allowance for scholarships calculation, the refunds being referred to in the calculation were not refunds at all, but were direct disbursements of financial aid to students via check or other vehicle of payment. The State Board for Community and Technical Colleges, (SBCTC), has referred to these amounts disbursed to students as refunds, as if the student had overpaid. This was misinterpreted by College staff who excluded these direct disbursements to students, since they were not refunds related to overpayments. The College is now aware of the proper reporting of these amounts in the financial statements and made the necessary adjustments as requested.*

- *With regard to the $24,630 in cash reported in accounts receivable, this is cash the College holds to resupply the ATM machine. This cash balance had been reported erroneously in an accounts receivable GL since its inception back in the 1990's. When questioned by the auditor, the account was reviewed and a reclassification was done.*

- *The misstatement of the investment in Capital Assets resulted from an adjustment that the SBCTC made to the College's capital records to reflect a change in the OFM capitalization guidelines. This adjustment credited the College's Capital Asset and Investment in Capital Assets directly without flowing through an expense ledger. Subsequently, the SBCTC directed the College to post an entry to the Capital Assets but neglected to have the College also adjust the Net Investment in Capital Assets. Once identified by the auditor, the College made this adjustment.*

The College appreciates the auditors' willingness to work with us through these adjustments as we completed our first financial statement audit. As noted above by the auditor, all of these corrections were readily made by the College. The College will continue to improve internal controls over financial statement reporting through internal and external training sessions as well as adding additional reviews to our financial statement preparation.

Auditor's Remarks

We appreciate the College's commitment to resolving the issues noted above and thank the College for its cooperation, assistance and the corrective action taken during the audit. We will review the status during the next audit.

Applicable Laws and Regulations

RCW 43.88.160 Fiscal management – Powers and duties of officers and agencies, states in part:

(4) In addition, the director of financial management, as agent of the governor, shall:

(a) Develop and maintain a system of internal controls and internal audits comprising methods and procedures to be adopted by each agency that will safeguard its assets, check the accuracy and reliability of its accounting data, promote operational efficiency, and encourage adherence to prescribed managerial policies for accounting and financial controls. The system developed by the director shall include criteria for determining the scope and

comprehensiveness of internal controls required by classes of agencies, depending on the level of resources at risk.

Government Auditing Standards, July 2007 Revision – Section 5.11 provides that auditors should report material weaknesses and significant deficiencies in internal control.

The American Institute of Certified Public Accountants, Statement on Auditing Standards No. 115 defines significant deficiencies and material weaknesses as follows:

a. Significant deficiency: A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

b. Material weakness: A material weakness is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

The Office of Financial Management's *State Administrative and Accounting Manual* (SAAM), states in part:

Section 20.15.30.a *Who is responsible for internal control?*

The agency head or authorized designee is ultimately responsible for identifying risks and establishing, maintaining, and reviewing the agency's system of internal control. If the agency head delegates this responsibility, the designated person should have sufficient authority to carry out these responsibilities. Normally, this person is a senior agency manager who does not serve in the internal audit function.

Section 20.15.40.c *Control Activities*

Control activities help ensure risk responses are effectively carried out and include policies and procedures, manual and automated tools, approvals, authorizations, verifications, reconciliations, security over assets, and segregation of duties. These activities occur across an agency, at all levels and in all functions, and are designed to help prevent or reduce the risk that agency objectives

will not be achieved. Managers set up control activities to provide reasonable assurance that the agency and business unit objectives are met. An example of a control activity is something as simple as listing tasks assigned to staff members and then periodically checking the list to verify that assignments are completed on time. Refer to Section 20.25 for further discussion of control activities.

Section 20.15.40.e *Monitoring*

Things change and, by monitoring the risks and the effectiveness of control measures on a regular basis, an agency can react dynamically to changing conditions.

Monitoring evaluates the effectiveness of an agency's internal controls and is designed to ensure that internal controls continue to operate effectively. Monitoring is effective when it leads to the identification and correction of control weaknesses before they materially affect the achievement of the agency's objectives. An agency's internal control is most effective when there is proper monitoring, results are prioritized and communicated, and weaknesses are corrected and followed up on as necessary.

There are two types of monitoring: ongoing and periodic. Ongoing monitoring occurs in the course of operations. It includes tasks such as supervisory reviews of reconciliations, reports, and processes. Periodic monitoring includes tasks such as periodic internal audit sampling and annual reviews of high-risk business processes. Internal control deficiencies uncovered by monitoring should be reported to higher levels of management.

Renton Technical College
July 1, 2013 through June 30, 2014

Board of Trustees
Renton Technical College
Renton, Washington

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of the business-type activities and the aggregate discretely presented component units of Renton Technical College, King County, Washington, as of and for the year ended June 30, 2014, and the related notes to the financial statements, which collectively comprise the College's basic financial statements, and have issued our report thereon dated September 15, 2015.

Our report includes a reference to other auditors who audited the financial statements of the Renton Technical College Foundation, as described in our report on the College's financial statements. This report includes our consideration of the results of the other auditor's testing of internal control over financial reporting and compliance and other matters that are reported on separately by those other auditors. However, this report, insofar as it relates to the results of the other auditors, is based solely on the reports of the other auditors. The financial statements of the Renton Technical College Foundation were not audited in accordance with Government Auditing Standards and accordingly this report does not include reporting on internal control over financial reporting or instances of reportable noncompliance associated with the Renton Technical College Foundation.

The financial statements of the Renton Technical College, an agency of the state of Washington, are intended to present the financial position, and the changes in financial position, and where applicable, cash flows of only the respective portion of the activities of the state of Washington that is attributable to the transactions of the College and the aggregate discretely presented component units. They do not purport to, and do not, present fairly the financial position of the state of Washington as of June 30, 2014, the changes in its financial position, or where applicable, its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to this matter.

INTERNAL CONTROL OVER FINANCIAL REPORTING

In planning and performing our audit of the financial statements, we considered the College's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control. Accordingly, we do not express an opinion on the effectiveness of the College's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of College's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. We did identify certain deficiencies in internal control, described in the accompanying Schedule of Audit Findings and Responses as Finding 2014-001 that we consider to be significant deficiencies.

COMPLIANCE AND OTHER MATTERS

As part of obtaining reasonable assurance about whether the College's financial statements are free from material misstatement, we performed tests of the College's compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion.

The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

COLLEGE'S REPONSE TO FINDINGS

The College's response to the findings identified in our audit is described in the accompanying Schedule of Audit Findings and Responses. The College's response was not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on the response.

PURPOSE OF THIS REPORT

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the College's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the College's internal control and compliance. Accordingly, this communication is not suitable for any other purpose. However, this report is a matter of public record and its distribution is not limited. It also serves to disseminate information to the public as a reporting tool to help citizens assess government operations.

JAN M. JUTTE, CPA, CGFM

ACTING STATE AUDITOR

OLYMPIA, WA

September 15, 2015

Renton Technical College
July 1, 2013 through June 30, 2014

Board of Trustees
Renton Technical College
Renton, Washington

REPORT ON THE FINANCIAL STATEMENTS

We have audited the accompanying financial statements of the business-type activities and the aggregate discretely presented component units of Renton Technical College, King County, Washington, as of and for the year ended June 30, 2014, and the related notes to the financial statements, which collectively comprise the College's basic financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We did not audit the financial statements of the Renton Technical College Foundation, which represents 100 percent of the assets, net position and revenues of the aggregate discretely presented component units. Those statements were audited by other auditors, whose report has been furnished to us, and our opinion, insofar as it relates to the amounts included for the Renton Technical College Foundation, is based solely on the report of the other auditors. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial

statements are free from material misstatement. The financial statements of the Renton Technical College Foundation were not audited in accordance with *Government Auditing Standards.*

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the College's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinion

In our opinion, based on our audit and the report of other auditors, the financial statements referred to above present fairly, in all material respects, the financial position of the business-type activities and the aggregate discretely presented component units of the Renton Technical College, as of June 30, 2014, and the changes in financial position and cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Matters of Emphasis

As discussed in Note 1, the financial statements of the Renton Technical College, an agency of the state of Washington, are intended to present the financial position, and the changes in financial position, and where applicable, cash flows of only the respective portion of the activities of the state of Washington that is attributable to the transactions of the College and the aggregate discretely presented component units. They do not purport to, and do not, present fairly the financial position of the state of Washington as of June 30, 2014, the changes in its financial position, or, where applicable, its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to this matter.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary and Other Information

Our audit was conducted for the purpose of forming an opinion on the financial statements that collectively comprise the College's basic financial statements as a whole. The Trustees and Administrative Officers and Message from the President are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information has not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we do not express an opinion or provide any assurance on it.

OTHER REPORTING REQUIRED BY GOVERNMENT AUDITING STANDARDS

In accordance with *Government Auditing Standards*, we have also issued our report dated September 15, 2015 on our consideration of the College's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on

compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the College's internal control over financial reporting and compliance.

[signature]

JAN M. JUTTE, CPA, CGFM

ACTING STATE AUDITOR

OLYMPIA, WA

September 15, 2015

ABOUT THE STATE AUDITOR S OFFICE

The State Auditor's Office is established in the state's Constitution and is part of the executive branch of state government. The State Auditor is elected by the citizens of Washington and serves four-year terms.

We work with our audit clients and citizens to achieve our vision of government that works for citizens, by helping governments work better, cost less, deliver higher value, and earn greater public trust.

In fulfilling our mission to hold state and local governments accountable for the use of public resources, we also hold ourselves accountable by continually improving our audit quality and operational efficiency and developing highly engaged and committed employees.

As an elected agency, the State Auditor's Office has the independence necessary to objectively perform audits and investigations. Our audits are designed to comply with professional standards as well as to satisfy the requirements of federal, state, and local laws.

Our audits look at financial information and compliance with state, federal and local laws on the part of all local governments, including schools, and all state agencies, including institutions of higher education. In addition, we conduct performance audits of state agencies and local governments as well as fraud, state whistleblower and citizen hotline investigations.

The results of our work are widely distributed through a variety of reports, which are available on our website and through our free, electronic subscription service.

We take our role as partners in accountability seriously, and provide training and technical assistance to governments, and have an extensive quality assurance program.

Contact information for the State Auditor's Office	
Deputy Director for Communications	Thomas Shapley Thomas.Shapley@sao.wa.gov (360) 902-0367
Public Records requests	(360) 725-5617
Main telephone	(360) 902-0370
Toll-free Citizen Hotline	(866) 902-3900
Website	www.sao.wa.gov

Audit Report:	1014884
Finding Number:	001
Finding:	The College should improve internal controls over the reporting of revenue as Student Tuition and Fees and expenses as Scholarships and Fellowships to ensure accurate reporting.
Resolution:	The College has modified its revenues and expenditures on the fiscal year 2014 financial statements as noted by the auditors to comply with the Washington State Board of Community and Technical College's definition of tuition discounts.

Going forward, to ensure future financial statement balances are accurate, and supported the College will:

- Add an additional level of review of the financial statements by the Assistant Director of Financial Services and the Vice President of Finance.
- Require key staff involved in the financial statement preparation process to attend training provided by the State Board for Community and Technical Colleges.
- Provide additional training opportunities for key staff such a financial statement preparation guidebooks and training classes focused on Generally Accepted Accounting Principles.

Completion Date:	August 2015
Agency Contact:	Melinda Merrell Renton Technical College 3000 NE 4th Street Renton, WA 98056 (425) 235-5846 mmerrell@rtc.edu

2014 Financial Report

- Student Focused
- Quality
- Integrity
- Respect
- Service
- Teamwork

RENTON TECHNICAL COLLEGE

Core Themes

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.

Workforce Education

Renton Technical College delivers workforce education programs that fulfill student and industry needs through preparation for viable career pathways. Industry needs are met through competency and outcomes based teaching, learning, and hands-on training facilities that reflect workplace best practices. Students become resilient workers by completing innovative educational programs that incorporate current industry trends.

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 ESL instruction, high-school completion options, college-readiness instruction, and integration of basic skills instruction into workforce programs.

Institutional Sustainability

Renton Technical College cultivates, manages and prioritizes its financial, human & 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.

2014 Financial Report

Table of Contents

Contents

For information about the financial data included in this report, contact:

Melinda Merrell, Vice President of Administration & Finance
Renton Technical College
3000 NE 4th Street
Renton, WA 98056
(425) 235-5846

For information about enrollment, degrees awarded, or academic programs, contact:

Michelle Campbell, Executive Director of Institutional Advancement
Renton Technical College
3000 NE 4th Street
Renton, WA 98056
(425) 235-2352 Ext. 2085

Or visit our website at www.RTC.edu

Trustees and Administrative Officers

BOARD OF TRUSTEES
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Susan Palmer (Labor Representative)
Kirby Unti

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Dr. Kevin McCarthy, President
Jessica Gilmore English, Vice President of Student Services
Melinda Merrell, Vice President of Administration & Finance
Jodi Novotny, Vice President of Instruction

Trustees and Officer list effective as of August 4, 2015.

Message from the President

August 18, 2015

Tyler Page, Chair
Board of Trustees
Renton Technical College
Renton, WA 98056

Dear Chair Page:

Attached is the financial statement of Renton Technical College. It has been prepared from the college's accounting records and reflects Renton Technical College's financial position for the fiscal year ended June 30, 2014.

Renton Technical College maintains its accounts in accordance with the guidelines established by the Washington State Office of Financial Management and the State of Washington.

Management assumes full responsibility for the completeness and reliability of the information in this report, based upon a comprehensive framework of internal control that it has established for this purpose.

Sincerely,

Kevin D. McCarthy, PhD.
President

Management's Discussion and Analysis

Renton Technical College
The following discussion and analysis provides an overview of the financial position and activities of Renton Technical College (the College) for the fiscal year ended June 30, 2014 (FY 2014). The 2014 report constitutes the college's inaugural audited financial statements. As a result, comparisons included in this discussion were made with unaudited information for the fiscal year ended June 30, 2013 (FY 2013), where available.

This overview provides readers with an objective and easily readable analysis of the College's financial performance for the year, based on currently known facts and conditions. This discussion has been prepared by management and should be read in conjunction with the College's financial statements and accompanying note disclosures.

Reporting Entity

Renton Technical College is one of thirty public community and technical college districts in the state of Washington, providing comprehensive, open-door academic programs, workforce education, basic skills and community service educational programs to approximately 9,596 students. The College confers associates degrees, certificates and high school diplomas and effective spring 2015, the College began conferring an applied baccalaureate in science. Established in 1941, Renton Technical College's mission is to prepare a diverse student population for work, fulfilling the employment needs of individuals, business and industry.

The College's main campus is located in Renton, Washington, a community of about 94,550 residents. The College also has operations in Kent and Seattle. The College is governed by a five member Board of Trustees appointed by the governor of the state with the consent of the state Senate. In accordance with Washington State law governing technical colleges, the College's board includes one member from business and one member from labor. By statute, the Board of Trustees has full control of the College, except as otherwise provided by law.

Using the Financial Statements

The financial statements presented in this report encompass the College and its discretely presented component unit*(s)*. The College's financial statements include the Statement of Net Position; the Statement of Revenues, Expenses and Changes in Net Position, and the Statement of Cash Flows. The Statement of Net Position provides information about the College at a moment in time, at year-end. The Statement of Revenue, Expenses and Changes in Net Position and the Statement of Cash Flows provide information about operations and activities over a period of time. Together, these statements, along with the accompanying notes, provide a comprehensive way to assess the college's financial health as a whole.

The Statement of Net Position and Statement of Revenues, Expenses and Changes in Net Position are reported under the accrual basis of accounting where all of the current year's revenues and expenses are taken into account regardless of when cash is received or payments are made. Full accrual statements are intended to provide a view of the College's financial position similar to that presented by most private-sector companies. These financial statements are prepared in accordance with generally accepted accounting principles as prescribed by the

Governmental Accounting Standards Board (GASB), which establishes standards for external financial reporting for public colleges and universities. The full scope of the College's activities is considered to be a single business-type activity and accordingly, is reported within a single column in the basic financial statements.

Statement of Net Position

The Statement of Net Position provides information about the College's financial position, and presents the College's assets, liabilities, and net assets at year-end and includes all assets and liabilities of the College. A condensed comparison of the Statement of Net Position is as follows:

Condensed Statement of Net Position As of June 30th	FY 2014	FY 2013 (Unaudited)
Assets		
Current Assets	$18,140,597	$18,992,253
Capital Assets, net	$32,111,916	$32,930,280
Other Assets, non-current	$2,071,171	$1,969,299
Total Assets	**$52,323,684**	**$53,891,832**
Liabilities		
Current Liabilities	$3,396,077	$2,546,416
Other Liabilities, non-current	$1,076,931	$66,802
Total Liabilities	**$4,473,008**	**$2,613,218**
Deferred Inflows/Outflows	**$0**	**$0**
Net Position	**$47,850,676**	**$51,278,614**

Current assets consist primarily of cash, investments, various accounts receivables and inventories. The modest decrease can be attributed to a decrease in cash and an offsetting increase in accounts receivable.

Net capital assets decreased by $818,364 from FY 2013 to FY 2014. The decrease is primarily the result of current depreciation expense of $1,439,860, along with a write down of $45,316 in Improvements Other Than Buildings due to a change in the state capitalization guidelines. This decrease was offset in part by ongoing acquisitions of capitalized equipment.

Non-current assets consist primarily of the long-term portion of certain investments.

Current liabilities include amounts payable to suppliers for goods and services, accrued payroll and related liabilities, deposits held for others and unearned revenue. Current liabilities can fluctuate from year to year depending on the timeliness of vendor invoices and resulting vendor payments, especially in the area of capital assets and improvements.

The increase in current liabilities from FY 2013 to FY 2014 is due to an increase of $77,400 in the college's June 30, 2014 accrued liabilities, an increase of $113,400 in accrued salaries, an increase of $457,600 in the year-end balance of our VPA expenses for June 2014, reimbursed by the State Treasurers Office in July 2014, and an increase of $219,700 in Amounts Due to Other

Agencies for an adjustment that recorded our VPA Advance that is payable to the State Treasurer's Office.

Non-current liabilities primarily consist of the value of vacation and sick leave earned but not yet used by employees. The increase in non-current liabilities is primarily due to an adjustment made to the FY 2014 balance to conform to GASB Statement No. 34.

Net position represents the value of the College's assets and deferred outflows after liabilities and deferred inflows are deducted. The College is required by accounting standards to report its net position in four categories:

Net Investment in Capital Assets – The College's total investment in property, plant, equipment, and infrastructure net of accumulated depreciation related to those capital assets. Changes in these balances are discussed above.

Restricted:
Restricted for Loans - The loan funds are established for the explicit purpose of providing student support as prescribed by statute or granting authority.

Condensed Net Position As of June 30th	FY 2014	FY 2013 (Unaudited)
Net Investment in Capital Assets	$32,111,916	$32,930,280
Restricted		
Expendable	$3,335	$2,235
Unexpendable	$0	$0
Non-Restricted	$15,735,425	$18,346,099
Total Net Position	**$47,850,676**	**$51,278,614**

Statement of Revenues, Expenses and Changes in Net Position

The Statement of Revenues, Expenses and Changes in Net Position accounts for the College's changes in total net position during FY 2014. The objective of the statement is to present the revenues received, both operating and non-operating, and the expenses paid by the College, along with any other revenue, expenses, gains and losses of the College.

Generally, operating revenues are earned by the College in exchange for providing goods and services. Tuition and grants and contracts are included in this category. In contrast, non-operating revenues include monies the college receives from another government without directly giving equal value to that government in return. Accounting standards require that the College categorize state operating appropriations and Pell Grants as non-operating revenues.

Operating expenses are expenses incurred in the normal operation of the College, including depreciation on property and equipment assets. When operating revenues, excluding state appropriations and Pell Grants, are measured against operating expenses, the College shows an

operating loss. The operating loss is reflective of the external funding necessary to keep tuition lower than the cost of the services provided.

A condensed statement of revenues, expense and changes in net position is presented below. A single year is presented as part of this inaugural set of financial statements. Future years will include comparative information.

Condensed Statement of Revenue, Expenses and Changes in Net Position As of June 30th	FY 2014
Operating Revenues	$16,812,534
Operating Expenses	$40,581,997
Net Operating Loss	($23,769,463)
Non-Operating Revenues	$19,992,236
Non-Operating Expenses	$943,156
Gain (Loss) Before Other	($4,720,383)
Capital Appropriations	$2,463,746
Increase (Decrease) in Net Position	($2,256,637)
Net Position, Beginning of the Year-Calculated	$50,107,313
Net Position, End of the Year	$47,850,676

Revenues

Continuing a trend that began midway through fiscal year 2009, the College's state operating appropriations decreased multiple times up through FY 2013. The state of Washington appropriates funds to the community college system as a whole. The State Board for Community and Technical Colleges (SBCTC) then allocates monies to each college. System-level appropriations hit their height in FY 2009 and as of FY 2013 had been reduced by almost 24%. In FY 2014, the Legislature reinstate a small portion of the previous cuts.

Over this same period, the Legislature and SBCTC instituted increases in tuition rates to partially offset the reduction in state appropriations. For FY2014, the College kept other fees as stable as possible, resulting in only small changes in these revenues.   In addition, the College serves some students and offers some programs on a fee-only basis, as allowed by law.

As a result of the budget cuts instituted by the Legislature, the college has become increasingly reliant on grant funding to supplement its operating budgets. For FY 2014, the College had grant funding from several sources including two (2) Department of Labor grants and one Department of Education Title III grant.

The College serves some students under the terms of contracted programs. The College contracts with local high schools to enroll Running Start students who earn both high school and college credit for these courses. The College also serves contracted international students who are not supported by state dollars.

The College receives capital spending authority on a biennial basis and may carry unexpended amounts forward into one or two future biennia, depending on the original purpose of the funding. In accordance with accounting standards, the amount shown as capital appropriation revenue on the financial statement is the amount expended in the current year. Expenditures from capital project funds that do not meet accounting standards for capitalization are reported as operating expenses. Those expenditures that meet the capitalization standard are not shown as expense in the current period and are instead recognized as depreciation expense over the expected useful lifetime of the asset.

Operating Revenues by Category

For the Year Ended June 30, 2014

Note: For purposes of this chart, tuition and fees reflect amounts collected and may include amounts students paid with Pell Grant proceeds
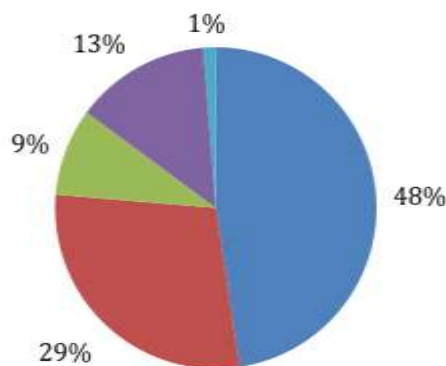
- Tuition & Fees Collected - $8,007,330 - 48%
- State & Local Grants & Contracts - $4,825,556 - 29%
- Federal Grants & Contracts - $1,480,504 - 9%
- Auxiliary Enterprises - $2,290,060 - 14%
- Other Operating Revenues - $209,084 - 1%

Expenses

Faced with severe budget cuts over the past five years, the College has continuously sought opportunities to identify savings and efficiencies. Over time, the College decreased spending and services and was subject to various state spending freezes and employee salary reductions. Selected categories of expense are displayed below. Salaries and benefits constitute the largest area of spending for the College.

Certain capital project costs do not meet accounting criteria for capitalization as part of the cost of the building and are instead recognized as supplies and materials or purchased services costs. These fluctuations are to be expected. Depreciation expense is also primarily driven by capital activity, with the annual depreciation expense showing a significant increase in any year when a new building is placed in service.

Comparison of Selected Operating Expenses by Function

10 | **RENTON TECHNICAL COLLEGE | 2014 FINANCIAL REPORT**

The chart below shows the amount, in dollars, for selected functional areas of operating expenses for FY 2014.

Operating Expenses by Category
For the Year Ended June 30, 2014
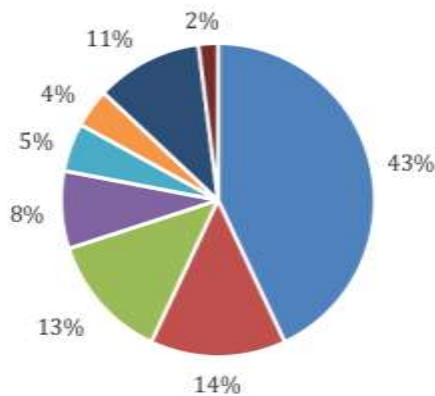
- Salaries & Wages - $17,446,283 - 43%
- Benefits - $5,648,820 - 14%
- Operating Expenses - $5,146,337 - 13%
- Supplies & Materials - $3,250,500 - 8%
- Purchased Services - $2,228,212 - 5%
- Depreciation - $1,439,860 - 4%
- Scholarships & Fellowships - $4,500,496 - 11%
- Utilities - $921,489 - 2%

Statement of Cash Flows

The Statement of Cash Flows gives a general picture of where the College obtains and spends its cash and cash equivalents. The statement gives detailed information about cash flows related to four different types of activities within the institution.

The first section shows cash received and spent on the operations of the college. Since tuition and fees and other operating revenue alone do not normally cover the operating costs of a public higher education institution, this section can be expected to show more cash used than provided.

The second section shows cash received and spent on non-capital financing activities of the College. Here the college reports cash from state appropriations and cash related to federally-

RENTON TECHNICAL COLLEGE | 2014 FINANCIAL REPORT | 11

funded Pell grants. This section also includes any activity that cannot be reported in one of the other sections.

The third section shows cash received and spent on capital and related financing activities. This includes state capital appropriations for major projects, minor works and repairs. It also includes cash proceeds, loan origination costs, interest and principal payments related to Certificates of Participation. Since colleges periodically use local funds to supplement these sources, it is not unusual for this section to show more cash used than provided.

The fourth section shows cash received and spent on investing activities, including the purchase and sale of investment instruments, interest earnings and realized gains or losses from investments.

Next the statement shows how the current year's change in cash combined with the prior year's cash balance results in the ending cash and cash equivalents balance shown on the College's Statement of Net Position. Finally, the statement includes a detailed reconciliation of operating activity only, between the operating loss shown as a subtotal on the Statement of Revenues, Expenses and Changes in Net Position and the net cash used by operating activities shown on the Cash Flow Statement.

A condensed statement of cash flows is presented below. A single year is presented as part of this inaugural set of financial statements. Future years will include comparative information.

Condensed Statement of Cash Flows As of June 30th	FY 2014
Operating Activities	($22,728,949)
Non-Capital Financing Activities	$19,605,058
Capital Financing Activities	$760,180
Investing Activities	($92,677)
Net Change in Cash	($2,456,388)
Cash, Beginning of Year	$16,511,463
Cash, End of Year	$14,055,075

The College's cash and cash equivalents at June 30th decreased in 2014 by $2,456,388. Primary contributing factors include a reduction in enrollments, along with corresponding effects on tuition, instructional equipment purchases and various campus projects funded with College reserves.

Capital Assets and Long-Term Debt Activities
The community and technical college system submits a single prioritized request to the Office of Financial Management and the Legislature for appropriated capital funds, which includes major projects, minor projects, repairs, emergency funds, alternative financing and major leases. The primary funding source for college capital projects is state general obligation bonds. In recent years, declining state revenues significantly reduced the state's debt capacity and are expected to continue to impact the number of new projects that can be financed.

12 | **RENTON TECHNICAL COLLEGE | 2014 FINANCIAL REPORT**

At June 30, 2014, the College had invested $32,111,916 in capital assets, net of accumulated depreciation. This represents a decrease of $818,364 from the prior year, as shown in the table below.

Asset Type	June 30, 2014	June 30, 2013 (unaudited)	Change
Land	$883,818	$883,818	$0
Construction in Progress	$0	$0	$0
Buildings, net	$28,940,256	$29,961,687	($1,021,431)
Other Improvements and Infrastructure, net	$15,250	$47,191	($31,941)
Equipment, net	$2,121,760	$1,895,326	$226,434
Library Resources, net	$150,832	$142,258	$8,574
Total Capital Assets, Net	**$32,111,916**	**$32,930,280**	**($818,364)**

The decrease in net capital assets can be attributed to annual depreciation, partially offset by the normal replacement and acquisition of equipment and library resources. As of June 30, 2014, the only significant capital projects that was in process was the major renovation of the Automotive Complex. In FY 2014, the College applied the retroactive infrastructure reporting requirements of Government Accounting Standards Board Statement Number 34 for the first time. FY 2013 amounts have not been restated to recognize these changes. For more detailed information on the capital assets should see note 6 in the notes to the financial statements.

Economic Factors That Will Affect the Future
Following a trend that began in FY 2009, the College's state operating appropriations continued to decrease. When adjusted for inflation, the state budget spends 23 percent less each year for community and technical colleges than in 2009. This trend, which affects higher education nationwide, creates serious financial challenges for community and technical colleges, which are noted for their flexibility and their ability to respond quickly to the needs of their students and communities.

While the economy in the Puget Sound region has made a strong recovery since the Great Recession, the decline in state funding has impacted the ability of community and technical colleges to expand program offerings in high demand areas such as health care, information technology and manufacturing. In response to the fiscal challenges, RTC has strategically pursued federal and state grants to enhance support systems for students and the development of new instructional programs. Through prudent management of its resources and the commitment of its faculty and staff, Renton Technical College has maintained its commitment to program excellence and student success.

Washington State Auditor's Office

September 24, 2015

Board of Trustees
Renton Technical College
Renton, Washington

Report on Financial Statements

Please find attached our report on the Renton Technical College's financial statements.

We are issuing this report in order to provide information on the College's financial condition.

Sincerely,

[signature]

JAN M. JUTTE, CPA, CGFM
ACTING STATE AUDITOR
OLYMPIA, WA

Insurance Building, P.O. Box 40021 ☐ Olympia, Washington 98504-0021 ☐ (360) 902-0370 ☐ TDD Relay (800) 833-6388

INDEPENDENT AUDITOR'S REPORT ON FINANCIAL STATEMENTS

Renton Technical College
July 1, 2013 through June 30, 2014

Board of Trustees
Renton Technical College
Renton, Washington

REPORT ON THE FINANCIAL STATEMENTS

We have audited the accompanying financial statements of the business-type activities and the aggregate discretely presented component units of Renton Technical College, King County, Washington, as of and for the year ended June 30, 2014, and the related notes to the financial statements, which collectively comprise the College's basic financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We did not audit the financial statements of the Renton Technical College Foundation, which represents 100 percent of the assets, net position and revenues of the aggregate discretely presented component units. Those statements were audited by other auditors, whose report has been furnished to us, and our opinion, insofar as it relates to the amounts included for the Renton Technical College Foundation, is based solely on the report of the other auditors. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial

statements are free from material misstatement. The financial statements of the Renton Technical College Foundation were not audited in accordance with *Government Auditing Standards*.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the College's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinion

In our opinion, based on our audit and the report of other auditors, the financial statements referred to above present fairly, in all material respects, the financial position of the business-type activities and the aggregate discretely presented component units of the Renton Technical College, as of June 30, 2014, and the changes in financial position and cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Matters of Emphasis

As discussed in Note 1, the financial statements of the Renton Technical College, an agency of the state of Washington, are intended to present the financial position, and the changes in financial position, and where applicable, cash flows of only the respective portion of the activities of the state of Washington that is attributable to the transactions of the College and the aggregate discretely presented component units. They do not purport to, and do not, present fairly the financial position of the state of Washington as of June 30, 2014, the changes in its financial position, or, where applicable, its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to this matter.

Washington State Auditor's Office

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary and Other Information

Our audit was conducted for the purpose of forming an opinion on the financial statements that collectively comprise the College's basic financial statements as a whole. The Trustees and Administrative Officers and Message from the President are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information has not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we do not express an opinion or provide any assurance on it.

OTHER REPORTING REQUIRED BY GOVERNMENT AUDITING STANDARDS

In accordance with *Government Auditing Standards*, we have also issued our report dated September 15, 2015 on our consideration of the College's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on

Washington State Auditor's Office

compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the College's internal control over financial reporting and compliance.

[signature]

JAN M. JUTTE, CPA, CGFM

ACTING STATE AUDITOR

OLYMPIA, WA

September 15, 2015

College Statement of Net Position

Renton Technical College

Statement of Net Position

June 30, 2014

Assets

Current assets

Cash and cash equivalents	$	14,079,705
Short-term investments		-
Accounts Receivable		3,678,941
Student Loans Receivable		3,541
Interest Receivable		-
Inventories		378,410
Prepaid Expenses		-
Total current assets		18,140,597

Non-Current Assets

Long-term investments	2,071,171
Student Loans Receivable	-
Capital assets, net of depreciation	32,111,916
Total non-current assets	34,183,087
Total assets	**52,323,684**

Deferred Outflows of Resources

Total Deferred Outflows of Resources	-

Liabilities

Current Liabilities

Accounts Payable	429,980
Accrued Liabilities	2,509,755
Compensated absences	5,466
Deposits Payable	3,095
Unearned Revenue	447,781
Total current liabilities	3,396,077

Noncurrent Liabilities

Compensated Absences	1,076,931
Total non-current liabilities	1,076,931
Total liabilities	**4,473,008**

Deferred Inflows of Resources

Total Deferred Inflows of Resources	-

Net Position

Net Investment in Capital Assets	32,111,916
Restricted for:	
Nonexpendable	-
Expendable	-
Student Loans	3,335
Unrestricted	15,735,425
Total Net Position	**47,850,676**
Total Liabilities and Net Position	**$ 52,323,684**

(See accompanying notes to the financial statements.)

College Statement of Revenues, Expenditures and Changes in Net Position
Renton Technical College
Statement of Revenues, Expenses and Changes in Net Position
For the Year Ended June 30, 2014

Operating Revenues

Student tuition and fees, net	$	8,007,330
Auxiliary enterprise sales		2,290,060
State and local grants and contracts		4,825,556
Federal grants and contracts		1,480,504
Other operating revenues		209,084
Total operating revenue		**16,812,534**

Operating Expenses

Operating Expenses	5,146,337
Salaries and wages	17,446,283
Benefits	5,648,820
Scholarships and fellowships	4,500,496
Supplies and materials	3,250,500
Depreciation	1,439,860
Purchased services	2,228,212
Utilities	921,489
Total operating expenses	**40,581,997**
Operating income (loss)	**(23,769,463)**

Non-Operating Revenues

State appropriations	16,288,189
Federal Pell grant revenue	3,694,851
Investment income, gains and losses	9,196
Net non-operating revenues	**19,992,236**

Non-Operating Expenses

Building Fee and Innovation Fee	897,840
Write Down of Capital Assets- Change in Capitalization Rule to $100K	45,316
Net non-operating expenses	**943,156**
Income or (loss) before other revenues, expenses, gains, or losses	**(4,720,383)**

Capital Revenues

Capital appropriations	2,463,746
Increase (Decrease) in net position	**(2,256,637)**

Net Position

Net position, beginning of year		**50,107,313**
Net position, end of year	**$**	**47,850,676**

(See accompanying notes to the financial statements.)

College Statement of Cash Flows

Renton Technical College
Statement of Cash Flows
For the Year Ended June 30, 2014

Cash flow from operating activities

Student tuition and fees	$ 7,255,319
Grants and contracts	6,563,953
Payments to vendors	(5,044,830)
Payments for utilities	(851,762)
Payments to employees	(17,357,769)
Payments for benefits	(5,608,957)
Auxiliary enterprise sales	2,283,910
Payments for scholarships and fellowships	(4,500,496)
Loans issued to students and employees	(1,800)
Collection of loans to students and employees	0
Other receipts (payments)	(5,441,887)
Net cash used by operating activities	(22,704,319)

Cash flow from noncapital financing activities

State appropriations	15,910,207
Pell grants	3,694,851
Amounts for other than capital purposes	0
Net cash provided by noncapital financing activities	19,605,058

Cash flow from capital and related financing activities

Proceeds of capital debt	0
Capital appropriations	1,452,281
Purchases of capital assets	(692,101)
Certificate of participations proceeds	0
Principal paid on capital debt	0
Net cash used by capital and related financing activities	760,180

Cash flow from investing activities

Purchase of investments	(101,873)
Proceeds from sales and maturities of investments	0
Income of investments	9,196
Net cash provided by investing activities	(92,677)

Increase in cash and cash equivalents	(2,431,758)
Cash and cash equivalents at the beginning of the year	16,511,463
Cash and cash equivalents at the end of the year	14,079,705

Reconciliation of Operating Loss to Net Cash used by Operating Activities

Operating Loss	(23,769,463)

Adjustments to reconcile net loss to net cash used by operating activities

Depreciation expense	1,439,860
Write Down of Capital Assets- Capitalization Rule Change	0

Changes in assets and liabilities

Receivables , net	(963,172)
Inventories	(37,136)
Other assets	0
Accounts payable	77,401
Accrued liabilities	580,279
Deferred revenue	(23,023)
Compensated absences	11,443
Deposits payable	(18,707)
Loans to students and employees	(1,800)
Net cash used by operating activities	$ (22,704,319)

(See accompanying notes to the financial statements.)

RENTON TECHNICAL COLLEGE | 2014 FINANCIAL REPORT | **21**

Foundation Statement of Financial Position

RENTON TECHNICAL COLLEGE FOUNDATION

STATEMENT OF FINANCIAL POSITION
AS OF JUNE 30, 2014

	2014
Assets	
Current assets	
Cash and cash equivalents	$ 313,420
Investments (Note 6)	1,106,380
Accounts receivable	1,313
Total current assets	1,421,113
Total assets	$ 1,421,113
Net Assets	
Unrestricted	202,472
Temporarily restricted	464,767
Permanently restricted	753,874
Total net assets	1,421,113
Total liabilities and net assets	$ 1,421,113

See accompanying notes and auditor's report.

2

Foundation Statement of Activities and Changes in Net Position

RENTON TECHNICAL COLLEGE FOUNDATION

STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS
FOR THE YEAR ENDED JUNE 30, 2014

	Unrestricted	Temporarily Restricted	Permanently Restricted	Totals
Support & Revenue				
Contributions	$ 95,817	$ 5,472	$ 49,250	$ 150,539
Interest income	23	-	-	23
Special event proceeds (Note 8)	54,408	-	-	54,408
Non-endowment gift fee revenue	5,184	-	-	5,184
Dividends & realized gain/(loss)	-	37,588	-	37,588
Unrealized gain/(loss) (Note 6)	-	124,758	-	124,758
College in-kind support	49,483	-	-	49,483
Total Support & Revenue	204,915	167,818	49,250	421,983
Expenditures				
Bank charges	$ 2,391	$ -	$ -	$ 2,391
Contract services	17,313	-	-	17,313
Gift fees – non-endowment funds	5,184	-	-	5,184
Fundraising	8,941	-	-	8,941
Insurance	1,071	-	-	1,071
Meetings and conventions	4,103	-	-	4,103
Postage and printing	3,182	-	-	3,182
Professional fees	2,671	-	-	2,671
Promotion	1,511	-	-	1,511
Program & student support	21,410	-	-	21,410
Scholarship expenses	63,684	-	-	63,684
Supplies	3,029	-	-	3,029
Special event expenses (Note 8)	12,323	-	-	12,323
Total Expenditures	146,813	-	-	146,813
BEGINNING NET ASSETS, JULY 1, 2013	144,370	296,949	704,624	1,145,943
CHANGE IN NET ASSETS	58,102	167,818	49,250	275,170
ENDING NET ASSETS, JUNE 30, 2014	$ 202,472	$ 464,767	$ 753,874	$ 1,421,113

See accompanying notes and auditor's report.

3

RENTON TECHNICAL COLLEGE | 2014 FINANCIAL REPORT 23

Notes to the Financial Statements
June 30, 2014
These notes form an integral part of the financial statements.

1. Summary of Significant Accounting Policies

Financial Reporting Entity
Renton Technical College, (the College), is a comprehensive technical college offering open-door academic programs, workforce education, basic skills, and community services. The College confers associates degrees, certificates and high school diplomas. It is governed by a five-member Board of Trustees appointed by the Governor and confirmed by the state Senate.

The College is an agency of the State of Washington. The financial activity of the college is included in the State's Comprehensive Annual Financial Report.

The Renton Technical College Foundation, (the Foundation), is a separate but affiliated non-profit entity, incorporated under Washington law in 1994 and recognized as a tax exempt 501(c)(3) charity. The Foundation's charitable purpose is to change lives by supporting career training, educational advancement and program success at Renton Technical College through fundraising, relationship building, responsible resource management and community awareness. Because the majority of the Foundation's income and resources are restricted by donors and may only be used for the benefit of the College or its students, the Foundation is considered a discrete component unit based on the criteria contained in Governmental Accounting Standards Board (GASB) Statement Nos. 61, 39 and 14. A discrete component unit is an entity which is legally separate from the College, but has the potential to provide significant financial benefits to the College or whose relationship with the College is such that excluding it would cause the College's financial statements to be misleading or incomplete.

The Foundation's financial statements are discretely presented in this report. Intra-entity transactions and balances between the College and the Foundation are not eliminated for financial statement presentation. During the fiscal year ended June 30, 2014, the Foundation distributed approximately $146,800 to the College for restricted and unrestricted purposes. A copy of the Foundation's complete financial statements may be obtained from the Foundation's Administrative Offices at 425-235-7867.

Basis of Presentation
The College follows all GASB pronouncements. The financial statements have been prepared in accordance with GASB Statement No. 34, *Basic Financial Statements and Management Discussion and Analysis for State and Local Governments* as amended by GASB Statement No. 35, *Basic Financial Statements and Management Discussion and Analysis for Public Colleges and Universities.* For financial reporting purposes, the College is considered a special-purpose government engaged only in Business Type Activities (BTA). In accordance with BTA reporting, the College presents a Management's Discussion and Analysis; a Statement of Net Position; a Statement of Revenues, Expenses and Changes in Net Position; a Statement of Cash Flows; and Notes to the Financial Statements. The format provides a comprehensive, entity-

wide perspective of the College's assets, deferred inflows, liabilities, deferred outflows, net position, revenues, expenses, changes in net position and cash flows.

New Accounting Pronouncements

In March 2012, the GASB issued Statement No. 65, *Items Previously Reported as Assets and Liabilities* (GASB 65), which establishes accounting and financial reporting standards that reclassify, as deferred outflows of resources or deferred inflows of resources, certain items that were previously reported as assets and liabilities and recognizes, as outflows of resources or inflows of resources, certain items that were previously reported as assets and liabilities. GASB 65 is effective for financial statements for periods beginning after December 15, 2012. The College did not make any changes as a result of this pronouncement.

In April 2013, the GASB issued Statement No. 70, *Accounting and Financial Reporting for Nonexchange Financial Guarantees,* which improves recognition, measurement and disclosure guidance for state and local governments that have extended or received financial guarantees that are nonexchange transactions. GASB 70 is effective for fiscal years beginning after June 15, 2013. The College did not make any changes as a result of this pronouncement.

Basis of Accounting

The financial statements of the College have been prepared using the economic resources measurement focus and the accrual basis of accounting. Under the accrual basis, revenues are recognized when earned and expenses are recorded when an obligation has been incurred, regardless of the timing of the cash flows.

Non-exchange transactions, in which the College receives (or gives) value without directly giving (or receiving) equal value in exchange includes state and federal appropriations, and certain grants and donations. Revenues are recognized, net of estimated uncollectible amounts, as soon as all eligibility requirements imposed by the provider have been met, if probable of collection.

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

During the course of operations, numerous transactions occur between funds for goods provided and services rendered. For the financial statements, interfund receivables and payables have generally been eliminated. However, revenues and expenses from the College's auxiliary enterprises are treated as though the College were dealing with private vendors. For all other funds, transactions that are reimbursements of expenses are recorded as reductions of expense.

Cash, Cash Equivalents and Investments

Cash and cash equivalents include cash on hand, bank demand deposits, and deposits with the Washington State Local Government Investment Pool (LGIP). Cash in the investment portfolio is not included in cash and cash equivalents as it is held for investing purposes. Cash and cash equivalents that are held with the intent to fund College operations are classified as current assets along with operating funds invested in the LGIP. Endowment investments are classified as noncurrent assets. The College records all cash, cash equivalents, and investments at amortized cost, which approximates fair value.

The College combines unrestricted cash operating funds from all departments into an internal investment pool, the income from which is allocated on a proportional basis. The internal investment pool is comprised of cash, cash equivalents, certificates of deposit, and U.S. Agency securities.

Accounts Receivable

Accounts receivable consists of tuition and fee charges to students and auxiliary enterprise services provided to students, faculty and staff. This also includes amounts due from federal, state and local governments or private sources as allowed under the terms of grants and contracts. Accounts receivable are shown net of estimated uncollectible amounts.

Inventories

Inventories, consisting primarily of merchandise for resale in the College Bookstore and course-related supplies, are valued at cost using the FIFO method.

Capital Assets

In accordance with state law, capital assets constructed with state funds are owned by the State of Washington. Property titles are shown accordingly. However, responsibility for managing the assets rests with the College. As a result, the assets are included in the financial statements because excluding them would have been misleading to the reader.

Land, buildings and equipment are recorded at cost, or if acquired by gift, at fair market value at the date of the gift. As this is the first institution-level financial statement prepared by the College, GASB 34 guidance concerning preparing initial estimates for historical cost and accumulated depreciation related to infrastructure was followed. Capital additions, replacements and major renovations are capitalized. The value of assets constructed includes all material direct and indirect construction costs. Any interest costs incurred are capitalized during the period of construction. Routine repairs and maintenance are charged to operating expense in the year in which the expense was incurred. In accordance with the state capitalization policy, all land, intangible assets and software with a unit cost of $1,000,000 or more, buildings and improvements with a unit cost of $100,000 or more, library collections with a total cost of $5,000 or more and all other assets with a unit cost of $5,000 or more are capitalized.

Depreciation is computed using the straight line method over the estimated useful lives of the assets as defined by the State of Washington's Office of Financial Management. Useful lives range from 15 to 50 years for buildings and improvements, 3 to 50 years for improvements other

26 | **RENTON TECHNICAL COLLEGE | 2014 FINANCIAL REPORT**

than buildings, 7 years for library resources, 2 to 10 years for most equipment, and 11 to 40 years for heavy duty equipment, aircraft, locomotives and vessels.

In accordance with GASB Statement 42, the College reviews assets for impairment whenever events or changes in circumstances have indicated that the carrying amount of its assets might not be recoverable. Impaired assets are reported at the lower of cost or fair value. At June 30, 2014, no assets had been written down.

Unearned Revenues
Unearned revenues occur when funds have been collected prior to the end of the fiscal year but related to the subsequent fiscal year. The College has recorded summer quarter tuition and fees as unearned revenues.

Tax Exemption
The College is a tax-exempt organization under the provisions of Section 115 (1) of the Internal Revenue Code and is exempt from federal income taxes on related income.

Net Position
The College's net position is classified as follows:
- *Net Investment in Capital Assets*. This represents the College's total investment in capital assets, net of depreciation related to those capital assets.
- *Restricted for Loans*. The loan funds are established for the explicit purpose of providing student support as prescribed by statute or granting authority.
- *Unrestricted*. These represent resources derived from student tuition and fees, and sales and services of educational departments and auxiliary enterprises.

Classification of Revenues
The College has classified its revenues as either operating or non-operating revenues according to the following criteria:

Operating Revenues. This includes activities that have the characteristics of exchange transactions such as (1) student tuition and fees, net of waivers and scholarship discounts and allowances, (2) sales and services of auxiliary enterprises and (3) most federal, state and local grants and contracts.

Non-operating Revenues. This includes activities that have the characteristics of non-exchange transactions, such as gifts and contributions, state appropriations and investment income.

Scholarship Discounts and Allowances
Student tuition and fee revenues, and certain other revenues from students, are reported net of scholarship discounts and allowances in the Statements of Revenues, Expenses and Changes in Net Position. Scholarship discounts and allowances are the difference between the stated charge for goods and services provided by the College, and the amount that is paid by students and/or third parties making payments on the students' behalf. Certain governmental grants, such as Pell

grants, and other Federal, State or non-governmental programs are recorded as either operating or non-operating revenues in the College's financial statements. To the extent that revenues from such programs are used to satisfy tuition and fees and other student charges, the College has recorded a scholarship discount and allowance. Discounts and allowances for the year ending June 30, 2014 are $2,222,503.

State Appropriations
The state of Washington appropriates funds to the College on both an annual and biennial basis. These revenues are reported as non-operating revenues on the Statements of Revenues, Expenses, and Changes in Net Position, and recognized as such when the related expenses are incurred.

Operating Expenses
Operating expenses include salaries, wages, fringe benefits, utilities, supplies and materials, purchased services, and depreciation. All other revenue and expenses of the College are reported as non-operating revenues and expenses including state general appropriations, Federal Pell grant revenues, investment income and interest expense.

2. Cash and Investments

Cash and cash equivalents include bank demand deposits, petty cash held at the College and unit shares in the Local Government Investment Pool (LGIP). The LGIP is comparable to a Rule 2a-7 money market fund recognized by the Securities and Exchange Commission (17 CFR 270.2a-7). Rule 2a-7 funds are limited to high quality obligations with limited maximum and average maturities, the effect of which is to minimize both the market and credit risk. The LGIP is an unrated investment pool.

As of June 30, 2014, the carrying amount of the College's cash and equivalents was $14,055,075 as represented in the table below.

Table 1: Cash and Cash Equivalents	June 30, 2014
Petty Cash and Change Funds	$29,965
Bank Demand and Time Deposits	$13,127,251
Local Government Investment Pool	$922,489

Investments consist of time certificates of deposit and U.S. Agency securities.

Table 2: Investment Maturities	Fair Value	One Year or Less	1 - 5 Years	6 - 10 Years	10 or More Years
Time Certificate of Deposits	$ 381,217	$ 381,217			
U.S. Agency Obligations	$ 1,689,954	$ 630,944	$ 1,059,010		
Total Investments	**$ 2,071,171**	**$ 1,012,161**	**$ 1,059,010**	**$ -**	**$ -**

Custodial Credit Risks—Deposits
Custodial credit risk for bank demand deposits is the risk that in the event of a bank failure, the College's deposits may not be returned to it. The majority of the College's demand deposits are with the US Bank- NA. All cash and equivalents, except for change funds and petty cash held by the College, are insured by the Federal Deposit Insurance Corporation (FDIC) or by collateral held by the Washington Public Deposit Protection Commission (PDPC).

Interest Rate Risk—Investments
The College manages its exposure to interest rate changes by limiting the duration of investments to mature at various points in the year. The College will generally not directly invest in securities maturing more than five years from the date of purchase.

Concentration of Credit Risk—Investments
State law limits College operating investments to the highest quality sectors of the domestic fixed income market and specifically excludes corporate stocks, corporate and foreign bonds, futures contracts, commodities, real estate, limited partnerships and negotiable certificates of deposit. College policy does not limit the amount the College may invest in any one issuer.

Custodial Credit Risk—Investments
Custodial credit risk for investments is the risk that in the event of the failure of the counterparty to a transaction, the College will not be able to recover the value of investment or collateral securities that are in the possession of an outside party. At June 30, 2014, $1,689,954 of the College's operating fund investments, held by US Bank-NA in the bank's name as agent for the College are exposed to custodial credit risk as follows.

Table 3: Investments Exposed to Custodial Risk	Fair Value
U.S. Agency Obligations	$ 1,689,954
Total Investments Exposed to Custodial Risk	**$ 1,689,954**

Investment Expenses
Under implementation of GASB 35, investment income for the College is shown net of investment expenses. There were no investment expenses incurred for the fiscal year ended June 30, 2014.

3. Accounts Receivable

Accounts receivable consists of tuition and fee charges to students and auxiliary enterprise services provided to students, faculty and staff. It also includes amounts due from federal, state and local governments or private sources in connection with reimbursements of allowable expenditures made according to sponsored agreements. At June 30, 2014, accounts receivable were as follows.

Table 4: Accounts Receivable	Amount
Student Tuition and Fees	$ 1,008,419
Due from the Federal Government	$ 31,767
Due from Other State Agencies	$ 2,314,642
Auxiliary Enterprises	$ 78,214
Other	$ 265,873
Subtotal	$ 3,698,915
Less Allowance for Uncollectible Accounts	$ (19,974)
Accounts Receivable, net	**$ 3,678,941**

4. Loans Receivable

Loans receivable as of June 30, 2014 consisted of student loans, as follows.

Table 5: Loans Receivable	Amount
Student Loans Receivable	$ 3,541
Less Allowance for Uncollectible Accounts	$ -
Loans Receivable, net	**$ 3,541**

5. Inventories

Inventories, stated at cost using FIFO, consisted of the following as of June 30, 2014.

Table 6: Inventories	Amount
Consumable Inventories	$ 24,239
Merchandise Inventories	$ 354,171
Inventories	**$ 378,410**

6. Capital Assets

A summary of the changes in capital assets for the year ended June 30, 2014 is presented as follows. The depreciation expense for the current year was $1,439,860.

Table 7: Capital Assets	Beginning Balance	Additions/ Transfers	Retirements	Ending Balance
Nondepreciable capital assets				
Land	$ 883,818	$ -	$ -	$ 883,818
Construction in progress	$ -	$ -	$ -	$ -
Total nondepreciable capital assets	$ 883,818	$ -	$ -	$ 883,818
Depreciable capital assets				
Buildings	$ 49,955,490	$ -	$ (118,772)	$ 49,836,718
Other improvements and infrastructure	$ 502,222	$ -	$ (273,117)	$ 229,105
Equipment	$ 7,319,987	$ 625,970	$ (130,380)	$ 7,815,577
Library resources	$ 1,982,585	$ 44,696	$ -	$ 2,027,281
Subtotal depreciable capital assets	$ 59,760,284	$ 670,666	$ (522,269)	$ 59,908,681
Less accumulated depreciation				
Buildings	$ 19,993,803	$ 1,000,104	$ (97,444)	$ 20,896,463
Other improvements and infrastructure	$ 455,031	$ 4,098	$ (245,274)	$ 213,855
Equipment	$ 5,424,660	$ 399,536	$ (130,380)	$ 5,693,816
Library resources	$ 1,840,327	$ 36,122	$ -	$ 1,876,449
Total accumulated depreciation	$ 27,713,821	$ 1,439,860	$ (473,098)	$ 28,680,583
Total depreciable capital assets	$ 32,046,463	$ (769,194)	$ (49,171)	$ 31,228,098
Capital assets, net of accumulated depreciation	**$ 32,930,281**	**$ (769,194)**	**$ (49,171)**	**$ 32,111,916**

7. Accounts Payable and Accrued Liabilities

At June 30, 2014, accrued liabilities are the following.

Table 8: Accounts Payable and Accrued Liabilities	Amount
Amounts Owed to Employees	$ 2,509,755
Accounts Payable	$ 429,980
Total	**$ 2,939,735**

8. Unearned Revenue

Unearned revenue is comprised of receipts which have not yet met revenue recognition criteria, as follows:

Table 9: Unearned Revenue	Amount
Summer Quarter Tuition & Fees	$ 447,781
Housing and Other Deposits	-
Total Unearned Revenue	$ 447,781

9. Risk Management

The College, in accordance with state policy, pays unemployment claims on a pay-as-you-go basis. Payments made for claims from July 1, 2013 through June 30, 2014, were $84,436.

The College purchases commercial property insurance through the master property program administered by the Department of Enterprise Services for buildings that were acquired with COP proceeds. The policy has a deductible of $250,000 per occurrence and the policy limit is $100,000,000 per occurrence. The College has had no claims in excess of the coverage amount within the past three years. The College assumes its potential property losses for most other buildings and contents.

The College participates in a State of Washington risk management self-insurance program, which covers its exposure to tort, general damage and vehicle claims. Premiums paid to the State are based on actuarially determined projections and include allowances for payments of both outstanding and current liabilities. Coverage is provided up to $10,000,000 for each claim with no deductible. The College has had no claims in excess of the coverage amount within the past three years.

10. Compensated Absences

At termination of employment, employees may receive cash payments for all accumulated vacation and compensatory time. Depending on an affirmative vote by all employees in their employment group, during which the period including fiscal year 2014 was affirmative, employees who retire get 25% of the value of their accumulated sick leave credited to a Voluntary Employees' Beneficiary Association (VEBA) account, which can be used for future medical expenses and insurance purposes. The amounts of unpaid vacation and compensatory time accumulated by College employees are accrued when incurred. The sick leave liability is recorded as an actuarial estimate of one-fourth the total balance on the payroll records. The accrued vacation leave totaled $538,626, and accrued sick leave totaled $538,305 at June 30, 2014.

Accrued annual and sick leave are categorized as non-current liabilities. Compensatory time is categorized as a current liability since it must be used before other leave.

11. Pension Plans

The College offers three contributory pension plans. The Washington State Public Employees Retirement System (PERS) and Teachers Retirement System (TRS) plans are cost sharing multiple employer defined benefit pension plans administered by the State of Washington Department of Retirement Services. The State Board Retirement Plan (SBRP) is a multiple employer defined contribution plan for the faculty and exempt administrative and professional staff of the state's public community and technical colleges. The plan includes supplemental payment, when required. The plan is administered by the State Board for Community and Technical Colleges (SBCTC).

For FY 2013-14, the payroll for the College's employees was $4,353,978 for PERS, $242,544 for TRS, and $11,286,467 for SBRP. Total covered payroll was $15,882,989.

PERS and TRS
Plan Descriptions. PERS Plan 1 provides retirement and disability benefits and minimum benefit increases to eligible nonacademic plan members hired prior to October 1, 1977. PERS Plans 2 and 3 provide retirement and disability benefits and a cost-of-living adjustment to eligible nonacademic plan members hired on or after October 1, 1977. Retirement benefits are vested after five years of eligible service. PERS Plan 3 has a defined contribution component that members may elect to self-direct as established by the Employee Retirement Benefits Board. PERS 3 defined benefit plan benefits are vested after an employee completes five years of eligible service.

TRS Plan 3 provides retirement benefits to certain eligible faculty hired on or after October 1, 1977. The plan includes both a defined benefit portion and a defined contribution portion. The defined benefit portion is funded by employer contributions only. Benefits are vested after an employee completes five or ten years of eligible service, depending on the employee's age and service credit, and include an annual cost-of living adjustment. The defined contribution component is fully funded by employee contributions and investment performance.

The College also has 5 faculty members with pre-existing eligibility who continue to participate in TRS 1 or 2.

The authority to establish and amend benefit provisions resides with the legislature. PERS and TRS issue publicly available financial reports that include financial statements and required supplementary information. The report may be obtained by writing to the Department of Retirement Systems, PO Box 48380, Olympia, Washington 98504-8380 or online at http://www.drs.wa.gov/administration.

Funding Policy. Each biennium, the state Pension Funding Council adopts PERS and TRS Plan 1 employer contribution rates, Plan 2 employer and employee contribution rates, and Plan 3 employer contribution rates. Employee contribution rates for PERS and TRS Plans 1 are established by statute. By statute, PERS 3 employees may select among six contribution rate options, ranging from 5 to 15 percent.

RENTON TECHNICAL COLLEGE | 2014 FINANCIAL REPORT | 33

The required contribution rates expressed as a percentage of current year covered payroll are shown in the table below. The College and the employees made 100% of required contributions.

Contribution Rates and Required Contributions. The College's contribution rates and required contributions for the above retirement plans for the years ending June 30, 2014, 2013, and 2012 are as follows.

Table 10: Contribution Rates at June 30						
	FY 2012		FY 2013		FY 2014	
	Employee	College	Employee	College	Employee	College
PERS						
Plan 1	6.00%	7.08%	6.00%	7.21%	6.00%	9.21%
Plan 2	4.64%	7.08%	4.64%	7.21%	4.92%	9.21%
Plan 3	5 - 15%	7.08%	5 - 15%	7.21%	5 - 15%	9.21%
TRS						
Plan 3	5-15%	8.04%	5-15%	8.05%	5-15%	10.39%

Table 11: Required Contributions						
	FY 2012		FY 2013		FY 2014	
	Employee	College	Employee	College	Employee	College
PERS						
Plan 1	$9,067	$10,847	$5,843	$7,021	$5,247	$8,051
Plan 2	$161,001	$249,927	$164,806	$256,175	$174,900	$327,285
Plan 3	$44,948	$42,698	$44,490	$44,795	$51,284	$67,128
TRS						
Plan 3	$23,876	$13,833	$25,817	$16,398	$21,335	$20,523

State Board Retirement Plan
Plan Description. Faculty and exempt administrative and professional staff are eligible to participate in SBRP. The Teacher's Insurance and Annuity Association (TIAA) and the College Retirement Equities Fund (CREF) are the companion organizations through which individual retirement annuities are purchased. Employees have at all times a 100% vested interest in their accumulations.

TIAA-CREF benefits are payable upon termination at the member's option unless the participant is re-employed in another institution which participates in TIAA-CREF.

The Plan has a supplemental payment component that guarantees a minimum retirement benefit goal based upon a one-time calculation at each employee's retirement date. The SBCTC makes

34 | **RENTON TECHNICAL COLLEGE | 2014 FINANCIAL REPORT**

direct payments on behalf of the College to qualifying retirees when the retirement benefit provided by TIAA-CREF does not meet the benefit goal. Employees are eligible for a non-reduced supplemental payment after the age of 65 with ten years of full-time service.

The minimum retirement benefit goal is 2% of the average annual salary for each year of full-time service up to a maximum of 25 years. However, if the participant does not elect to make the 10% TIAA-CREF contribution after age 49, the benefit goal is 1.5% for each year of full-time service for those years the lower contribution rate is selected.

The State Board for Community and Technical Colleges is authorized to amend benefit provisions under RCW 28B.10.400. In 2011, the plan was amended to eliminate the supplemental benefit provisions for all employees hired after June 30, 2011.

Contributions. Contribution rates for the SBRP (TIAA-CREF), which are based upon age, are 5%, 7.5% or 10% of salary and are matched by the College. Employee and employer contributions for the year ended June 30, 2014 were each $965,809.

The SBRP supplemental pension benefits are unfunded. For the year ended June 30, 2014, no supplemental benefits were paid by the SBCTC on behalf of the College. In 2012, legislation (RCW 28B.10.423) was passed requiring colleges to pay into a Supplemental Benefit Fund managed by the State Investment Board, for the purpose of funding future benefit obligations. During FY 2014, the College paid into this fund at a rate of 0.5% of covered salaries, totaling $55,407. As of June 30, 2014, the Community and Technical College system accounted for $5,008,355 of the fund balance.

Washington State Deferred Compensation Program
The College, through the state of Washington, offers its employees a deferred compensation plan created under Internal Revenue Code Section 457. The plan, available to all State employees, permits individuals to defer a portion of their salary until future years. The state of Washington administers the plan on behalf of the College's employees. The deferred compensation is not available to employees until termination, retirement or unforeseeable financial emergency. The College does not have access to the funds.

Other Post-Employment Benefits
Health care and life insurance programs for employees of the state of Washington are administered by the Washington State Health Care Authority (HCA). The HCA calculates the premium amounts each year that are sufficient to fund the statewide health and life insurance programs on a pay-as-you-go basis. These costs are passed through to individual state agencies based upon active employee headcount; the agencies pay the premiums for active employees to the HCA. The agencies may also charge employees for certain higher cost options elected by the employee.

State of Washington retirees may elect coverage through state health and life insurance plans, for which they pay less than the full cost of the benefits, based on their age and other demographic factors. The health care premiums for active employees, which are paid by the agency during the employees' working careers, subsidize the "underpayments" of retirees. An additional factor in

the Other Post-Employment Benefits (OPEB) obligation is a payment that is required by the State Legislature to reduce the premiums for retirees covered by Medicare (an "explicit" subsidy). This explicit subsidy is also passed through to state agencies via active employee rates charged to the agency. There is no formal state or College plan that underlies the subsidy of retiree health and life insurance.

The actuary allocated the statewide disclosure information to the community and technical college system level. The SBCTC further allocated these amounts among the Colleges. The College's share of the GASB 45 actuarially accrued liability (AAL) is $6,932,537, with an annual required contribution (ARC) of $677,312. The ARC represents the amortization of the liability for fiscal year 2014 plus the current expense for active employees, which is reduced by the current contributions of approximately $127,439. The College's net OPEB obligation (NOO) at June 30, 2014 was approximately $549,874. This amount is not included in the College's financial statements.

The College paid $2,701,810 for healthcare expenses in 2014, which included its pay-as-you-go portion of the OPEB liability.

12. Operating Expenses by Program

In the Statement of Revenues, Expenses and Changes in Net Assets, operating expenses are displayed by natural classifications, such as salaries, benefits, and supplies. The table below summarizes operating expenses by program or function such as instruction, research, and academic support. The following table lists operating expenses by program for the year ending June 30, 2014.

Table 12: Expenses by Program	Amount
Instruction	$ 15,733,681
Academic Support Services	2,557,217
Student Services	3,343,187
Institutional Support	4,804,040
Operations and Maintenance of Plant	3,846,255
Scholarships and Other Student Financial Aid	2,708,900
Auxiliary enterprises	3,007,566
Depreciation	1,439,860
Total operating expenses	**$ 37,440,706**

13. Commitments and Contingencies

There is a class action filed against the State of Washington on behalf of certain employees alleging improper denial of healthcare benefits. Although the College has not been named as a defendant in the lawsuit, some of the class members are current or former employees of the College. Potentially, the state could assess the College with a material share of any amount paid in the event of a settlement or judgment. Due to the status of the lawsuit, the impact upon the College cannot be assessed with reasonable certainty at present.

Additionally, the College is engaged in various legal actions in the ordinary course of business. Management does not believe the ultimate outcome of these actions will have a material adverse effect on the financial statement.

The College has commitments of $2.0 million for the Automotive Complex project which includes renovation of 3 existing buildings and the construction of a new building. Construction is scheduled to begin in July 2015.

July 19, 2016

Dr. Kevin McCarthy
President
Renton Technical College
3000 N.E. Fourth Street
Renton, WA 98056-4195

Kevin

Dear President McCarthy:

On behalf of the Northwest Commission on Colleges and Universities, I write to inform you that at its June 21-23, 2016, meeting, the Board of Commissioners accepted Renton Technical College's Spring 2016 Special Report, which again addressed Recommendation 1 of the Fall 2013 Year Seven *Mission Fulfillment and Sustainability* Peer-Evaluation Report. This special report requested the financial statements and management letter from the external financial audit and evidence of review of these documents by the Board of Trustees. The request for this report was the subject of Commission correspondence dated February 3, 2016.

In accepting the report, the Commission determined that with regard to Recommendation 1 of the Fall 2013 Year Seven Peer-Evaluation Report, the College now meets the Commission's criteria for accreditation. In taking this action, the Commission determined that Renton Technical College is now in compliance with Eligibility Requirement 19 and Standard 2.F.7 cited in Recommendation 1 of the Fall 2013 Year Seven Peer-Evaluation Report.

If you have any questions, please do not hesitate to contact me.

Best wishes for a rewarding 2016-2017 academic year.

Sincerely,

Sandra E. Elman
President

SEE:rb

cc: Ms. Michelle Campbell, Executive Director of Institutional Advancement

Mid-Cycle Peer Evaluation Report
Renton Technical College

Renton, Washington

October 10-11, 2016

A confidential report of findings prepared for the
Northwest Commission on Colleges and Universities

Table of Contents

Roster of Evaluators

Dr. David Todd
Instructor/Accreditation Team (Standard 5) Co-Chair
Mt. Hood Community College
Gresham, Oregon

Dr. Beckie Hermansen
Director, Institutional Research
Snow College,
Ephraim, Utah

Valerie Martinez
Associate Vice President and Off-site Liaison
Northwest Commission on Colleges and Universities
Redmond, Washington

3

Introduction

On October 10 and 11, 2016, two peer evaluators visited the Renton Technical College (RTC or the College) campus on behalf of the Northwest Commission on Colleges and Universities to conduct a Mid-Cycle Peer Evaluation. Prior to the visit, RTC sent the evaluators a hard copy and electronic copy of their NWCCU Mid-Cycle Self-Evaluation, along with electronic copies of addenda requested by the Commission. The report provided the evaluators the basis for ascertaining how well RTC is positioned to prepare for its Year Seven Peer Evaluation.

RTC is now in its second cycle of self- and peer-evaluation against the 2010 accreditation standards. The College submitted its first Year One Self-Evaluation in Fall 2011. In Fall 2013, the College underwent a Comprehensive Evaluation. In Fall 2014, RTC began the next accreditation cycle with the submission of its Year One Self-Evaluation.

The personnel at RTC were very accommodating of the evaluators. The workroom that was provided was private, comfortable, and more than adequate for the evaluators' needs. The evaluators express their appreciation to the staff at Renton Technical College for their collegiality, hospitality, and thorough preparation for the evaluators' visit, and for their openness and enthusiastic participation throughout the visit.

Assessment of the Self-Evaluation Report and Support Materials

The Self-Evaluation Report prepared by the College met the reporting requirements stipulated by the Commission. In conjunction with the support materials provided to the peer evaluators, it provided a sound basis for pre-visit preparation by the evaluators. It provided a very valuable common reference point for the evaluators and members of the College throughout the visit, and served as the launch point for the wide-ranging discussions that ensued throughout the visit.

Topics Addressed as Addenda to the Self-Evaluation Report

Renton Technical College received four recommendations as a result of its 2013 Year Seven Comprehensive Peer Evaluation. The Fall 2016 Mid-Cycle Self-Evaluation report, which is the basis of this visit, includes the requested addenda reporting on Recommendations 2, 3, and 4 of the 2013 Year Seven Peer Evaluation Report. A follow-up report on the substantive change proposal for a Bachelor of Applied Science in Application Development is also included as an addendum to the Fall 2016 Mid-Cycle Self-Evaluation report.

Overview

Renton Technical College is one of 34 colleges in the State of Washington coordinated by the State Board for Community and Technical Colleges. The State Board provides oversight and develops goals for the system. Each of these institutions is independently accredited, and. establishes its own identity and fosters its own culture within its own mission statement and core themes.

4

Renton Technical College is located in Renton, Washington, where the majority of its training facilities are housed. The College operates a number of satellite locations throughout King County, Washington.

As of Fall 2016, the College has 10,160 students representing 4,141 full-time equivalents.

The Mission of Renton Technical College:

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

Core Themes: In order to operationalize and assess fulfillment of its mission, Renton Technical College has established the following Core Themes and corresponding action statements:

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.

2. Workforce Education

Renton Technical College delivers workforce education programs that fulfil student and industry needs through preparation for viable career pathways. Industry needs are met through competency and outcomes based teaching, learning, and hands-on training facilities that reflect workplace best practices. Students become resilient workers by completing innovative educational programs that incorporate current industry trends.

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 ESL instruction, high-school completion options, college-readiness instruction, and integration of basic skills instruction into workforce programs.

4. Institutional Stability

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.

5

Part I: Assessing Mission Fulfillment

Renton Technical College's Core Themes, Objectives, and Key Performance Indicators (KPI) are clearly defined and have been closely aligned to the College's mission. The College has documented significant progress in assessing and reporting mission and core theme fulfillment. The first Operational Plan Year-End Monitoring Report that presents its Key Performance Indicator Scorecard to the College community has just been published; the Institutional Research Office has included in this report its analysis and recommendations for incremental improvement of the KPI's and the assessment tools used to gather measurements of these indicators. This reporting cycle will also include an Operational Plan Mid-Year Report so that the KPI Scorecard is published twice during each academic year, and actions taken in response to analyses of the results will be included in the semi-annual reports.

The College uses a wide array of assessment instruments to gather data for assessing mission fulfillment. Examples of data sources include, but are not limited to: student evaluations of instructors, graduate exit surveys, enrollment and retention reports, Program Advisory Board minutes, and job placement reports. A review of these surveys and reports confirms growing linkages to the College's Mission and Core Themes.

Part II: Operational Examples

The College selected as its operational examples two areas that provide significant insight into the information available and used for assessing mission fulfillment. Discussions by the visiting peer evaluators with College administrators and faculty members during the visit explored recent and ongoing activities being conducted by the College to redefine and strengthen the processes and practices involved in generating and collecting this information. Highlights of these activities include that the College has, since 2013, successfully transitioned every program and the majority of courses from competency based measures to program and/or course learning outcomes that are being tied to the College's core learning outcomes. Additionally, the three-year program review cycle has been redesigned to allow it to function as a key element of a continuous improvement process at the College; the program review board is engaged in an accelerated transition to the new cycle, with the goal of completing at least one complete cycle for every program prior to the Seven Year Self-Evaluation. Also noteworthy are the reporting of insights gained from careful analysis of transition data for the Basic Studies component of the student population, and the emerging development therefrom of innovative strategies for improving the transition rates of those students into professional programs. Preparation is underway for a newly revitalized strategic planning process that will provide guidance for operational planning processes and tie in with allocation decision making and budgeting to provide a comprehensive, multi-level and integrated planning process.

Example 1: Program Review and Assessment

Since 2013, the institution has successfully transitioned every program and the majority of courses from competency based measures to program and/or course learning outcomes that are

6

being tied to the institution's core learning outcomes. This has been accomplished by committed and collaborative efforts from tenured faculty, a cadre of new faculty, and newly hired faculty leadership. It demonstrates the College's commitment to be a student focused institution and work collaboratively to ensure student success in its basic skills education and workforce preparation programs.

The arduous transition has been well supported by college administration and college resources. The College has made exceptional use of non-instructional days to instruct and train faculty and staff on learning outcomes. The establishment of a substantive program review process, the publication of self-study materials, and the provision of workshops on learning outcome development and data-driven improvement has expedited this three-year transition. For example, implementation of data summits and other cross collaborative training opportunities have provided faculty and staff excellent opportunities to learn about measurable and verifiable indicators, effective assessment practices and the implementation of assessment results to inform course, program and/or unit improvement. The fact that this change was not heavily driven by administration has provided latitude for learning outcome development respective of program culture, and has produced an atmosphere of collegiality among faculty, staff, and administration in a manner that facilitates the alignment of individual efforts toward singular mission fulfillment purposes.

The semi-annual publication and dissemination of RTC's Operational Plan Mid-Year and End-of-Year Monitoring Reports provides real-time progress measurement and helps maintain an atmosphere of constant improvement. The Monitoring Report is shared up and down the institution and the evaluators were told of positive reaction to this staff-wide distribution with respect to the accessibility and informativeness of its contents. The Scorecard is a conversation starter, the lead-in to deeper examination and analysis that is already leading to staff-driven recommendations for data collection and program improvements.

The three-year program review cycle and the program review and learning assessment committee have been redesigned and enhanced. The previous cycle focused more on budget cuts and potential program closures than program improvement. The new committee (referred to as the "turbo committee") and program review cycle (along with supportive materials) are robust and work very well to promote a systematic program review process based on learning and progress. The new program review cycle is also supportive of specialized program accreditation with many faculty finding RTC's program review materials and trainings very helpful in completing quality assurance reports required by their specialized accrediting bodies. The College's current program review cycle has been expedited so that all RTC programs will have completed at least one cycle prior to the Year Seven self-evaluation and peer evaluation visit due in 2021. This will provide the College with a wealth of information regarding the resources that support core theme and mission fulfillment as well as provide sufficient evidence to support the College's coordinated efforts to "close the loop" at various levels of the institution. Successful completion of this implementation effort will effectively demonstrate the active use of the College's continuous improvement planning cycle as regular practice.

7

Compliment: The evaluators compliment the College on the active engagement and positive attitudes of all those with whom we met in their commitment to and understanding of the value of data driven assessment and improvement efforts. The rapid progress in disseminating and institutionalizing this commitment is notable.

Concern: With this commitment to conducting strategic and operational planning, and continuous improvement actions, on the basis of well-defined and measurable data, there comes a concern. Ongoing access to quality data depends on an effective and stable Institutional Research function within the College. The evaluators are concerned that the current funding structure of this office may not provide the requisite stability over the period leading up to the Year Seven Self-Evaluation Report preparation and the peer evaluation visit.

Example 2: Retention, Completion, Transition

Overall, there is a sense of a coordinated and very clear understanding of the College's mission and core themes, and of their relevance to program practices and implementations, among all levels of instruction and management. This became very clear during discussions of the background and details of this second example. Several programs expressed the desire to re-sequence their general education courses in order to enhance guided pathways leading toward certification and (more importantly) degree completion (Core Theme 2, KPI measures 7 and 10). The Basic Skills department is exploring the development of tracks in order to more successfully and efficiently transition students into professional-technical programs (Core Theme 3, KPI measure 14). The Nursing program is looking for clear definition of pathways that can provide "safety nets" for students to transition to similar skill certifications and placement despite changing career needs (Core Theme 2, KPI measures 8, 10, and 11) and shifting employment opportunities. These programs are starting to see the benefit of such improvements to program persistence and retention, which is linked to the institution's overall persistence and retention rates (Core Theme 1, KPI Measures 1, 2, and 3). These and similar examples of current efforts to improve retention, completion, and transition effectively demonstrate the College's progress toward top-down, bottom-up outcomes and core theme alignment.

Compliment: The evaluators compliment the innovative thinking and commitment to improving educational opportunities for all students that are evidenced by the bottom-up efforts that were described time and again during our visit. The examples cited here are representative, not inclusive, and clearly constituted just a portion of the examples that could have been brought forward had time allowed.

Summary

Renton Technical College has strong, collaborative administrative and faculty leadership who place great emphasis on planning and improvements. The process of evaluating mission fulfillment is under active development and implementation along multiple dimensions, and is being designed to provide actionable information at multiple levels.

8

Based on the presentation of data in the self-evaluation report, and the conversations with members of the administration and faculty during the visit, the peer evaluators conclude that the college appears to be positioning itself well to demonstrate mission fulfillment in terms of the Key Performance Indicators it has defined and the methodology it employs. It is developing strategies, tactics, and methods, using the insights gained from analysis of KPI data, to guide and plan its efforts for program improvement and enhanced levels of mission fulfillment. The College has the enthusiasm and energy needed to maintain its progress toward a well-documented and affirmative self-evaluation for the completing stage of the current seven-year cycle.

9

Meetings with College Staff

College President: Dr. Kevin McCarthy

Executive Director of Institutional Advancement: Michelle Campbell

Chief Information Officer: Paul Corigliano

Vice President of Student Services: Jessica Gilmore-English

Executive Director of Human Resources: Lesley Hogan

Vice President of Administration and Finance: Melinda Merrell

Vice President of Instruction and Chief Academic Officer: Angel Reyna

Full-Time Faculty and Academic Leadership:
- Christopher Carter: Dean of Allied Health
- Karen Braunstein-Post: Computer Science Faculty
- Liz Falconer: Director of Innovative Teaching and Learning
- Vicky Hertig: Director of Nursing
- Jacob Jackson: Executive Dean of Workforce, Trades & Economic Development
- Lizzy Jennings, Legal Assistant Faculty
- Heather Knous-Westfall: Director of Institutional Research
- Stefanie McIrvin: BAS Program Manager
- Doug Medbury: Dean of Culinary Arts
- Jodi Novotny: Dean of Basic Studies
- Neal Parker: Institutional Research Analyst
- Jenna Pollock: Associate Dean of Basic Studies
- Warren Takata: Automotive Faculty
- Sarah Wakefield: Dean of General Education and Transfer
- Rob Watt: Associate Dean of Workforce, Trades & Economic Development

10

NORTHWEST COMMISSION ON
COLLEGES AND UNIVERSITIES

NWCCU

February 15, 2017

Dr. Kevin McCarthy
President
Renton Technical College
3000 N.E. Fourth Street
Renton, WA 98056-4195

Dear President McCarthy: *Kevin-*

On behalf of the Northwest Commission on Colleges and Universities, I am pleased to report that at its January 11-13, 2017, meeting, the Commission accepted Renton Technical College's Fall 2016 Mid-Cycle Report which was expanded to both provide an update on the implementation of the Bachelor of Applied Science (BAS) degree program in Application Development and an addendum to again address Recommendations 2, 3, and 4 of the Fall 2013 Year Seven Peer-Evaluation Report. These matters were the subject of Commission correspondence dated November 18, 2014; January 31, 2014; and February 12, 2015.

In accepting the report, the Commission determined that its expectations have not been met in regard to the institution's *candidacy status* at the baccalaureate level. Therefore the institution's *candidacy status* for accreditation at the baccalaureate level is continued. Accordingly, the Commission requests that the College submit an Ad Hoc Report without a visit in fall 2017 to address the issues and concerns identified in the Fall 2016 Mid-Cycle Peer-Evaluation Report regarding the implementation of the BAS degree program in Application Development.

The Commission further determined that its expectations still have not been met in regard to Recommendations 2, 3, and 4 of the Fall 2013 Year Seven Peer-Evaluation Report. In taking this action, the Commission requests that the College again address Recommendations 2, 3, and 4 of the Fall 2013 Year Seven Peer-Evaluation Report in its Spring 2021 Year Seven *Mission Fulfillment and Sustainability* Self-Evaluation Report.

The Commission encourages the institution to build upon its Mid-Cycle Evaluation efforts and to utilize its assessment strategies toward producing data-driven student learning outcomes that inform mission fulfillment and sustainability.
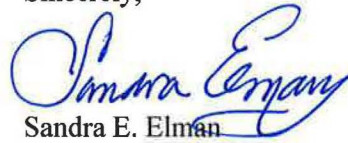
If you have questions, please do not hesitate to contact me.

President Kevin McCarthy
Page Two
February 15, 2017

Best wishes for a peaceful and fulfilling New Year.

Sincerely,

Sandra E. Elman
President

SEE:rb

cc: Ms. Michelle Campbell, Executive Director of Institutional Advancement

College Name: Renton Technical College

Contact Person: Stephanie Delaney, Vice President of Instruction

Contact Phone: 425-235-2369

Contact email: sdelaney@rtc.edu

Accreditation recommendations to the College and year of recommendation	Actions taken by the college to address recommendations	Improvement results
Overview Renton Technical College (RTC) received a formal notification and official record of action taken concerning the Fall 2017 Ad Hoc Evaluation of RTC by the NWCCU on February 1, 2018. The Commission took the following actions: **Action** • Accept the Fall 2017 Ad Hoc Report • Grant accreditation at the baccalaureate level effective September 1, 2015 **Future Evaluations** • Year Seven Evaluation to include an Addendum to again address		

Name of College: Renton Technical College
1

Accreditation recommendations to the College and year of recommendation	Actions taken by the college to address recommendations	Improvement results
Recommendations 2, 3, and 4 of the implementation of the Bachelor of Applied Science degree programs in Spring 2012		
Recommendation 1: *The evaluation committee recommends that for each year of operation, the College undergo an external financial audit and that the results from such audits, including findings and management letter recommendations, be considered in a timely, appropriate and comprehensive manner by the Board of Trustees (Eligibility Requirement 19 and Standard 2.F.7).* This recommendation was addressed in an Ad-Hoc Report dated December 15, 2015, as well as in a Special Report dated March 11, 2016. RTC received an acceptance letter on July 19, 2016, from NWCCU for the submission of the Special Report that addressed recommendation one.	**Recommendation 1:** The 2014-15 audit was completed, and the Board of Trustees approved the final audit report on October 20, 2015.	**Recommendation 1:** RTC has been cleared by the Commission with regard to this recommendation.

Accreditation recommendations to the College and year of recommendation	Actions taken by the college to address recommendations	Improvement results
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.)*	**Recommendation 2:** RTC developed a systematic and consistent planning cycle/process including a specific budget and planning calendar. The systematic planning cycle is designed to allow constituent input and broad communication, self-reflection, and results in evidence-based assessment. RTC reviewed its budgeting process and aligned its planning efforts to the budgeting and resource allocation process in a process informed by relevant and timely indicators, as well as a rigorous program review process. As part of that, the college refined its Key Performance Indicators (KPI) to better measure institutional effectiveness. The College continues to enhance integrated planning, budgeting and assessment process.	**Recommendation 2:** The President and VP of Administration and Finance provided educational sessions on budgeting to the College community and implemented the systematic planning cycle and alignment of planning and budget allocation. This cycle includes unit leaders submitted their unit plans in spring. The Office of Institutional Research then provides a GAP Analysis in the fall to see the alignments of unit plans with the Strategic Plan of RTC. Next, unit leaders reflect and report their unit plan activities in the winter based on their unit plans. They finalize the unit plan assessment in their closeout surveys at the end of the year.
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.).*	**Recommendation 3:** The core themes and objectives established by the College in 2013 has continuously served as a systematic and consistent foundation for planning, assessment and progress toward the College's mission fulfillment. The Board of Trustees also reaffirmed the College's core themes during a board study session in fall 2017. Based on the foundation and support the College has used refined strategic indicators to monitor the success of strategic plan implementation. The College Council met used a strategic indicator scorecard to review and measure each strategic indicator result and to assess the overall success of its mission fulfillment.	**Recommendation 3:** RTC was commended for its development of measurable, verifiable indicators during its Mid-Cycle Self-Evaluation visit in October 2016 and NWCCU accepted the Fall 2017 Ad Hoc Report in February 2018. The College continues to share meaningful and verifiable indicators in the four strategic goals (i.e. learning, equity, community, and institutional strength) with the campus community to understand the status and direction of the College's mission fulfillment and to adjust as needed to meet the institutional goals. Additionally, the College improved its annual assessment report by requiring more direct measures.

	Actions taken by the college to address recommendations	Improvement results
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.)*	**Recommendation 4:** All programs successfully developed program learning outcomes that are aligned to one or more of the college-wide outcomes in 2017 and updated some program learning outcomes in 2018. Course learning outcomes were also completed in 2017. The College has worked to develop a systematic assessment plan and process for meaningful learning outcomes assessment. A cross-departmental assessment committee has been organized and it serves to facilitate the assessment process and to develop the culture of assessment. A student self-reflection assessment project has been implemented and used for improving student success. In September 2019, a faculty self-reflection assessment project was also implemented.	**Recommendation 4:** All professional-technical programs at RTC have begun the three-year program review process. We have experienced positive results to date. The deans and faculty have met to discuss the results of the program review process and have engaged their advisory board members in the process as well. As a result, the deans and faculty have developed a plan to move forward based on individual program reviews to ensure that programs are addressing any areas that need attention. Centering student success in the process has been important when reviewing program level data so that curriculum and pedagogy can be adjusted to better serve students. Learning outcomes data including student self-reflection have been used to improve teaching and learning as well as a resource data for overall program improvement. Because of the overall learning outcomes assessment efforts the College is developing a culture of assessment by analyzing and discussing learning outcomes and documenting the assessment process and outcomes for continuous improvement.

Reports and Correspondence for BAS Implementation

- Addendum update on BAS program implementation

- Program outline for BAS in Application Development

- Program outline for BAS in Computer Network Engineering

- Nov. 2014 NWCCU letter (substantive change approved)

- 2016 Update Report / Mid-Cycle Review

- Feb. 2017 NWCCU letter (BAS candidacy status continued)

- Sep. 2017 Ad Hoc report

- Feb. 2018 NWCCU letter (BAS accreditation granted)

The College's fall 2017 Ad Hoc Report was accepted, and baccalaureate-level accreditation was granted effective 1 September 2015. This correspondence from NWCCU on 1 February 2018 also requested an Addendum report on the progress of the implementation of the Bachelor of Applied Science programs, to be included in this Year 7 Self-evaluation.

The 2016 team identified six areas of concern, all of which have been addressed thoughtfully by the College.

CONCERN 1
Program-level outcomes were not clearly defined.

The 2017 Ad Hoc Report explained this oversight. Program outcomes can be found clearly in the program outlines included here; on the program web pages for the BAS in Application Development and the BAS for Computer Network Engineering; and in the RTC Catalog. These outcomes have been reviewed and revised at least once in the past three years.

CONCERN 2
Course-level outcomes for CSI 492 and PHIL 481 were not yet developed.

The second area of concern, missing course-level outcomes, was addressed in the 2017 Ad Hoc Report, and they are included in the RTC Catalog.

CONCERN 3
Evidence for increased employment advancement was not yet apparent.

Now that we have graduated cohorts from both BAS programs, employment information is easier to provide, although not comprehensive. We rely on graduating student surveys, LinkedIn profiles, and other outreach to stay informed about career progression, and for that reason, we are limited to information that graduates share. We hope for better information in the future, particularly from the data dashboards that the State Board of Community and Technical Colleges (SBCTC) is developing for Washington's BAS programs.

We have information for seven of the twelve students who finished the BAS in Application Development in fall 2017. One graduate has completed a master's degree in data analytics from Western Governors University (WGU) and has been working consistently in software engineering for Microsoft and Kaiser Permanente. Another has worked as a web developer. The remaining five also are employed in IT jobs:

- Microsoft Commerce Incident Management (Tier 1), Covestic
- Technical Support Engineer, Apptio
- One Store Operation Center (OSOC) Vendor Technical Duty Officer, Covestic (promoted in 2019)
- Technical Support Engineer, ServiceNow
- System Design and Integration Specialist, Boeing

Current employment information is available for nine of the fifteen spring 2018 graduates, all of whom are in positions that typically require or prefer a four-year degree:

- Associate Software Developer, Infosys
- Software Engineer, Evergreen Note Servicing
- Software Developer, Avue Technologies Corporation
- Associate Application Development Analyst, Puget Sound Energy

- Inventory Data Analyst, Wireless Advocates
- Lead Developer, Triadd Software Corporation
- Systems Engineer, eventcore (promoted to this position in 2020)
- Front End Developer, Pacific Software Publishing
- Manager for Solution Development, eventcore (promoted to this position in 2020)

The spring 2019 graduating cohort has been less responsive to outreach, but those who have kept in touch are using their BAS degrees:

- Quality Assurance Engineer, Amazon
- Software Developer, Smith Brothers Farms
- Technical Support and Operations Lead, Triadd Software Corporation

Four students in the spring 2020 graduating class have enrolled in graduate school. They are studying cybersecurity at WGU, data analytics at WGU, information technology management at Central Washington University, and computer science at Seattle University. WGU is one of four institutions, along with Northeastern University, City University, and Pacific Lutheran University, which have signed articulation agreements with RTC's BAS programs (see Table C1 at the end of this report for a complete listing).

Spring 2020 graduates also are finding work in the IT field, with jobs that include the following:

- Software Engineer Intern, Solid Welding Inspection LLC
- Software Development Engineer, Amazon Web Services
- Assistant Engineer, Vita Stream
- Software Engineer, Rottler Manufacturing
- Software Developer (Contract), Microsoft

For the BAS in Network Architecture / Engineering, the first five students graduated in March 2020, and four currently work in the following IT positions:

- Technical Hardware Librarian, Microsoft
- Network Systems Specialist, City of Renton
- Site Reliability Engineer, Renton Regional Fire Authority
- Support Engineer, Genoa Healthcare

The second cohort of seventeen is enrolled in their final quarter now. Students have the choice of a capstone class or an internship, and 100% of the winter 2021 graduating class selected the latter option. This is a strong indication that they are capable of finding work in the IT field, and several already have secured positions based on their enrollment in the BAS program. Their jobs include the following:

- Service Engineer II, Microsoft
- Abuse Investigation Specialist, Amazon Web Services
- Support Escalation Engineer, Smartsheet
- IT Support Technician 2, Bates Technical College
- Network Operations Center (NOC) Technician, Accretive Technology

The BAS degrees from RTC have enabled all of these graduates to pursue careers in information technology as well as further education.

Qualified part-time faculty need to be identified and recruited, and must be provided initial training and orientation in college-level teaching.

Hiring Full-Time Instructional Leads

The Ad Hoc report described our hiring of a full-time, tenure-track instructor for the BAS in Application Development and our expectation that we would have the same for the BAS in Network Architecture by January 2018.

We successfully hired Dr. Zachary Rubin for that position. Zak completed a Ph.D. in Computer Engineering with a focus in human-computer interaction and had worked as a game developer and software engineering intern before taking on substantial IT roles in two different start-ups in the San Francisco area. Thanks to a philosophy of "move fast, pivot faster," Dr. Rubin designed industry-responsive curricula, worked hard on andragogy, and was granted tenure by the RTC Board of Trustees at their December 2020 meeting.

For the BAS in Application Development, the original hire left RTC in 2019. The program then was staffed by qualified adjuncts while a search for a tenure-track instructor was conducted. A new full-time faculty member to lead the BAS in Application Development has been selected to start in 2021. He earned his M.S. in Computer Science from Boise State University and has almost seven years of software industry experience, using Java, C#, Python and JavaScript. He also has taught for three years in a community and technical college environment.

Two changes contributed to our ultimately successful search. First, the teaching segment of the interview was modified to include live white boarding on two common BAS-level topics, to improve the screening committee's ability to distinguish between AAS-tier and BAS-tier teaching. Second, the Washington state legislature understood the difficulty of convincing industry professionals to give up their substantial salaries to pursue careers in education. With the high demand dollars now allocated to RTC, the base salary for computer science faculty has increased from $74,732 to $104,712.

The faculty collective bargaining agreement sets instructional load for professional-technical instructors at a minimum of 45 credits and maximum of 55 credits annually. The BAS full-time faculty teach the minimum and use the balance of their time reviewing curriculum, assessing program outcomes, and mentoring adjuncts as needed. Even with two full-time faculty leads, we will continue to seek qualified adjuncts with expertise in the IT field.

Hiring and Orienting Part-Time Instructors

Because RTC frequently hires industry professionals who then need to learn how to teach effectively. As a result, our Center for Innovative Teaching and Learning (CITL) has introduced a variety of self-paced online classes, from the four-class Teaching Essentials certificate to advanced training in the Canvas LMS, accessibility, equity, rubrics, and outcomes.

Since 2017, we have minimized the need to recruit completely new part-time faculty. In fall 2020, for example, the four classes for the BAS in Application Development taught by a faculty member in our two-year computer science program, an experienced adjunct who also teaches general education math, and one external adjunct who earned one master's degree in management information systems and a second in teaching from Seattle University. With this background, professional development focused on effective online instruction and use of the Canvas LMS. This part-time instructor has taken or is currently enrolled in the following CITL classes:

- New Faculty Orientation
- Self-Paced Canvas Orientation
- Online Boot Camp
- Hybrid 101 - Self Paced Course, Hybrid Courses: Best of Both Worlds
- Canvas 102: An Equity Teaching Tool, Canvas: An Equity Teaching Tool
- Curriculum (re)Design: Tools and Resources
- TILT Your Course: Using Transparent Assignment Templates

For the BAS in Computer Network Engineering, since it began, we have hired a total two industry-trained adjuncts in need of professional development for instruction. One taught a single class in fall 2019 and completed two classes (New Faculty Orientation and Self-Paced Canvas Orientation). The second has been teaching one class per quarter in the 2020-21 year, and they have completed or are currently taking the following:

- New Faculty Orientation
- Self-Paced Canvas Orientation - RTC Faculty
- New Online Bootcamp
- Hybrid 101 - Self Paced Course, Hybrid Courses: Best of Both Worlds
- Canvas 102: An Equity Teaching Tool, Canvas: An Equity Teaching Tool
- Access for All, Accessibility Advocate!
- Google for Learning, Faculty Empowerment: Chromebooks
- All four classes in the Teaching Essentials certificate: EDUC 170, EDUC 200, EDUC 231, and EDUC 282

CONCERNS 5 AND 6

More academic support is needed to oversee curriculum planning and development, instructional quality, program review, and assessment of student learning outcomes.

Program staffing levels were heavily burdened.

In 2017, the BAS degrees were part of the program load assigned to the Dean of General Education and Transfer. Most day-to-day issues were handled by a single Program Manager. The administrative and staffing structure has changed since then:

- The part-time BAS Outreach Coordinator mentioned in the Ad Hoc report was hired in late 2017. This position was increased to a full-time appointment in 2020 to provide even more staff support.
- In 2019, the BAS Program Manager was promoted to the Associate Dean of Information Technology Studies, responsible for both the two- and four-year computer science and computer networking programs. With direct administrative oversight, Dr. McIrvin can be more efficient and responsive with BAS faculty and students.
- The Associate Dean and Outreach Coordinator are still supported by a faculty counselor who specializes in BAS and transfer degrees; a financial aid specialist; and a research librarian as well as library databases to support more advanced computing research.

Table C1. Institutions and Graduate Programs Accepting RTC's BAS Graduates

Institution Name	Articulated Programs of Study for BAS Graduates
Northeastern University	MS Computer Science ALIGN
Pacific Lutheran University	MA Education with Teaching Certification MBA MS in Finance MS in Marketing Research Post-Baccalaureate Professional Business Certificates
City University	MS Management and Leadership MS Computer Science MS Information Security MS Project Management MBA
Western Governor's University	MS Cybersecurity and Information Assurance MS Data Analytics MS Information Technology Management MBA Information Technology Management

RENTON TECHNICAL COLLEGE
3000 NE 4th Street
Renton, WA 98056-4195

BACHELOR OF APPLIED SCIENCE – APPLICATION DEVELOPMENT
CIP 11.0103 / EPC 5AB
Program Outline

Effective: B902

BAS – Application Development
Program Information

Options
- Bachelor of Applied Science – Application Development *(90 credits)* – **EPC: 5AB**
  - (plus additional 90 credits from associate degree for a total of 180 credits)

Program Description

The BAS in Application Development degree will prepare graduates for employment in the field of information technology. Application Development is a high demand occupation that encompasses various aspects of data analysis, application and software development, programming, and project management. Students with technical associate degrees in information technology, database management, programming, and related areas will be good candidates for our BAS in Application Development program. Graduates of this program can expect to find work as software developers (applications and systems software), computer systems analysts, web developers and programmers, and database administrators to name a few. In some instances, students may work as IT project managers. In addition to a strong technical foundation, graduates will have received instruction in general education topics in science, communications, and quantitative reasoning; and have gained extensive experience working in teams, creating and conducting presentations, and authoring documentation for software development. The skills obtained by graduates of this degree program are transferrable to numerous information technology and computer systems positions across multiple industries, including corporations, nonprofit organizations, IT companies, and medical and research institutions.

The BAS in Application Development is an evening hybrid program. Classes meet one evening each week, and students will have additional online assignments, including group projects, to complete.

Program Learning Outcomes
- Use databases and database management systems to organize, store and retrieve data securely.
- Apply data structures and algorithms to software development problems.
- Communicate an end to end project-level vision (SDLC) in application development, server and client scripting, and security.
- Develop and deploy applications in a variety of platforms, including distributed computing and mobile applications.
- Work effectively on diverse teams.
- Communicate technical information to both technical and non-technical audiences in written and oral form.
- Document project and application development work with clear and appropriate language in an information technology context.

Program Length
- BAS Degree: 6 quarters

Enrollment Points
- Fall

Delivery
- Hybrid – Evening

Note: This program utilizes Canvas, a web-based learning management system.

Admission Requirements

Admission into the BAS program is **selective**. Meeting the minimum entrance requirements does not guarantee admission nor do they prepare students for the entirety of the program. Students are admitted on a first-come, first-served basis with priority given to full time students.

1. An earned associate degree (or 90 equivalent college-level credits) in Information Technology or related area from a regionally accredited institution. First consideration will be given to those with an associate degree.
    o Applicants who have a general AA degree or a non-technology AA/AAS degree will be required to attend an informal interview with program faculty prior to admission into the program.
2. A minimum cumulative 2.0 GPA across all college coursework.
3. Completion of at least 20 credits of college-level General Education coursework with a minimum 2.0 GPA in English Composition (ENGL&101) or equivalent.
4. Completion of Intermediate Algebra (MATH 095) or AMATH 190 or equivalent.
5. Personal statement – Applicants are required to write a **500 word <u>maximum</u>** personal statement that describes how the BAS program will advance their professional goals. Example topics include previous career experience, unique attributes that the applicant will bring to the program, hardships the applicant has overcome in pursuing his/her educational or work goals, and other special considerations that the applicant believes will make them a good candidate for the program. The essay should be typewritten and in a legible font size.

Admission Recommendations

- Students will be better prepared for the BAS in Application Development if they also complete classes in data structures and algorithms and web development.
- Students who have completed the minimum 20 credits of general education will have 40 more credits to finish during the BAS program.
    o This may mean summer classes or heavier class loads during a regular quarter.
- Students are expected to regularly work in teams and communicate with each other on projects.
- The BAS in Application Development is a hybrid program.
    o Students meet with the instructor once or twice per week in person, while the rest of the coursework is completed online.
    o In a hybrid program, students are expected to be self-directed, independent learners.

Student Evaluation

The student is evaluated on each course separately. Evaluation consists of written and performance testing to measure the achievement of course competencies. In addition, evaluation criteria may include completion of classroom and lab assignments, school-to work activities, and regular participation.

GPA Requirements

- Minimum cumulative GPA: **2.0**
- Minimum grade for each CSI course: **2.0**
- Minimum grade for all other courses: **1.0**

Note: Clinical & Field-Based Experience courses require a Satisfactory (S) grade.

BAS – Application Development
Course Requirements

Requirements for BAS Degree:

Course #	Course Title	Credits
	AAS or AAS-T degree college-level credits	*90 (min)*
CSI 330	Software Engineering	5
CSI 335	Discrete Math	5
CSI 340	Software Application Development I	5
CSI 345	Advanced Data Structures and Algorithms	5
CSI 350	Software Application Development II	5
CSI 360	Mobile Application Development I	5
CSI 460	Mobile Application Development II	5
CSI 470	Data Mining	5
CSI 475	Advanced Database Intelligence	5
CSI 483	IT Project Management	5
CSI 492	Senior Capstone Project *or*	
CSI 494	Cooperative Education/Internship	5
CSI 495	Independent Study*	(1-5)
CSI 499	Emerging Technologies	5
	Six approved general education options	30

Total: 180

CSI 495 Independent Study can be taken in place of another course, with instructor permission.

General Education Course Requirements:

For a bachelor's degree in the state of Washington, a total of 60 general education credits are required across 5 distribution areas: 10 credits in communication, 5 credits in quantitative / symbolic reasoning, 10 credits in humanities, 10 credits in social sciences, and 10 credits in natural sciences. The remaining 15 general education credits can come from any distribution area. The courses that each student takes depends on the distribution area(s) of classes taken at the associate's level or transferred to RTC. For example, students who enter the BAS program with the minimum of 20 credits of college-level general education will need to take 40 more credits (8 classes).

Communication (10 credits)

Course #	Course Title	Credits
ENGL& 101	English Composition	5
ENGL& 102	Composition II	5
ENGL& 235	Technical Writing	5

Quantitative/Symbolic Reasoning (5 credits)

Course #	Course Title	Credits
MATH 136	Inferential Statistics	5
MATH& 107	Math in Society	5
MATH& 141	Pre-Calculus I	5
MATH& 142	Pre-Calculus II	5
MATH& 146	Introduction to Statistics	5
MATH& 151	Calculus I	5
MATH& 152	Calculus II	5

Humanities (10 credits)

Course #	Course Title	Credits
ART& 100	Art Appreciation	5
CMST& 101	Introduction to Communication	5
CMST& 220	Public Speaking	5
ENGL& 111	Introduction to Literature	5
ENGL& 254	World Literature	5
HIST 110	Survey of American History	5
HIST& 126	World Civilization	5
HIST& 136	U.S. History I	5
HIST& 137	U.S. History II	5
HUM& 101	Introduction to Humanities	5
MUSC& 105	Music Appreciation	5
PHIL 481	Ethical Issues in Information Technology *(recommended)*	*5*
PHIL& 101	Introduction to Philosophy	5
SPAN& 121	Spanish I	5

Social Sciences (10 credits)

Course #	Course Title	Credits
ANTH& 234	Religion and Culture	5
ANTH& 235	Cross-Cultural Medicine	5
ECON& 201	Microeconomics	5
ECON& 202	Macroeconomics	5
POLS 150	Contemporary World Issues	5
POLS& 202	American Government	5
PSYC& 100	General Psychology	5
PSYC& 200	Lifespan Psychology	5
SOC& 101	Introduction to Sociology	5

Natural Sciences (10 credits)

Course #	Course Title	Credits
BIOL 105	Introduction to Anatomy and Physiology	5
BIOL& 100	Survey of Biology	5
BIOL& 160	General Biology	5
BIOL& 241	Human Anatomy and Physiology I	5
BIOL& 242	Human Anatomy and Physiology II	5
BIOL& 260	Microbiology	5
CHEM& 121	Introduction to Chemistry	5
CHEM& 131	Introduction to Organic and Biological Chemistry	5
GEOL& 101	Introduction to Geology	5
NUTR& 101	Human Nutrition *(not a lab science)*	*5*
PHYS& 114	General Physics I	5

Other General Education
The remaining 15 general education credits can come from any distribution area.

CSI 330   **Software Engineering**
Students will learn in project teams how to implement industry best-practice methods and tools for the systems development life cycle (SDLC) 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. Object-oriented analysis/design, Agile software development methodologies and DevOps will be emphasized.

CSI 335   **Discrete Math**
Students will learn traditional discrete mathematical concepts such as logic, sets, relations, functions, function growth rates, induction, permutations, combinatorics, probability, matrices, trees and graphs. In addition, practical programming on these concepts will be emphasized along with focus on how these concepts are useful in computer science.

CSI 340   **Software Application Development I**
Utilizing software development methodologies, students will gain experience in programming web applications using the Windows platform. Emphasis will be put on user experience, responsive web interfaces, testing, deployment and security. PREREQUISITE(S): Completion of CSI 330 with a 2.0 or higher.

CSI 345   **Advanced Data Structures and Algorithms**
Students will learn to program data structures important for supporting application development, such as stacks, queues, hashtables, sets, maps, trees, heaps and graphs, in addition to various searching and sorting algorithms. Emphasis will be put on algorithmic efficiency and practical applications related to computer science. PREREQUISITE(S): Completion of CSI 335 with a 2.0 or higher.

CSI 350   **Software Application Development II**
Utilizing concepts from Software Engineering I, students will gain experience beyond web programming with models such as Windows application programming, Windows services, communication services in the Windows platform and other related application programming models. Coverage will also be given to parallel programming. Emphasis will be put on testing, deployment and security. PREREQUISITE(S): Completion of CSI 340 with a 2.0 or higher.

CSI 360   **Mobile Application Development I**
Students will learn how to create Android applications using Android Developer Tools and the Android studio. Android applications will be run on virtual as well as hardware devices. Emphasis will be put on designing the user interface through views and view groups; adding and applying resource files; saving preferences and data; and using databases as a repository. PREREQUISITE(S): Completion of CSI 340 with a 2.0 or higher.

CSI 460   **Mobile Application Development II**
In Mobile Application Development II, focus will be on leveraging various Android tools for threading, services, networking, Web APIs, multimedia, telephony, multi-touch, and hardware sensors. This course also includes more on database and content providers. PREREQUISITE(S): Completion of CSI 360 with a 2.0 or higher.

CSI 470   **Data Mining**
Searching for patterns in related data is essential for businesses to understand what data is relevant to their enterprise. Students will learn to extract patterns mining in business data by programming various algorithms in classification, clustering and association. PREREQUISITE(S): Completion of CSI 345 with a 2.0 or higher.

CSI 475   Advanced Database Intelligence

Students will use ETL to integrate, clean, and transform data from multiple sources into a resultant data set to be loaded into a data warehouse. Advanced SQL will be written against the warehouse to help extract business insights. PREREQUISITE(S): Completion of CSI 345 and CSI 470 with a 2.0 or higher.

CSI 483   IT Project Management

In this course students will learn the concepts, methodologies, and tools to successfully plan, manage, develop and deploy an IT development project. Students will employ the discipline of procuring, 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 is a key to gaining a competitive advantage. PREREQUISITE(S): Completion of CSI 350 with a 2.0 or higher.

CSI 492   Senior Capstone Project

The capstone course challenges students to complete an original software development project to demonstrate mastery of the skills and technologies central to the BAS course of study. Projects will be web or mobile applications that offer a product or service or seek to solve a business problem. With input from a faculty mentor and program peers, students will define project scope, create workable project plans, and manage their project with quality, budget (if applicable), and schedule in mind. Final projects are formally presented for evaluation. PREREQUISITE(S): Completion of CSI 460, CSI 470, and CSI 475 with a 2.0 or higher.

CSI 494   Cooperative Education/Internship

This course provides the option of cooperative education/internship training in the work place. Instructor approval is required. Students may take in lieu of CSI 492. The scope of experience/internship work must fall within the information technology field and be applicable to BAS program outcomes. Students are required to check in monthly with the RTC instructor and provide monthly timesheets documenting their work. Employers are expected to return a student evaluation form to the RTC instructor at the end of the quarter. The experience/internship may be paid or unpaid. PREREQUISITE(S): Completion of CSI 350 and CSI 360 with a 2.0 or higher.

CSI 495   Independent Study

This course allows students to complete specialized content according to the approved learning contract between the student and instructor. PREREQUISITE(S): Instructor permission.

CSI 499   Emerging Technologies

Students will receive instruction and practical application in leading-edge technologies relevant to rounding out education in application development. Topics will change from year to year. PREREQUISITE(S): Completion of CSI 460 and CSI 483 with a 2.0 or higher.

General Education Course Descriptions:

Please see current College Catalog or RTC Website for course descriptions.

RENTON TECHNICAL COLLEGE
3000 NE 4th Street
Renton, WA 98056-4195

BACHELOR OF APPLIED SCIENCE – COMPUTER NETWORK ENGINEERING
CIP 11.1002 / EPC 56B
Program Outline

Effective: C014

Options
- Bachelor of Applied Science – Computer Network Engineering *(90 credits)* – **EPC: 56B**
  - (plus additional 90 credits from associate degree for a total of 180 credits)

Program Description

The BAS in Computer Network Engineering degree will prepare graduates for employment in the field of information technology. Computer Network Engineering is a high demand occupation that encompasses various aspects of computer hardware and software architecture and systems administration. Students with technical associate degrees in Network and System Administration, Computer Systems Networking and Telecommunications, Information Technology, Cyber Security and other related areas will be good candidates for our BAS in Computer Network Engineering program. Graduates will receive a deep technical foundation in designing and implementing computer and information networks; performing network modeling, analysis and planning; and implementing advanced cloud and virtualization technologies at the enterprise level. In addition to a strong technical foundation, graduates will receive instruction in general education topics in science, communications, and quantitative reasoning; and will gain extensive experience working in teams, making presentations, and participating in on-the-job training. The degree will prepare a graduate to work as computer network architects, engineers and network managers, in a wide range of organizations and industries including corporations, nonprofit organizations, IT companies, and medical and research institutions.

Program Learning Outcomes
- Utilize computer network engineering and architecting best practices, network testing principles, and quality assurance techniques.
- Monitor, log, troubleshoot, and correct network issues.
- Plan and implement end-to-end physical and virtual network infrastructures.
- Remotely administrate systems and network infrastructure.
- Use scripting and programming languages to automate configuration and management.
- Evaluate new networking technologies to support a business or organization.
- Work effectively on diverse teams.
- Manage a network infrastructure project including business requirements, technical specifications, resources, and documentation.
- Communicate technical information to both technical and non-technical audiences in written and oral form.
- Document network infrastructure project work with clear and appropriate language.

Program Length
- BAS Degree: 6 quarters

Enrollment Points
- Spring

Delivery
- Hybrid – Evening

Note: This program utilizes Canvas, a web-based learning management system.

Admission Requirements

Admission into the BAS program is **selective**. Meeting the minimum entrance requirements does not guarantee admission nor do they prepare students for the entirety of the program. Students are admitted on a first-come, first-served basis with priority given to full time students.

1. An earned associate degree (or 90 equivalent college-level credits) in Information Technology or related area from a regionally accredited institution. First consideration will be given to those with an associate degree.
   - Applicants who have a general AA degree or a non-technology AA/AAS degree will be required to attend an informal interview with program faculty prior to admission into the program.
2. A minimum cumulative 2.0 GPA across all college coursework.
3. Completion of at least 20 credits of college-level General Education coursework with a minimum 2.0 GPA in English Composition (ENGL&101) or equivalent.
4. Completion of Intermediate Algebra (MATH 095) or AMATH 190 or equivalent.
5. Personal statement – Applicants are required to write a **500 word <u>maximum</u>** personal statement that describes how the BAS program will advance their professional goals. Example topics include previous career experience, unique attributes that the applicant will bring to the program, hardships the applicant has overcome in pursuing his/her educational or work goals, and other special considerations that the applicant believes will make them a good candidate for the program. The essay should be typewritten and in a legible font size.

Admission Recommendations

- Students who have completed the minimum 20 credits of general education will have 40 more credits to finish during the BAS program.
   - This may mean summer classes or heavier class loads during a regular quarter.
- Students are expected to regularly work in teams and communicate with each other on projects.
- The BAS in Computer Network Architecture is a hybrid program.
   - Students meet with the instructor once or twice per week in person, while the rest of the coursework is completed online.
   - In a hybrid program, students are expected to be self-directed, independent learners.

Student Evaluation

The student is evaluated on each course separately. Evaluation consists of written and performance testing to measure the achievement of course competencies. In addition, evaluation criteria may include completion of classroom and lab assignments, school-to work activities, and regular participation.

GPA Requirements

- Minimum cumulative GPA: **2.0**
- Minimum grade for each CNA course: **2.0**
- Minimum grade for all other courses: **1.0**

Note: Clinical & Field-Based Experience courses require a Satisfactory (S) grade.

BAS – Computer Network Engineering
Course Requirements

Requirements for BAS Degree:

Course #	Course Title	Credits
	AAS or AAS-T degree college-level credits	*90 (min)*
CNE 310	IT Project Management	4
CNE 310L	IT Project Management Lab	1
CNE 330	Network Programming in Python I	5
CNE 335	Network Programming in Python II	5
CNE 340	Network Databases and Structured Query Language (SQL)	5
CNE 350	Unix and the Internet of Things	5
CNE 370	Introduction to Virtualization	5
CNE 410	IT Project Design	5
CNE 430	Cloud Architecture	5
CNE 450	Advanced Virtualization	5
CNE 470	Virtual Infrastructure Security	5
CNE 480	Troubleshooting Physical and Virtual Network Infrastructures	5
CNE 490	Network Architecture Capstone Project **or**	
CNE 491	Cooperative Education/Internship	5
CNE 499*	Independent Study*	(1-5)
	Six approved general education options	30

Total: 180

CNE 499 Independent Study can be taken in place of another course, with instructor permission.

General Education Course Requirements:

For a bachelor's degree in the state of Washington, a total of 60 general education credits are required across 5 distribution areas: 10 credits in communication, 5 credits in quantitative / symbolic reasoning, 10 credits in humanities, 10 credits in social sciences, and 10 credits in natural sciences. The remaining 15 general education credits can come from any distribution area. The courses that each student takes depends on the distribution area(s) of classes taken at the associate's level or transferred to RTC. For example, students who enter the BAS program with the minimum of 20 credits of college-level general education will need to take 40 more credits (8 classes).

Communication (10 credits)

Course #	Course Title	Credits
ENGL& 101	English Composition	5
ENGL& 102	Composition II	5
ENGL& 235	Technical Writing	5

Quantitative/Symbolic Reasoning (5 credits)

Course #	Course Title	Credits
MATH 136	Inferential Statistics	5
MATH& 146	Introduction to Statistics	5

Humanities (10 credits)

Course #	Course Title	Credits
ART& 100	Art Appreciation	5
CMST& 101	Introduction to Communication	5
CMST& 220	Public Speaking	5
ENGL& 111	Introduction to Literature	5
ENGL& 254	World Literature	5
HIST 110	Survey of American History	5
HIST& 126	World Civilization	5
HIST& 136	U.S. History I	5
HIST& 137	U.S. History II	5
HUM& 101	Introduction to Humanities	5
MUSC& 105	Music Appreciation	5
PHIL 481	Ethical Issues in Information Technology *(recommended)*	*5*
PHIL& 101	Introduction to Philosophy	5
SPAN& 121	Spanish I	5

Social Sciences (10 credits)

Course #	Course Title	Credits
ANTH& 234	Religion and Culture	5
ANTH& 235	Cross-Cultural Medicine	5
ECON& 201	Microeconomics	5
ECON& 202	Macroeconomics	5
POLS 150	Contemporary World Issues	5
POLS& 202	American Government	5
PSYC& 100	General Psychology	5
PSYC& 200	Lifespan Psychology	5
SOC& 101	Introduction to Sociology	5

Natural Sciences (10 credits)

Course #	Course Title	Credits
BIOL 105	Introduction to Anatomy and Physiology	5
BIOL& 100	Survey of Biology	5
BIOL& 160	General Biology	5
BIOL& 241	Human Anatomy and Physiology I	5
BIOL& 242	Human Anatomy and Physiology II	5
BIOL& 260	Microbiology	5
CHEM& 121	Introduction to Chemistry	5
CHEM& 131	Introduction to Organic and Biological Chemistry	5
GEOL& 101	Introduction to Physical Geology	5
NUTR& 101	Human Nutrition *(not a lab science)*	*5*
PHYS& 114	General Physics I	5

Other General Education
The remaining 15 general education credits can come from any distribution area.

CNE 310   IT Project Management

This course teaches students the principles and concepts involved with project management and positive team communication. Students collaborate to write statements of work, budgets, schedules, and modifications. Students make use of version control software to track revisions and avoid data loss. Scrum and Agile methodologies are introduced.

CNE 310L   IT Project Management Lab

This lab accompanies CNE 310. Students will collaborate in small groups to work through IT project scenarios.

CNE 330   Network Programming in Python I

This course introduces students to the Python programming language from a networking focus. Students will use variables, loops, conditionals, functions, and modules to build scripts. Students will build and demonstrate their knowledge through labs and course projects.

CNE 335   Network Programming in Python II

This course introduces students to advanced topics in the Python programming language. Students will make use of object-oriented principles to write multi-file programs. Students will make use of modules to quickly build complex software and learn to write effective documentation. PREREQUISITE(S): Completion of CNE 330 with a 2.0 or higher.

CNE 340   Network Databases and Structured Query Language (SQL)

This course introduces students to database management using Structured Query Language (SQL). Students are introduced to table formats, data types, schemas, ACID, and relational elements. Students will create tables, construct queries, and manage database systems. Students will use Python to automate database actions. Students will use a LAMP stack to integrate databases into web projects. PREREQUISITE(S): Completion of CNE 330 with a 2.0 or higher.

CNE 350   Unix and the Internet of Things

This course teaches essential command-line interface (CLI) features and utilities. Students will learn bash scripting, investigate the internet-of-things with Raspberry Pis, build application servers, and design RESTful interfaces.

CNE 370   Introduction to Virtualization

Students will transform virtual machines and containers into a variety of network components including web servers, databases, and load balancers. Students will combine components to build distributed architectures. Students should be familiar with Linux, TCP/IP, routing, and scripting languages such as Python. PREREQUISITE(S): Completion of CNE 330 and CNE 335 with a 2.0 or higher.

CNE 410   IT Project Design

This course is a presentation-focused experience where students will apply their project management and networking knowledge to real-world business cases. Students will learn how to combine components to solve common system design interview questions. Students will research and present findings related to enterprise projects in computer networking design.

CNE 430   Cloud Architecture

This course provides the fundamentals of building an IT infrastructure in the public cloud, such as Amazon Web Services (AWS). Case studies and practice scenarios focus on best practices and optimal design patterns.

CNE 450   Advanced Virtualization

This course focuses on the installation, configuration, and management of VMware ESXi hosts and VMware vCenter Server for the IT network administrator. The student will be prepared as an IT professional to achieve the VMware Certified Professional on Data Center Virtualization (VCP5-DCV) certification. PREREQUISITE(S): Completion of CNE 370 with a 2.0 or higher.

CNE 470   Virtual Infrastructure Security

This course introduces students to modern security policies and their associated challenges. Students will design infrastructure solutions that meet common compliance requirements. Students will balance various security strategies including authentication, access control, encryption, and network segmentation. Students will participate in wargame exercises to practice common attacks and defense strategies. PREREQUISITE(S): Completion of CNE 430 with a 2.0 or higher.

CNE 480   Troubleshooting Physical and Virtual Network Infrastructures

In this course students will learn how to use monitoring and troubleshooting tools on physical and virtual network infrastructures. Hands-on lab scenarios cover the necessary troubleshooting skills needed to utilize both commercial and open source tools such as FCAPS, NAGIOS, NGS3, and LogZilla. PREREQUISITE(S): Completion of CNE 470 with a 2.0 or higher.

CNE 490   Network Architecture Capstone Project

Students are given various scenarios in computer networking design, security, infrastructure, servers, unified telephony, video and wireless in an enterprise model. After researching, planning, designing, implementing, and testing the scenario, students document and present their findings in a concise and professional manner consistent with current IT business practices. PREREQUISITE(S): Completion of CNE 450 and CNE 470 with a 2.0 or higher.

CNE 491   Cooperative Education/Internship

This course provides the option of cooperative education/internship training in the BAS in Computer Network Engineering program. Instructor approval is required. The experience may be paid or unpaid. PREREQUISITE(S): Completion of CNE 350 and CNE 370 with a 2.0 or higher.

CNE 499   Independent Study

This course allows students to complete specialized content according to the approved learning contract between the student and instructor. PREREQUISITE(S): Instructor permission.

General Education Course Descriptions:

Please see current College Catalog or RTC Website for course descriptions.

November 18, 2014

Mr. Steve Hanson
President
Renton Technical College
3000 N.E. Fourth Street
Renton, WA 98056-4195

Dear President Hanson:

This is to inform you of recent action taken by the Northwest Commission on Colleges and Universities (NWCCU) regarding a substantive change proposal from Renton Technical College seeking approval for the institution to offer a Bachelor of Applied Science (BAS) degree program in Application Development, effective Winter Quarter 2015.

In reviewing the institution's prospectus, the Commission notes that the proposed Bachelor of Applied Science degree program in Application Development builds upon the College's related associate level electrical and computer engineering technology programs and related resources, in addition to responding to the needs of the surrounding communities. The BAS degree program in Application Development requires 60 core technical credits in upper division coursework and an additional 30 credits in General Education for a total of 60 credits in General Education. Curriculum will utilize a hybrid format with face-to-face instruction as well as online delivery of courses. The College anticipates enrolling an initial cohort of 14 students growing thereafter to cohorts of 27, 41, 48, and 51 students through the fifth year of implementation. The College also anticipates that existing full-time and adjunct faculty will be available to teach in the courses of the BAS degree program curriculum with new adjunct faculty hired as needed. A BAS Program Chair will assume administrative responsibilities associated with overseeing the program. In addition, a Program Manager will work collaboratively with the Program Chair and students serving in an advising capacity as well as monitoring aspects of student success and strengthening community partnerships. A 0.25 FTE position for a librarian and a 0.25 FTE position for a financial aid specialist are planned. As evening coursework increases, the College anticipates modifying existing student services' hours to accommodate students' needs. Dedicated yearly funds are provided to the library for collection development. The College's current facilities, computer equipment, and technological applications will support the BAS degree program due to its hybrid delivery and scheduling courses in the evening hours when the facilities are readily available. Additional yearly reserves have been set aside for specific hardware and software equipment as required to support the BAS degree program in Application Development.
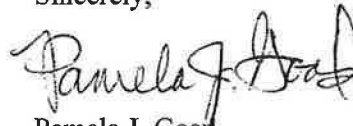
In accordance with Commission Policy, *Substantive Change*, the institution's prospectus has now been reviewed and approved as a *substantive change*. Accordingly, the proposed Bachelor of Applied Science degree program in Application Development is now included under the accreditation of Renton Technical College. The College is granted *candidacy status* at the baccalaureate level. Moreover, the Commission requests that an addendum be added to the College's Fall 2016 Mid-Cycle Report to provide an update on the implementation of the Bachelor of Applied Science degree program in Application Development. The Commission will take action on the College's candidacy status at its January 2017 meeting following the evaluation of the College's Fall 2016 Mid-Cycle Report.

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President Hanson
November 18, 2014
Page Two

If granted accreditation at the baccalaureate level, the effective date of accreditation at the new degree level is September 1st of the academic year immediately preceding the academic year in which the evaluation occurred. For Renton Technical College, this date would be September 1, 2015.

Thank you for keeping the Northwest Commission on Colleges and Universities apprised of the developments and initiatives at Renton Technical College. If you have questions, please do not hesitate to contact me.

Sincerely,

Pamela J. Goad
Vice President

PJG:pg

cc: Ms. Mary Kate Richardson, Interim Director of Institutional Planning and Effectiveness
        Mr. Marty Brown, Executive Director, Washington State Board for Community and
          Technical Colleges
        Dr. Sandra E. Elman, President, NWCCU

Confidential Update Report

of the Fall 2016 Mid-Cycle Peer Evaluation Team

on Implementation of the

Bachelor of Applied Science degree program in Application Development

Renton Technical College

Renton, Washington

October 10-11, 2016

A confidential report of findings prepared for the

Northwest Commission on Colleges and Universities

1

Report on update of the implementation of the Bachelor of Applied Science degree program in Application Development at Renton Technical College

Renton Technical College was granted candidacy status at the baccalaureate level for a newly established Bachelor of Applied Science degree program in Application Development. An addendum to the College's Fall 2016 Mid-Cycle Report was requested, to provide an update on the implementation of this degree program. The visiting team of peer evaluators included the status of the degree program implementation in their discussions with administrators and faculty of the College.

No students have yet completed the program; the first cohort was accepted in spring 2015 and is nearing completion of their studies. Two subsequent cohorts have begun the program, in winter 2016 and fall 2016. The size of each subsequent cohort has increased. Preparing for the degree program launch and subsequent implementation required numerous changes to student services, including advising models, financial aid scenarios, registration coding options and others. In addition to the initial curriculum development effort, implementation experience has led to subsequent changes in course descriptions to define prerequisite sequences, and to changes in instructional delivery modality to better meet the needs of the students. A full core curriculum of twelve technical courses at the upper division level was developed and matched with six general education courses; one of those is a new upper-division philosophy course dealing with legal and ethical aspects of information technology.

The BAS AD program is staffed by one full time Program Manager with responsibility for all administrative oversight of the program. The Program Manager is classified as an administrator and not as an instructor. Curriculum instructional delivery is provided by part time faculty. The program has established an external Advisory Committee of industry experts who provide continuing review and recommendations for program improvement. The BAS AD program has established close working relationships with the longstanding associate degree program in Computer Science; computer lab space is shared between the two programs with the associate degree program operating during the day and the BAS AD program offering evening classes for its students, 75% of whom work during the day.

Administrators and faculty of the College shared with the peer evaluators several challenges and successes that mark the first two years since the program was granted candidacy status. The organizational and developmental effort to set up student services and instructional services for a new category of students was considerable, and was carried out with dedication and effectiveness to accomplish program launch within a short period of time after the initial approval. In addition to the student services changes and adaptions already mentioned, a large number of articulation agreements with other two-year feeder colleges was negotiated. Plans have been laid to extend the articulation network to include several graduate degree programs. Early experience with low retention rates for the initial student cohort was met with proactive response that involved students and faculty. Program scheduling changes made with the information gathered has reduced attrition; subsequent monitoring of student and faculty experience has generated additional enhancements to the face-to-face time provided for student-faculty interaction. Discussions during the peer visit revisited and confirmed the primary challenge reported in the addendum, which lies in the difficulties encountered in recruiting and retaining qualified faculty.

The peer evaluators observed many things which were deemed encouraging signs of the initial success of the BAS AD program implementation and bode well for its continued growth and strengthening. The peer evaluators also observed several aspects of the program which they feel are concerns that bear on the potential for successful growth and maturation.

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The College has recently redesigned and re-implemented its program review and learning assessment committee and its review and assessment process cycle. The BAS AD program is slated to begin its ongoing cycle of program review and learning assessment in winter 2017. This means the program will be engaged in a formal and regular cycle of continuous improvement processes, augmenting the external review provided by the Advisory Committee.

The benefit provided by this inclusion heightens one of the areas of concern noted by the peer evaluators. While the great majority of the program's courses have clearly stated course outcomes, two of the end-game courses do not have course outcomes defined and are still in development just a short time before they are scheduled to be taught for the first time: CIS 492 – Senior Capstone Project and PHIL 481 – Legal and Ethical Aspects of IT. Of equal concern to the peer evaluators was the apparent lack of clearly stated program outcomes for the BAS AD degree program. Program outcomes, course outcomes, and assessments that align with course outcomes are all focal points of the program review process. Program outcomes also provide a key linkage from college mission and core themes to course outcomes. It appears to the peer evaluators that key structural development work on the program remains to be done.

The BAS AD degree is presented as a pipeline to the increased job placement or employment advancement opportunities available to holders of a bachelor's degree. The peer evaluators were concerned that evidence of students making such use of the BAS AD is not apparent at this time.

The peer evaluators are concerned that the faculty situation of the BAS AD degree program is quite problematic. Both the addendum and discussions during the peer evaluation visit touched on the recurring challenge of recruiting and retaining qualified faculty in an extremely competitive and high-salary market sector. Not only must qualified part-time faculty be identified and recruited; many must be provided initial training and orientation in college-level teaching. The current status of a non-academic Program Manager tasked with overseeing program planning and development, instructional quality of a changing cadre of adjunct faculty, as well as a full suite of administrative and support responsibilities, places a significant burden on the most capable individual.

The peer evaluators conclude, on the basis of the information made available and their discussions with members of the College team, that the BAS AD degree program has made significant strides and solid progress in its implementation to date. The enthusiasm and support of faculty and administration are undeniable. The ability of the College administration and faculty to think strategically and to act cohesively were evident throughout the peer evaluation visit.

The peer evaluators also conclude that the program is nearing a critical point in its implementation. The demand for such a program is clearly present, both from industry and from students. However, the challenges of the faculty recruitment and retention environment are unremitting. Gaps in the infrastructure of the program remain to be filled. Capacity of the program staff is finite and heavily burdened. That ability of the College administration and faculty to think strategically and to act cohesively will be key to the future of the BAS AD degree program.

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February 15, 2017

Dr. Kevin McCarthy
President
Renton Technical College
3000 N.E. Fourth Street
Renton, WA 98056-4195

Dear President McCarthy: *Kevin*

On behalf of the Northwest Commission on Colleges and Universities, I am pleased to report that at its January 11-13, 2017, meeting, the Commission accepted Renton Technical College's Fall 2016 Mid-Cycle Report which was expanded to both provide an update on the implementation of the Bachelor of Applied Science (BAS) degree program in Application Development and an addendum to again address Recommendations 2, 3, and 4 of the Fall 2013 Year Seven Peer-Evaluation Report. These matters were the subject of Commission correspondence dated November 18, 2014; January 31, 2014; and February 12, 2015.

In accepting the report, the Commission determined that its expectations have not been met in regard to the institution's *candidacy status* at the baccalaureate level. Therefore the institution's *candidacy status* for accreditation at the baccalaureate level is continued. Accordingly, the Commission requests that the College submit an Ad Hoc Report without a visit in fall 2017 to address the issues and concerns identified in the Fall 2016 Mid-Cycle Peer-Evaluation Report regarding the implementation of the BAS degree program in Application Development.

The Commission further determined that its expectations still have not been met in regard to Recommendations 2, 3, and 4 of the Fall 2013 Year Seven Peer-Evaluation Report. In taking this action, the Commission requests that the College again address Recommendations 2, 3, and 4 of the Fall 2013 Year Seven Peer-Evaluation Report in its Spring 2021 Year Seven *Mission Fulfillment and Sustainability* Self-Evaluation Report.

The Commission encourages the institution to build upon its Mid-Cycle Evaluation efforts and to utilize its assessment strategies toward producing data-driven student learning outcomes that inform mission fulfillment and sustainability.

If you have questions, please do not hesitate to contact me.

President Kevin McCarthy
Page Two
February 15, 2017

Best wishes for a peaceful and fulfilling New Year.

Sincerely,

Sandra E. Elman
President

SEE:rb

cc: Ms. Michelle Campbell, Executive Director of Institutional Advancement

RTC RENTON
TECHNICAL
COLLEGE

| 3000 NE 4th St. | (425) 235-2352
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September 11, 2017

Dr. Valerie Martinez, Vice President
Northwest Commission on Colleges and Universities
8060 165th Avenue N.E., Suite 100
Redmond, WA 98052

Dear Dr. Martinez,

Enclosed please find Renton Technical College's Fall 2017 Ad Hoc Report addressing the recommendations outlined in the Confidential BAS Report following our 2016 Mid-Cycle Evaluation site visit. The enclosed Ad Hoc Report addresses the College's BAS in Application Development and BAS in Computer Network Architecture, as requested in the Commission's letter dated August 31, 2017.

For questions, or if you require additional information, please contact Michelle Campbell, Accreditation Liaison Officer, at mcampbell@rtc.edu or (425) 235-2352 ext. 2085.

We look forward to your feedback.

Sincerely,

Kevin D. McCarthy, Ph.D.
President

RENTON TECHNICAL COLLEGE

Ad Hoc Report

Applied Bachelor's Degree in Application Development
Applied Bachelor's Degree in Computer Network Architecture

September 15, 2017

Prepared for the
Northwest Commission on Colleges and Universities

Table of Contents

Appendices

- **Appendix A: SBCTC Resolution 14-06-43**
- **Appendix B: BAS App Dev Learning Outcomes**
- **Appendix C: BAS CNA Learning Outcomes**
- **Appendix D: RTC Lead Instructor Job Description**
- **Appendix E: RTC Outreach Coordinator Job Description**

Introduction

In 2015, Renton Technical College (RTC) was granted candidacy status at the baccalaureate level for its Bachelor of Applied Science (BAS) degree program in Application Development. An addendum to the College's fall 2016 Mid-Cycle Report was provided as a means to update the Commission on the implementation of this degree program. Also during this time the visiting team of peer evaluators met with administration and faculty during their college site visit to discuss the BAS program implementation. As a follow up to that addendum and site visit, on March 7, 2017, the College received a Confidential Update Report from the Fall 2016 Mid-Cycle Peer Evaluation Team. In the report, the evaluation team cited several topics to be addressed for program improvement.

RTC takes the Commission's recommendations seriously. To that end, the purpose of the following addendum is to address the evaluation team's topics of concern and demonstrate RTC's commitment to its current BAS in Application Development (BAS App Dev) and its planned BAS in Computer Network Architecture (BAS CNA). The BAS CNA program is now scheduled to begin spring 2018.

Topics of Concern

Topics of concern from the Peer Evaluation Team included:

1. Program-level outcomes were not clearly defined.
2. Course-level outcomes for CSI 492 - Senior Capstone Project and PHIL 481 - Legal and Ethical Aspects of IT were not yet developed.
3. Evidence for increased employment advancement was not yet apparent.
4. Qualified part-time faculty need to be identified and recruited, and must be provided initial training and orientation in college-level teaching.
5. More academic support is needed to oversee curriculum planning and development, instructional quality, program review, and assessment of student learning outcomes.
6. Program staffing levels were heavily burdened.

Below are the ways in which RTC has addressed these topics of concern.

1. Program-level outcomes were not clearly defined.

As required by the Washington State Board for Community and Technical College's (SBCTC) BAS program approval process, program-level outcomes for RTC's BAS App Dev were included in the College's proposal to the SBCTC. On June 19, 2014, the final proposal was approved by the State Board through Resolution 14-06-43 (Appendix A) with these program-level outcomes included.

RTC believes that because these program-level outcomes were mistakenly omitted in the 2016 Mid-Cycle Review Addendum, the peer evaluators could not review them and rightfully raised the concern that they were not defined. However, the program-level outcomes were defined as required by the State.

1

Recognizing the need to better clarify the program's outcomes and as part of the 2016-2017 RTC program review process, program and course-level outcomes for the BAS App Dev were updated (Appendix B). Additionally, to ensure that the new BAS CNA program starts on a solid foundation, program and course-level outcomes have been drafted and matched to College-level outcomes as well (Appendix C).

2. Course-level outcomes for CSI 492 - Senior Capstone Project and PHIL 481 - Legal and Ethical Aspects of IT were not yet developed.

During the peer evaluator team visit and at the time that the 2016 Mid-Cycle Review Addendum was written, the part-time faculty assigned to these two courses were still working on developing the course-level outcomes for these courses. The course-level outcomes have since been developed, as outlined below:

Table 1: BAS Application Development Course-Level Outcomes

Course	Expected Learning Outcomes
CSI 492 – Senior Capstone Project	● Identify a business problem or e-commerce service that can be solved via a web or mobile application.
	● Apply project management and technical programming skills to design, develop, test, document and deliver a software project to the required quality, on schedule and within budget (if applicable).
	● Analyze the work of peers in order to communicate constructive feedback through participation in peer review of mobile or web applications.
	● Communicate project status to stakeholders using various forms of communication which may include face-to-face meetings, video chatting, video presentations and email.
	● Develop a final presentation in order to demonstrate a completed, original web or mobile application to specifications defined in an approved project proposal.
	● Write a personal reflection outlining the value of earning a BAS degree in achieving future professional goals.
PHIL 481 – Legal and Ethical Aspects of IT	● Understand the ethical implications of information and technology.
	● Identify and navigate real-world problems encountered in IT.
	● Acquire knowledge of the history of moral philosophy and the various schools of philosophizing.

PHIL 481 also will be available to students in the BAS CNA. All course outcomes have been drafted for this degree program (Appendix C).

3. Evidence for increased employment advancement was not yet apparent.

Three of the four members of the initial BAS App Dev spring 2015 cohort completed the degree in winter 2017, and 100% are currently employed in the IT sector. One student accepted a new job as a junior web application developer with Europe Express in Bothell, WA. The second secured an internship during the program, and this became a job offer, also in web development. The third, who was not previously employed, found a job in software development.

Students in the second BAS App Dev cohort (winter 2016) are entering their final quarter of studies in fall 2017. Five of the 12 have enrolled in the cooperative education / internship class, which is a strong indicator regarding future employment. Those with a career path that requires a master's degree already are talking with the BAS Program Director about enrolling either at Northeastern University or Western Governors University; articulation agreements are in place for both institutions and offer substantial tuition discounts to RTC graduates.

4. Qualified part-time faculty need to be identified and recruited, and must be provided initial training and orientation in college-level teaching.

The College recognizes that in order to build and sustain high quality BAS programs, it must support its faculty. This means not only hiring qualified part-time faculty who have at least a master's degree and four years of industry experience, but also ensuring that new faculty receive adequate instructional support, onboarding, and continued mentoring throughout their time at the institution. To address this, RTC has hired David Blodgett as full-time, tenure-track faculty for BAS App Dev program. Mr. Blodgett will serve as the academic lead for the program, oversee planning and development of quality instruction, and mentor and onboard part-time faculty. He has extensive industry experience as a software engineer, and holds two master's degrees in Computer Science and Business Administration and Management. He will teach BAS courses every quarter, creating a valuable connection to and insight into many aspects of the program. With over 13 years of teaching experience, Mr. Blodgett also has led faculty teams in developing curriculum and served as a Subject Matter Expert (SME) for MySQL.

Responsibilities of the Faculty Lead include:

1. Curriculum development, revision and implementation;
2. Ongoing program assessment and program review;
3. Quarterly course scheduling and teaching assignments;
4. Onboarding and mentoring of part-time BAS faculty;
5. Revision of program and course-level student learning outcomes;
6. Advising of current BAS students, as appropriate;
7. Generation of cooperative education and internship opportunities for students;
8. Articulation discussions with both two-year and graduate degree programs;
9. Collaboration with RTC's high school partners to develop a seamless 2+2+2 pathway for participating students;
10. Participation in college governance;
11. Organization, scheduling and maintenance of the BAS advisory committee; and
12. Employer and community outreach.

3

RTC administration has approved the hiring of a second full-time, tenure-track instructor to lead the BAS CNA program as well. The hiring process for that position will begin in late fall 2017 with an anticipated start date of January 2018 (see Appendix D for job announcement). This will provide close to a full quarter for the new faculty member to become acquainted with the BAS CNA program, the institution, current staff and, most importantly, the new curriculum.

5. **More academic support is needed to oversee curriculum planning and development, instructional quality, program review, and assessment of student learning outcomes.**

By hiring dedicated BAS Faculty Leads for both programs as outlined above, we will have the infrastructure to address these issues.

6. **Program staffing levels were heavily burdened.**

In addition to hiring academic BAS Faculty Leads, RTC is in the process of hiring a part-time (.75 FTE) BAS Outreach Coordinator. The position announcement will be posted in September 2017 with an anticipated start date of November 1, 2017 (see Appendix E for job announcement). The BAS Outreach Coordinator, who will report to the full-time Program Director (Stefanie McIrvin), will concentrate on recruitment and marketing efforts for both BAS programs, generating prospective student leads, growing program diversity, and increasing awareness of the BAS degrees in the College's service area. The BAS Outreach Coordinator will work closely with RTC's Director of College Relations and Marketing to design and implement strategic marketing and outreach plans developed specifically for each BAS program. In addition, through the National Science Foundation (NSF) grant, marketing materials already have been printed and are ready to distribute.

Additional part time (.50 FTE) staff have been identified in the current Student Success Office, Financial Aid Office, and Library. These staff are as follows:

Karma Forbes, a licensed mental health counselor with many years of experience at RTC, has been designated as the .50 FTE advisor/counselor for BAS App Dev and BAS CNA students. She assists BAS students with degree planning, registration needs, and refers students to other counseling resources as necessary.

Eliza Watkins has been designated as the .50 FTE Financial Aid Specialist who is dedicated to supporting BAS student financial aid needs, particularly regarding loans. Ms. Watkins has extensive experience at RTC, has worked closely with the Program Director, and already knows many of the current BAS students.

Laura Staley is the Media Librarian at RTC, and has been designated as the .50 FTE BAS library liaison. Ms. Staley has already begun creating a BAS-specific digital resource webpage and is currently developing training for faculty and new students on how to use our recently purchased information resources. The library has focused on online databases to support both the App Dev and CNA programs:

- The IT eBook Core Collection (EBSCOHost) contains over 3,000 eBooks covering key subject areas in IT including content management, desktop and office applications, enterprise computing, graphic design and multimedia, internet and web development, programming languages, and more.

4

- Advanced Technologies and Aerospace (ProQuest) offers articles from trade journals, scholarly publications, technical reports, and newspapers. This database includes over 1.6 million full-text resources just for software development and 455,000 on network architecture.

With the College designating these new staff and shifting duties, the current BAS Program Director (1 FTE) will be able to focus more exclusively on administrative duties.

Conclusion

RTC is committed to supporting its current BAS App Dev program, as well as planning strategically for its future BAS CNA program. Recognizing the topics of concern outlined by the fall 2016 Mid-Cycle Peer Evaluation Team report, RTC is taking the steps necessary to alleviate those concerns. The College has provided clear, defined program and course-level outcomes. More importantly, RTC has hired new academic faculty and identified additional staff to support the demands of both the BAS App Dev and BAS CNA programs. Overall, by early 2018, the total staffing levels will have increased from 0.75 FTE to 5.25 FTE.

We hope this addendum has provided a sufficient update on the next steps for our BAS programs.

5

Appendix A

Tab 6

State of Washington
State Board for Community and Technical Colleges
Resolution 14-06-43

A resolution to approve Renton Technical College's application to offer a Bachelor of Applied Science in Application Development upon recommendation of the Community and Technical College Applied Bachelor's Degree Review Committee.

WHEREAS, Engrossed Second Substitute House Bill 2483, passed by the 2012 Washington State Legislature, authorizes the State Board for Community and Technical Colleges to approve all Applied Bachelor's degree programs offered by community and technical colleges; and

WHEREAS, consistent with the Washington State Legislature's requirement, the State Board developed objective criteria for the approval of community and technical college Applied Bachelor's degrees; and

WHEREAS, the community and technical college Applied Bachelor's Degree Review Committee found that Renton Technical College's application provided evidence that met or exceeded all objective selection criteria and will expand bachelor degree capacity in the state;

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges approves the recommendation of the Review Committee to authorize Renton Technical College's Bachelor of Applied Science Degree in Application Development.

BE IT FURTHER RESOLVED, that the State Board for Community and Technical Colleges authorizes the Executive Director to make adjustments to this action, including any necessary changes to the State Board's Policy Manual, as necessary, for actions taken by the Governor, Legislature, data corrections, externally imposed restrictions or guidelines, uniform accounting and reporting requirements, and unanticipated changes in state or federal law.

APPROVED AND ADOPTED on June 19, 2014.

ATTEST:

_____
Marty Brown, Secretary

_____
Elizabeth Willis, Chair

Appendix B

BAS IN APPLICATION DEVELOPMENT
STUDENT LEARNING OUTCOMES ALIGNMENT

COLLEGE LEARNING OUTCOMES (CLO)	
CLO #	**CLO Description**
1	**RESPONSIBILITY -** Honest/ethical behavior; accountability for performance; appropriate work habits/attitudes; plan for career pathway
2	**COLLABORATION -** Participate effectively within groups; articulate value of diversity/equity; encouragement of all team members; work productively with diverse populations
3	**PERFORMANCE -** Utilize content-specific skills; perform competencies to program-specific or certification-specific standards; employ knowledge, skills, abilities for matriculation or employment
4	**PROBLEM-SOLVING -** Use multiple resources to find pertinent info; organize info into a usable format; apply decision-making strategies to come to a reasonable solution
5	**COMMUNICATION -** Demonstrate clearly understood purpose; analyze audience appropriately and recognize diverse needs; deliver information accurately; interpret feedback constructively

PROGRAM LEARNING OUTCOMES (PLO)		
PLO #	**PLO Description**	**Assoc CLOs**
1	DATA ANALYSIS: Demonstrate ability to locate, connect to, extract, transform and load (ETL), business data, from disparate data sources.	CLO4
2	DATA ANALYSIS: Demonstrate ability to use query languages, and business intelligence techniques, to extract, analyze, summarize and report on specific data, in a manner that is usable by business decision makers.	CLO4
3	DATA ANALYSIS: Use database and database management systems to organize, store and retrieve data for use by application software, and demonstrate best practices for backup, security and privacy.	CLO3
4	APPLICATION DEVELOPMENT: Demonstrate software engineering best practices, software testing principles, and quality assurance techniques.	CLO3
5	APPLICATION DEVELOPMENT: Demonstrate an end to end project-level vision in planning application development, server and client scripting, and security.	CLO3
6	APPLICATION DEVELOPMENT: Demonstrate ability to develop and deploy applications in a variety of platforms, including distributed computing and mobile applications.	CLO3
7	PROJECT MANAGEMENT: Work on team projects and demonstrate critical thinking, teamwork, oral communications, inter-cultural appreciation, and technical and information literacy skills.	CLO2
8	PROJECT MANAGEMENT: 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.	CLO4
9	PROFESSIONALISM: Demonstrate ability to conduct himself/herself in a professional and ethical manner in all situations, while working in person, remotely, individually, and/or in teams.	CLO1

| 10 | PROFESSIONALISM: Demonstrate the ability to communicate technical information to both technical and non-technical audiences in written and oral form. | CLO5 |
| 11 | PROFESSIONALISM: Demonstrate a professional level of competence in documenting project and application development work, writing clearly and appropriately in an information technology context. | CLO1 CLO5 |

COURSE OUTCOMES		
CO#	Outcome Description	Assoc PLOs
CSI331.01	Articulate and perform the tasks required to draft or maintain a data security policy for a company where they are employed.	PLO3
CSI331.02	Implement a pattern of best practices in data security in an employer's environment.	PLO3
CSI331.03	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.	PLO3
CSI331.04	Communicate what steps should be taken after a security incident, including detection, response, and recovery.	PLO3
CSI331.05	Articulate what steps should be taken for data protection from internal threats (employees), authentication, permissions, logging and auditing, etc.	PLO3
CSI332.01	Demonstrate ability to locate, connect to, extract, transform and load (ETL), business data from disparate data sources.	PLO1
CSI332.02	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.	PLO2
CSI332.03	Use analysis and data techniques to integrate, aggregate and summarize data into actionable insights and information that is useable for making decisions.	PLO2
CSI341.01	Participate effectively in discussion on Microsoft's .NET framework.	PLO9
CSI341.02	Be able to write ASP.NET pages using C#.	PLO4
CSI341.03	Participate effectively in discussion on the MVC design pattern.	PLO9
CSI341.04	Be familiar with and/or proficient in LINQ to SQL depend on entry level.	PLO4
CSI341.05	Be familiar with and/or proficient in HTML, CSS, JavaScript, jQuery and AJAX depend on entry level.	PLO4
CSI342.01	Identify the existing state of mobile app development via researching existing apps, meeting with industry professionals, and formulating new ideas.	PLO5
CSI342.02	Display proficiency in coding on a mobile programming platform.	PLO6
CSI342.03	Recognize the limitations and features of developing for mobile devices.	PLO6
CSI351.01	Identify who is interested in an architecture (the stakeholders) and classify what is important (their concerns); design architecture that reflects and balances their different needs.	PLO5
CSI351.02	Examine and categorize these needs into system requirements.	PLO5
CSI351.03	Learn to communicate the architect through illustrations and other artifacts (the architectural description).	PLO5
CSI351.04	Focus on what is architecturally significant, safely leaving other aspects of the design to designers, without neglecting issues like performance, resilience, and location.	PLO5

CSI352.01	Demonstrate software engineering practices.	PLO4
CSI352.02	Demonstrate software testing practices.	PLO4
CSI352.03	Demonstrate life cycle of the software application and software project management.	PLO4
CSI352.04	Demonstrate skills and knowledge to profile and optimize applications.	PLO4
CSI352.05	Demonstrate knowledge of revision control tools.	PLO4
CSI381.01	Apply design principles to create a user-interaction strategy that satisfies real-world technical requirements for an application.	PLO6
CSI381.02	Design a usable and compelling user-interface given a set of requirements and available technologies.	PLO6
CSI381.03	Communicate effectively the designed user-interface to relevant stakeholders using design rationale and a sketching/presentation tool in an informed, reasonable and persuasive way.	PLO11
CSI381.04	Conduct an evaluation of a user-interface by employing a series of evaluation methods available in usability engineering.	PLO4
CSI434.01	Become familiar with Tableau	PLO3
CSI434.02	Learn how to clean and shape data to optimize for analysis and to connect to data in Tableau.	PLO3
CSI434.03	Be able to create effective and interactive dashboards that tell a story and allow business users to use the data in their decision making process.	PLO3
CSI434.04	Be able to create an adhoc analysis environment that facilitates data discovery by non-technical users.	PLO3
CSI443.01	Apply responsive design principles and framework to create a mobile-first strategy that satisfies real-world technical requirements for a web application.	PLO6
CSI443.02	Design a usable and compelling responsive interface when given a set of requirements and available technologies.	PLO6
CSI443.03	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.	PLO11
CSI443.04	Conduct an evaluation of a responsive web application by employing a series of evaluation methods available in usability engineering.	PLO4
CSI453.01	Use industry standard models to review and incorporate testing techniques and test case development for large features or the entire product.	PLO4
CSI453.02	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.	PLO4
CSI453.03	Develop and present quality metrics which are commonly agreed upon, measurable, maintainable, and provide the minimum necessary data for the intended audience(s).	PLO1
CSI453.04	Enumerate the components of the product under test, accounting for interactions between subcomponents, code used or reused, project schedule and testing resources.	PLO4
CSI483.01	Work on team projects and demonstrate critical thinking, teamwork, oral communications, inter-cultural appreciation, and technical and information literacy skills.	PLO7
CSI483.02	Obtain and confirm business requirements for an application	PLO8
CSI483.03	Translate business requirements into technical specifications	PLO8
CSI483.04	Assess the resource requirements	PLO8

CSI483.05	Divide the overall project requirements into smaller steps, organized to conform to the System Development Life Cycle model.	PLO8
CSI492.01	Identify a business problem or e-commerce service that can be solved via a web or mobile application.	PLO5
CSI492.02	Apply project management and technical programming skills to design, develop, test, document and deliver a software project to the required quality, on schedule and within budget (if applicable).	PLO5
CSI492.03	Analyze the work of peers in order to communicate constructive feedback through participation in peer review of mobile or web applications.	PLO10
CSI492.04	Communicate project status to stakeholders using various forms of communication which may include face-to-face meetings, video chatting, video presentations and email.	PLO11
CSI492.05	Develop a final presentation in order to demonstrate a completed, original web or mobile application to specifications defined in an approved project proposal.	PLO10
CSI492.06	Write a personal reflection outlining the value of earning a BAS degree in achieving future professional goals.	PLO11

Appendix C

BAS IN COMPUTER NETWORK ARCHITECTURE

STUDENT LEARNING OUTCOMES ALIGNMENT

COLLEGE LEARNING OUTCOMES (CLO)	
CLO #	**CLO Description**
1	**RESPONSIBILITY -** Honest/ethical behavior; accountability for performance; appropriate work habits/attitudes; plan for career pathway
2	**COLLABORATION -** Participate effectively within groups; articulate value of diversity/equity; encouragement of all team members; work productively with diverse populations
3	**PERFORMANCE -** Utilize content-specific skills; perform competencies to program-specific or certification-specific standards; employ knowledge, skills, abilities for matriculation or employment
4	**PROBLEM-SOLVING -** Use multiple resources to find pertinent info; organize info into a usable format; apply decision-making strategies to come to a reasonable solution
5	**COMMUNICATION -** Demonstrate clearly understood purpose; analyze audience appropriately and recognize diverse needs; deliver information accurately; interpret feedback constructively

PROGRAM LEARNING OUTCOMES (PLO)		
PLO #	**PLO Description**	**Assoc CLOs**
1	INFRASTRUCTURE MAINTENANCE & TROUBLESHOOTING: Utilize computer network engineering and architecting best practices, network testing principles, and quality assurance techniques.	CLO4
2	INFRASTRUCTURE MAINTENANCE & TROUBLESHOOTING: Create an end-to-end project-level vision in planning Computer Network Architecture, server and client scripting, and security.	CLO4
3	INFRASTRUCTURE MAINTENANCE & TROUBLESHOOTING: Develop and deploy applications in a variety of platforms, including distributed computing and mobile applications.	CLO3
4	INFRASTRUCTURE MAINTENANCE & TROUBLESHOOTING: Monitor, log, and troubleshoot network issues and effect appropriate corrective measures.	CLO3
5	COMPUTER NETWORK ARCHITECTURE: Exhibit mastery of advanced computer network architecture planning and design.	CLO3
6	COMPUTER NETWORK ARCHITECTURE: Plan and implement end-to-end physical and virtual network infrastructures using techniques as applied to the field of computer networking.	CLO3
7	COMPUTER NETWORK ARCHITECTURE: Evaluate new networking technologies to determine what would best support their organization in the future.	CLO4

8	PROJECT MANAGEMENT: Work on projects and demonstrate critical thinking, teamwork, oral communications, intercultural appreciation, and technical and information literacy skills.	CLO2
9	PROJECT MANAGEMENT: Obtain and confirm business requirements for a network infrastructure project, translate these into technical specifications, assess the resource requirements, and create the documentation to define scope, schedule, and budget.	CLO4
10	PROFESSIONALISM: Conduct himself/herself in a professional and ethical manner in all situations, while working in person, remotely, individually, and/or in teams.	CLO1
11	PROFESSIONALISM: Communicate technical information to both technical and non-technical audiences in written and oral form.	CLO5
12	PROFESSIONALISM: Exhibit a professional level of competence in documenting project and Computer Network Architecture work, writing clearly and appropriately in an information technology context.	CLO5

COURSE OUTCOMES		
CO#	**Outcome Description**	**Assoc PLOs**
CNA330.01	Use SQL to create tables and indexes.	PLO3
CNA330.02	Compose SQL queries.	PLO3
CNA330.03	Understand constraints, views, triggers, and indexes in databases	PLO3
CNA330.04	Explain how queries are processed, optimized and evaluated in a DBMS.	PLO1
CNA330.05	Explain transaction processing.	PLO1
CNA330.06	Recognize common SQL server issues (log space, performance problems, job failures).	PLO4
CNA335.01	Write working PowerShell scripts in the editor and ISE for system administration.	PLO2
CNA335.02	Memorize common PowerShell commands and parameters.	PLO2
CNA335.03	Create effective variables.	PLO2
CNA335.04	Troubleshoot Windows system problems using PowerShell cmdlets.	PLO1
CNA336.01	Recognize, select and use expressions with the Python Interactive Shell.	PLO6
CNA336.02	Understand flow control and apply operations to create program functions and statements.	PLO6
CNA336.03	Understand List data types, dictionaries and the structuring of data.	PLO6
CNA336.04	Explain and manipulate strings and search of text patterns with expressions.	PLO6
CNA336.05	Explain how programs read and write data to files.	PLO6
CNA336.06	Use copy, move, rename, and delete functions to organize data.	PLO6

CNA336.07	Use various Python debugging tools.	PLO4
CNA337.01	Recognize and summarize the origins of JAVA via its history and fundamental concepts such as object-oriented programming, simple programs, compiling a program, control statements, etc.	PLO6
CNA337.02	Name, describe, use the various data types and operators in JAVA	PLO6
CNA337.03	Explain and produce program control statements.	PLO6
CNA337.04	Explain and produce classes, objects and methods.	PLO6
CNA337.05	Understand, use, and explain inheritance.	PLO6
CNA337.06	Describe and use packages and interfaces.	PLO6
CNA337.07	Describe and use exception handling.	PLO6
CNA337.08	Understand and recognize using I/O.	PLO6
CNA337.09	Understand and apply multithreaded programming.	PLO6
CNA337.10	Understand, use enumeration, autoboxing, static import and annotations.	PLO6
CNA340.01	Manage the selection and initiation of individual projects and of portfolios of projects in the enterprise.	PLO9
CNA340.02	Conduct project planning activities that accurately forecast project costs, timelines, and quality.	PLO9
CNA340.03	Implement processes for successful resource, communication, and risk and change management.	PLO9
CNA340.04	Demonstrate effective project execution and control techniques that result in successful projects.	PLO9
CNA340.05	Conduct project closure activities, including formal project acceptance.	PLO9
CNA340.06	Demonstrate a strong working knowledge of ethics and professional responsibility.	PLO9
CNA340.07	Demonstrate effective organizational leadership and change skills for managing team projects, diverse project teams, and stakeholders.	PLO8
CNA350.01	Define Software Designed Networks (SDNs) and their history.	PLO6
CNA350.02	Explain core SDN concepts using OpenFlow.	PLO6
CNA350.03	Explain the pros and cons of Network Functions Virtualization (NFV).	PLO7
CNA350.04	Articulate performance considerations, benchmarking, and process improvements.	PLO6
CNA350.05	Describe the deployment models used in real-world SDN case studies.	PLO12
CNA350.06	Understand the role of project management and process control procedures in successful SDN/NFV deployments.	PLO8
CNA421.01	Identify the value and benefits of cloud computing and Amazon Web Services (AWS)	PLO7

CNA421.02	Understand the methods and tools used to maintain and protect data.	PLO2
CNA421.03	Navigate the AWS Console.	PLO5
CNA440.01	Identify networking issues in a real-world business IT case.	PLO8
CNA440.02	Evaluate networking technologies best suited to an organization.	PLO7
CNA440.03	Design a network infrastructure that solves a real-world problem.	PLO6
CNA440.04	Give an effective project presentation	PLO11
CNA450.01	Explain the processes behind data center virtualization.	PLO11
CNA450.02	Install VMware hosts and servers.	PLO6
CNA450.03	Configure VMware hosts and servers.	PLO6
CNA450.04	Manage and troubleshoot VMware hosts and servers.	PLO6
CNA450.05	Prepare for a related professional certification exam.	PLO5
CNA480.01	Apply project management knowledge and skills to design a virtual network infrastructure that includes cloud security best practices	PLO6
CNA480.02	Use Hyper-V to implement a well-designed virtual network infrastructure.	PLO6
CNA480.03	Use AWS to implement a well-designed virtual network infrastructure.	PLO6
CNA480.04	Use VMWare to implement a well-designed virtual network infrastructure.	PLO6
CNA480.05	Articulate the best choice of virtual network infrastructure for different organizational goals.	PLO7
CNA481.01	Use network troubleshooting and monitoring tools such as FCAPS, NAGIOS, NGS3, Logzilla, etc.	PLO1
CNA481.02	Create various network topology simulations.	PLO1
CNA481.03	Monitor systems, networks, and infrastructures.	PLO4
CNA481.04	Identify, troubleshoot, and resolve network infrastructure issues.	PLO4
CNA481.05	Monitor alerting services for servers, switches, and applications.	PLO4
CNA481.06	Perform real-time monitoring of virtual and physical network infrastructures.	PLO4
CNA492.01	Identify needs for augmenting, updating, or replacing a network infrastructure.	PLO2
CNA492.02	Research new networking technologies.	PLO7
CNA492.03	Use project management tools and techniques to plan a network infrastructure solution.	PLO9
CNA492.04	Design a hybrid-cloud network infrastructure as a solution to the business case study scenario.	PLO5
CNA492.05	Implement a hybrid-cloud network infrastructure and assess its effectiveness based on IT best practices.	PLO5

CNA492.06	Evaluate the network infrastructure deployment with a business representative.	PLO11
CNA493.01	Work effectively on the organizational team.	PLO10
CNA493.02	Complete assigned network architecture tasks to specifications.	PLO5
CNA493.03	Communicate clearly and appropriately with all organization members.	PLO11

Appendix D

RENTON TECHNICAL COLLEGE
JOB DESCRIPTION

POSITION TITLE	REPORTS TO (POSITION)	DEPARTMENT	DATA	
Computer Network Architecture BAS Program Instructor	Dean of General Education & Transfer	General Education & Transfer	FLSA: E	REPRESENTED: RFT

POSITION PURPOSE:

Renton Technical College (RTC) is a multicultural, multilingual institution dedicated to providing excellent professional-technical training. In response to demand for four-year degrees in the computer networking industry, the College will launch a Bachelor of Applied Science (BAS) in Computer Network Architecture in spring 2018. This program is part of our commitment to closing achievement gaps, particularly for underserved and underrepresented populations in the IT arena.

As the Computer Network Architecture BAS Program Instructor, you have the skills to teach courses in several areas, including network and system administration, network scripting, telecommunications, information technology, and cyber security. You emphasize practical, real-world scenarios and solutions. You also mentor and lead professional development for adjunct instructors who come straight from industry to teach in the BAS program, as well as work closely with industry partners and the program's advisory committee to make sure that graduates have both the technical and essential skills needed to be competitive in the job market.

The full-time, tenure-track position requires teaching in the hybrid, evening BAS program, with classes between 6 and 9pm, as well as professional activities during the day and evenings. This position is scheduled to begin winter quarter 2018.

RESPONSIBILITIES:
- Provide leadership in working to improve access and successful educational outcomes for diverse student populations, especially underrepresented and underserved groups.
- Support the College's mission by creating a learning environment of mutual respect and fairness, while encouraging creative and critical thinking through an equity lens.
- Demonstrate multicultural competence (including an awareness and understanding of historically disadvantaged populations) and create an educational environment that affirms commitment to equity, diversity, and inclusion.
- Supervise and mentor all adjunct instructors for the BAS in Computer Network Architecture.
- Effectively teach multiple courses in the adopted program curriculum in a hybrid format, with part of the instruction through face-to-face lecture and the rest online by directed learning (readings and research). Teaching load is 2 courses per quarter.

- Develop and update curriculum as required by the College to respond to industry trends and to improve equitable student outcomes.
- Conduct and lead ongoing program assessment and program review.
- Design inclusive instructional strategies, including classroom, small groups and individualized instruction, to reach all students, and select and evaluate the materials needed to implement these strategies.
- Evaluate student progress towards attaining the learning outcomes, including thoughtfully designed individual assignments, projects, quizzes, and standardized tests.
- Participate in recruiting and job placement activities for students with varied backgrounds and career goals, including cooperative education and internship opportunities.
- Actively participate in and develop and maintain effective working relationships with the program advisory committee and enhance advisory committee representation by developing close ties with the local business community.
- Perform other related tasks as assigned by the Dean of General Education & Transfer.

KNOWLEDGE, SKILLS AND ABILITIES:
- Demonstrated leadership or participation in institutional programs with persons from diverse backgrounds such as sexual orientation, racial, ethnic, religious, linguistic, gender, age, socio-economic, physical and learning abilities, and a commitment to an inclusive and equitable working / learning environment.
- Master's degree in network and system administration, information technology, computer information systems, computer engineering, or software engineering.
- Solid working knowledge of Python, PHP, or other similar scripting language.
- Minimum of two years' practical / industry experience, preferably in network and system administration.
- Ability to design learning experiences that are interactive and respectful of cultural differences.
- Ability to work effectively with individuals whose first language is not English.
- Ability to work effectively and engage with adult learners.
- Knowledge of, understanding of, and commitment to the educational role and philosophy of the technical college.
- Excellent leadership and interpersonal skills and ability to work effectively as part of an inclusive team.
- Ability to maintain confidentiality, think critically and exercise independent judgment.
- Demonstrated ability to communicate effectively in writing and orally.
- Successful experience using tact, discretion and courtesy while interacting with all persons.
- Demonstrated attention to detail required as well as previous experience maintaining accurate records, managing multiple tasks, and planning and organizing work in order to meet changing priorities and deadlines.
- Teaching experience in computer network architecture (traditional classroom, online education, collaborative hands-on activities) is preferred.
- Active involvement with the business community is preferred.
- Current First Aid and CPR certification within 90 days of initial employment.
- Ability to represent the college in a positive manner.

SPECIAL REQUIREMENTS, LICENSES AND CERTIFICATIONS:
None

WORKING CONDITIONS:

The position is active in nature and requires standing, lecturing and demonstration of processes in a lab environment. The job also requires some sedentary time when performing administrative program functions.

Appendix E

RENTON TECHNICAL COLLEGE
JOB DESCRIPTION

POSITION TITLE	REPORTS TO (POSITION)	DEPARTMENT	DATA	
BAS Outreach Coordinator	BAS Program Director	General Education & Transfer	FLSA: E	REPRESENTED: EXEMPT

POSITION PURPOSE:

Renton Technical College (RTC) is a multicultural, multilingual institution dedicated to providing excellent professional-technical training. In response to demand for four-year degrees in the computer technology industry, the College launched its first Bachelor of Applied Science (BAS) in Application Development in spring 2015 and will launch its second BAS in Computer Network Architecture in spring 2018. These programs are part of our commitment to closing achievement gaps, particularly for underserved and underrepresented populations in the IT arena.

As the BAS Outreach Coordinator, you have the skills to research, develop, and implement outreach and recruitment strategies in support of both BAS programs. You emphasize practical, real-world scenarios and use data to make informed decisions. You provide prospective students with information regarding BAS program admissions and curriculum in various settings throughout the college service delivery area. You also represent RTC BAS programs at college career fairs, high school information sessions, and industry outreach opportunities, as well as work closely with industry partners and the program's advisory committee to make sure that graduates have both the technical and essential skills needed to be competitive in the job market.

The .75 FTE part-time position requires some evening/weekend hours to attend outreach opportunities throughout the college service delivery area. This position is scheduled to begin November 1, 2017.

RESPONSIBILITIES:

- Provide leadership in working to improve access and successful educational outcomes for diverse student populations, especially underrepresented and underserved groups.
- Support the College's mission by creating a learning environment of mutual respect and fairness, while encouraging creative and critical thinking through an equity lens.
- Demonstrate multicultural competence (including an awareness and understanding of historically disadvantaged populations) and create an educational environment that affirms commitment to equity, diversity, and inclusion.
- Research, develop, and implement comprehensive BAS-specific recruitment and outreach plans.
- Develop and oversee a BAS prospective student contact management system.
- Develop marketing and recruitment materials in collaboration with the RTC Communications and Marketing department.
- Maintain a collaborative relationship with other administrative units at RTC, including feeder programs, Financial Aid, Enrollment Services, and Advising/Counseling.

- Coordinate involvement of BAS faculty, staff, and students in community outreach opportunities. Provide training to prepare them to consistently deliver key outreach messages.
- Establish working relationships with ethnically diverse leaders of community organizations by attending community meetings, and networking and partnering in mutually beneficial activities.
- Initiate and maintain positive relations with feeder colleges and high schools, middle and elementary school administrators, counselors, and faculty and with local businesses, public agencies and community groups that have an interest in partnering with education.
- Compile data and conduct research to evaluate and report on BAS outreach and recruitment activities.
- Communicate BAS admissions requirements, program offerings, basic financial aid requirements and regulations.
- Attend meetings and/or conferences as the BAS outreach representative.
- Work effectively with students from academically, culturally and economically diverse backgrounds.
- Maintain regular attendance and punctuality.
- Perform other duties as assigned by the BAS Program Director.

KNOWLEDGE, SKILLS AND ABILITIES:
- Demonstrated leadership or participation in institutional programs with persons from diverse backgrounds such as sexual orientation, racial, ethnic, religious, linguistic, gender, age, socio-economic, physical and learning abilities, and a commitment to an inclusive and equitable working / learning environment.
- Bachelor's degree in Communications, Marketing, Business Management, or Education or related area and/or equivalent experience/training.
- 2-3 years of outreach and recruitment experience or experience in an equivalent environment such as customer service/sales.
- Ability to work collaboratively and effectively in a college environment.
- Experience working with disadvantaged, at-risk and multi-cultural populations. Experience working in a diverse community or technical college.
- Ability to follow oral and written instructions, must be organized and detail oriented.
- Excellent interpersonal skills, proficiency in English including clear written and oral communication skills.
- Demonstrated attention to detail and a sound working knowledge of personal computer hardware/ software and the Internet.
- Ability to establish and maintain effective working relationships with students, faculty, staff and community partners.
- An understanding of and commitment to the education role and philosophy of the technical college.
- Ability to organize self and competing priorities using grace, humor, ethics, and follow through.
- Demonstrated leadership or participation with persons from diverse backgrounds such as sexual orientation, racial, ethnic, religious, linguistic, gender, age, socio-economic, physical and learning abilities, and a commitment to an inclusive and equitable working / learning environment.

PREFERRED, SKILLS AND ABILITIES:
- 2-3 years outreach and recruitment experience in a community/technical college setting.

- Understanding of the goals, objectives, and issues related to baccalaureate degrees in community/technical colleges.
- Bilingual is a plus.

SPECIAL REQUIREMENTS, LICENSES AND CERTIFICATIONS:
None

WORKING CONDITIONS:
Work is typically performed in an office environment with a high level of public contact, including over the phone, via email, and in person. During peak recruitment incumbent will likely work a non-traditional, flexible schedule to accommodate evening and weekend outreach events. This position requires travel within the community, either with the use of the RTC-provided motor pool or use of a personal vehicle. Occasional light lifting of recruitment materials and display equipment that may weigh 25-30 pounds.

February 1, 2018

Dr. Kevin McCarthy
President
Renton Technical College
3000 N.E. Fourth Street
Renton, WA 98056-4195

Dear President McCarthy:

This letter serves as formal notification and official record of action taken concerning the Fall 2017 Ad Hoc Evaluation of Renton Technical College by the Northwest Commission on Colleges and Universities (NWCCU) at its meeting on January 10-12, 2018. This action was taken after consideration of the Institutional Report.

Based on these materials and deliberations, the Commissioners took the following actions.

Action
- Accept the Fall 2017 Ad Hoc Report
- Grant accreditation at the baccalaureate level effective September 1, 2015

Future Evaluations
- Year Seven Evaluation to include an Addendum to again address Recommendations 2, 3, and 4 of the Fall 2013 Year Seven Peer Evaluation Report and an Addendum report on the progress of the implementation of the Bachelor of Applied Science degree programs in Spring 2021

If you have any questions, please do not hesitate to contact NWCCU.

Sincerely,

Marlene Moore

Marlene Moore, Ph.D.
President

MM:rb

cc: Ms. Michelle Campbell, Executive Director of Institutional Advancement