

**The Bowling Green Technical College
Presents to the
COUNCIL ON OCCUPATIONAL EDUCATION**

**The
Accreditation Self-Study**

2004

Main Campus

Bowling Green Technical College

1845 Loop Drive
Bowling Green, KY 42101
Telephone: (270) 901-1000
Fax: (270) 901-1145

Branch Campuses

Kentucky Advanced Technology Institute Campus

1127 Morgantown Road
Bowling Green, KY 42101
Telephone: (270) 901-1175
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Glasgow Campus

129 State Avenue
Glasgow, KY 42141
Telephone: (270) 901-1200
Fax: (270) 651-8774

Glasgow Technology Campus

500 Hilltopper Way
Glasgow, KY 42141
Telephone: (270) 659-6900
Fax: (270) 659-6994

Preface

On behalf of the faculty and staff of the Bowling Green Technical College, we are pleased to present to the Council on Occupational Education the Accreditation Self-Study for review and evaluation. The self-study process has allowed the College an invaluable opportunity to examine improvement and growth opportunities through an extensive and detailed examination of the total operation.

This self-study is a result of the efforts of each and every faculty and staff member's commitment and dedication to reach higher levels of excellence for the College. Participation in this self-study has strengthened the commitment of the Bowling Green Technical College in fulfilling its mission and purpose. It has also provided opportunity to make the changes needed to improve the effectiveness of the College while also providing recognition of the many areas of excellence.

The Bowling Green Technical College has undergone astronomical changes since the last accreditation visit in 1998. With these changes there has been a tremendous growth and improvement in the College's operation, services, and programs for the citizens of South Central Kentucky.

I appreciate and value the dedication and commitment of everyone involved in this process.

Sincerely,

Jack A. Thomas, Ed.D.
President & CEO
Bowling Green Technical College

**BOWLING GREEN TECHNICAL COLLEGE
COE COMMITTEES**

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Michelle Hunt
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Irene Meisel - Chair

Renee Cassady

Susan Cassady

Ron Baldwin

Jamie Parke

Tammy Mandeville

Mike Hills

Wes Sneed

Gary Sanders

Joan Harrison

Cheryl Hills

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INSTITUTIONAL CHARACTERISTICS

1. Name of Institution

Bowling Green Technical College

2. Address (city, state, zip code, telephone, e-mail, website)

1845 Loop Drive
Bowling Green, KY 42101
(270) 901-1000
www.bowlinggreen.kctcs.edu

List all campuses with addresses (branches and extensions)

Main Campus

Bowling Green Technical College
1845 Loop Drive
Bowling Green, KY 42101
Telephone: (270) 901-1000
Fax: (270) 746-1144

Branch Campuses

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Glasgow, KY 42141
Telephone: (270) 659-6900
Fax: (270) 659-6994

4. Record, briefly, the history of the institution

- a. Date of charter authorization**
- b. Date first students were in attendance**
- c. Date the institution graduate its first class**
- d. Type of control, a copy of the institution's charter or enabling legislature/regulation along with the institution's by-laws, etc.**

The Bowling Green Technical College, over the past 60 years, has established a tradition as one of the leading educational institutions in the south central area of Kentucky. It was started under the joint sponsorship of the National Youth Administration and Western Kentucky State Teacher's College in 1939. The College's original name was the "Western Trade School." It was originally located on Russellville Road near the present site of Downing University Center on Western Kentucky University's campus. Initially, it operated as a youth training facility and a site to train industrial workers and Armed Forces personnel during World War II. At the end of the war, the facility was released to the Kentucky State Department of Education, Bureau of Vocational Education, and Western Kentucky State Teacher's College to operate as an area trade school.

In 1962, the Kentucky General Assembly passed a bill which brought this school and nine other area trade schools in the state under direct control of the state. The school became a separate organization, independent of the Western Kentucky State Teacher's College, and was renamed the Western Area Vocational School.

In 1968, the school relocated from the Western campus to its present location on Loop Drive and was renamed the Bowling Green Area Vocational School. The Civic Educational Foundation, an extension of the Bowling Green-Warren County Area Chamber of Commerce, assisted in purchasing the 15-acre tract where buildings A through F are located. An adjoining 15 acre tract was later purchased by the State for future expansions. The name of the school was changed again in 1973 to the Bowling Green State Vocational Technical School. Buildings G and H were completed in 1979; Building I and J were constructed in 1982, bringing the total available training space to approximately 177,000 square feet. The name of the school again changed to the Bowling Green Regional Technology Center in 1996.

Through a statewide competition to determine the model for an advanced technology training center, Bowling Green was selected to launch the first such undertaking. In August of 1987, the Kentucky Advanced Technology Center (KATC) was established in two existing buildings on the campus of the Bowling Green State Vocational Technical School. By the end of 1990, there were ten faculty and staff members serving approximately 70 students under two new technical specialties. In 1993, a new structure was built on Morgantown Road to house the high tech programs at KATC. KATC earned the distinction as the first “Technical Institute” in Kentucky and was renamed the Kentucky Advanced Technology Institute (KATI) in 1996.

In 1997, under the leadership of the Governor and the Kentucky General Assembly, the *Kentucky Postsecondary Education Improvement Act (Act)*, also known as House Bill – 1 (HB1), was enacted. This law created the Kentucky Community and Technical College System (KCTCS). All postsecondary Kentucky TECH schools, along with the thirteen former University of Kentucky community colleges (with the exception of Lexington Community College), were transferred to the authority of KCTCS. This transition occurred on July 1, 1998. The Bowling Green Regional Technology Center became the Bowling Green Technical College (BGTC) and KATI retained its name as a distinct technical college within KCTCS. The BGTC and KATI were merged under the name Bowling Green Technical College. KATI was reclassified as a “branch campus” while retaining the programs offered at that site.

KCTCS is an educational system of community and technical colleges. The KCTCS office, located in Lexington, Kentucky, oversees the operation and management of the entire system of colleges with 16 separate college districts. The KCTCS has one Chancellor who reports directly to the President of KCTCS. The four Vice Presidents oversee the specific administrative functions of the system. To preserve the effectiveness, responsiveness, and collaborative efforts among its colleges, the KCTCS Board of Regents adopted a Resolution on the Consolidation of Services on April 30, 1999. The resolution provided an avenue of supporting community-driven consortia agreements for the consolidation of functions, services and programs of KCTCS institutions. A Board approval process, which includes three major steps, was included within the resolution. It included (1) evidence of college faculty and staff involvement,

planning and community support, (2) a public information forum, and (3) the final approval of a detailed memorandum of agreement.

At its December 1, 2000 Board meeting, the KCTCS Board of Regents authorized Dr. Michael McCall, the first KCTCS President, to implement the mandates established within House Bill 1.

The Bowling Green Technical College is comprised of four separate instructional locations. Two campuses are located in Bowling Green: the BGTC “Main” Campus on Loop Drive and the KATI Campus on Morgantown Road. Two additional campuses are located in Glasgow, Kentucky: the BGTC – Glasgow Campus and the BGTC – Glasgow Technology Campus. A ten-member Board of Directors exists with representatives appointed by the Governor from the ten-county service area. Since its inception on December 13, 2001, the Board has operated under Board Bylaws.

Dr. Jack A. Thomas serves as the College President and Chief Executive Officer (CEO) of the Bowling Green Technical College. Prior to his appointment as College President, Dr. Thomas served as the Campus Director for both KATI and BGTC. The College President, along with other administrative staff and faculty, is responsible for developing and implementing the instructional programs of the College. The College President is also responsible for relating college programs to the community through continuing education and establishing relationships with community individuals and groups. Additionally, the College President sustains the responsibility of administering the business and financial operations of the College.

The Bowling Green Technical College serves as the comprehensive postsecondary technical college for the ten county BRADD (Barren River Area Development District) area. With a majority of the students from the south central part of the state, there is a significant number of students that have come from over 50 counties across the Commonwealth. Over the last four years, the College has grown significantly (over 125 percent) and continues to be dedicated to improving lives and fostering a dynamic economy that offers improved opportunities for all citizens in its service area.

5. Give an overall summary of the following:

- a. The total number and type of secondary and postsecondary technical educational programs offered (business, health, etc.)**
- b. The level of offerings for secondary and postsecondary students and type of credentials awarded (certificates, diplomas, associate degrees).**
- c. Overall enrollment number that reflects a typical calendar year.**
- d. Total number of full- and part-time administrative and instructional staff employed by the institution.**
- e. Summary of non-traditional program (tech prep, continuing education, adult literacy, etc.)**

The total number of postsecondary academic programs at the College, including all four campuses, is 23. The total number of high school classes (at the high schools) offering dual credit is 24.

The following academic programs are offered at the Bowling Green Technical College:

Advanced Wood

Diploma(s)

--

Certificate(s)

CNC Operator/Programmer
CNC Technician
Commercial Cabinetmaker

Air Conditioning Technology

Diploma(s)

HVAC Mechanic

Certificate(s)

Domestic Air Cond. & Furnace Installer
Environmental Control System Servicer
Environmental System Repair Helper
Refrigeration Mechanic

Auto Body Repair

Diploma(s)

Collision Repair

Certificate(s)

Auto Body Painter Helper
Automotive Painter
Auto Body Helper

Automotive Technology

Diploma(s)

Automotive Technician

Certificate(s)

Auto Air Conditioning Mechanic
Auto Electrician
Auto Transmission Mechanic
Brake Repairer
Engine Repairer
Front End Mechanic
Tune Up Mechanic

Degree(s)
Automotive Tech AAT

Computer Aided Drafting

Diploma(s)
Architectural Drafter
Mechanical Drafter

Certificate(s)
Computer Assisted Drafter
Detailer
Drafter Assistant

Culinary Arts

Diploma(s)
Catering
Culinary Arts
Food & Beverage Management

Certificate(s)
Advanced Food & Beverage Management
Fundamental Culinary Arts
Catering
Advanced Catering
Food & Beverage Management
Culinary Arts
Advanced Culinary Arts

Degree(s)
Culinary Arts AAS (3 Options)

Diagnostic Medical Sonographer

Diploma(s)
Diagnostic Medical Sonographer

Certificate(s)
--

Electrical Technology

Diploma(s)
Construction Electrician
Industrial Electrician

Certificate(s)
Electrician Apprentice
Electrician Helper
Residential Electrician

Fire & Rescue Technology

Diploma(s)

Fire Chief

Certificate(s)
Firefighter I
Firefighter II
Emergency Medical Technician

Degree(s)
Fire/Rescue Technician AAS

General Occupational/Technical Studies

Diploma(s)
--

Certificate(s)
--

Degree(s)
General Occupational Technical Studies AAS

Industrial & Engineering Technology

Diploma(s)

Automated Systems

Certificate(s)

Electronics Mechanic Apprentice
Automation Technician I
Computer Aided Design Technician I
Computer Technician
Electronics Technician I
Electronics Technician II
Ind. & Eng. Tech. Fundamentals
Maintenance Technician I
Maintenance Technician II

Degree(s)

Industrial & Engineering Tech. AAS (6 Options)

Industrial Maintenance Technology

Diploma(s)

Industrial Maintenance Technician

Certificate(s)

Industrial Maintenance Technician
Industrial Maintenance Trainee
Industrial Maintenance Helper
Industrial Maintenance Electrical Helper
Industrial Maintenance Machinist Helper

Degree(s)

Industrial Maintenance Tech. AAS

Information Technology

Diploma(s)

--

Certificate(s)

Information Technology Fundamentals
A+ Certification
Computer Programming
Information System Support
Cisco Networking Enhanced
Microsoft Networking Enhanced
Web Administrator
Website Developer

Degree(s)

Information Technology AAS (5 Options)

Machine Tool Technology

Diploma(s)

CNC Machinist

Certificate(s)

Exploratory Machining
Machine Operator I
Machine Operator II

Medical Information Technology

Diploma(s)

Medical Administrative Assistant
Medical Transcriptionist

Certificate(s)

Medical Office Trainee
Medical Unit Coordinator
Hospital Admission Clerk
Medical Receptionist
Medical Billing Specialist

Office Systems Technology

Diploma(s)

Administrative Assistant
Financial Assistant

Certificate(s)

Data Entry Operator
Financial Assistant Clerk
Financial Assistant Trainee
Financial Record Keeper
Receptionist

Practical Nursing

Diploma(s)

Practical Nursing

Certificate(s)

Medicaid Nurse Aide
Medication Aide
Emergency Medical Technician

Radiography

Diploma(s)

Radiologic Technologist

Certificate(s)

--

Degree(s)

Radiography AAS

Respiratory Care

Diploma(s)

--

Certificate(s)

--

Degree(s)

Respiratory Care Practitioner AAS

Surgical Technology

Diploma(s)

Surgical Technology

Certificate(s)

--

Visual Communication

Diploma(s)

Digital Production Assistant

Certificate(s)

Digital Production Assistant
Multimedia

Welding Technology

Diploma(s)

Combination Welder

Certificate(s)

ARC Cutter

ARC Welder

AWS National Skills Standards I

Gas Welder

Pipeline Welder

Production Line Welder

Tack Welder

Welder Helper

Degree/Diploma/Certificate Options

The following academic programs are provided at the branch campuses:

Industrial & Engineering Technology (KATI)

Diploma(s)

--

Certificate(s)

Automation Technician I

Computer Technician

Electronics Technician I

Electronics Technician II

Computer Aided Design Technician I

Computer Aided Design Technician II

Maintenance Technician I

Maintenance Technician II

Degree(s)

Electrical Specialization

Computer Maintenance Specialization

Industrial Maintenance Specialization

Information Technology (KATI)

Diploma(s)

--

Certificate(s)

Information Technology Fundamentals

A+ Certification

Computer Programming

Information System Support

Cisco Networking Enhanced

Microsoft Networking Enhanced

Web Administrator

Website Developer

Degree(s)

Computer Programming

Information Systems Support

Network Administrator

Web Development and Administration

Practical Nursing (Glasgow Campus)

Diploma(s)

Practical Nursing

Certificate(s)

Medicaid Nurse Aide

Medication Aide

Emergency Medical Technician

Industrial Maintenance (Glasgow Technology Campus)

Diploma(s)

--

Certificate(s)

Industrial Maintenance Trainee

Industrial Maintenance Helper

Industrial Maintenance Electrical Helper

Industrial Maintenance Machinist Helper

The following program is offered to secondary students only: Carpentry

For a typical calendar year for the Bowling Green Technical College, the head count enrollment averages approximately 2,300 students each semester. However, as a result of an exceptional growth pattern, the Bowling Green Technical College's total enrollment for all four campuses for the total academic year (fall, spring, and summer) 2002-2003 was 5, 551.

There are 115 full-time employees at the four locations of the Bowling Green Technical College. This includes 62 full-time faculty members and 53 full-time staff members. The College employs a total of 68 part-time (adjunct) faculty members and two part-time staff members. The Main Campus employs 79 full and part-time faculty and staff members. The Kentucky Advanced Technology Institute Campus (KATI) employs 14 full and part-time faculty members and seven staff members. The Glasgow Campus employs six full-time faculty members and two full-time staff members. The Glasgow Technology Campus employs three full-time faculty, two full-time staff, and five part-time faculty.

Non-traditional programs assist students in such areas as assessment testing, tech prep, continuing education, and adult literacy needs. The Office of Student Affairs is committed to providing assistance to students with respect for individual differences and to provide an educational atmosphere where students can feel secure and comfortable in their explorations in academics.

There is a variety of personality, placement, interest and aptitude assessments such as Myers-Briggs Type Indicator, SAGE, TABE, COMPASS, NOCTI, and WorkKeys that are available to students through the Assessment Center located in Building F on the main campus.

The concept of tech prep at the Bowling Green Technical College is one of sequenced programs of study that students may begin in high school and continue through two years of technical training at the College. Students enroll in programs that provide technical preparation in selected career fields and may receive credit for work completed in high school.

The Continuing Education Department serves as a vehicle to provide quality instruction in business and industry courses, personal enrichment, test preparation, and training for license and certificate renewals. Upon satisfactory completion of a program, certificates are given to individuals who participate in programs for which they earn Continuing Education Units (CEUs).

The Bowling Green Technical College Adult Education Program has been in operation since July 2000. The program serves those individuals who seek a high school diploma, need to improve their reading, math, and/or basic computer skills. The Adult Education Program also provides instruction in English as a Second Language (ESL), the Official GED (General Education Diploma) Practice Test, and training for employment skills. The Adult Education Program serves approximately 1,300 students per year.

6. Indicate which calendar system is used at the institution (quarter, semester, tri-semester, 12-month, other)

The College utilizes a semester calendar system, which cycles around fall, spring, and summer. The College has a fall semester, which begins in August; a spring semester that begins in January; and a summer semester that begins in May. Normally, classes at the College are conducted Monday through Friday from 8:00 a.m. until 2:30 p.m. Evening classes at the College are normally conducted Monday through Thursday from 2:30 p.m. until 8:30 p.m. Credits that students earn from evening classes may be applied toward a program's certificate, diploma, or degree where applicable.

7. Explain what constitutes a typical full-time student load in class hours per week for secondary and postsecondary students.

Most students at the College attend a standard three credit hour class for two days a week for one hour and fifteen minutes each day. A normal full-time student load during the fall and spring semesters is twelve credit hours. A full-time student load for the summer semester is six credit hours. Half-time enrollment is six credit hours for fall and spring semesters and three credits during the summer. During the fall and spring semesters, a student may enroll up to nineteen credit and six hours during the summer without special permission from the College President.

8. List the name and length of summer sessions which do not classify as regular terms.

For business and industry courses, the College offers multiple sessions with varied start and stop date parameters.

9. Briefly describe the delivery systems the institution uses (traditional classes lectures, lab, work-based activities; continuing education; distance education media; Internet, etc.)

The Bowling Green Technical College offers traditional lecture with corresponding hands-on lab or field instruction. Co-op programs and practicums are available to students that will place them in the actual work environment.

To keep current with the demands of a skilled workforce, the College assists business and industry customers with customized training and retraining of their employees. Through the Workforce and Economic Development unit, continuing education and training can be provided at flexible times and can be held on-site or at one of the four Bowling Green Technical College campuses.

Students enrolled at the College have the opportunity to enroll in other KCTCS courses that are offered through the Kentucky Virtual University, via the Internet. Those courses, where applicable, can be used to fulfill program requirements.

COMMUNITY CHARACTERISTICS

Bowling Green Technical College

Main Campus

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(270) 901-1000

CAMPUS LOCATIONS:

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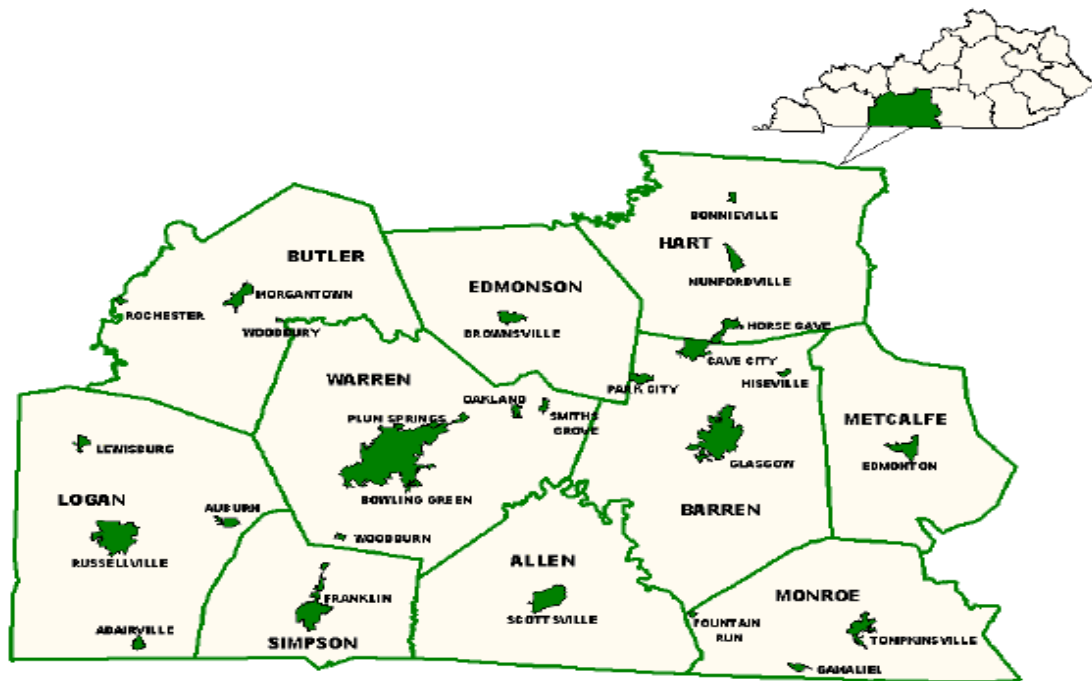
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COMMUNITY CHARACTERISTICS

The Bowling Green Technical College (BGTC) is a regional institution providing educational opportunities to individuals in South Central Kentucky and North Central Tennessee.



The majority of students served by BGTC are from the Barren River Area. The Barren River Area consists of Allen, Barren, Butler, Edmonson, Hart, Logan, Metcalfe, Monroe, Simpson and Warren counties, which are the heart of the South Central Kentucky region. This body of land covers 3,943 square miles with the Barren River coursing through the middle of the service area.

The County Population data is as follows:

COUNTY	POPULATION 2000	PERCENTAGE INCREASE SINCE 1990
Allen	17,800	21.7
Barren	38,033	11.9
Butler	13,010	15.7
Edmonson	11,644	12.4
Hart	17,445	17.2
Logan	26,573	8.8
Metcalfe	10,037	12.0
Monroe	11,756	3.1
Simpson	16,405	8.3
Warren	92,522	19.0
TOTAL	255,225	13.1

The total population of the area served is 255,225, according to the 2000 U.S. Census Bureau. The major concentration is located in Bowling Green, which has a total population of 49,296. The population of other communities located around the College are as follows: Glasgow, 14,052; Franklin, 7,996; Russellville, 7,149; Scottsville, 4,327; Tompkinsville, 2,660; Morgantown, 2,544; Horse Cave, 2,252; Edmonton, 1,586; Munfordville, 1,563; and Brownsville, 921.

The age distribution of the population in the Barren River area served is as follows:

Age Group	Number	Percent
5-19	54,441	23
20-24	20,018	8
25-44	73,396	31
45-64	58,034	34
65-Over	32,714	14
TOTAL	238,603	100

Source: 2000 U.S. Census Bureau

Historically, the economy of the Barren River Area has been based on agriculture and small, locally owned businesses. The industrial community, which has been concentrated in the larger communities of Bowling Green, Glasgow, Franklin and Russellville is now extending into smaller communities as well. The Barren River Area Development District has been successful in attracting and retaining industries, such as Dollar General Corporation and Sumitomo in Scottsville; Stupp Bridge Company, General Motors, Trace Die Cast, and Holley Performance Products in Bowling Green; R.R. Donnelly & Sons, DANA Corporation, and AMAK Brake, in Glasgow; Logan Aluminum in Russellville; and Kingsford in Summer Shade.

The Bowling Green-Warren County area is developing a burgeoning medical community, with the health care industry throughout the Barren River Area being the largest group of employers in the region. The many medical accomplishments in the area include major building renovations and improvements to the Greenview Hospital and the Medial Center in Bowling Green and new additions for expanded patient care to the T.J. Samson Hospital in Glasgow.

The Barren River Area is within a day's driving distance of major metropolitan centers such as St. Louis, Chicago, Nashville, Memphis, Louisville, Lexington, Indianapolis, and Cincinnati. Because of the transportation systems available to the Barren River Area, the communities of the region are beginning to recognize tremendous growth. The growth has even spawned the idea and development of an inter-modal transportation industrial park to be strategically located in the northeastern part of Warren County. This growth has also generated greater emphasis to be placed on the need for technical education at the secondary and postsecondary levels.

In general, citizens of the counties served want to remain in the area. As a result, the Bowling Green Technical College must offer programs that will train students for jobs that are available across the whole district.

The Barren River Area is expected to have an increase in population in the next few years with the largest growth expected to be among individuals 55 and older. Researchers for the Kentucky State Data Center in Louisville predict that many of these individuals will need to continue working beyond what has been traditionally considered retirement age. The type of skills needed for these individuals to remain in the workforce will be provided by the Bowling Green Technical College.

Council on Occupational Education
CONDITIONS CHECK SHEET
Generic Version – 2003 Edition
(Revised: March 11, 2003)

	YES	NO	N/A
1. The institution demonstrates that it satisfies each of the eligibility requirements to become a Candidate for Accreditation. (See <i>Handbook of Accreditation: 2003 Edition</i> , page 7.)	X		
2. The institution conducts its affairs with acceptable standards of honesty and integrity.	X		
3. The institution meets all lawful obligations imposed by state and federal agencies.	X		
4. The institution has notified the Commission of any individual affiliated with the institution who has been debarred by a government agency or another accrediting agency or was an owner, an administrator, or a governing-board member of a COE-affiliated institution that was denied accreditation, was dropped from accreditation, or closed without providing a teach-out or refunds to currently enrolled students.			X
5. The institution offers pre-baccalaureate (degree and/or non-degree) postsecondary instruction in career and workforce development.	X		
6. The institution maintains a permanent accreditation file which contains items set forth in the Commission conditions. (See <i>Handbook of Accreditation: 2003 Edition</i> , page 18.)	X		
7. The institution is legally authorized to operate within the jurisdiction in which it is located.	X		
Non-Public Institutions Only (Item 8)			
8. (If required to operate) The institution has an original current license for the main campus and each branch and/or extension. Date of expiration for main campus license: _____ <div style="display: flex; justify-content: space-between; margin-top: 5px;"> _____ Location(s) of Branches/Extensions _____ _____ Date(s) of Expiration _____ </div>			X
9. The on-site administrator or other full-time employee at the main campus attended a Commission Self-Study Workshop within six to eighteen months prior to hosting the accreditation visiting team.	X		
10. For initial accreditation, the institution has placed a notice in the appropriate newspaper(s) and/or media services that it is applying for initial accreditation with the Commission of COE in compliance with Commission criteria. (Date notice was published, broadcast, or televised: _____.)			X
11. The institution has informed the Commission of all planned and unplanned substantive changes.	X		
12. Innovative or experimental programs operated at variance with the standards have received Commission concurrence prior to implementation.			X
13. Documents the institution has filed with the Commission accurately represent the status of the institution. (NOTE: If this statement is checked "NO", documentation which demonstrates the institution's misrepresentation must be submitted with the team report.)	X		
Accredited Institutions Only (Item 14)			
14. The institution's use of the accreditation seal is in compliance with Commission conditions. (See <i>Handbook of Accreditation: 2003 Edition</i> , page 18.)	X		
15. All student recruitment activities used by the institution are truthful and avoid any false or misleading impressions of the institution, its programs and services, or employment, and are in compliance with Commission conditions. (See <i>Handbook of Accreditation: 2003 Edition</i> , page 32.)	X		
16. All media used by the institution for advertising purposes are truthful and presented with dignity to avoid any false or misleading impressions of the institution, its programs and services, or employment, and are in compliance with Commission conditions. (See <i>Handbook of Accreditation: 2003 Edition</i> , page 32.)	X		
17. If the institution employed a consultant for the purpose of assisting in the accreditation process, it submitted a copy of the consultant's resume within 7 days after employment was secured.			X
18. There is a clear indication that the faculty and staff were primarily responsible for the preparation, editing, and revision of documents required in the accreditation process.	X		
19. The institution's accreditation liaison officer is a permanent staff member located at the main campus.	X		

Status With Other Agencies

A "YES" response for statements #20-27 signifies that the institution is in compliance with the Commission's Conditions.			
20. The institution is not the subject of an interim action by a state agency potentially leading to the suspension, revocation, or termination of the institution's legal authority to provide postsecondary education.	X		
21. The institution has not had its state license suspended, revoked, or terminated, even if the required due process procedures have not been completed.	X		

	YES	NO	N/A
22. The institution has not voluntarily withdrawn its candidacy or accreditation while not in good standing from a nationally recognized accrediting agency within the previous 24 months.	X		
23. The institution has not had its candidacy or accreditation withdrawn or been placed on public probation by a nationally recognized accrediting agency within the previous 24 months.	X		
24. The institution is not the subject of an interim action by another accrediting agency potentially leading to the suspension, revocation, or withdrawal of candidacy or accreditation.	X		
25. The institution has not been notified of the loss of any agency's accreditation even if the due process procedures have not been completed.	X		
26. If the institution is presently accredited by another nationally recognized accrediting agency, it describes itself in identical terms to each agency with regard to identity (i.e., main campus, branch campus, branch campus to main campus relationship), mission, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituents.	X		
27. If the institution is seeking dual accreditation, the reasons for wanting dual accreditation have been submitted to each accrediting agency and to the Secretary of the U.S. Department of Education, and the institution has also designated which agency's accreditation is to be utilized in determining the institution's eligibility for program participation under the Higher Education Act.	X		

x

Campuses Other Than The Main Campus

General	YES	NO	N/A
28. Branch or extension ownership is the same (same entity, proprietorship or partnership, or the same corporation) as the main campus.	X		
29. Branch or extension names that have been expanded from the name of the main campus to clearly identify different locations or specific programs have been approved by the Commission.	X		
30. The complete names of the main campus and branches or extensions are identified in all publications and advertisements when using a campus name.	X		
31. Duplicate records on personnel, financial matters, student attendance, and educational progress for branches, extensions, extended classrooms, instructional service centers, and/or auxiliary instructional sites are kept at the main campus. (NOTE: Institutions capable of maintaining and accessing records electronically may keep all records previously mentioned at the main campus.)	X		
Branch Campuses	YES	NO	N/A
32. The on-site branch administrator reports to the on-site chief administrator at the main campus.	X		
33. Programs offered at branches are described in the main campus catalog or branch supplement.	X		
34. Programs offered at the branch that are not offered at the main campus are described in the main campus catalog.	X		
Extension Campuses	YES	NO	N/A
Nx/A			
35. All extensions are located within a 50-mile radius of the main campus.			X
36. All extension programs are included in the main campus catalog.			X
Extended Classrooms	YES	NO	N/A
37. All extended classrooms are supervised by the administration of the main or branch campus.			X
Instructional Service Centers	YES	NO	N/A
38. All instructional service centers are under the direct control of the main campus and located within the geographic service area designated by the governing board of the institution.			X
39. All instructional service center offerings are approved by the Commission.			X
40. Appropriate student services are available on-site at the instructional service center and the full range of services is made accessible to participating students at the main campus.			X
41. All instructional service centers are a joint venture between the institution and an employer or another educational agency.			X
Auxiliary Instructional Sites	YES	NO	N/A
42. Supervision of all auxiliary instructional sites is provided by the chief administrative officer of the institution.	X		

STANDARD 1
Institutional Mission
Generic Version – 2003 Edition

		YES	NO
1.	The primary mission of the institution is to instruct students to such competency levels that they are qualified for initial employment and/or career advancement. (Objective 1-1)	X	
2.	The institution's mission is clearly and concisely stated in written form and represents the official statement of the institution. (Objective 1-2)	X	
3.	The institution has an appropriate publication that accurately presents its mission statement and the educational programs offered to achieve its mission. (Objective 1-2)	X	
4.	The current mission statement is publicly available and is used consistently in publications. (Objective 1-2)	X	
5.	An organized and functional institutional advisory committee composed primarily of external personnel is used to provide community involvement in maintaining a relevant mission for the institution. (Objective 1-3)	X	
6.	A program of public information and community relations is maintained to promote the institution's mission in its community. (Objective 1-3)	X	

STANDARD ONE INSTITUTIONAL MISSION

INTRODUCTION

The Bowling Green Technical College traces its roots over 60 years to the initial days of World War II. The College was originally named the “Western Trade School” and was located on property that is now part of Western Kentucky University. Under the joint sponsorship of the National Youth Administration and Western Kentucky State Teachers College, the school was launched in 1939 as a youth training operation. It was initially dedicated to training industrial workers and Armed Forces personnel. At the end of the war, the Federal Government released the facility to the Kentucky State Department of Education, Bureau of Vocational Education, and Western Teachers College to be operated as an area trade school.

In 1962, the Kentucky General Assembly enacted legislation that brought the school, with nine other area trade schools, under direct state control. On July 1 of that year, the school became a separate entity, independent of the Teachers College, and was renamed the Western Area Vocational School.

The facilities were relocated off the Western Campus in 1968. Property was acquired on Loop Drive in the western part of Bowling Green to house the new campus. The school was renamed the Bowling Green Area Vocational School. With assistance from the Civic Educational Foundation, an extension of the Bowling Green –Warren County Chamber of Commerce, sufficient land was purchased to accommodate six new buildings.

In 1973, the name of the school was changed to the Bowling Green State Vocational Technical School, and an additional 15-acre tract was acquired adjacent to the existing property to accommodate future expansion needs. In 1979, buildings G and H were completed: I and J were constructed in 1982. With this addition, the campus provided approximately 177,000 square feet of technical training space for the community.

Recognizing the need for Kentucky to embrace accelerating technical challenges, a statewide competition was held to determine the prototype for an advanced technology

training facility. Bowling Green was selected to launch the first such undertaking and the Kentucky Advanced Technology Center (KATC) was located in two buildings on the campus of the Bowling Green State Vocational Technical School in August of 1987. By 1990, the ten faculty and staff of KATC were serving approximately 70 students under two new technical specialties. Using State bond funds, a new building was constructed on Morgantown Road in 1993 to house the expanding high tech programs of KATC. After completing a lengthy self study and site visit, KATC earned the distinction as the first “Institute” in the Commonwealth and was renamed as the Kentucky Advanced Technology Institute (KATI).

State lawmakers, under the leadership of the Governor, demonstrated courage, vision, and foresight in May 1997 by enacting the *Kentucky Post-Secondary Education Improvement Act of 1997* – known as House Bill –1, or HB-1. HB-1 created the Kentucky Community and Technical College System (KCTCS), of which the Bowling Green Technical College is a part. Under KCTCS, the College was approved to offer associate degrees to compliment the certificates and diplomas the College was offering in a broad array of program areas.

The College has grown to four separate instructional locations, two in Bowling Green (the BGTC “main” Campus on Loop Drive and the KATI Campus a short distance away on Morgantown Road) and two in Glasgow (the BGTC – Glasgow Campus that houses the LPN program and the BGTC – Glasgow Technology Campus which operates the Industrial Maintenance and selected portions of the IT programs).

In Glasgow, a unique partnership exists on the BGTC- Glasgow Technology Campus. The South Regional Postsecondary Education Center in which the Glasgow Technology Campus is housed was funded and constructed under provisions set forth in HB-1. Under the agreement between WKU and KCTCS, approximately a third of the space in the new facility was allocated for the Industrial Maintenance Program and portions of the Information Technology Program. This new branch campus is staffed with three full-time instructors, a Campus Director, and administrative assistant to the Director as approved by the KCTCS Board of Regents: the name for the new branch is the Bowling Green Technical College – Glasgow Technology Campus. Because of the master agreement negotiated under House Bill 1, the names on the marquee at both

entrances read: Regional Postsecondary Education Center – Western Kentucky University and Kentucky Community and Technology College System.

Over the last 60 years the College has grown and expanded its services to correspond to changes in the south central portion of Kentucky. The fall and spring 2002-2003 enrollments of the College are approximately 2,400 unduplicated head count each semester in 23 academic program areas. There are approximately 115 full-time faculty and staff at the four campuses. The College has attracted students from over 50 separate counties and has entered into a number of dynamic articulation agreements with Western Kentucky University (WKU) and the Bowling Green Community College (BGCC), WKU's community college. Bowling Green Community College currently offers general education courses on the Main Campus of the Bowling Green Technical College, allowing our students to enroll in these classes at a substantial tuition savings. Other articulation agreements allow graduates of the College to enter into the third year of baccalaureate programs in Business and Technology at WKU.

In 2001, the Governor appointed the first Board of Directors for the College. Seven members were appointed for six-year terms by the Governor. Three members were elected: one to represent the student body, one to represent the staff, and one to represent the faculty of the College. The elected members serve terms of two years, and faculty and staff members may seek second terms.

ANALYSIS

- 1. The primary mission of the institution is to instruct students to such competency levels that they are qualified for initial employment and/or career advancement.**

The stated mission of the Bowling Green Technical College is as follows:

To provide education and training to foster regional economic growth and prosperity by serving as the primary provider of:

- Certificate, diploma, and two-year degree programs
- Workforce training to meet the needs of existing and new businesses and industries
- Remedial and continuing education
- Short-term, customized training for business and industry
- Adult Education and Family Literacy
- Associated Services

This mission statement was discussed and passed by the Board of Directors of the College at its scheduled meeting on June 26, 2003. Minutes of this meeting reflecting the passage of the Mission Statement are on file. The College awards certificates, diplomas and degrees based on the KCTCS-approved curricula completed by the student. These credentials are awarded semi-annually by the Kentucky Community and Technical College System (KCTCS).

- 2. The institution's mission is clearly and concisely stated in written form and represents the official statement of the institution.**

The mission of the institution is set forth above. Over the period since COE approved the merger of the Bowling Green Technical College and the Kentucky Advanced Technology Institute (KATI), the mission of the institution has remained as stated above. Namely, to *“provide education and training to foster regional economic growth and prosperity.”*

In 2003, the mission was expanded to match the mission of KCTCS by including the remaining points:

- Certificate, diploma, and two-year degree programs
- Workforce training to meet the needs of existing and new businesses and industries
- Remedial and continuing education
- Short-term, customized training for business and industry
- Adult Education and Family Literacy
- Associated Services

The integrated mission statement was approved by the BGTC Board of Directors during its June 26, 2003 meeting.

3. **The institution has an appropriate publication that accurately presents its mission statement and the educational programs offered to achieve its mission.**

The College publishes several items during the course of the year that reflect the Mission Statement of the institution. The College website was changed subsequent to the June 26, 2003 Board meeting to reflect the expanded Mission Statement. Also, the Director of Public Relations, Mr. Mark Brooks, was asked via e-mail to make similar changes in all other appropriate College publications. The College Mission Statement is displayed in prominent locations such as classrooms and laboratories on all four campuses as well as in the Student Handbook, the College Bulletins, and the Strategic Plan of the College. The Mission Statement of the College, as adapted for local use, is reflected in and is equivalent to the KCTCS Mission Statement that has been published in the annual KCTCS Catalog. The most recent version of this Catalog was prepared for the 2002-03 academic year.

4. **The current mission statement is publicly available and is used consistently in publications.**

As noted above, the Mission Statement of the College is online on the College website and is prominently displayed in or near all administrative locations as well as in all laboratories and classrooms and in the student lounge. It appears in the Student Handbook, the College Bulletins, and the Strategic Plan of the College.

5. **An organized and functional institutional advisory committee composed primarily of external personnel is used to provide community involvement in maintaining a relevant mission for the institution.**

The College has an organized and functional Board of Directors that serves to provide overall direction to the institution and to develop and maintain a relevant mission to guide its programs and operations. The first official Board of Directors representing the merged institutions was appointed by the Governor and met for the first time on December 13, 2001. Since then, the Board of Directors (Board) has met to establish a set of bylaws, to approve mission statements, to approve the annual operating budget, to evaluate the President and CEO, and to develop a Long Range or Strategic Plan for the College. There are ten Board members. Seven non-college members of the Board were appointed by the Governor for six year terms. Three College members are elected for varying terms that are less than six years. The three elected members represent the faculty, staff, and students of the College.

It should be noted that, prior to the formation of the current Board, the College had an Advisory Board for the combined institutions. That combined advisory group met on April 19, 2001 and approved the Mission Statement for the College.

6. **A program of public information and community relations is maintained to promote the institution's mission in its community.**

The College budgets funds each year in support of public information and community relations. Each year, the Director of Institutional Advancement prepares a P/R and Media campaign and this is implemented through the Director of Public Relations. All publications, except those prepared through the KCTCS Systems Office as part of a state-wide effort, are coordinated through the Director of Public Relations.

As coordinated and directed within the President's Office, various media, the BGTC website, and participation in public events, the College strives to keep the general public informed relative to the mission, programs, and activities of the College. Faculty and staff are also actively involved in recruitment activities both on campus and in high schools and businesses. Faculty members are responsible in

recruiting and involving professionals in their respective trade and professional areas to assist as members of advisory committees. Each year these are apprised concerning the mission of the College and are asked to make suggestions to improve this mission. Each of the separate program areas has its own, individual mission statement that complements the overall mission of the College. These are also reviewed annually as reflected in the minutes of the advisory committee meetings.

CHALLENGES AND PROPOSED SOLUTIONS

The College has been very successful in meeting the needs of the community in South Central Kentucky. Over the last five years, the College has been able to work with local area high schools so that the high school populations have been served through articulation agreements. Ten such agreements are in place.

The total non-duplicated head count at the College has gone from 1,093 in the fall of 1999 to 2,458 in the fall of 2002-03, an increase of 125 percent. This large increase in enrollment was accomplished at the same time that State appropriations remained static - from \$5,158,800 in 2000-01 to \$5,153,800 in 2003-04. On the other hand, total operational expenditures of the College increased from \$6.7 million during 2000-01 to \$7.4 million in 2002-03, an increase of 11 percent. Much of this increase was borne by the students in the form of tuition increases – a major concern when considering affordability and access to postsecondary programs.

The major challenges faced by the College over the next five years will be to

- Increase representations of African-Americans and other minorities,
- Increase overall FTE and part-time enrollments,
- Expand non-traditional education and training services,
- Increase retention and completion rates,
- Maintain accessibility and affordability, and
- Maintain high standards and improve quality and efficiency in the face of continuing reductions in State support.

Solutions, in part, are tied to better long-range or strategic planning efforts that are based on collection and analysis of data related to measurable objectives.

The College must be willing to partner with other educational entities, both public and private, to expand its offerings and to improve efficiency and effectiveness. The College must be willing to change and to adapt new methods and programs and to restructure operations and delivery systems that are not effective or relevant in a changing market-driven economy. Last, and perhaps most important, the College must continue its efforts in the area of institutional development so that outside resources can be infused into the operations of the various divisions and campuses.

To accomplish its mission, the College has set forth a number of goals and measurable objectives or priorities in its Strategic Planning effort that mirrors and compliments those of KCTCS. A measure of the progress of the College in addressing these priorities is represented in the annual “President’s Report to the BGTC Board of Directors” that was initiated in 2002-03. This comprehensive assessment parallels and mirrors one prepared by the KCTCS System’s Office in Lexington.

SUMMARY

Examination and evaluation of the stated Mission of the College, and its services to the people in South Central Kentucky, supports the criteria set forth in COE’s Standard One. The College annually examines its mission at the division, college, and Board levels and coordinates its mission with that of its parent - KCTCS. The College provides a wide array of certificate, diploma, and degree programs on four separate campus locations. The College offers training that meets the needs of business and industry, both new and existing. Remedial programs are offered through the Adult Learning Center which is located on the main campus in Bowling Green. Business and industry are served via short-term customized training activities. The public is provided with day and evening adult education and family literacy courses at both on- and off-site locations, supportive services such as testing, referrals to community services, and cooperative ventures with the Bowling Green Community College and Western Kentucky University.

The challenges faced by the College are real and persistent. However, the faculty, staff, Board of Directors, and community supporters are involved in a strategic effort to address the issues at hand and to move the College forward in a measured, sustained pace in support of its students and its overall mission.

STANDARD 2
Educational Programs (Composite)
Generic Version – 2003 Edition

This check sheet is a composite of all educational programs reviewed. Any program reviewed that does not meet any one of the following criteria should have a “No” response checked, and should be included in the summary of findings written for this standard.

Admissions/Recruiting	YES	NO	N/A
1. The institution’s admissions policies are clearly stated, published, and made available to students prior to enrollment. (Objective 2-A-1)	X		
2. For all students admitted to a Vocational English-As-A-Second-Language Program, the institution utilizes written admission procedures that comply with policies established by the Commission. (Objective 2-A-1) (See “Vocational English-As-A-Second-Language Programs” in the current edition of the <i>Policies and Rules of the Commission</i> .)			X
3. The institution clearly defines and publishes a policy on the transfer of students between programs within the institution and the transfer of students from other institutions. (Objective 2-A-1)	X		
4. Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode. (Objective 2-A-2)	X		
5. Students admitted into Associate Degree programs have a high school diploma or its equivalent. (Objective 2-A-2)	X		
6. For all students admitted on an “ability to benefit” basis, the institution has written admissions procedures, applies these uniformly, provides documented evidence on how they are used, maintains records on student progress, and regularly evaluates the effectiveness of the procedures used in admitting these students. (Objective 2-A-2)	X		
7. The institution ensures that recruiting activities are ethical and that all materials used in recruiting accurately describe the mission, instructional outcomes, student performance expectations, and completion requirements of each program. (Objective 2-A-3)	X		
8. Prior to admission, students are informed of the costs of the program and any equipment and services required. (Objective 2-A-3)	X		

Programs	YES	NO	N/A
1. Occupational education programs offered by the institution are congruent with the mission of the institution and with the occupational needs of the people served by the institution. (Objectives 2-A-2 and 2-B-1)	X		
2. The objectives for each educational program are evaluated annually. (Objective 2-B-1)	X		
3. Each occupational education program has clearly stated objectives, defined content relevant to these objectives and the current needs of business and industry, and student evaluation based on the program objectives and content. (Objective 2-B-2)	X		
4. A systematic process has been implemented to document that the objectives and content of programs are current. (Objective 2-B-2)	X		
5. At least every two years, three bonafide potential employers review each educational program and recommend admission requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and level of skills and/or proficiency required for completion, and appropriateness of the delivery mode for the program. (Objectives 2-B-2 and 2-B-4)	X		
6. The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers. (Objective 2-B-2)	X		
7. Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame. (Objective 2-B-3)	X		

Standard 2 - Educational Programs (Composite)
Generic Version - 2003 Edition
Page 2

Programs (continued)	YES	NO	N/A
8. Associate Degree programs offered must meet the following requirements:	X		
a. The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used.			
b. The program has a minimum of 60 semester hours or 90 quarter hours.	X		
c. The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses, with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics. (Objective 2-B-5)	X		
9. All programs, regardless of location or time or mode of delivery, are qualitatively consistent with those offered on the main campus, and must:	X		
a. Be approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization.			
b. Have appropriate involvement of on-campus administrators and faculty in planning, approval, and on-going evaluation.	X		
c. Have individual student records, including period of enrollment, financial, and educational program records, permanently maintained by the institution at the main campus.	X		
d. Be described in appropriate catalogs, brochures, and/or other promotional materials and include tuition/fee charges, refund policies, admissions and academic requirements, and information technology requirements.	X		
e. Provide for timely and meaningful interaction among faculty and students. (Objectives 2-B-6 and 2-B-8)	X		
10. A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities. (Objective 2-B-7)	X		

Instruction	YES	NO	N/A
1. Academic competencies and occupational skills are integrated into the instructional program for each occupational area. (Objective 2-C-1)	X		
2. The instructional programs provide instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes. (Objective 2-C-2)	X		
3. Occupational advisory committees appointed for each program or program area are used to ensure that desirable, relevant, and current practices of each occupation are being taught. Each committee (a) is composed of at least three members external to the institution, (b) meets at least twice annually, and (c) keeps minutes of each meeting to document their activities and recommendations. The occupational advisory committee may also perform the functions of the institutional advisory committee if only one occupational advisory committee is required for the institution. (Objectives 2-B-2 and 2-C-2)	X		
4. Job-related health, safety, and fire-prevention are an integral part of instruction. (Objectives 2-C-2 and 2-C-3)	X		

Standard 2 - Educational Programs (Composite)
Generic Version - 2003 Edition
Page 3

Instruction (continued)		YES	NO	N/A
5.	To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation. (Objective 2-C-3)	X		
6.	Instruction in classrooms, shops, laboratories, and distance education locations is effectively organized as evidenced by course outlines, lesson plans, competency tests, and other instructional materials. (Objective 2-C-4)	X		
7.	The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies. (Objective 2-C-5)	X		
8.	Each work-based activity has a written instructional plan for students specifying the particular objectives, experiences, competencies, and evaluations that are required. (Objective 2-C-6)	X		
9.	The instructional plan designates the on-site employer representative responsible for guiding and overseeing the students' learning experiences and participating in the students' written evaluations. (Objective 2-C-6)	X		
10.	All work-based activities conducted by the institution are supervised by a designated employee possessing appropriate qualifications. (Objective 2-C-6)	X		

STANDARD TWO EDUCATIONAL PROGRAMS COMPOSITE

INTRODUCTION

The Bowling Green Technical College is a part of the Kentucky Community and Technical College System (KCTCS). This system is comprised of 16 districts (geographic areas) that serve as the primary provider of postsecondary certificate, diploma, and associate degrees in the Commonwealth of Kentucky.

High quality educational programs facilitate the accomplishment of the mission of BGTC to provide education and training to foster regional economic growth and prosperity by serving as the primary provider of:

- Certificate, diploma, and two-year degree programs
- Workforce training to meet the needs of existing and new business and industries
- Remedial and continuing education
- Short-term, customized training for business and industry
- Adult Education and Family Literacy
- Associated Services

In order to accomplish this mission, the College has developed a strategic plan with six goals. One of these goals addresses program quality and effectiveness. The scope of this goal is to respond to community needs, expand, and develop innovative, high quality programs incorporating the best practices of teaching and learning. Three priorities of this goal are to provide rigorous programs to ensure that students achieve relevant knowledge and skills, to enhance transfer programs and general education opportunities for all students, and to expand distance learning and state of the art e-learning educational programs and services using flexible delivery systems.

The Bowling Green Technical College offers certificate, diploma, and associate degree programs. Each program is structured to meet the workforce needs of business and industry in the ten-county service area. All programs of the College provide training that enable students to be successful in the workplace. By offering a variety of exit points, we believe we are meeting the educational and training needs of our students.

The College is comprised of four campuses located in two counties:

- Bowling Green Technical College Main Campus - Warren County
- Kentucky Advanced Technology Institute Campus - Warren County
- Glasgow Campus – Barren County
- Glasgow Technology Campus - Barren County

A variety of technical programs are offered in the following academic divisions:

- Allied Health

Diagnostic Medical Sonography
Practical Nursing
Radiography
Respiratory Care
Surgical Technology

- Applied Technology

Advanced Wood Technology
Air Conditioning Technology
Automotive Technology
Carpentry
Collision Repair
Fire and Rescue Science Technology
Machine Tool Technology
Welding Technology

- Business

Administrative Assistant
Culinary Arts
Financial Assistant
Medical Administrative Assistant
Medical Transcriptionist
Visual Communication

- Engineering and Information Technology

Computer Aided Drafting - Architectural
Computer Aided Drafting – Mechanical
Electrical Technology – Construction
Electrical Technology – Industrial
Industrial & Engineering Technology
Industrial Maintenance Technology
Information Technology

ANALYSIS

Admissions/Recruiting

- 1. The institution's admissions policies are clearly stated, published, and made available to students prior to enrollment.**

Bowling Green Technical College adheres to the admission policy set by the KCTCS and published in the KCTCS catalog and on its website. Admission advisors, program faculty, and staff are available to meet with students to provide general and program information.

Each program of study has academic requirements based on the level of difficulty of required texts and curriculum. In addition, some programs have selective placement requirements that must be met prior to admittance. Student Affairs provides applicants with selective placement requirements.

Students with low test scores may be conditionally enrolled. Students admitted with conditional enrollment will need to enroll in developmental courses and maintain satisfactory progress in program courses.

- 2. For all students admitted to a Vocational English-As-A-Second-Language Program, the institution utilizes written admission procedures that comply with policies established by the Commission. (See "Vocational English-As-A-Second-Language Programs" in the current edition of the *Policies and Rules of the Commission*.)**

The Bowling Green Technical College does not have a Vocational English-As-A-Second-Language Program. However, formal ESL instruction is offered through the Adult Learning Center located in Building B on the main campus of the College.

- 3. The institution clearly defines and publishes a policy on the transfer of students between programs within the institution and the transfer of students from other institutions.**

The student's internal and external transfer policy is published in the BGTC Student Handbook. Students wishing to transfer between programs within BGTC must complete the following:

Internal Transfer

1. Request an application for transfer between programs to the Registrar.
2. Obtain a transcript from Student Affairs.
3. Meet with the Financial Aid Specialist, if necessary.
4. Meet with the new program advisor during pre-registration or registration in order to review course history/transcript and to schedule courses for the upcoming semester.
5. Must be in good academic standing.
6. Meet admission requirements of the new program.

External Transfer

Students wishing to transfer from other institutions must

1. Request course credit or advanced placement into a program and provide official transcripts and other required records and reports
2. Be in good academic standing in order to be admitted.

4. Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode.

The Bowling Green Technical College adheres to the KCTCS Assessment and Placement Policy. Students enrolling in BGTC for the purpose of earning credit applicable toward an educational credential (certificate, diploma, and associate degree) must demonstrate through the submission of scores on specified assessment instruments that they possess minimum academic skills essential for success. Students who do not possess academic skills essential for success at their chosen level of educational credential are required to remedy skill deficiencies prior to enrolling in entry-level courses in which those skills are essential.

For students seeking any associate degree, a minimum score of 18 on the ACT in reading, mathematics, and English qualifies the student to enroll in the appropriate entry-level courses. For students who do not submit ACT scores or whose ACT scores are below the minimum, COMPASS or ASSET scores will be utilized for course placement. Students whose COMPASS or ASSET scores are below the level for placement in developmental courses will be referred to adult basic education services.

For students seeking a certificate or diploma, minimum placement (COMPASS) scores in mathematics, reading, and English are required for program admission. Each certificate and diploma program is assigned an admission placement level (I, II, III). All programs with the required placement levels are listed in the KCTCS Placement and Assessment Policy. It is possible for students who do not meet the required placement level to enroll in entry-level courses and developmental courses. However, this requires close academic advising. Additional lab time and or tutoring may be required.

5. Students admitted into Associate Degree programs have a high school diploma or its equivalent.

All degree-seeking students must meet the admissions and placement policies established by KCTCS which reads in part that

“Applicants entering a college for the first time may be required to send an official copy of their high school transcript or GED to the admissions office of the college they plan to attend for specific program requirements.”

The policy is published in the KCTCS catalog, the BGTC Student Handbook, the College Bulletin, and General Admissions Information Sheet.

6. For all students admitted on an “ability to benefit” basis, the institution has written admissions procedures, applies these uniformly, provides documented evidence on how they are used, maintains records on student progress, and regularly evaluates the effectiveness of the procedures used in admitting these students.

The Bowling Green Technical College publishes the Ability to Benefit Policy in the BGTC Student Handbook. Applicants who do not have a high school diploma or its equivalent and wish to seek federal student financial aid must demonstrate the “ability to benefit” for admission into a KCTCS program.

The “ability to benefit” is measured through one of several instruments approved by the U.S. Department of Education through KCTCS Colleges. Examples of those available in KCTCS colleges include the COMPASS and the ASSSET test.

	<u>Instrument</u>	<u>Minimum Req. Score</u>
1.	COMPASS Subtest	
	Pre-Algebra/Numerical	21
	Reading	60
	Writing	31
2.	ASSET Program, Forms B2 & C2	
	Reading	34
	Writing	34
	Numerical	33

Results on other U.S. Department of Education approved tests are acceptable through official transmission of test results. The staff of Student Affairs selects the test to be administered. If at any time significant differences are seen in the scores, the College staff may request a retest.

- 7. The institution ensures that recruiting activities are ethical and that all materials used in recruiting accurately describe the mission, instructional outcomes, student performance expectations, and completion requirements of each program.**

The Bowling Green Technical College employs a full-time Public Relations Director to ensure all recruitment activities are ethical and materials are accurate. Publications used for marketing purposes include the KCTCS catalog, program brochures, and the College Bulletin. A variety of recruitment methods are employed such as college and career fairs, campus tours, billboards, newspaper, television and radio advertisements.

- 8. Prior to admission, students are informed of the costs of the program and any equipment and services required.**

The Bowling Green Technical College publishes the tuition and fees in the College Bulletin, and the General Admissions Information Sheet. Program faculty inform students of additional expenses such as books, uniforms, and licensure exams during advising sessions.

Programs

- 1. Occupational education programs offered by the institution are congruent with the mission of the institution and with the occupational needs of the people served by the institution.**

The mission of BGTC is to provide education and training to foster regional economic growth and prosperity by serving as the primary provider of

- Certificate, diploma, and two-year degree programs
- Workforce training to meet the needs of existing and new businesses and industries
- Remedial and continuing education
- Short-term, customized training for business and industry
- Adult Education and Family Literacy
- Associated Services

All BGTC programs have a separate mission statement aligned with the institution's mission and appropriate to their occupation. The advisory committees evaluate the program's mission statements annually.

2. The objectives for each educational program are evaluated annually.

Faculty in occupational programs hold two advisory committee meetings per year. At least once per year, advisory committee members evaluate the program objectives. In addition, faculty are members of a KCTCS system wide curriculum committee that update program objectives based on new technology and recommendations from business and industry.

3. Each occupational education program has clearly stated objectives, defined content relevant to these objectives and the current needs of business and industry, and student evaluation based on the program objectives and content.

All occupational programs have clearly stated objectives developed by systemwide curriculum committees made up of program faculty. The objectives and curricula are based on current business and industry standards. Advisory committee members evaluate the curricula annually. Students evaluate faculty and programs each semester.

- 4. A systematic process has been implemented to document that the objectives and content of programs are current.**

Program faculty are members of a system wide curriculum committee. They are responsible for updating the curriculum to meet business and industry standards. Advisory committees evaluate the curriculum, and their recommendations are incorporated in the curriculum.

- 5. At least every two years, three bonafide potential employers review each educational program and recommend admission requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and level of skills and/or proficiency required for completion, and appropriateness of the delivery mode for the program.**

Faculty are responsible for holding two advisory committee meetings per year. An annual item of business is to evaluate all aspects of the program. The findings of the advisory committee are taken to the KCTCS system wide curriculum committee to be incorporated into the program.

- 6. The institution considers the length and the tuition of each program in relation to the documented entry-level earnings of completers.**

Each year the advisory committee members who are employers in the occupational field complete the Employer Verification Form. This provides information concerning entry-level salaries for graduates and input concerning length and tuition costs for the program.

- 7. Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame.**

All programs have a course sequence schedule. Students are informed of the length of the program prior to their first semester. A college bulletin is published spring, summer, and fall with a schedule of course offerings. Depending on their program of study, full-time students can complete a major within one to two years.

- 8. Associate Degree programs offered must meet the following requirements:**

- a. The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used.**

The Council of Occupational Education has approved BGTC to offer The Associate of Applied Technology and Associate of Applied Science degrees. These titles are used in appropriate college publications.

b. The program has a minimum of 60 semester hours or 90 quarter hours.

All associate degrees have a combined minimum of 45 technical and 15 general education credit hours.

c. The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses, with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics.

All associate degree programs require three credits or more in each of the following categories: humanities, behavioral sciences, natural or applied sciences, writing/ accessing information, and mathematics.

9. All programs, regardless of location or time or mode of delivery, are qualitatively consistent with those offered on the main campus, and must:

a. Be approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization.

Each of the three branch campuses has a qualified administrator who reports directly to the President and CEO of the Bowling Green Technical College. The Chief Academic Officer serves as the Director of the main campus of the College.

b. Have appropriate involvement of on-campus administrators and faculty in planning, approval, and on-going evaluation.

All programs are evaluated annually regardless of their location. The same Program Review Form and Student Evaluation Form are used at all campus locations.

c. Have individual student records, including period of enrollment, financial, and educational program records, permanently maintained by the institution at the main campus.

The Registrar of the College is responsible for maintaining all student records. The Registrar's office and Records Room are located on the main campus in Building A.

- d. **Be described in appropriate catalogs, brochures, and/or other promotional materials and include tuition/fee charges, refund policies, admissions and academic requirements, and information technology requirements.**

All programs are listed in the KCTCS catalog. This includes a program description, list of all required courses, and a course description. In addition, every program has a separate program brochure. Tuition and fees are also printed in the College Bulletin.

- e. **Provide for timely and meaningful interaction among faculty and students.**

All students have a faculty advisor from their program area. Due to the technical nature of our programs, we have a low faculty to student ratio. Faculty are also required to post and maintain office hours. Hence, students have ample opportunity to interact with faculty.

- 10. A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities.**

All programs offer courses equal to or above the COE minimum conversion rate. Lecture courses are one semester credit for 15 clock hours of lecture, 30-45 clock hours of laboratory, and 60-75 clock hours of work-based activities.

Instruction

- 1. Academic competencies and occupational skills are integrated into the instructional program for each occupational area.**

The curriculum committees composed of program faculty are responsible for developing occupational competencies and have integrated academic competencies into the curriculum. All programs have a program description and a list of specific competencies.

- 2. The instructional programs provide instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes.**

The curriculum committees made up of program faculty are responsible for developing occupational competencies. They gather input from business and industry representatives. There is a course outline for every course that provides a detailed list of course competencies. The advisory committees evaluate the curriculum annually.

- 3. Occupational advisory committees appointed for each program or program area are used to ensure that desirable, relevant, and current practices of each occupation are being taught. Each committee (a) is composed of at least three members external to the institution, (b) meets at least twice annually, and (c) keeps minutes of each meeting to document their activities and recommendations. The occupational advisory committee may also perform the functions of the institutional advisory committee if only one occupational advisory committee is required for the institution.**

All occupational programs have an advisory committee that meets twice per year. They provide assistance in curriculum development and job skills. Each committee is made up of at least three members external to the college. Committee meeting minutes are maintained in the program area and in the Academic Dean's Office.

- 4. Job-related health, safety, and fire-prevention are an integral part of instruction.**

All program faculty conduct a safety and orientation session at the beginning of each semester. In addition, safety protocol is practiced throughout the training program as required. Safety topics are part of the course syllabi and lesson plans. There is also safety information printed in the Student Handbook.

- 5. To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation.**

The occupational programs at BGTC provide a 2:1 lab to lecture time. This provides students ample time to practice in a lab or shop setting. Program advisory committees make recommendations as to the equipment needs, and some new equipment purchases are made every year based on the availability of budget resources.

- 6. Instruction in classrooms, shops, laboratories, and distance education locations is effectively organized as evidenced by course outlines, lesson plans, competency tests, and other instructional materials.**

All programs have a program description and a list of required courses. Each course has a course description, a list of competencies, and lesson plans which provide a framework for faculty to effectively organize instruction. This structure assists students to successfully complete the program in two to four semesters, depending on the number of total credit hours.

- 7. The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies.**

The Bowling Green Technical College adheres to the KCTCS grading scale published in the KCTCS Catalog and Student Handbook. Students are given the grading scale at the beginning of each respective class and a course syllabus, which details the number of exams, projects, or other items that will be calculated for the final grade.

- 8. Each work-based activity has a written instructional plan for students specifying the particular objectives, experiences, competencies, and evaluations that are required.**

All health programs require students to complete clinical externships, which are provided in local health facilities. Students are provided with a written plan detailing the number of hours, list of tasks to be mastered, grading scale, and other required criteria. Program faculty, along with appropriate health facility personnel, are responsible for evaluating the student.

Non-health programs use cooperative education or practicum experiences to provide students an opportunity for work-based activities. These options also provide student a written plan with the number of required hours, grading criteria, and other information.

9. **The instructional plan designates the on-site employer representative responsible for guiding and overseeing the students' learning experiences and participating in the students' written evaluations.**

There is a signed memorandum of agreement with all health facilities, businesses, and industries that provide external learning opportunities for students. Faculty, the Coordinator of Career Services, and appropriate business and industry personnel are responsible for evaluating the student.

10. **All work-based activities conducted by the institution are supervised by a designated employee possessing appropriate qualifications.**

A qualified, full- time Coordinator of Career Services is responsible for supervising cooperative education activities. The Coordinator is responsible for acquiring appropriate training sites, maintaining records, and ensuring that state and federal regulations are followed. He visits each student at the training site on a regular basis. Students in allied health care programs are required to complete appropriate clinical experiences in local health care facilities. The clinical experiences are supervised by BGTC program faculty and appropriate health care employees at the respective clinical site.

CHALLENGES AND PROPOSED SOLUTIONS

As is the case with most technical colleges, the Bowling Green Technical College has always struggled with the challenge of keeping major equipment and computers/software updated. However, with the economic downturn, it is becoming increasingly difficult. Both federal and state dollars were significantly reduced during the last three years. Even though we have equipment in our shops/labs, many programs need new and or additional equipment. Annually, funds are allocated for selected equipment/computers purchases; however, there are still many unmet needs.

In response to this challenge, BGTC has embarked on a development campaign in order to secure much needed resources. The Clements Group, a firm that specializes in community/technical college fundraising, has conducted a feasibility study with area business and industry leaders and has concluded that a major gifts campaign would likely be successful. It was determined that South Central Kentucky could support a three to five million dollar campaign. Hence, priority has been given to four College-wide initiatives:

1. Equipment and Technology
2. Endowments
3. Allied Health
4. Scholarships

The Bowling Green Technical College is dedicated to promoting economic growth in South Central Kentucky by providing business and industry with a skilled workforce necessary to achieve a sustained, competitive advantage. The major gifts campaign has the potential to provide the financial support to ensure BGTC's future responsiveness in meeting the community's needs.

SUMMARY

It is our belief that the comprehensive evaluation of the self-study process has shown that the educational programs at the Bowling Green Technical College meet the criteria necessary in Standard Two of the Council on Occupational Education. The faculty and staff at Bowling Green Technical College take pride in offering quality technical programs to the community we serve. The faculty have developed close working relations with business and industry in their respective areas and are confident that they are meeting current training needs. The College is well established in the community, and employers depend on BGTC to supply well-trained employees.

Yet there is a persistent challenge to maintain shops/labs with equipment that meets business and industry standards. However, we believe that our programs are in compliance with Standard Two. We have positive responses and documentation for each of the three sections covering Admissions/Recruiting, Programs, and Instruction.

**POSTSECONDARY
EDUCATIONAL PROGRAMS
DATA COMPILED AS OF AUGUST 2003**

Programs listed below are those of the X Main Campus/ X Other Campus (Location: BGTC-Kentucky Advanced Technology Institute, BGTC-Glasgow Campus, and BGTC-Glasgow Technology Campus)

Check appropriate box to indicate method of measuring program length _____ Clock Hours/ X Semester Hours/ _____ Quarter Credit Hours

Program Name	CIP Code This number is required	Credential (Certificate, diploma, degree, etc.)	Date Program Was Implemented	Length of Program in Hours		Current Number of Students Enrolled		Current Number of Instructors	
				Clock	Credit	Part-time	Full-Time	Part-Time	Full-Time
Advanced Wood CNC Operator/Programmer CNC Technician Commercial Cabinetmaker	48.0703	Certificate Certificate Certificate	2001	300 690 795	15 33 35	2	15		1
Air Conditioning Technology HVAC Domestic Air Cond. & Furnace Instal. Envirom. Control System Server Enviorn. System Repair Helper Refrigeration Mechanic	47.0201	Diploma Certificate Certificate Certificate Certificate	1955	1230 855 630 225 675	56 24-26 9-13 35-37 27-29		31	1	1
Automotive Technology Automotive Tech AAT Automotive Technician Auto. Air Condition. Mech. Auto Electrician	47.0604	Degree Diploma Certificate Certificate Certificate Certificate Certificate Certificate Certificate	1968	1786 1695 90 270 270 135 135 135 675	73 67 4 10 10 5 5 5 25	4	18		1

Program Name	CIP Code This number is required	Credential (Certificate, diploma, degree, etc.)	Date Program Was Implemented	Length of Program in Hours		Current Number of Students Enrolled		Current Number of Instructors		
				Clock	Credit	Part-time	Full-Time	Part-Time	Full-Time	
Business Studies Medical Information Tech. Medical Administrative Assistant Medical Transcriptionist Medical Office Trainee Medical Unit Coordinator Hospital Admission Clerk Medical Receptionist Medical Billing Specialist Office Systems Technology Administrative Assistant Financial Assistant Data Entry Operator Financial Assistant Clerk Financial Assistant Trainee Financial Record Keeper Receptionist	52.0404	Diploma Diploma Certificate Certificate Certificate Certificate	1992	870	52	3	42		2	
					780	40	1			32
					180	12				
					465	31				
					405	27				
					270	18				
				450-540	26-24					
		52.0401	Diploma Diploma Certificate Certificate Certificate	1970	720	42	2	16		2
					630	36		21		
					90	6				
				270	18					
				180	12					
				495	33					
				180	12					
Carpentry Secondary Students Only	480201									
Collision Repair Collision Repair Tech Autobody Painter Helper Automotive Painter Auto Body Helper		Diploma Certificate Certificate Certificate	1968	1785	65	2	22		1	
				450	26					
				1650	56					
				450	13					

Program Name	CIP Code This number is required	Credential (Certificate, diploma, degree, etc.)	Date Program Was Implemented	Length of Program in Hours		Current Number of Students Enrolled		Current Number of Instructors	
				Clock	Credit	Part-time	Full-Time	Part-Time	Full-Time
<u>Computer Aided Drafting</u> Architectural Drafter Mechanical Drafter Computer Assisted Drafter Detailer Drafter Assistant	48.0101	Diploma Certificate Certificate Certificate	1968	1515 1515 810 630 360	61 61 36 30 16	1	37		2
<u>Culinary Arts</u> Culinary Arts AAS (3 Options) Catering Culinary Arts Food & Beverage Management Advanced Food & Beverage Mgm. Fund. Culinary Arts Catering Advanced Catering Food & Beverage Management Culinary Arts Advanced Culinary Arts	12.0503	Degree Diploma Diploma Diploma Certificate Certificate Certificate Certificate Certificate Certificate Certificate	1968	1275-1410 1245-1275 1140 1140-1155 1005 330 330 870 600 600 780	65-71 57-59 53 57-58 48-49 16 16 42-44 34 33 44	10	51		2
<u>Diagnostic Med. Sonographer</u> Diagnostic Med. Sonographer	51.0910	Diploma	1998	1440	55-58		7		1

Program Name	CIP Code This number is required	Credential (Certificate, diploma, degree, etc.)	Date Program Was Implemented	Length of Program in Hours		Current Number of Students Enrolled		Current Number of Instructors	
				Clock	Credit	Part-time	Full-Time	Part-Time	Full-Time
<u>Electrical Technology</u> Construction Electrician Industrial Electrician Electrician Apprentice Electrician Helper Residential Electrician	46.0302	Diploma Diploma Certificate Certificate Certificate	1970	1155 1800 960 195 435	43 65 38 9 17	2	28		2
<u>Fire & Rescue Technology</u> Fire/Rescue Tech . AAS Fire Chef Fire Fighter I Fire Fighter II Emergency Medical Technician	43.0203	Degree Diploma Certificate Certificate Certificate	1970	1020 885 180 360 150	64 55 12 24 6	20		12	1
<u>General Occupational/Technical Studies</u> General Occupational Technical Studies AAS	30.9999	Degree	2000	Varies	60-76				Varies
<u>Industrial & Engineering Tech.</u> I & E Technology AAS (6 Options) Automated Systems Electronics Mechanic Apprentice Automation Technician I Computer Aided Design Technician I Computer Technician Electronics Technician I Electronics Technician II I & E Tech. Fundamentals Maintenance Technician I Maintenance Technician II	47.0303	Degree Diploma Certificate Certificate Certificate Certificate Certificate Certificate Certificate Certificate Certificate	2002	1095-1245 1440 630 210 270 480 300 525 450 240 420-450	69-72 64 46 11 12 26 16 28 24 13 23-24	38	35	3	3

Program Name	CIP Code This number is required	Credential (Certificate, diploma, degree, etc.)	Date Program Was Implemented	Length of Program in Hours		Current Number of Students Enrolled		Current Number of Instructors	
				Clock	Credit	Part-time	Full-Time	Part-Time	Full-Time
<u>Industrial Maintenance</u> Industrial Maintenance Tech. AAS Industrial Maintenance Technician Industrial Maintenance Trainee Industrial Maintenance Elect. Helper Industrial Maintenance Helper Industrial Maintenance Mach. Helper	47.0303	Degree Diploma Certificate Certificate Certificate	1982	1440 1260 450 588 795 570	60-77 38-58 18 22-35 34-39 20-27	38	35	3	3
<u>Information Technology</u> Information Tech. AAS (4 Options) IT Fundamentals A+ Certification Computer Programming Information Systems Support Cisco Networking Enhanced Microsoft Networking Enhanced Web Administrator Web Site Developer	11.0101	Degree Certificate Certificate Certificate Certificate Certificate Certificate Certificate Certificate	2000	990-1260 360-390 135-150 450 405-420 375 405 360 510	67-74 24-26 9-10 30 27-28 25 27 24 34	53	81		7
<u>Machine Tool Technology</u> CNC Machinist Exploratory Machining Machine Operator I Machine Operator II	48.0503	Diploma Certificate Certificate Certificate	1968	1320 165 360 570	63-64 7 15-18 25-28	8	26		2
<u>Practical Nursing</u> Medicaid Nurse Aide Medication Aide Emergency Medical Technician	51.1613	Diploma Certificate Certificate Certificate	1957	1320 75 80 28	54 2 2 6		40 22		6

Program Name	CIP Code This number is required	Credential (Certificate, diploma, degree, etc.)	Date Program Was Implemented	Length of Program in Hours		Current Number of Students Enrolled		Current Number of Instructors	
				Clock	Credit	Part-time	Full-Time	Part-Time	Full-Time
<u>Radiography</u> Radiography AAS Radiologic Technologist	51.0907	Degree Diploma	1983	1950 1770	61 48		25 16		2
<u>Respiratory Care</u> Respiratory Care Practitioner AAS	51.0908	Degree	1978		61		20	2	2
<u>Surgical Technology</u> Surgical Technologist	51.0909	Diploma	1980	1230-1260	47-49		22		1
<u>Visual Communication</u> Digital Production Artist Digital Production Assistant Multimedia	100105	Diploma Certificate Certificate	1968	1065 450 675	43 19 30	6	15		1
<u>Welding Technology</u> Combination Welder ARC Cutter ARC Welder AWS National Skills Standards I Gas Welder Pipeline Welder Production Line Welder Tack Welder Welder Helper	48.0508	Diploma Certificate Certificate Certificate Certificate Certificate Certificate Certificate Certificate	1968	1786 1695 90 630 900 120 975 495 195 60	73 67 4 22 28 4 31 17 7 2-5	3	27		2

*A Program is a combination of courses and related activities (e.g. laboratory activities and/or work based activities) that lead to a credential and are offered by an institution to develop competencies required for a specific occupation.

STANDARD 3
Program and Institutional Outcomes
Generic Version – 2003 Edition

	YES	NO	N/A
1. Individual student progress data, including (a) appropriate evaluations of knowledge and skills required for occupation(s) studied and (b) notations of completion(s) of and/or withdrawal from programs, are maintained and made a part of his/her record. (Objective 3-1)	X		
2. The institution submits program completion data each year to the Commission for comparison with similar COE-accredited institutions and takes any actions required by the Commission due to the overall completion rate being unacceptably lower than the completion rates for peer institutions. (Objective 3-2)	X		
3. The institution submits program placement data each year to the Commission for comparison with similar COE-accredited institutions and takes any actions required by the Commission due to the overall placement rate being unacceptably lower than the placement rates for peer institutions. (This criterion does not apply to secondary students.) (Objective 3-2)	X		
4. For each educational program requiring a licensure examination, the institution submits licensure performance data each year to the Commission for comparison with similar COE-accredited institutions and takes any actions required by the Commission due to the overall licensure examination pass rate being unacceptably lower than the licensure examination pass rates for peer institutions. (This criterion does not apply to secondary students.) (Objective 3-2)	X		
5. The institution has a written plan to ensure that follow-up is systematic and continuous, and includes the following elements:	X		
a. Identification of responsibility for coordination of all follow-up activities.			
b. Collection of information from completers and employers of completers.	Xx		
c. Information collected from completers and employers of completers focused on program effectiveness for various modes of delivery and relevance to job requirements.	X		
d. Placement and follow-up information used to evaluate and improve the quality of program outcomes.	X		
e. Placement and follow-up information made available at least on an annual basis to all instructional personnel and administrative staff. (Objective 3-3)	X		

STANDARD 3

PROGRAM AND INSTITUTIONAL OUTCOMES

INTRODUCTION

One of the main priorities at the Bowling Green Technical College is providing rigorous programs to ensure that students achieve relevant knowledge and skills. A methodical plan for evaluating program and institutional outcomes relating to program completions and job placement is in place to provide valuable information in administrative and instructional management.

Each semester, student progress is evaluated to determine the knowledge and skills attained in each technical program. The progress records are maintained for each student. The effectiveness of instructional programs is evaluated through exit surveys, job placement rates, and the follow-up of former students.

ANALYSIS

1. Individual student progress data, including (a) appropriate evaluations of knowledge and skills required for occupation(s) studied and (b) notations of completion(s) of and/or withdrawal from programs, are maintained and made a part of his/her record.

- (a) Each program instructor uses a series of letters representing an assigned grade-point value to maintain individual student data. The grading system allows instructors to evaluate students on subject matter, knowledge, and skills required to meet the program's framework and occupational requirements. At the end of each grading period, students receive Competency Grade Reports that detail the instructor's evaluation. The Office of the Registrar, a section of the Office of Student Affairs housed in Building A, maintains a permanent record of the student's academic progress.
- (b) A student may officially withdraw from any class up to and including the date of mid-term with a W (withdrawal) grade. After the date of mid-term and through the last class of the semester, any student may officially request W (Withdrawal), WP (Withdraw Passing), or WF (Withdraw Failing), which may be given at the discretion of the instructor. The Office of Student Affairs (Registrar) maintains a permanent record of all student withdrawals.

Prior to completion, a student must file an Application for Graduation with the College Registrar. The student's record is reviewed to ensure that all program requirements have been fulfilled and that the student has maintained a minimum cumulative grade point average of 2.0 (C on a 1.0 – 4.0 grading scale) in order to be eligible for graduation. If all obligations have been met, the College awards the student the appropriate credential. The Office of Students Services maintains a permanent record of all student completions.

- 2. The institution submits program completion data each year to the Commission for comparison with similar COE-accredited institutions and takes any actions required by the Commission due to the overall completion rate being unacceptably lower than the completion rates for peer institutions.**

The Bowling Green Technical College (BGTC) reports program completion data in its annual report to the Council on Occupational Education (COE). The Council compares the institution's overall completion with similar COE institutions and determines acceptable standards for peer organizations. The Student Access, Success, and Services Strategic Planning Teams examine low completion rates to identify problems relating to enrollment management, student assessment, and advisement services. One example is their quest to identify at-risk students and to provide services to reduce the obstacles for student success.

The administration of the College uses the information in an annual program quality assessment process. Corrective actions include discontinuing the program, placing the program on probation with reassessment within one year, continuing the program, continuing the program with revisions, or expanding the program.

- 3. The institution submits program placement data each year to the Commission for comparison with similar COE-accredited institutions and takes any actions required by the Commission due to the overall placement rate being unacceptably lower than the placement rates for peer institutions. (This criterion does not apply to secondary students.)**

The Bowling Green Technical College reports program placement data in its annual report to the COE. The Council compares the institution's overall placement with similar COE institutions and determines acceptable standards for peer organizations. Placement services are provided to all students at their request and are

part of the on-going services provided to all students. Assistance is provided not only to graduates but also to currently enrolled students who need part-time employment to remain in school. Additionally, appropriate information is provided to students when they wish to further their education at another facility. The Coordinator of Career Services works with employers, program instructors, and students, both former and current, to establish leads, interviews, and job opportunities for certificate, diploma, and associate degree graduates.

As with completions, the administration of the College uses placement information in an annual program quality assessment process. Assessment actions include discontinuing the program, placing the program on probation with reassessment within one year, continuing the program, continuing the program with revisions, or expanding the program.

- 4. For each educational program requiring a licensure examination, the institution submits licensure performance data each year to the Commission for comparison with similar COE-accredited institutions and takes any actions required by the Commission due to the overall licensure examination pass rate being unacceptably lower than the licensure examination pass rates for peer institutions. (This criterion does not apply to secondary students.)**

The Bowling Green Technical College reports program licensure performance data in its annual report to the COE. The Council compares the institution's overall licensing pass rates with similar COE institutions and determines acceptable standards for peer organizations. BGTC continues to have consistently high pass rates on required licensure exams.

As with completions and placement, College administration uses licensure performance information in an annual program quality assessment process. Assessment actions include discontinuing the program, placing the program on probation with reassessment within one year, continuing the program, continuing the program with revisions, or expanding the program.

5. The institution has a written plan to ensure that follow-up is systematic and continuous, and includes the following elements:

(a) Identification of responsibility for coordination of all follow-up activities.

The Bowling Green Technical College has a written plan to ensure that follow-up is methodical and ongoing. The plan includes the identification of responsibility for coordination of all follow-up activities and procedures for collection of information from non-completers, completers, employers, and licensure information. The Institutional Research Office coordinates the follow-up activities, including exit surveys.

(b) Collection of information from completers and employers of completers.

The Coordinator of Institutional Effectiveness works closely with the Office of the Academic Dean in collecting the initial follow-up information. The Office of the Academic Dean distributes the initial follow-up form to the appropriate faculty member who is responsible for collecting the information. This may be done by telephone, mail-out, or the faculty's knowledge about the employment status, employer information, and required licensing of all program completers. The Coordinator of Institutional Effectiveness enters non-completers, completers, employers, and licensure information into the Kentucky Cabinet for Workforce Development Technical Database System (TEDS). The employer surveys are generated from TEDS by the Coordinator of Institutional Effectiveness and sent to employers of program completers and leavers that were shown to be employed in training-related jobs from the initial follow-up information.

Exit surveys are administered to students through the Office of Student Affairs and the Coordinator of Institutional Effectiveness processes the completed survey data according to the guidelines set by the Kentucky Community and Technical College System.

(c) Information collected from completers and employers of completers focused on program effectiveness for various modes of delivery and relevance to job requirements.

The employer survey is used to evaluate the effectiveness of program training.

The survey evaluated two main areas: technical knowledge and work attitude. In the area of technical knowledge, the College asks the employer if the former student possesses the skills needed to successfully perform the job tasks.

Secondly, the College asks about work attitude including criteria such as the willingness to accept responsibility, ability to work without supervision, and cooperation with co-workers.

The effectiveness of instructional programs is also evaluated through exit surveys.

The exit survey includes the student's rating of academic services, educational and instructional experiences, and various college services.

(d) Placement and follow-up information used to evaluate and improve the quality of program outcomes.

Faculty play a major role in the collection of placement and follow-up data.

Having this function allows instructors to receive direct feedback on the effectiveness and relevance of training in the workforce. Placement and follow-up information is used as institutional effectiveness indicators to assess the progress in the College's Strategic Plan. Academic Division chairs and College administrators analyze the information collected from completers and employers in planning programs and revising curriculum.

(e) Placement and follow-up information made available at least on an annual basis to all instructional personnel and administrative staff.

Placement and follow-up information is filed in the Office of the Chief Academic Officer and is available to both faculty and staff. The survey results are available on-line to all employees through KCTCS DocuShare.

CHALLENGES AND PROPOSED SOLUTIONS

One of the greatest challenges of the institution has been collecting directory and placement information once the student exits the College. Often students do not leave forwarding addresses and/or changes in phone numbers. The Standard Three Committee suggested adding new methods of capturing data as the Kentucky Community and Technical College System moves toward on-line registration. One suggestion was to add a screen to capture vital information when the student views his/her grades or requests transcripts. Another suggestion was to offer incentives to students. An example of this might be to offer a free transcript to the student who updates his/her directory and work status at the time that student makes a transcript request.

Another challenge is the conflict between increasing both enrollment and retention rates. Tightening admission requirements would improve retention rates but may decrease enrollment. At the Bowling Green Technical College, strategic planning teams seek ways to maximize enrollment and minimize the problems associated with increased enrollment.

Data reporting requirements differ among outside agencies that require completion and placement information. Cooperation among the agencies in collecting and reporting processes would greatly increase efficiency.

SUMMARY

Academic progress is tracked and reported to each student at the end of the grading period. Withdrawal from programs and completion procedures are in place to capture crucial student information. Academic progress reports, withdrawals, and completion data become a part of the student's permanent record. Program completion, placement, and licensure data are reported annually to COE. The Bowling Green Technical College has a written plan to ensure that follow-up is methodical and ongoing. Placement and follow-up information is used in strategic planning/assessment and is filed in the Office of Chief Academic Officer.

STANDARD4
Strategic Planning
Generic Version – 2003 Edition

	YES	NO
1. The institution has a written strategic plan that includes, as a minimum, the following components:	X	
a. Mission of the institution;		
b. Vision of the institution;	X	
c. Objectives for a minimum period of three years;	X	
d. Strategies for achieving the objectives; and,	X	
e. Strategies for evaluating progress toward achieving the objectives. (Objectives 4-1, 4-2, and 4-3)	X	
2. The strategic plan is reviewed by the faculty, administration, and institutional advisory committee and revised as necessary at least annually. (Objective 4-4)	X	
3. The results of the evaluation of progress toward achieving the objectives are documented annually. (Objective 4-4)	X	

STANDARD FOUR STRATEGIC PLANNING

INTRODUCTION

If you fail to plan, you plan to fail. To ensure that the Bowling Green Technical College (BGTC) uses a systematic process to determine its effectiveness and to facilitate continuous improvement, BGTC has in place a comprehensive Strategic Planning initiative which incorporates all aspects of the College and involves every faculty and staff member.

Five-year strategic goals have been identified which support the mission and vision of the BGTC. Each goal is further broken down into objectives identified as One-Year Priorities which are addressed and evaluated year-by-year.

The detailed Strategic Plan is evaluated regularly and revised on an on-going basis. External factors, such as ever-changing market trends, employment opportunities, and service area demographics, along with internal factors of program assessment, funding levels, and institutional capability are all considered in order to develop a practical strategic plan.

The BGTC Strategic Plan serves as an instrument for institutional evaluation and planning. This includes budgeting and fiscal resource planning, facilities management, capital projects, equipment and technology upgrades, enrollment management, academic programming, marketing and public relations, human resources, and professional development.

ANALYSIS

- 1. The institution has a written strategic plan that includes, as a minimum, the following components:**
 - a) Mission of the institution;**
 - b) Vision of the institution;**
 - c) Objectives for a minimum period of three years;**
 - d) Strategies for achieving the objectives; and,**
 - e) Strategies for evaluating progress toward achieving the objectives.**

Following the lead of the Kentucky Community and Technical College System's (KCTCS) Responsible Solutions through Vigorous Planning (RSVP) initiative, the

current BGTC Strategic Plan incorporates both short- and long-range goals. A local strategic planning steering committee was formed to develop a revised Mission Statement, Vision, and Five-year Goals, which reflect the needs identified by the KCTCS Plan as well as locally-significant needs. Key areas of development were identified and objectives for achievement were set forth. Each steering committee member was charged with oversight of one goal and its corresponding objectives. A Team Leader for each objective was appointed, and every faculty and staff member of the College assigned to a Strategic Planning Team (SPT) with the challenge to determine how best to meet the prescribed objective from the College's Strategic Plan.

The current 2003-2004 edition of the 2002-2007 Strategic Plan identifies each of the required components listed above. The mission of BGTC is

To provide education and training to foster regional economic growth and prosperity by serving as the primary provider of the following:

- Certificate, diploma, and two-year degree programs
- Workforce training to meet the needs of existing and new businesses and industries
- Remedial and continuing education
- Short-term, customized training for business and industry
- Adult education and family literacy
- Associated services

The BGTC Vision is to “Create the premier comprehensive community and technical college in the South Central region of the country by 2020.”

The BGTC Strategic Plan includes a list of Key Performance Indicators currently used to measure and document accomplishments and improvements of the College.

2. The strategic plan is reviewed by the faculty, administration, and institutional advisory committee and revised as necessary at least annually.

Each Strategic Planning Team meets regularly to determine the goals and activities necessary to achieve its assigned objective. Since inception of the Strategic Planning initiative, changes to the Plan have required revisions to the teams and member placement; however, teams continue to meet on a regular basis and document results on a website which can be reviewed by anyone at any time.

Appropriate data is gathered from a variety of resources in the service area by each team, and activities which lead to goal attainment are implemented.

At the time the revised Strategic Planning Initiative was begun, it was presented to and approved by the local BGTC Advisory Committee; however, since that time, a Board of Directors for BGTC has been appointed by the Governor. Board members have been “partnered” with one or more of the Team Leaders so that the Board is aware of and actively involved in the planning process. The BGTC Board of Directors reviews the Strategic Plan and its achievements annually. The Board also suggests improvements to the Strategic Plan and/or the planning process and approves changes as detailed in the minutes. The BGTC Board of Directors is made up of a cross-section of the service area and includes both a BGTC faculty and staff representative who are appointed to the Board by the College.

In 2003, in an effort to streamline and strengthen the planning process, the College retained the services of Dr. Randal Capps to work with faculty, staff, students, and the Board. Using the previous planning efforts as a base, the College is revising its goals into three areas and consolidated measurable objectives to match these. In January, 2004, a weekend workshop was held to secure Board input into the planning effort.

3. The results of the evaluation of progress toward achieving the objectives are documented annually.

As each Strategic Plan objective is completed, a completion date is affixed to the document and posted on the website. A report of the progress toward meeting specific objectives is presented to the BGTC Board of Directors periodically by the President and CEO of the College. Also, the President and CEO informs the Board of the progress made toward achievement of goals identified in the Strategic Plan.

In addition, an annual report is prepared by the College President and CEO and submitted to KCTCS that details the current status of the College’s strategic planning initiative. This report is readily available to anyone who requests it.

CHALLENGES AND PROPOSED SOLUTIONS

Educational trends, service area demographics, funding levels, and higher education reforms all present challenges to strategic planning for technical colleges. Changes in technology lead to opportunities for new programs as well as the need to revise or discontinue current programs. As businesses and industries come and go, the skills needed for workers evolve. Currently, the College is faced with decreasing state funding year after year; yet, it is compelled to enroll more students and provide a more highly skilled workforce. Thus, the exploration for local sources of funds and a comprehensive fund raising campaign has begun. Tuitions have also increased at rates exceeding the overall increase in consumer and wholesale prices.

The BGTC Board of Directors is currently revising the Bowling Green Technical College Strategic Plan. The Board has recommended a streamlined, simplified plan that could be more easily assessed. It is the determination of the Board, in conjunction with BGTC administrators, that the current plan is too broad and difficult to objectively measure results. A consultant is now working with the College to develop a more specific, less ambiguous Strategic Plan, focusing on fewer objectives with more appropriately measurable outcomes. The revised Strategic Plan should be in place for the 2004-2005 academic years.

SUMMARY

Within the limits of available resources, it is the intent of the Bowling Green Technical College will continue to grow and provide South Central Kentucky's business and industry an area with a skilled workforce. Strategic planning will continue to be a key tool as the College seeks to attain our vision to "Create the premier comprehensive community and technical college in the South Central region of the country by 2020."

STANDARD 5
Learning Resources
Generic Version – 2003 Edition

Media Services	YES	NO
1. The institution has a written plan for its media services which is appropriate for the institution and includes the following: a. The scope and availability of the services.	X	
b. A variety of current and relevant educational materials, such as reference books; periodicals and manuals of a business, professional, technical, and industrial nature; audio-visual materials and equipment; internet access; and other materials to help fulfill the institution's purposes and support its educational programs.	X	
c. The staff person (administrative, supervisory, or instructional) responsible for the implementation and coordination of the media services.	X	
d. Roles and responsibilities of designated staff member(s).	X	
e. Orientation for user groups (i.e., instructors, students, and others).	X	
f. Facilities essential for using media materials.	X	
g. Annual budgetary support for the services.	X	
h. Evaluation of the effectiveness of media services and utilization of the results to modify and improve media services. (Objectives 5-1 and 5-2)	X	
2. A current inventory of media resources is maintained. (Objective 5-1)	X	
3. Provisions are made for necessary repair, maintenance, and/or replacement of media equipment and supplies. (Objective 5-1)	X	
4. Services for creating instructional media (both print and non-print) are adequate and appropriate to support all students and faculty in meeting the objectives of the education program(s). (Objective 5-2)	X	
5. Media services, facilities, and materials are accessible and available for use by students and instructors. (Objective 5-2)	X	

Instructional Equipment	YES	NO
1. The institution has a system of instructional equipment inventory. (Objective 5-1)	X	
2. Funds are budgeted to provide instructional equipment at a level that assures quality occupational education. (Objective 5-1)	X	
3. The institution has a system for emergency purchases to assure the acquisition and/or repair of equipment within a reasonable period of time to support continuous instruction. (Objective 5-1)	X	
4. Relevant and up-to-date equipment is available to support the instructional programs offered by the institution. (Objectives 5-1 and 5-2)	X	
5. The institution has a written plan for maintaining equipment and for replacing or disposing of obsolete equipment. (Objectives 5-1 and 5-2)	X	
6. All instructional equipment meets appropriate and required safety standards. (Objective 5-3)	X	

Standard 5 – Learning Resources
Generic Version - 2003 Edition
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Instructional Supplies	YES	NO
1. Instructional supplies are available to support the instructional programs offered by the institution. (Objective 5-1)	X	
2. The institution has a system for purchasing and storing instructional supplies. (Objective 5-1)	X	
3. Funds are budgeted to provide supplies at a level that assures quality of occupational education. (Objective 5-2)	X	
4. The institution has a system for emergency purchases of instructional supplies within a reasonable period of time to support continuous instruction. (Objective 5-2)	X	
5. First aid supplies are readily available. (Objective 5-2)	X	
6. All instructional supplies meet appropriate and required safety standards. (Objective 5-3)	X	

STANDARD FIVE LEARNING RESOURCES

INTRODUCTION

The Bowling Green Technical College (BGTC) provides and maintains learning resources required by faculty and staff in support of all program areas at all locations. The majority of learning resources are located in the classrooms of the respective programs. The Learning Resource Center has additional materials which support program curricula.

The collection in the Learning Resource Center, currently housed in Building C on the Main Campus, has increased in the last year and is moving to a larger location in the same building.

In addition, computer labs are conveniently located in several program areas for student use outside of class time. These labs have T-1 Internet access, allowing students to use the Kentucky Virtual Library (KYVL) databases, encyclopedias, and periodical indexes. BGTC actively seeks to ensure that students have access to resources that are current, safe, and adequate to meet their program needs.

ANALYSIS

- 1. The institution has a written plan for its media services which is appropriate for the institution and includes the following:**
 - a) The scope and availability of the services.**

The Bowling Green Technical College (BGTC) has a written plan for media services which covers all four campus locations. The College has a total of four campuses: the Main Campus and a branch campus, Kentucky Advanced Technology Institute (BGTC-KATI), in Bowling Green; and two branch campuses, Glasgow Technology Campus (BGTC-GTC) and the Glasgow Campus (BGTC-GC), in Glasgow. The Learning Resource Center (LRC) is located on the main campus and provides services for the BGTC and KATI campuses. The Glasgow Campus has an independent learning resource center with its own reference materials and computer availability. The Glasgow Technology Campus

is housed in the South Region Postsecondary Education Center which is operated by Western Kentucky University (WKU) Glasgow facility. Western Kentucky University, which has its own learning resources plan, provides library services to the BGTC students at that location. The Media Plan covers these services and details future growth and expansion.

The BGTC Learning Resource Center is centrally located in Building C on the main campus. It provides access to multiple learning resources, including computers, videos, reference books, and periodicals to supplement those in the classrooms and labs. Students, faculty, and staff also have access to the Kentucky Virtual Library (KYVL) collection which can be accessed from any Internet connection at <http://www.kyvl.org>. The Bowling Green Public Library provides library services at no charge to all BGTC students. The library is open seven days a week and provides Internet access, as well as circulation, reference, and inter-library loan services.

- b) A variety of current and relevant educational materials, such as reference books; periodicals and manuals of a business, professional, technical, and industrial nature; audio-visual materials and equipment; internet access; and other materials to help fulfill the institution's purposes and support its educational programs.**

The Bowling Green Technical College Learning Resource Center contains various media, including reference books, periodicals, technical manuals, videos, computers, and Internet access. The Media Plan specifies that materials are current and are in support of the educational programs and the institution.

- c) The staff person (administrative, supervisory, or instructional) responsible for the implementation and coordination of the media services.**

The Media Plan specifies that the Resource Coordinator is responsible for the implementation and coordination of all media services.

- d) Roles and responsibilities of designated staff member(s).**

The job descriptions for the Library Coordinator and Library Clerk are taken from the KCTCS personnel system descriptions and are included in the media plan.

e) Orientation for user groups (i.e., instructors, students, and others).

The Library Coordinator organizes training in the use of media resources, such as “Use and Care of Data/Video Projectors”, “Using KYVL Databases”, and “Conducting Successful Internet Searches.” New student orientation includes information about the Learning Resource Center.

f) Facilities essential for using media materials.

The Learning Resource Center is located in Building C on the main campus. Several computer labs are available to students to work after classroom hours. The Media Plan deals with how current facilities are used and how growth and expansion should be handled.

g) Annual budgetary support for the services.

The annual budget for the Learning Resource Center depends on the total college appropriations. In addition to these funds, individual program budgets support the purchase of professional journals, videos, and computers.

For 2004, the KCTCS has obligated \$150,000 in recurring funds to staff the Learning Resource Center.

h) Evaluation of the effectiveness of media services and utilization of the results to modify and improve media services.

The Bowling Green Technical College students at all campus locations are surveyed each semester to evaluate all services. The survey information is used by administrators to evaluate the need for learning resources.

2. A current inventory of media resources is maintained.

The Bowling Green Technical College maintains a current inventory of resources. All technology-based instructional equipment is inventoried by the

Information Technology (IT) staff annually. Inventories of program collections are submitted to the Library Coordinator annually.

3. Provisions are made for necessary repair, maintenance, and/or replacement of media equipment and supplies.

The Bowling Green Technical College has an expense budget for the repair and/or replacement of media equipment and supplies. The IT Services staff works closely with the Learning Resource Center providing installation and set-up of new technology equipment, performing maintenance and repair, and facilitating an annual audit of technology resources. Technical problems are reported to the Help Desk, located at the Kentucky Advanced Technology Institute (KATI); and a computer technician handles set-up, repair, and upgrades as required.

4. Services for creating instructional media (both print and non-print) are adequate and appropriate to support all students and faculty in meeting the objectives of the education program(s).

All Bowling Green Technical College (BGTC) faculty members have access to a personal computer, software, and printers to create PowerPoint presentations, handouts, materials, exams, and other instructional materials in support of their classes.

The KYVU provides access for all BGTC faculty members to post supplemental instructional information in a course management system, so that students can access syllabi, share information, access web links, and take exams on-line for their instructor-led or web-delivered classes. The Distance Learning Coordinator provides annual training in the use of the course management. The IT Services staff provides training in the use of projectors and SmartBoards for presentations. Additional training is provided during the annual in-service. Computer labs are available in all programs and in selected areas for student use.

5. Media services, facilities, and materials are accessible and available for use by students and instructors.

The Bowling Green Technical College Learning Resource Center is located in Building C. The Center has flexible hours that are posted each semester. There is a

small reference collection, periodicals, computers, and study tables. Additional computer labs have been conveniently located in or adjacent to program areas to meet the needs of students. Appropriate software and tutorials have been installed in support of the program areas.

Instructional Equipment

1. The institution has a system of instructional equipment inventory.

The Bowling Green Technical College follows the KCTCS Business Procedures Manual. The KCTCS Office of Facilities Management, Property Management Division, guides the reporting and management of KCTCS assets. Items are audited annually. Items over \$999.99, or high risk over \$ 499.99, are recorded in the PeopleSoft inventory database.

All technology-based instructional equipment is inventoried by the IT Services staff annually. It is maintained in the Help Desk inventory database.

2. Funds are budgeted to provide instructional equipment at a level that assures quality occupational education.

Instructional programs are given an annual supply and equipment budget. The program faculty, with the recommendation of their advisory committees, make equipment purchases to keep resources current. Every effort is made to allow students to use equipment that meets current industry standards. Faculty members from each program submit an annual equipment request for Federal Carl Perkins funding. Requests are reviewed by a committee, prioritized based on need, and submitted as a grant application annually.

3. The institution has a system for emergency purchases to assure the acquisition and/or repair of equipment within a reasonable period of time to support continuous instruction.

Technical problems are reported to the Help Desk; and a computer technician handles set-up, repair, and upgrades as required. Requests are prioritized to ensure prompt repair with minimal disruption of service.

The Chief Business Officer has a budget in place to make emergency purchases if program funds have been exhausted. Such requests are approved by the President of the College.

4. Relevant and up-to-date equipment is available to support the instructional programs offered by the institution.

Every effort is made to insure that students have access to the equipment currently used by area industry. Advisory committee members review program resources annually, making recommendations as needed.

5. The institution has a written plan for maintaining equipment and for replacing or disposing of obsolete equipment.

Instructors are responsible for maintaining equipment and determining obsolescence. The IT Services staff assist in maintaining computer-related equipment, as specified in the College's Technology Plan.

The Bowling Green Technical College complies with the KCTCS written plan for maintaining equipment. The College maintains a record of major maintenance costs and repairs. Equipment determined to be obsolete or beyond repair is reported to the KCTCS Facilities Management. The College disposes of items beyond repair. Working equipment is offered to other colleges or agencies. If no one requests it, the equipment is sold at auction.

6. All instructional equipment meets appropriate and required safety standards.

Instructors are responsible for inspecting instructional equipment to ensure that it meets safety standards. The KCTCS Policy Manual addresses safety standards. If a piece of equipment is broken, that item is tagged and is not used until it is repaired. Emergency shutdown switches are located in technical shops and labs where applicable.

All faculty attend an annual in-service Lock-Out/ Tag-Out class. In addition, safety inspectors from the Kentucky Community and Technical College System (KCTCS) complete an annual safety inspection of all offices, classrooms, shops, and labs.

Instructional Supplies

1. Instructional supplies are available to support the instructional programs offered by the institution.

Each department (Division Chair) is provided with an annual budget and purchasing card to purchase instructional supplies and minor equipment.

2. The institution has a system for purchasing and storing instructional supplies.

Each program instructor purchases the supplies for his or her program, as needed, through the respective Division Chairs. The supplies are charged to the program budget and stored in the individual program area.

3. Funds are budgeted to provide supplies at a level that assures quality of occupational education.

Program faculty submit an annual budget request, via their respective Division Chairs, to the Chief Academic Officer, who then forwards the request to the Chief Business Officer using historical data concerning special needs or changes for the coming year. The Chief Business Officer and the Chief Academic Officer review the budget requests and make allocations based on program needs.

The institution has a system for emergency purchases of instructional supplies within a reasonable period of time to support continuous instruction. Emergency purchases of instructional supplies are authorized through the Chief Business Officer with the concurrence of the President and CEO of the College. Program instructors work together as well, sharing supplies if necessary to ensure the continuity of instruction.

4. First aid supplies are readily available.

First Aid kits are available in all instructional program areas.

5. All instructional supplies meet appropriate and required safety standards.

All instructional supplies meet the manufacturer's safety standards. Material Safety Data Sheets (MSDS) are available for applicable substances for faculty and staff. Keeping these updated is the responsibility of the Maintenance Supervisor. Sets

of the MSDS sheets are located in the Office of the Chief Academic Officer, in the Office of Student Affairs, and with the Maintenance Supervisor. Also, specific individual programs have MSDS sheets in their areas for required training items.

CHALLENGES AND PROPOSED SOLUTIONS

The primary challenge for the Bowling Green Technical College has been establishing and staffing a designated area to offer comprehensive learning resources. The Bowling Green Technical College is currently expanding the Learning Resource Center to include a small reference collection. Funding to employ two resource center staff has been approved by the KCTCS Systems Office and plans are underway to hire these individuals. The new center will include a computer lab with 12 – 16 computers, allowing students to access the Internet, as well as software tutorials or applications.

The new staff will meet with program students to keep them informed of online databases, current and updated materials and references, and other resources available to them in support of their programs. Of course, in times of shrinking state support it is difficult to expand collections for learning resource centers.

SUMMARY

The Bowling Green Technical College has a media services plan that is evaluated and revised annually. Learning resources, although limited, are current and are readily accessible to faculty and students.

The Bowling Green Technical College has a Technology Plan that addresses local repair, maintenance, and training needs for computer-related instructional materials for the College. First Aid and safety training is available annually at the college in-service to promote a safe environment for faculty, staff, and students.

The Bowling Green Technical College is currently expanding the Learning Resource Center to accommodate the increasing student population and changing program requirements. An appropriate Learning Resource Center has always been a challenge for Bowling Green Technical College. However, progress is being made to improve this service. A small reference collection has been added. In addition, funding

has been secured to hire two full-time Learning Resource staff for an expanded area which is currently being renovated.

STANDARD 6
Physical Resources
Generic Version – 2003 Edition

		YES	NO
1.	A long-range plan for facility and campus improvement has been developed and is maintained that includes, if applicable, distance education infrastructure. (Objectives 6-1 and 6-2)	X	
2.	An appropriate plan for the operation, maintenance, and improvement of the physical plant (including elements addressing personnel, equipment, supplies, relevant state law, and applicable federal codes and procedures) has been developed, is in use, is available to employees and students, and is regularly evaluated/revise. (Objectives 6-1 and 6-2)	X	
3.	Existing physical plant at all locations provides adequate, safe, and clean facilities with appropriate supporting utilities for classrooms, laboratories/shops, offices, restrooms, lounges, meeting rooms, etc. (Objective 6-2)	X	
4.	An appropriate plan for assuring the health and safety of the institution's employees, students, and guests has been developed; includes a system for reporting and investigating accidents; is in use; has been distributed to employees; is available to students; and is regularly evaluated/revise with appropriate input from employees and students. (Objective 6-2)	X	

STANDARD SIX PHYSICAL RESOURCES

INTRODUCTION

The Bowling Green Technical College (BGTC) has four campuses located in two counties in South Central Kentucky. These are the Bowling Green Technical College - Main Campus; Bowling Green Technical College - Kentucky Advanced Technology Institute Campus (KATI), both located in Warren County; Bowling Green Technical College - Glasgow Technology Campus and the Bowling Green Technical College - Glasgow Campus located in Barren County, Kentucky. The College has, over the past 60 years, evolved and expanded to reach its present size.

The buildings on these campuses date from 1955-2001. The Glasgow Campus buildings were built in 1947; the ten buildings comprising the Main Campus were built over the years from 1968-1982; the building on the KATI Campus was constructed in 1993; and finally, the Glasgow Technology Campus was dedicated in 2001. The LPN Nursing Program is housed in the earliest structures - the three buildings on the former state Tuberculosis Hospital Complex in Glasgow which were built in 1947. During this period of slow and emerging growth, the College acquired buildings of diverse architecture and styles.

Because of this rich history, the College has taken pride in updating and maintaining these buildings with the objective of providing an accessible, safe, pleasing place to work and learn. Building needs have increased with the addition of new classes, diverse class loads, and increasing demands by the community.

ANALYSIS

- 1. A long-range plan for facility and campus improvement has been developed and is maintained that includes, if applicable, distance education infrastructure.**

The Long-range Plan for the Bowling Green Technical College includes a 5-year plan that addresses all aspects of buildings and grounds. A typical project within the plan may range from painting a room to major roof repair.

- 2. An appropriate plan for operation, maintenance, and improvement of physical plant (including elements addressing personnel, equipment, supplies, relevant state law, and applicable federal codes and procedures) has been developed, is in use, is available to employees and students, and is regularly evaluated/ revised.**

The College has a plan in place for the operation, maintenance, and improvement of the physical plant. The plan is regularly evaluated and revised. The plan addresses personnel, equipment, supplies, and state and federal laws/codes. There are maintenance contracts, which are maintained by the KCTCS office in Lexington, that cover the HVAC systems, fire alarms, telephones, and elevators.

There are ten persons who manage the College's physical facility: the Maintenance Supervisor, four maintenance employees, and five custodians who maintain all four of the campuses. Maintenance staff and custodians are listed with names and photographs on the master faculty and staff roster. Maintenance "work order" forms are located on the BGTC website and are used to inform the maintenance employees about any problems on the campuses. It is the responsibility of all the staff and faculty to report these problems.

The Maintenance Supervisor examines the nature of the problems before prioritizing the responses and taking appropriate actions.

Full-time custodians provide facility cleanliness and upkeep. They perform daily, weekly, monthly, and yearly tasks according to published, itemized schedules. They report at different times of the day, which allows coverage during all operational hours. The Bowling Green Technical College complies with all required federal, state and local codes/ordinances - OSHA, waste disposal, fire, and safety.

3. Existing physical plant at all locations provides adequate, safe, and clean facilities with appropriate supporting utilities for classrooms, laboratories/shops, offices, restrooms, lounges, meeting rooms, etc.

The existing physical plant is adequate, safe, and clean and provides for a good learning and working environment. The classrooms, laboratories/shops, offices, restrooms, lounges, and meeting rooms accommodate current needs. The facilities have been designed or updated to minimize distractions to students and to provide storage for all programs. Lab areas and classrooms are generally in close proximity to one another, and there are seminar/ conference rooms available at all campuses to serve business and industry needs in that area.

Several of the facilities were constructed before building codes were established for physically impaired individuals; however, modifications to facilities or the relocation of classes to appropriate areas have been made to accommodate individuals with special needs. All recent construction and any future projects will comply with ADA accessibility.

4. An appropriate plan for assuring the health and safety of the institution's employees, students, and guests has been developed; includes a system for reporting and investigating accidents; is in use; has been distributed to employees; is available to students; and is regularly evaluated/ revised with appropriate input from employees and students.

An appropriate plan for assuring the health and safety of the institution's employees, students, and guests is in place. It includes forms for reporting and investigating accidents. Accident reporting procedures follow statewide KCTCS guidelines. Accident forms can be obtained from the Office of Chief Academic Officer or any staff or faculty member. These are completed by the student, visitor, or employee involved in the accident, and are mailed to the KCTCS Systems Office after examination by the President and CEO of the College.

The Safety Committee meets twice each year, or as needed, to identify safety issues concerning the College. Additionally, each instructor is responsible for the safe operation of his or her lab and classroom areas. The College has building monitors who are trained to administer First Aid and CPR. These monitors have direct communication with each other via portable communication devices. In the event that emergency medical treatment is necessary, BGTC personnel will call 911.

The building monitors are trained in First Aid and CPR annually which is available to all staff and faculty.

The Facilities Management Office of KCTCS performs college-wide safety inspections in compliance with State OSHA regulations. Safety inspections are also conducted twice a year by the Maintenance Supervisor. The College conducts regular fire drills, has fire extinguishers available in all areas, has posted evacuation plans, has clearly marked exits, and meets all State Fire Marshall's Office and OSHA regulations. A Quick Reference Emergency Action Plan has been developed by the Safety Committee and is posted in all public spaces, labs, and classrooms. Evacuation plans are posted, and procedures are practiced during fire drills.

CHALLENGES AND PROPOSED SOLUTIONS

The Bowling Green Technical College strives to maintain clean and safe facilities. As the College continues to grow, challenges for the future must be addressed. There is a constant need for additional classroom and lab space, additional parking, and the general maintenance of aging buildings. To address these challenges a Five Year Plan has been developed. Plans are being developed for new buildings in Franklin, at the new Kentucky TransPark, and at the Main and branch campus locations. These are on file in the KCTCS Systems Office in Lexington and are maintained by the Chief Business Officer in Building H on the Main Campus of the College. Programs are in the works to obtain the funding need to meet the expansion needs of the college.

SUMMARY

The Bowling Green Technical College strives continually to maintain its physical resources. The faculty and staff take great pride in the College and work on a daily basis to uphold high standards. The College facilities will continue to serve the students and the community well into the future because of the dedication of all involved.

STANDARD 7
Financial Resources
Generic Version – 2003 Edition

	YES	NO	N/A
1. A qualified financial officer or department oversees the financial and business operations of the institution. (Objectives 7-1 and 7-2)	X		
2. Financial records are maintained so that the institution's fiscal position may be analyzed in a timely manner. (Objectives 7-1 and 7-2)	X		
3. The institution demonstrates responsible financial management with funds sufficient to maintain quality educational programs and to complete the education of all students enrolled. (Objectives 7-1 and 7-2)	X		
4. The institution considers its financial resources as a basis for strategic planning. (Objectives 7-1 and 7-2)	X		
5. The institution uses adequate auditing and budgetary controls and procedures in keeping with local, state, and federal requirements. (Objectives 7-1 and 7-2)	X		
6. The institution exercises proper management, financial controls, and business practices. (Objectives 7-1, 7-2, and 7-3)	X		
7. All persons handling institutional funds or revenues from any source are bonded. (Objective 7-2)	X		
8. Financial aid programs utilizing public and/or private funds are capably administered and accurately documented. (Objective 7-3)	X		
9. Qualified personnel are responsible for proper record-keeping, reporting, and auditing. (Objective 7-4)	X		
Special Requirement for Public Institutions	X		
10. The institution clearly identifies sources of funds and revenues and shows evidence of fiscal stability. (Objectives 7-1 and 7-2)			
Special Requirements for Non-Public Institutions (Items 11 & 12)			X
11. To document financial stability, the institution submits annual audited financial statements prepared by an independent certified public accountant and completed COE financial forms. Financial statements are prepared in accordance with Generally Accepted Accounting Principles (GAAP). The audit is performed in accordance with Generally Accepted Government Auditing Standards (GAGAS). A separate income statement must be provided for the main campus and each branch campus. (See definition of <i>audited financial statements</i> in Section VII. Definitions, Standard Seven.) For initial accreditation, non-public institutions must submit audited financial statements for the two most recent fiscal years. (Objectives 7-1 and 7-2)			
12. As a minimum, the institution documents its financial stability by demonstrating that the following conditions exist:			X
a. A minimum ratio of current assets to current liabilities of 1 to 1.			X
b. A minimum ratio of total assets to total liabilities of 1 to 1.			X
c. A two-year history of net income or the absence of a net loss within the last two years.			X
d. No contingent liabilities or on-going litigation which could potentially affect the institution's ability to continue operation. (Objective 7-2)			X

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	YES	NO	N/A
Refund Policy (See “Refund Policy” in the current edition of the <i>Policies and Rules of the Commission</i> .)	X		
13. The institution has a fair and equitable refund policy for the refund of tuition, fees, and other institutional charges in the event the institution cancels a class or if a student does not enter or does not complete the period of enrollment for which the student has been charged. All of the following are elements of a fair and equitable plan:			
a. The institution’s refund policy is published in the catalog and uniformly administered.			
b. Refunds, when due, are made without requiring a request from the student.	X		
c. Refunds, when due, are made within 30 days (1) of the last day of attendance if written notification has been provided to the institution by the student, or (2) from the date the institution terminates the student or determines withdrawal by the student.	X		
d. All refunds are made within 60 days of the student’s last day of attendance.	X		
e. Retention of tuition and fees collected in advance for a student who does not commence class does not exceed \$100.	X		
f. The institution complies with the refund policies adopted by the Commission. (Objective 7-4)	X		

STANDARD 7 FINANCIAL RESOURCES INTRODUCTION

The Bowling Green Technical College (BGTC) is committed to fulfilling the mission of the Kentucky Community and Technical College System (KCTCS) and the institution. Adequate funds must be available to meet this mission, and there must be appropriate management and safeguarding of those funds. The procedures and policies for handling the financial operations of BGTC incorporate responsible financial controls, correct management techniques, and reliable business practices.

The Bowling Green Technical College has been operating under the authority of KCTCS since July 1, 1998, as a result of the *Kentucky Postsecondary Education Improvement Act of 1997*. Prior to 1997, BGTC operated under the authority of the Kentucky Cabinet for Workforce Development (KCWD). In fiscal year 1998, the financial management control of BGTC was transferred from KCWD to KCTCS as a transition from complete control by state government to control by KCTCS. All financial policies and procedures for federal and state regulations are now followed in accordance with the KCTCS Business Procedures Manual. Federal, state, and institutionally generated funds are received for personnel and operating expenses. Funds generated by the institution include tuition, fees, charges for other services, and auxiliary enterprises.

ANALYSIS

1. A qualified financial officer or department oversees the financial and business operations of the institution.

All Business Affairs Office staff members are located in Building H on the Main Campus and are well qualified and trained in each aspect of their duties. Business functions are assigned using Generally Accepted Accounting Principles (GAAP) and National Association of College and University Business Officers (NACUBO) standards to safeguard assets of the College. These functions include payroll, asset management, accounts payable, accounts receivable, cashiering, purchasing, and budget management. These duties are performed under the supervision of the Chief Business Affairs Officer.

2. Financial records are maintained so that the institution's fiscal position may be analyzed in a timely manner.

The Bowling Green Technical College maintains financial records on the KCTCS network using PeopleSoft software. In addition, supporting documentation is maintained locally. Financial reports are available online and are run on a regular basis by the Business Affairs Office staff. In addition, all financial records are analyzed by the members of the KCTCS Financial Office on a scheduled basis in compliance with KCTCS business procedures. Financial data are available for inspection at all times on a need-to-know basis.

3. The institution demonstrates responsible financial management with funds sufficient to maintain quality educational programs and to complete the education of all students enrolled.

All funds, including state, federal, and those that are institutionally generated, are budgeted to ensure that all areas of need are addressed. BGTC uses historical data, input from faculty and staff, and student enrollment projections to ensure adequate financial planning. Financial responsibility and stability are demonstrated through KCTCS internal audits and independent audits. The Board of Directors of the College are mandated to examine and approve the annual operating budget,

4. The Institution considers its financial resources as a basis for strategic planning.

The Bowling Green Technical College has developed a Strategic Plan that complements the Strategic Plan of KCTCS. This plan is based on current budget funding and identifies costs and sources for funding for new initiatives to achieve the goals and priorities set forth in the Strategic Plan. The Strategic Plan, along with other plans, is submitted to KCTCS for review.

5. The institution uses adequate auditing and budgetary controls and procedures in keeping with local, state, and federal requirements.

Internal and external audits are performed on a regular basis to ensure compliance with government regulations. The BGTC Business Affairs Office staff follow the written procedures set forth in the KCTCS Business Procedures Manual. This manual is compiled by KCTCS and follows the guidelines set forth by the National

Association of College & University Business Officers (NACUBO). The policies and procedures contained in this manual are updated by KCTCS as governmental regulations or as need dictates. Separation of duties is used to ensure honest and efficient business controls.

Budgets are prepared locally by the College and are reviewed on a regular basis by the BGTC Business Affairs Office and the KCTCS Systems Office. Actual revenues and expenses are regularly compared to budget and reported to division chairs monthly. The Board of Directors of the College is required to have input into, examine, and approve the Annual Budget.

6. The institution exercises proper management, financial controls, and business practices.

The Bowling Green Technical College demonstrates proper management, financial controls, and business practices as evidenced by the annual external audit reports. The budget is reviewed frequently by the Systems Office, the President and CEO, and other elements of the administration, the Business Affairs Office, and local budget units to determine compliance and identify areas and opportunities for improvement. Sound financial controls and business practices are in place and documented in two manuals, the KCTCS Business Procedures and KCTCS Administrative Manuals. Both are available on the KCTCS website and may be referenced by all faculty and staff.

7. All persons handling institutional funds or revenues from any source are bonded.

Employees are bonded by two insurance policies which total \$1,100,000 for Commercial Crime. The Commonwealth of Kentucky provides \$100,000 with St. Paul Fire and Marine Insurance Company, and KCTCS has purchased an additional \$1,000,000 in coverage with Travelers Casualty and Surety Company of America.

8. Financial aid programs utilizing public and/or private funds are capably administered and accurately documented.

The Bowling Green Technical College Financial Aid Office is operated in accordance with the guidelines set forth by the U.S. Department of Education and the Student Financial Aid Handbook. These programs are administered by highly

qualified and well-trained administrators. Students attending BGTC have the opportunity to apply for several financial aid programs, depending on their qualifications and needs. Examples include the Kentucky Higher Education Assistance Authority (KHEAA), Federal Pell Grant, College Access Program (CAP), Federal Supplemental Educational Opportunity (SEOG), and Federal Work Study, as well as many local scholarships. Financial Aid utilizes PeopleSoft software to make the financial aid awards. KCTCS receives all Title IV funds for all of the 16 college districts across the state, including the BGTC district, and allocates the funding accordingly to each college.

The Bowling Green Technical College also offers Federal Family Education Loan Program assistance (Stafford Loan) as well as programs that help fund students' tuition payments through other government funding. These programs include Workforce Investment Act (WIA), Vocational Rehabilitation, and Workforce Development Cabinet, Department for Employment Service (TAA, TRA, NAFTA), and other miscellaneous programs.

9. Qualified personnel are responsible for proper record-keeping, reporting, and auditing.

The Business Affairs Office staff are responsible for a variety of accounting functions and are trained in each of their respective duties. The Business Affairs Office staff acquire knowledge and updating of their skills through education, on the job training, professional development, and various workshops and resources at the KCTCS Systems Office.

Each staff member is responsible for maintaining all records pertaining to their specific job duties and is supervised by the Chief Business Affairs Officer. Any reconciliations or financial reports are reviewed and approved by the Chief Business Affairs Officer. The Business Affairs Office staff use separation of duties to ensure honest and effective business controls.

Special Requirement for Public Institutions

10. The institution clearly identifies sources of funds and revenues and shows evidence of fiscal stability.

Federal, state, and institutional sources provide general funding for BGTC. Initially, KCTCS receives the federal and state funds and BGTC electronically transfers the institutional generated monies to KCTCS. The funds are then dispersed by KCTCS to the College via purchase requisitions, check requests, or journals of procurement card purchases. The College makes formal requests for capital outlay funds from KCTCS. The KCTCS Property Maintenance Office and College personnel develop a major maintenance plan for BGTC. Funding for the major maintenance plan is provided on a priority basis that is jointly determined. Funds necessary for the other operations of BGTC are secured from the following sources: federal and state governments, institutionally generated monies, and other additional sources. The annual budget provides a line item detail of all revenues whether they are college generated funds, grants or gifts, tuition and fees, or government appropriations. The budget clearly defines whether these funds are restricted or unrestricted.

Special Requirements for Non-Public Institutions (items 11 & 12)

11. To document financial stability, the institution submits annual audited financial statements prepared by an independent certified public accountant and completed COE financial forms. Financial statements are prepared in accordance with Generally Accepted Accounting Principles (GAAP). The audit is performed in accordance with Generally Accepted Government Auditing Standards (GAGAS). A separate income statement must be provided for the main campus and each branch campus. (See definition of *audited financial statements* in Section VII. Definitions, Standard Seven.) For initial accreditation, non-public institutions must submit audited financial statements for the two most recent fiscal years.

Not Applicable

12. As a minimum, the institution documents its financial stability by demonstrating that the following conditions exist:

a) A minimum ratio of current assets to current liabilities of 1 to 1.

Not Applicable

b) A minimum ratio of total assets to total liabilities of 1 to 1.

Not Applicable

- c) **A two-year history of new income or the absence of a net loss within the last two years.**

Not Applicable

- d) **No contingent liabilities or on-going litigation which could potentially affect the institution's ability to continue operation.**

Not Applicable

Refund Policy (See "Refund Policy" in the current edition of the Policies and Rules of the Commission)

- 13. **The institution has a fair and equitable refund policy for the refund of tuition, fees, and other institutional charges in the event the institution cancels a class or if a student does not enter or does not complete the period of enrollment for which the student has been charged. All of the following are elements of a fair and equitable plan:**

- a) **The institution's refund policy is published in the catalog and uniformly administered.**

The Bowling Green Technical College follows the statewide KCTCS refund policy. The refund policy is published in the KCTCS college catalog/course listings, the BGTC Student Handbook, and other publications and is uniformly administered. Students receive a BGTC Student Handbook during registration/orientation where the refund policy is reviewed.

- b) **Refunds, when due, are made without requiring a request from the student.**

An academic term is defined as an administrative time period within which sessions are completed. An academic session is a class scheduling/enrollment time period within an academic term. No refund of tuition and refundable fees will be made to a student whose course load is reduced as a result of passing a special examination for credit. A student who officially withdraws from a 16-week credit course shall be entitled to a full refund of tuition and refundable fees paid, or a cancellation of amount owed for the session, if the withdrawal is prior to the end of the 7th calendar day of the session. A student who officially

withdraws from a 16-week session credit course from the 8th through the 29th calendar days shall be entitled to a 50 percent refund of tuition and refundable fees paid, or 50 percent cancellation of the amount owed for the session. No refund shall be granted to a student who officially withdraws from a 16-week credit course after the 29th calendar day of the session.

Students who officially withdraw from classes are not required to request a refund. The student financial module of PeopleSoft automatically makes the calculation when the student is withdrawn by the Registrar. The KCTCS Accounts Payable Office generates student refund checks on a weekly basis.

- c) Refunds, when due, are made within 30 days (1) of the last day of attendance if written notification has been provided to the institution by the student, or (2) from the date the institution terminates the student or determines withdrawal by the student.**

Students who officially withdraw from classes are not required to request a refund. The student financial module of PeopleSoft automatically makes the calculation when the student is withdrawn by the Registrar. The KCTCS Accounts Payable Office generates student refund checks on a weekly basis. Instructors notify the Office of Student Affairs if a student stops attending class. Student Affairs attempts to contact the student and will withdraw the student from class if they fail to return to the class. The refund is then calculated automatically by PeopleSoft following the KCTCS refund policy guidelines.

- d) All refunds are made within 60 days of the student's last day of attendance.**

Students who officially withdraw from classes are not required to request a refund. The student financial module of PeopleSoft automatically makes the calculation when the student is withdrawn by the Registrar. The KCTCS Accounts Payable Office generates student refund checks on a weekly basis. Instructors notify the Office of Student Affairs if a student stops attending class. Student Affairs attempts to contact the student and will withdraw the student from

class if they fail to return to the class. The refund is then calculated automatically by PeopleSoft following the KCTCS refund policy guidelines.

e) Retention of tuition and fees collected in advance for a student who does not commence class does not exceed \$100.

An academic term is defined as an administrative time period within which sessions are completed. An academic session is a class scheduling/enrollment time period within an academic term. No refund of tuition and refundable fees will be made to a student whose course load is reduced as a result of passing a special examination for credit. A student who officially withdraws from a 16-week credit course shall be entitled to a full refund of tuition and refundable fees paid, or a cancellation of amount owed for the session, if the withdrawal is prior to the end of the 7th calendar day of the session. A student who officially withdraws from a 16-week credit course from the 8th through the 29th calendar days shall be entitled to a 50 percent refund of tuition and refundable fees paid, or 50 percent cancellation of the amount owed for the session. No refund shall be granted to a student who officially withdraws from a 16-week credit course after the 29th calendar day of the session.

f) The institution complies with the refund policies adopted by the Commission.

The refund policy, which is published in the KCTCS Catalog and uniformly administered, states that a student who officially withdraws by the 7th calendar day of a 16 week session will receive a 100 percent refund and a 50 percent refund if by the 28th calendar day of a 16 week session. Students who officially withdraw from classes are not required to request a refund. The student financial module of PeopleSoft makes the calculation automatically when the student is withdrawn by Student Affairs. Refunds are run on a weekly basis. KCTCS prints the check and mails it directly to the student.

CHALLENGES AND PROPOSED SOLUTIONS

The implementation of the PeopleSoft Enterprise System has been a major challenge faced by KCTCS and the BGTC. However, all financial operations and student operations are now incorporated into PeopleSoft modules. With each module, installation, training, and information downloading has taken many hours. While all modules are now installed, upgrades to the software are continuing. The advantages offered by PeopleSoft are now starting to be realized in time savings, increased efficiency, availability of data, and accuracy of reports.

The Bowling Green Technical College has traditionally used the funds from the annual Carl Perkins Grant to fund instructional equipment purchases. Perkins allocations were cut this year, and the College anticipates further reductions in the grant next year. Additionally, there have been several indications that the current federal administration is considering transferring the Perkins Grants to secondary students and not award Perkins Grants to postsecondary institutions. KCTCS and its employees have contacted legislators in Washington to ask for assistance to ensure this does not happen. BGTC has initiated a development campaign to raise funds for specific initiatives and unrestricted needs for the College. We anticipate success with this effort and hope to be able to offset any reduction in Perkins Grants with these new funds.

The Commonwealth of Kentucky has cut the budget for postsecondary institutions over the last three years, and further budget cuts are anticipated during FY04. (in January, the new Governor requested a 2.5 percent reduction KCTCS has, as a system, raised student tuition to help offset these cuts. BGTC has not experienced any decline in enrollments as a result of the increases in tuition. To continue to serve the most students possible in the face of the reduced budgets, we have suspended programs that were not in demand (and had extremely low enrollment) and transferred the instructors into areas that have full student enrollments. As a College, we have been very conservative in our spending and have positioned ourselves to be able to withstand anticipated future budget cuts without any further reductions in staff or services to our students. We believe the development campaign will assist us in this area as well.

SUMMARY

The Bowling Green Technical College is committed to and capable of fulfilling its mission. Adequate funds are available to meet this mission, along with appropriate management and safeguarding of these funds. The procedures and policies for handling the financial operations of the Bowling Green Technical College incorporate responsible financial controls, correct management techniques, and reliable business practices.

STANDARD 8
Human Resources
Generic Version – 2003 Edition

General		YES	NO	N/A
1.	Duties and responsibilities of each position are specified in written job descriptions made available to staff members. (Objective 8-A-1)	X		
2.	The institution has provided and implemented appropriate and published procedures for handling complaints/grievances for faculty and staff, consistent with the policies of the institution's governing board. (Objective 8-A-2)	X		
3.	Appropriate procedures have been developed for the continuous evaluation of the performance and effectiveness of all institutional employees, with at least an annual written formal review and evaluation. (Objective 8-A-3)	X		
4.	Appropriate orientation procedures for all employees are maintained and followed equitably. (Objective 8-A-4)	X		

Faculty		YES	NO	N/A
1.	The institution has a sufficient number of faculty members to fulfill its mission and operate its programs. (Objective 8-B-1)	X		
2.	Each faculty member has at least a high school diploma (or its equivalent) and demonstrated competency in the technical area of instruction. (Objective 8-B-2)	X		
3.	Additional requirements established for faculty members by the institution's governing board and/or state regulatory agencies are met. (Objective 8-B-2)	X		
4.	Faculty members who teach general education courses in Associate Degree programs hold a minimum of a Bachelor's degree with 15 semester hours or 23 quarter hours in the teaching discipline. (In exceptional cases, evidence of outstanding professional experience or creative achievement in the field may be considered in lieu of formal academic preparation.) (Objective 8-B-2)			X
5.	Faculty members who teach in technical areas of associate degree programs have a minimum of an Associate Degree. (In exceptional cases, evidence of outstanding experience and skills in the technical field may be considered in lieu of formal academic requirements.) (Objective 8-B-2)	X		
6.	The institution plans, provides, supports, and annually documents professional growth opportunities for and participation by all faculty members. (Objective 8-B-2, 3)	X		
7.	Documentation is available to demonstrate that each faculty member in a technical field maintains liaison with employers in the technical field through periodic visitations and personal contact. (Objective 8-B-3)	X		

Administrative and Supervisory Personnel		YES	NO	N/A
1.	The institution has a sufficient number of administrative and supervisory personnel to fulfill its mission and operate its programs. (Objective 8-C-1)			
2.	All administrative and supervisory personnel possess postsecondary education credentials and/or experience and demonstrated competencies appropriate to their areas of responsibility. (Objective 8-C-2)			

Instructional Support Staff		YES	NO	N/A
1.	The institution has a sufficient number of instructional support staff members to fulfill its mission and operate its programs. (Objective 8-D-1)			
2.	Clerical personnel are employed to maintain student records and financial records; to assist in producing instructional materials; and to prepare correspondence, reports, and other records as needed. (Objective 8-D-1)			
3.	All instructional support staff possess education credentials and/or experience and demonstrated competencies appropriate to their areas of responsibility. (Objective 8-D-2)			

Non-Instructional Support Services		YES	NO	N/A
1.	Custodial services are available to provide routine care and maintenance of facilities and grounds for the institution. (Objective 8-E)			
2.	Preventative maintenance services are provided to ensure continued operation of the facilities. (Objective 8-E)			

STANDARD EIGHT HUMAN RESOURCES

INTRODUCTION

The Bowling Green Technical College (BGTC) accomplishes its mission of providing technical education and training to foster economic growth and prosperity in South Central Kentucky through its solidly qualified and highly motivated faculty and staff. The recruitment, selection, training, and maintenance of a competent staff are very important in meeting the mission of the College and contributing to its success.

The personnel involved in the overall administration and instructional aspects of the College are under the direction of the Kentucky Community and Technical College System (KCTCS). The KCTCS was established in 1998 in state legislation under House Bill -1. House Bill- 1 brought together all postsecondary technical schools under the Cabinet for Workforce Development and the former University of Kentucky Community Colleges into one system, creating 16 separate College districts (geographic areas). Bowling Green serves as one of the 16 districts.

With the development of KCTCS, faculty and staff hired prior to July 1, 1998, were able to retain coverage by KRS Chapter 151B and 18A personnel policies. Employees hired after July 1, 1998, adhere to the policies and procedures of The Kentucky Community and Technical College System (adopted by the KCTCS Board of Regents).

ANALYSIS

General

- 1. Duties and responsibilities of each position are specified in written job descriptions made available to staff members.**

The administration of the Bowling Green Technical College strives to select faculty and staff members who have the appropriate education, credentials, and

experience in keeping with the mission of the College. All job requirements are described and outlined by the KCTCS. Each faculty and staff member at the College has detailed job descriptions and is made aware of these duties in the interview process, at the time of employment, during scheduled evaluations, and whenever there are any changes or updates. The job descriptions of each staff position are available in the President's Office through the Director of Human Relations in Building H on the Main Campus of the College

2. The institution has provided and implemented appropriate and published procedures for handling complaints/grievances for faculty and staff, consistent with the policies of the institution's governing board.

The BGTC provides appropriate and published guidelines for handling complaints/grievances for faculty and staff. These procedures are outlined in the KCTCS Human Resource Policy Handbook as well as on the KCTCS website.

3. Appropriate procedures have been developed for the continuous evaluation of the performance and effectiveness of all institutional employees, with at least an annual written formal review and evaluation.

On an annual basis faculty and staff at the BGTC are evaluated in accordance with guidelines as outlined by the KCTCS. The time of the evaluation and the period covered is made known to the employee during the orientation process. During the planning stage process, the evaluator meets with the employee to discuss job responsibilities, internal/external services, professional development, and leadership for the upcoming evaluation period.

The employee is asked to complete the evaluation and return to the evaluator to complete the evaluation document based on the employee's performance for the evaluation period. Individuals are rated on how well they met the Goals/Performance expectations as outlined and communicated in the planning stage. The three ratings (E,R, and F) are as follows: Made an **E**xceptional Contribution, Made a **R**easonable and Positive Contribution and **F**ails to Meet. After the evaluator has completed the evaluation form, the evaluator schedules a meeting with the employee to discuss the evaluation. This meeting may also include a discussion of the planning stage process for the following evaluation as appropriate. The evaluator obtains the employee's

signature on the evaluation form. The purpose of the evaluation process is to provide feedback to the employee and to highlight areas of mutual satisfaction and concern. Workshops, or training, may be scheduled in the event that deficiencies are noted.

4. Appropriate orientation procedures for all employees are maintained and followed equitably.

Orientation for new employees is conducted over the course of the first month of employment. In an effort to facilitate the ease with which the new employee is able to assume duties and responsibilities, an orientation checklist is utilized. The Human Resources Director, the Business Operations Manager (payroll & benefits), and the supervisor are responsible for the orientation process. The orientation process also provides an opportunity to respond to questions and concerns of the new employee in regard to his/her position. All employees are given a KCTCS Human Resources Policy Handbook.

A. Faculty

1. The institution has a sufficient number of faculty members to fulfill its mission and operate its programs.

In order to fulfill the mission of providing technical education and training to foster economic growth and prosperity in South Central Kentucky the Bowling Green Technical College has a sufficient number of qualified and highly motivated faculty to operate its programs.

2. Each faculty member has at least a high school diploma (or its equivalent) and demonstrated competency in the technical area of instruction.

In accordance with the qualifications outlined by KCTCS, the faculty are required to meet credential qualifications as stated in the accreditation handbook. At BGTC occupational/technical faculty are required to have at least a high school diploma and six years of work experience. Occupational/technical faculty teaching in associate degree programs must hold an associate degree and four years of work experience. As of January 2004, the College is proud to report that all full-time faculty have achieved a minimum academic credential at the associate degree level.

3. **Additional requirements established for faculty members by the institution's governing board and/or state regulatory agencies are met.**

Additional requirements are identified and outlined in specific job descriptions and are met upon hiring.

4. **Faculty members who teach general education courses in Associate Degree programs hold a minimum of a Bachelor's Degree with 15 semester hours or 23 quarter hours in the teaching discipline. (In exceptional cases, evidence of outstanding professional experience or creative achievement in the field may be considered in lieu of formal academic preparation.)**

As of January 2004, the Bowling Green Technical College does not offer general education classes. However, students may take general education classes through the Western Kentucky University – Bowling Green Community College, Hopkinsville Community College and the Kentucky Virtual University. KCTCS has allocated \$150,000 to the College to help establish general education courses in the fall of 2004.

5. **Faculty members who teach in technical areas of associate degree programs have a minimum of an Associate Degree. (In exceptional cases, evidence of outstanding experience and skills in the technical field may be considered in lieu of formal academic requirements.**

The Bowling Green Technical College has nine (9) approved associate degree programs and has qualified (minimum of an associate degree) faculty teaching these programs.

6. **The institution plans, provides, supports, and annually documents professional growth opportunities for and participation by all faculty members.**

The Bowling Green Technical College faculty have an opportunity and an obligation to maintain current up-to-date skills in their respective occupation. BGTC encourages career growth for all employees. A complete file is maintained in the Office of the Chief Academic Officer in Building G on the Main Campus

listing all employee professional development activities. Funds for travel, scholarship activities and programs that promote educational growth are available, budget permitting, upon request. Tuition is waived for up to six (6) credit hours per semester for full-time employees who wish to continue their formal education or seek a higher academic degree at any Kentucky postsecondary public institution.

Without exception, in-service training is provided to all BGTC employees during the summer months of July and August. BGTC requires that all employees attend the following in-service training: Bloodborne Pathogens, MSDS, Sexual Harassment Training, Lockout/Tagout, Diversity, ADA, and Fire Extinguisher training. Building Monitors and all new employees are required to attend CPR and First-Aid Training during this time as well. Additional in-service training is held at BGTC when thought necessary by the administration, faculty, and staff and when additional training would enhance the quality of service to our customers.

All faculty and staff members are responsible for completing a three year professional development plan. This may include, but is not limited to, courses, workshops, seminars, professional meetings, etc. All faculty and staff turn in a professional development form yearly which lists their completed professional development for the year. These forms are kept in the Office of the Chief Academic Officer in Building G on the Main Campus. The faculty are encouraged to join and become active members of professional and civic organizations.

7. **Documentation is available to demonstrate that each faculty member in a technical field maintains liaison with employers in the technical field through periodic visitations and personal contact.**

A program advisory committee represented by business and industry is required for each program. The program advisory committees meet twice per year. Advisory committee meetings provide the opportunity for faculty to interact with the business and industry community to ensure that realistic and practical

instruction is being delivered to the students. Faculty members also serve on statewide curriculum ad hoc committees that are dedicated specifically for updating and revising curriculum. Minutes of advisory committee minutes are maintained in the Office of the Chief Academic Officer.

B. Administrative and Supervisory Personnel

1. The institution has a sufficient number of administrative and supervisory personnel to fulfill its mission and operate its programs.

The mission of the Bowling Green Technical College is “to provide technical education and training to foster economic growth and prosperity in South Central Kentucky.” In striving to fulfill this mission the College has a sufficient number of trained, full-time administrative and supervisory personnel.

2. All administrative and supervisory personnel possess postsecondary education credentials and/or experience and demonstrated competencies appropriate to their areas of responsibility.

Administrative and supervisory personnel meet or exceed the minimum requirements of KCTCS. The administrative and supervisory personnel possess postsecondary education credentials and/or experience-demonstrated competencies appropriate to their areas of responsibility. Documented credentials and/or experience are contained in the employee personnel files in the Office of the Director of Human Resources located in building H on the Main Campus.

C. Instructional Support Staff

1. The institution has a sufficient number of instructional support staff members to fulfill its mission and operate its programs.

The Bowling Green Technical College employs both full-time and part-time instructional support staff at all campuses to help fulfill its mission of providing technical education and training to foster economic growth and prosperity in South Central Kentucky. Faculty are provided additional assistance through the Co-op and College Work Study programs whenever determined necessary in order to ensure that programs run smoothly.

- 2. Clerical personnel are employed to maintain student records and financials records to assist in producing instructional materials; and to prepare correspondence, reports, and other records as needed.**

Clerical personnel maintain student financial records, assist in producing instructional materials, and prepare correspondence, reports, and other documents when needed. The majority of these personnel are located in the Office of Student Affairs in Building A on the Main Campus.

- 3. All instructional support staff possesses education credentials and/or experience and demonstrated competencies appropriate to their areas of responsibility.**

Instructional support staff are hired with at least the minimum requirements of KCTCS regulations. This information is documented in the employees' personnel files. Currently, all instructional staff meet or exceed minimum standards and competencies appropriate to their areas of responsibility. Records related to this requirement are maintained in the Office of Human Resources in Building H on the Main Campus.

D. Non-Instructional Support Services

- 1. Custodial services are available to provide routine care and maintenance of facilities and grounds for the institution.**

Maintenance and custodial staff are employed to provide routine care and facility maintenance for the BGTC. These services are managed and coordinated by the Chief Business Affairs Officer.

- 2. Preventative maintenance services are provided to ensure continued operation of the facilities.**

Preventative maintenance services are provided by the College maintenance staff and/or maintenance contracts. Such services are managed and coordinated by the Chief Business Affairs Officer.

CHALLENGES AND PROPOSED SOLUTIONS

With the move to KCTCS in July 1998, employees who were hired prior to this date were given the option, by legislation set forth in HB-1, to retain the personnel policies effective under the Cabinet for Workforce Development. Employees hired after July 1998, are automatically employees under KCTCS personnel policies, thus creating two different personnel systems (KCTCS, 151B and 18-A). One personnel system would benefit the College by creating unity among employees and simplifying human resources policies. Enhancing the KCTCS personnel system is an ongoing effort of the KCTCS Board of Regents.

SUMMARY

The administration, faculty, and staff at the Bowling Green Technical College strive to accomplish the mission of the College through following the policies and procedures set forth by The Kentucky Community and Technical College System.

Selection of BGTC employees is taken very seriously to ensure highly motivated and quality personnel. Upon employment at BGTC, employees are informed of the College's grievance policy, job duties, salary schedule, evaluation schedule and process, work schedule, etc., through the orientation process.

In order to ensure that the faculty and staff stay current and up-to-date in their field, professional growth is promoted, encouraged, and financially supported by the College. Faculty and staff are given several avenues to pursue professional development in maintaining the required staff development hours.

Staff morale is very important to BGTC. The administration strives to have an atmosphere of trust, encouragement, and support to all employees.

STANDARD 9
Organizational Structure
Generic Version – 2003 Edition

	YES	NO	N/A
1. The institution has a properly constituted governing body or board that has the legal authority and responsibility for the institution's operation and control. (Objective 9-1)	X		
2. If applicable, the non-public institution has in custody the currently valid original document(s), typically a license, required to operate as an occupational education institution within the state where it is located. (Objective 9-1)	X		
3. The authority for implementation of the governing body's policies is delegated to a chief administrative officer, who is responsible for the institution's operation. (Objective 9-2)	X		
4. The chief administrative officer is the official of record for all purposes of the Commission, has his/her office on the main campus, and is the Commission's point of contact with the institution, including branches, if any. (Objective 9-2)	X		
5. An organizational chart is available that shows the functional relationships among the personnel of the institution. (Objective 9-3)	X		
6. The organizational structure is designed to promote the effective operation of educational programs and institutional services for students. (Objective 9-3)	X		

STANDARD 9

ORGANIZATIONAL STRUCTURE

INTRODUCTION

The Bowling Green Technical College (BGTC) is part of the Kentucky Community and Technical College System (KCTCS), which was established in 1997. BGTC is composed of four campuses: the Main Campus at 1845 Loop Drive in Bowling Green, Kentucky; the Kentucky Advanced Technology Institute Campus (KATI), Morgantown Road, in Bowling Green, Kentucky; Glasgow Campus in Glasgow, Kentucky; and Glasgow Technology Campus in Glasgow, Kentucky.

This educational institution has been in operation since 1939 serving the needs of South Central Kentucky. As part of KCTCS, BGTC changes lives by providing accessible and affordable education and training through technical associate degrees; diploma and certificate programs in occupational fields; adult, continuing, and developmental education; customized training for business and industry; and distance learning. BGTC continues to meet the needs of the global workplace through quality training and education.

ANALYSIS

1. The institution has a properly constituted governing body or board that has the legal authority and responsibility for the institution's operation and control.

The KCTCS Board of Regents has legal authority and responsibility to govern the state's community and technical colleges. The Kentucky Revised Statutes established the authority of the (KCTCS) Board of Regents in KRS 164.321 as amended by HB-1, First Extraordinary Session 1997. The composition and responsibility of the governing board are defined in the Bylaws of the KCTCS Board of Regents.

The Board of Regents is composed of fourteen (14) members. The governor, according to procedures set forth in HB-1, appoints eight members. One elected

member (for a total of six additional members each having one-half vote) represents each of the following constituencies:

- a. Faculty of the community colleges
- b. Faculty of the technical colleges
- c. Non-teaching personnel of the community colleges
- d. Non-teaching personnel of the technical colleges
- e. Students of the community colleges
- f. Students of the technical colleges

The Bowling Green Technical College's local board of directors (with specific functions) is established as directed by KRS 164.600. This Board is composed of ten members(each having one vote):

- a. Seven appointed by the Governor for a term of six years
- b. One member of the teaching faculty for three years
- c. One member of the staff for three years
- d. One member of the student body for one year

- 2. If applicable, the non-public institution has in custody the currently valid original document(s), typically a license, required to operate as an occupational education institution within the state where it is located.**

As a public institution, BGTC does not require licensure for operation.

- 3. The authority for implementation of the governing body's policies is delegated to a chief administrative officer, who is responsible for the institution's operation.**

The Board of Regents hires the President of KCTCS. The President is responsible for the overall operation of all community and technical colleges within the Kentucky Community and Technical College System. The President of KCTCS appoints the person who will be the President and Chief Executive Officer (CEO) of the Bowling Green Technical College based on the recommendation of the Bowling Green Technical College Board of Directors. The President and CEO for BGTC oversees the operation of the Main Campus and its branch campuses.

- 4. The chief administrative officer is the official of record for all purposes of the Commission, has his/her office on the main campus, and is the Commission's point of contact with the institution, including branches, if any.**

The President and CEO of the Bowling Green Technical College is the chief administrative officer and the official of record for all authorized purposes. The President's office is housed on the main campus in Building H and he is responsible for hiring and supervising the faculty and staff necessary to accomplish the mission of the College.

The President and CEO is supported in the day-to-day operations of the College by the Executive Team: three Chief Officers, the Registrar, three branch campus directors, the Director of Advancement, the Director of Community and Economic Development, the President of the Faculty Senate, the Chair of the Staff Council, and other personnel needed to perform the administrative functions required for the efficient and effective operation of the College.

5. An organizational chart is available that shows the functional relationships among the personnel of the institution.

The Bowling Green Technical College's organizational chart illustrates the management structure of the College.

6. The organizational structure is designed to promote the effective operation of educational programs and institutional services for students.

The organization of the staff and faculty ensures the safe and efficient operation of the College and maximizes the instruction and services provided. This organizational structure reflects BGTC's commitment to fulfill its mission and vision. The main divisions in the organization are Academic Affairs, Student Affairs, Business Affairs, Institutional Advancement and PR, Information Resources, and Continuing Education and Workforce Development.

The President and CEO of the Bowling Green Technical College coordinates the activities of the College, as well as the overall management and supervision of all programs and personnel. An Executive Team composed of the chief officers, branch directors, division chairs, and representatives of the faculty and staff senate councils assist the President and CEO to promote the effective operation of all programs and services for students and the College.

CHALLENGES AND PROPOSED SOLUTIONS

The organizational structure of the Bowling Green Technical College is designed to recognize and effectively deal with the challenges that the College faces. Currently, the greatest challenge facing the Bowling Green Technical College is the charge to become a comprehensive technical and community college. BGTC is unique from most other colleges in KCTCS as there is not a KCTCS community college within its district from which resources and general education components can be combined. In meeting this challenge, BGTC is taking steps which will allow transferable general education courses, which are now being offered by the Bowling Green Community College of Western Kentucky University, Hopkinsville Community College, and the Kentucky Virtual University to be offered by the in-house faculty of BGTC.

Another challenge is the need to expand our learning resource services. The expansion and further development of a technical/research library will allow our students to maximize their learning experience. To meet these challenges, BGTC is developing the organizational and physical structure to handle the addition of general education faculty and an expanded area for library services and has had additional funds allocated by KCTCS for such purposes.

SUMMARY

The Bowling Green Technical College operates with a properly constituted governing body which has the legal authority and responsibility for the institution. The President of the Kentucky Community and Technical College System selects a chief administrative officer, who as President and CEO of the Bowling Green Technical College District, is responsible for the operation of the programs and services of the District. He is supported in day-to-day operations by the Executive Team. The College Board of Directors assures that relevant and current information is used to plan and implement the mission of the institution, approves the annual operating budget, and evaluates the President and CEO annually.

A major strength of this College is its highly qualified and educated faculty and staff. They demonstrate an ongoing commitment to students, local business and industry, and the surrounding community. All levels of personnel focus on quality service and

continuous improvement, as evidenced by the execution of established policies, procedures, and a commitment to planned growth and improved services to the College and the community.

STANDARD 10
Student Services and Activities
Generic Version – 2003 Edition

	YES	NO	N/A
1. Tests and other means of assessing the achievement and aptitudes of students for various occupations are appropriate and are used to provide personalized counseling and program placement services to students. (Objective 10-1-a)	X		
2. There is a student orientation program to acquaint new students with policies, functions, and personnel of the institution. (Objective 10-1-b)	X		
3. A designated staff member is responsible for maintaining official files and records of students. (Objective 10-1-c)	X		
4. Written procedures for access to student records are established to protect their confidentiality, limiting access to authorized personnel only. (Objective 10-1-c)	X		
5. The institution, upon request by students, provides transcripts containing as a minimum the following information: program of study, courses or units of study completed with corresponding grades, and period of enrollment. (Objective 10-1-c)	X		
6. All period of enrollment, financial, academic, and current educational progress records are available at the institution. (Objective 10-1-c)	X		
7. Preserving and protecting student records is provided by the use of storage devices, duplicate physical or computer records, security files, or other measures that ensure both the preservation and security of the records from fire, theft, vandalism, and other adverse actions. (Objective 10-1-c)	X		
8. The institution provides and has implemented appropriate grievance policies for handling complaints from students, as described in the institution's catalog and/or the student handbook. The Commission's mailing address and telephone number are included to provide for cases where the grievance is not settled at the institutional level. (Objective 10-1-d)	X		
9. The institution maintains records on student complaints that are filed in accordance with the institution's grievance policy to ensure acceptable quality in the educational programs offered by the institution. (Objective 10-1-d)	X		
10. The institution provides academic advisement services to assist students in planning and completing the occupational education programs that they pursue. (Objective 10-1-e)	X		
11. If the institution has processed Title IV loans or is currently processing Title IV loans, it has a default management plan that meets the requirements of the Commission for as long as required by the U.S. Department of Education to maintain a plan. (Objective 10-1-f)	X		
12. The institution has adopted and implemented a written plan for the health and safety of students in cases of sickness, accidents, or emergency health care needs on campus; and the plan is evaluated regularly. (Objective 10-1-g)	X		
13. A system is in effect for reporting and investigating all incidents affecting health and safety. (Objective 10-1-g)	X		
14. The institution is responsible for any reasonable accommodation of students who are identified to have special needs. (Objective 10-1-h)	X		
15. The institution has a written plan for determining the effectiveness of student personnel services, for documenting an annual evaluation of these services, and for disseminating the results to the staff so that pertinent information can be used to improve the student personnel services. (Objective 10-1-a through h)	X		
16. The institution provides placement services for all program completers. (Objective 10-2)	X		
17. The institution demonstrates that it is following a written plan for placement services, including the following elements:	X		
a. Identification of responsibility for coordination of services. (Objective 10-2)			
b. Communications network between the placement coordinator, the staff, the faculty, and various businesses and industries of the service area.	X		
c. File/listing of employers and employment opportunities.	X		
d. Counseling of students.	X		
e. Maintenance of placement records for completers as a means of measuring the success of the institution in achieving its mission.	X		

STANDARD TEN STUDENT AFFAIRS AND ACTIVITIES

INTRODUCTION

The Bowling Green Technical College has historically maintained a highly structured and comprehensive Office of Student Affairs. The primary objective of Student Affairs is to support the mission and purpose of the Bowling Green Technical College. An equal and major point of emphasis has been, and currently is, the services rendered to past, current, and prospective students, the faculty of the College, and co-related services to business and industry.

The Office of Student Affairs provides the following services: admissions, enrollment services, registration for classes, dissemination of program information, test interpretation, career and academic advising, orientation, recruitment, job placement assistance, students' records maintenance, financial aid, cooperative education, accident and emergency care plans, information regarding student organizations, and services to students with disabilities. In the process of providing these services, Student Affairs strives to create an atmosphere where the students feel comfortable, welcomed, informed, and valued. Admission advisors and the Chief of Student Affairs are available by appointment and on a walk-in basis to provide services for current, former, and prospective students.

While the primary focus of Student Affairs is to assist current students, the department also assists faculty by informing them of student needs and supporting the students in their academic efforts.

ANALYSIS

- 1. Tests and other means of assessing the achievement and aptitudes of students for various occupations are appropriate and are used to provide personalized counseling and program placement services to students.**

Student Affairs advisors seek to make every student aware of the admissions procedures and program choices and also to make him or her comfortable in the admission and program placement process. Personalized advising begins with the

initial contact with the student. This contact may be by phone, by mail, by e-mail, or a face-to-face visit. Regardless of the initial avenue of contact, admission steps are carefully and fully explained to each student. The General Admissions Information sheet and program choices are presented to each new student.

Student Affairs advisors recognize that any one test at any one time shows only a selected glimpse of the student's ability, interest, aptitude, or achievement. Therefore, advisors seek to employ as many assessments as needed or as appropriate and with the student's approval to assist in program placement and to alert the advisors of special needs that may require personalized advising.

According to the Kentucky Community and Technical College System's Assessment and Placement Policy, students enrolling at Bowling Green Technical College for the purpose of earning credit applicable toward an education credential---certificate, diploma, and/or associate degree---must demonstrate through the submission of scores on specified assessment instruments that they possess the minimum academic skills essential for success. Students who do not demonstrate these academic skills must remedy the identified skill deficiencies prior to enrolling in entry-level courses for which those skills are essential.

For students seeking any associate degree, a minimum score of eighteen (18) on the ACT in reading, mathematics, and English qualifies the student to enroll in the appropriate entry-level course in the discipline. Radiography requires a nineteen (19) composite on the ACT in addition to the 18 in reading, mathematics, and English. For students who do not submit ACT scores or whose ACT scores are below the minimum for placement into entry-level courses, the COMPASS should be taken. The COMPASS is the placement assessment used by all KCTCS colleges if the student does not have an ACT score, or if the ACT score does not meet course placement requirements. Admission advisors discuss personally with each student the relevant mathematics, reading, and English (writing) COMPASS scores needed and the associated course placement.

For students seeking a certificate or diploma, minimum assessment (COMPASS) scores in mathematics, reading, and English (writing) are required for program admission. This is unless the student provides an ACT score of 18 or above in

reading, math, and/or English. Each certificate and diploma program is assigned an admission placement level/score. For placement purposes, students intending to enroll in the specified programs are not exempt from this admission requirement. However, if the student does not meet minimum program level scores, concurrent enrollment in program courses and developmental instruction is permitted.

ACT testing is not done on the campus of Bowling Green Technical College. However, COMPASS testing is done in the Assessment Center on the Main Campus, at the Glasgow Campus, and at the Glasgow Technology Campus. Students are always given a copy of their COMPASS results. After testing, the Assessment Center staff directs the student to speak to an admissions advisor in Student Affairs. The student works individually with the admissions advisor or a designated College official about their scores. Students are shown the associate degree and diploma/certificate charts as they consider program choices. COMPASS (or ACT) scores are discussed in relationship to training program minimum test score requirements. Advisors and/or designated College officials acquire additional information through these personal interviews such as educational background, personal work history, and other information in order to assist the student in making appropriate career and program choices.

Student Affairs advisors make a special effort to ensure that the students understand their test scores, resulting coursework, and their program placement. If testing indicates that the student requires developmental coursework, the advisor/College official explains how to complete his/her developmental plan of improvement. The student may opt to retest on the COMPASS at any time. Again, the student may be concurrently enrolled in developmental coursework and limited training program coursework at the same time.

Special testing accommodations are made for students with disabilities. Students are asked to discuss with the Assessment personnel the nature of the disability so accommodations can be ready at the time of testing.

Students may be advised to take the CareerScope, an interest and aptitude assessment, or other available assessments that might help the advisor and student determine or ensure program choice. A combination of assessments is often

suggested to students by the advisor to help clarify or validate a program choice. Students are also encouraged to use the Internet to research careers and opportunities available to them. Advisors also often take the undecided student on tours of specific programs in order for that student to observe the program and speak with the instructor.

The following instruments are available to ascertain students' aptitudes, interests, or achievement levels for various programs at Bowling Green Technical College:

- SAGE (System for Assessment, Guidance, and Evaluation)
- Includes the following:
 - Reasoning
 - Math
 - Language
 - Motor Coordination
 - Finger Dexterity
 - Eye-hand-foot Coordination
 - Spatial
 - Manual Dexterity
 - Clerical
 - Form Perception
 - Color Discrimination
 - Interest Inventory
 - Temperament
 - Work Attitude
 - Learning Styles
 - General Learning Aptitude
 - Verbal Aptitude
 - Numerical Aptitude
 - Hogan Personality Index
 - Myers-Briggs
 - Bennett Mechanical
 - CareerScope
 - Clerical Perception
 - COMPASS
 - Critical Thinking Appraisal
 - Chemistry
 - Cite Learning Styles Inventory
 - Keyboarding
 - MOUS testing
 - National Occupational Competency Testing Institute (NOCTI)
 - Ramsey Occupational Skills Tests
 - TOWL (Test of Written Language)
 - SRA Mechanical Aptitude
 - STEP

- Test of Adult Basic Education
- Verbal Reasoning
- Whole Body Range of Motion
- WorkKeys

These assessment instruments are available to students before or during training.

Interviews with the prospective student by an advisor and data collected from other sources or agencies, if available, are used in conjunction with test results to make the best possible program choice.

2. There is a student orientation program to acquaint new students with policies, functions, and personnel of the institution.

Upon acceptance to the Bowling Green Technical College, a new student will receive an admissions letter regarding registration and orientation activities. In this letter, a specific orientation date is assigned to the student. If the student fails to attend or is unable to attend his/her scheduled orientation, there may be other orientation dates available before the first day of the semester. The student will be asked to attend one of the other orientation dates. In the event that the student misses all scheduled orientation dates, Student Affairs will contact him/her on the first day of classes to discuss the next possible orientation date(s). At this point, orientation will be held each day after classes during the first week of each semester.

Students are strongly encouraged to attend the College orientation. The purpose is to welcome and acquaint the student with the policies and procedures of the College. Specifically, the orientation includes such topics as assessment and placement policies, information about tuition, fees, refunds, grants, loans, and work-study, distance learning, available computer labs, learning resource rooms, services that are available to students, student policies, academic policies, and grievance procedures. Staff from Student Affairs conduct the sessions. Students are given opportunities to ask questions and to clarify any issues. Students may request to meet confidentially with the Chief of Student Affairs, an Admissions advisor, or a Financial Aid Advisor at the conclusion of the orientation session with personal questions/needs. During orientation, the following materials are disseminated and thoroughly discussed:

- Bowling Green Technical College Student Handbook
- Tips for Succeeding in the First Weeks of College Brochure
- Bowling Green Technical College (KCTCS) Code of Conduct
- Sensitivity Training Packet
- Financial Aid information
- New Student Information sheet

During this orientation, students shall be advised of their right to appeal any adverse decision taken against them and the procedure for filing such an appeal in accordance with KRS 158.150.163.030, as posted in classrooms and common area as set forth in Sec. 5(2) of the state law.

Upon entry into a program, the student receives additional information from his/her program instructor regarding specific program policies and procedures, safety information, and other information pertinent to the particular program.

During New Student Orientation, students are also informed about the student organizations that are available at the Bowling Green Technical College. Students are encouraged to check with their program advisors or Student Affairs advisors as to their membership in these organizations. Flyers are posted in each building at the beginning of each semester with information on the student organizations. In the event that the student would like to view them, copies of each organization's charter, constitution and/or bylaws for each organization are available in Student Affairs with the Chief Student Affairs Officer.

3. A designated staff member is responsible for maintaining official files and records of students.

The Registrar at Bowling Green Technical College is the designated staff member responsible for maintaining official files and student records for programs delivered to all four campus locations. These four campuses are: Bowling Green Technical College; Bowling Green Technical College-Kentucky Advanced Technology Institute Campus; Bowling Green Technical College-Glasgow Campus; Bowling Green Technical College-Glasgow Technology Campus. These files and records are maintained in a fireproof room in locked cabinets in the Office of Student Affairs in Building A on the Main Campus.

4. Written procedures for access to student records are established to protect their confidentiality, limiting access to authorized personnel only.

Unauthorized personnel are not allowed access to the record's room. Authorized personnel are to follow procedures for accessing student files. The Director of Financial Aid and his assistant maintain the confidential financial aid information that is included in the students' files.

All student records are confidential. Personnel having access to student records are required to maintain the confidentiality of these documents. The procedures for access to student records at Bowling Green Technical College are in accordance with the provisions of KCTCS Student Affairs Related Policies, which are taken from the Family Educational Rights and Privacy Act of 1974.

5. The institution, upon request by students, provides transcripts containing as a minimum the following information: program of study, courses or units of study completed with corresponding grades, and period of enrollment.

Maintaining accurate and complete student data is of paramount importance. Any present or former student may request information about their student records and/or transcript by contacting the Registrar or Student Affairs' administrative assistants. These personnel will follow a specific plan to obtain a student transcript. Page 42 of Bowling Green Technical College's 2003-2004 Handbook refers the student to Student Affairs for a transcript if one is needed. Upon contact with Student Affairs, the plan for obtaining a transcript will be discussed with the student.

A Transcript Request Form must initially be obtained and completed. Upon the student's completion of this form, the student's program of study, courses or units of study completed with corresponding grades, period of enrollment, total college credit hours achieved, and any degrees, diplomas, or certificates awarded can be released. The Registrar/designee will sign the transcript and the official College seal will be affixed.

Any request by an outside agency or person for a student transcript will be honored only after receiving a written notification of approval from the student or the completed Transcript Request Form signed by the student. The Bowling Green Technical College's policies and procedures are strictly enforced.

The Kentucky Community and Technical College System now use two outside agencies, EdVerify and the National Student Clearinghouse, to give out limited information on present or former students such as dates of attendance or credentials earned. These agencies have been contracted through KCTCS, and KCTCS colleges have been asked to use these contracted services. These agencies meet the guidelines for releasing information through the Family Educational Rights and Privacy Act of 1974. Both agencies have in place an information security program for protecting a participant's proprietary student information.

6. All period of enrollment, financial, academic and current educational progress records are available at the institution.

All financial aid, academic, enrollment, and current educational progress hard copy records of students are available in Student Affairs, Building A, at Bowling Green Technical College. Electronic records of student accounts as they relate to tuition, fees, and bookstore purchases are found in the Business Office, Building H, Bowling Green Technical College. Student body statistics requiring queries are sometimes obtained from designated Student Affairs personnel but are most often obtained from the Institutional Effectiveness Coordinator in Building H, Bowling Green Technical College. These student body statistics are vital in decision-making regarding Bowling Green Technical College's retention, enrollment, and goals/objectives.

7. Preserving the protecting student records is provided either by the use of fireproof storage devices, duplicate physical or computer records, security files, or other measures that ensure both the preservation and security of the records.

Students' records and files from all four campuses are maintained in a fireproof room in locked cabinets on the campus of Bowling Green Technical College in Building A, Student Affairs. Unauthorized personnel are not allowed access to the record's room.

Student paper records are available in Student Affairs for up to 25 years. After that time, records are labeled and sent to a centralized storage area. The Kentucky Community and Technical College System, and thus Bowling Green Technical

College, also uses the software, PeopleSoft, which electronically stores student data that has been electronically entered by designated Student Affairs personnel.

8. The institution provides and has implemented appropriate grievance policies for handling complaints from students, as described in the institution's catalog and/or the student handbook. The Commission's mailing address and telephone number are included to provide for cases where the grievance is not settled at the institutional level.

The Bowling Green Technical College provides for and implements appropriate grievance policies for handling student complaints. The policies for handling non-academic and non-disciplinary student grievances are described in the Bowling Green Technical College Student Handbook, pp 45-46 in the Sensitivity Packet that is given out and discussed at orientation, and on the KCTCS website at www.kctcs.edu. The student grievance procedures are also posted in each building. In addition, during new student orientation, academic and disciplinary policies and procedures are discussed as found in the KCTCS Code of Student Conduct. All of these resources are given out at the orientation of new students or are handed out in classrooms for students who may have missed orientation. Students may also obtain information on grievance procedures by visiting the website at www.kctcs.edu. These specific grievance guidelines ensure a timely, organized, and satisfactory resolution of all complaints and grievances. Students are encouraged to consult faculty, the Chief Student Affairs Officer, Student Affairs personnel, or members of the College administration if they have further questions.

At present, the EEO Coordinator, Mr. Wendell Honeycutt, is located in Building H on the Main Campus. He is readily available to students who feel that they have been discriminated against, sexually harassed by students or staff and/or denied an opportunity because of race, color, national origin, sex, age, religion, or marital status in a classroom on the campus of Bowling Green Technical College. The policy of Mr. Honeycutt is to inform the student of their right to file an informal and/or a formal complaint. The mailing address and telephone number of the Commission of Occupational Education (COE) are provided to the student if a grievance cannot be settled at the local level.

9. The institution maintains records on student complaints that are filed in accordance with the institution's grievance policy to ensure acceptable quality in the educational programs offered by the institution.

The Bowling Green Technical College and the EEO Coordinator maintain records on student complaints that are filed in accordance with the institution's grievance policy to ensure acceptable quality in the educational programs.

10. The institution provides academic advisement services to assist students in planning and completing the occupational education programs that they pursue.

The Office of Student Affairs is committed to providing the support that students need to achieve a rewarding and successful academic experience. Qualified advisors are available and prepared to assist students in setting educational and career goals. Comprehensive advisement is available to assist prospective, current, and former students of BGTC. These advising services include occupational, career, academic, placement, and some personal concerns. In addition to these on-campus services, referrals may be made to various appropriate local and state agencies, such as Vocational Rehabilitation and Social Services, as well as to counseling professionals in the community.

Admissions advisors are accessible to students either on an appointment or walk-in basis. Every applicant at Bowling Green Technical College meets with an admissions advisor when submitting an application for admission. At that time, applications and any credentials are examined and discussed. Advisors seek to relieve the student of any perceived stress or anxiety so that a productive advisement session can occur. Then, the advisor will privately discuss with each applicant his/her ACT or COMPASS test scores and/or any other prior postsecondary coursework or job history that may be relevant in placing the student in the appropriate entry-level courses for the program in which the student is interested in enrolling. Also, during this advising session, each applicant receives a copy of the ACT/COMPASS score sheets the advisors use to determine course placement. A student whose test scores do not meet minimum score requirements outlined in the KCTCS Assessment and Placement Policy is then advised of the appropriate developmental courses for which he/she must enroll or is referred to the Adult Learning Center. If a prospective

student is unsure of his/her program choice or career path, advisors advise that student to take the CareerScope or the SAGE interest inventory to assist him/her in matching his/her interests and aptitudes and, ultimately, to assist in making an academic program selection.

Once a student is enrolled in his/her academic program, he/she is assigned a faculty advisor. This assignment is based on the student's chosen area of study. The student works with his/her faculty advisor to develop a program plan of study for his/her chosen career major. The faculty advisor maintains files for each advisee that includes, but may not be limited to, program plans, curriculum guides, course histories, current scheduling, and academic information. Each faculty advisor has access to PeopleSoft and can obtain academic advising information directly from the database. The Admissions staff provides the faculty advisor with initial and relevant information prior to the student's first advising session via the Advisee Information form. This form will be an on-going report of the student's record with the designated advisor. Enrollment information, including student applications, assessment results, and previous academic transcripts, are maintained in the Student Affairs Office. Faculty advisors have access to student admission files upon request. Students must meet with the faculty advisor prior to registering for any coursework and before any changes are made in the schedule of classes in which students are enrolled. The program advisor's role is not only to help the student with registration needs and course selection but also to advise the student about his/her career path, academic strengths/weaknesses, tutorial suggestions, and referral information. Even after being assigned an academic advisor, the staff in Student Affairs continues to remain available to students for academic and career advisement pertaining to possible academic program changes or choices.

11. If the institution has processed Title IV loans or is currently processing Title IV loans, it has a default management plan that meets the requirement of the Commission for as long as required by the U.S. Department of Education to maintain a plan.

The Bowling Green Technical College participates in the Federal Family Educational Loan Program (Stafford Loans) and offers both subsidized and

unsubsidized loans to meet the financial needs of students. Many students are not eligible for grants or third-party assistance or may be eligible for amounts that will not cover expenses; and student loans are an alternative that they may wish to explore. In addition to a comprehensive system wide KCTCS Default Management Plan, the Bowling Green Technical College individually counsels each first-time borrower, requires electronic "Entrance Counseling" at www.kheaa.com from every borrower, and supplies a preferred lender list made up from approved lenders who can best manage repayment and default prevention. Currently, the Cohort Default Rate for Bowling Green Technical College is 0 percent.

12. The institutions has adopted and implemented a written plan for the health and safety of students in cases of sickness, accidents, or emergency health care needs on campus; and the plan is evaluated regularly.

Because the health and safety of our students is of utmost importance, the Bowling Green Technical College has adopted and implemented a written plan for the health and safety of students in case of sickness, accidents, or emergency health care needs on campus. The Safety Committee evaluates the plan yearly. Students receive this information at new student orientation, and also it is included in the Bowling Green Technical College Student Handbook on pages 31-34. In addition to sickness and accident procedures, also included is information on drug and alcohol prevention and HIV. Faculty also have copies of these forms, procedures, and information.

Each faculty and staff member at BGTC also has a Quick Reference Emergency Action Plan. This plan is kept current by the Safety Committee and distributed to faculty/staff by the Safety Committee. This Plan is also posted in all classrooms and critical commons areas. This plan covers procedures for handling incoming (suspicious) mail, guides for biohazards in the workplace, fire, tornado and severe weather warning, bomb threats, and earthquakes. Emergency monitors have been assigned to each building. Each emergency monitor, as well as maintenance staff and faculty, has been instructed on their particular responsibility in the event of an emergency. All building emergency monitors have been equipped with portable communications devices. Additionally, the Standard Operating Procedures Manual is

available in Student Affairs for all of the above-mentioned emergencies. Manuals that contain Material Safety Data sheets are available in Student Affairs and with the Chief Academic Officer.

Faculty are given the name and phone number of a contact person for each student. This information is also available in Student Affairs from the Student Information Sheet.

Students are asked to provide information regarding any medical condition/medication which might pose a safety issue to the student or others. Information regarding this and a signed release are collected on the Student Information Sheet at new student orientation. After the student has completed the sheet, the Coordinator of Disability Services at BGTC reviews all sheets and sends any disability information that might compromise a safety issue for the student or others to the student's faculty advisor.

Eyewash stations are located in areas where one could be exposed to corrosive materials. Students receive safety instructions related to their programs of study. Each program area in Standard Two provides a safety checklist for students.

13. A system is in effect for reporting and investigating all incidents affecting health and safety.

All emergency assistance situations involving students are to be promptly reported to a BGTC administrator. The Quick Reference Plan also provides emergency phone number for the Bowling Green and Glasgow areas. All staff and faculty have a copy of the Quick Reference Plan.

The system for reporting and investigating all incidents affecting the health and safety of students is defined in the Bowling Green Technical College Emergency Medical Care Plan. The plan is evaluated yearly by the Safety Committee.

14. The institution is responsible for any reasonable accommodation of students who are identified to have special needs.

The Kentucky and Community Technical College System (KCTCS) and Bowling Green Technical College (BGTC) are committed to providing equal educational opportunity and full participation for persons with disabilities. Each KCTCS college

has a Disability Services Coordinator (DSC) to facilitate access to all services and educational opportunities at the college. Students may self-report their disabilities to the DSC or may be referred by a faculty member or an outside agency. Once a student with special needs is identified, either by self-disclosure or referral, the student must make a formal request for academic accommodations. As stated in the KCTCS Catalog, the KCTCS Disabilities Services Policies and Procedures, and the BGTC Student Handbook, students with disabilities who desire academic accommodations must provide the DSC with current documentation of their disability and evidence of the need for academic accommodations or auxiliary aids.

Students who need accommodations are required to register with the BGTC Disability Services Coordinator. This may be done on the Student Information Sheet completed during orientation or in person with the Disability Service Coordinator. After registering with the DSC, the student requesting accommodations must complete a Disability Services Intake Form, an Accommodation and Modification Request Form, and as needed, a Request for Accommodations for Students with Physical or Emotional Disabilities Form. These documents are kept on file in the office of the DSC. In addition, students applying for academic accommodations may then sign a Permission to Disclose Information Form, giving the DSC permission to gather information about the student's academic progress and release certain information about the student to faculty, the student's Vocational Rehabilitation Counselor, and/or the student's parent or guardian. After completing the necessary forms and providing the DSC with current documentation of a disability, the DSC, the student, and/or agency liaison determine what reasonable accommodations will be made for each student on a case-by-case basis. Once these accommodations have been determined, the DSC notifies the appropriate faculty in writing that his/her student has a disability. The details of the recommended accommodations, including who is responsible for providing the accommodations and how and when the accommodations will be provided are outlined. Faculty will then assist with providing these reasonable and necessary accommodations without compromising or fundamentally altering essential elements of their course or evaluation.

At mid-term, the DSC contacts each student's Vocational Rehabilitation Counselor by telephone or e-mail to schedule a conference to discuss the student's progress in the program. The DSC then notifies the student and his/her program advisor/instructor(s) in writing of the scheduled date and time of the mid-term conference. Prior to that conference date, the DSC sends the student's instructors an academic progress report to be completed and returned to the DSC for discussion at the mid-term conference.

All BGTC faculty receive information about Disability Services available to students here on campus and issues related to those students at the annual in-service held in August. At the in-service, faculty watch a short video titled *Accommodating Students with Disabilities (Video)*. They are introduced by the DSC to the Engaging Differences Project and are given brochures directing them to the related website. Also, during in-service, the DSC provides a packet of information to faculty about the manifestations of various disabilities and suggested strategies for accommodating students in the classroom and during instruction. All faculty are notified in writing prior to the beginning of the fall and spring semesters to include an accommodation statement on their course syllabi directing students who need academic accommodations or auxiliary aids to contact the DSC.

15. The institution has a written plan for determining the effectiveness of student personnel services, for documenting an annual evaluation of these services, and for disseminating the results to the staff so that pertinent information can be used to improve the student personnel services.

The effectiveness of Student Affairs is of utmost importance and is vital to Bowling Green Technical College's commitment to provide the best possible customer service. At any time, students are welcome to informally voice an evaluative comment on the dissemination of services in Student Affairs with the Chief Student Affairs Officer. Information would be gathered, and a resolution for the student would be immediately sought.

Student Affairs is formally assessed each year in 3 ways:

- Semester program evaluations are completed anonymously for each program. These are generally administered by the Division Chair for each program.

Students can evaluate Student Affairs and the services as part of this procedure.

- At the close of each school year, ten classes are selected at random to evaluate Student Affairs. The Chief Student Affairs Officer asks the individual faculty member to administer the survey. Faculty returns the completed surveys to the Chief Student Affairs Officer to tally. This evaluation covers each service area of Student Affairs as well as several general questions.
- Kentucky's Community and Technical College System distributes a survey that is to be given to exiting students. While this survey covers all facets of the College, several questions relate directly to Student Affairs. This survey is given and collected by Student Affairs staff to graduates/exiting students.

For evaluations to have credibility, the Chief Student Affairs Officer at Bowling Green Technical College has developed a written plan for determining the effectiveness of Student Affairs, for documenting an annual evaluation of these services, and for disseminating the results to the staff so that pertinent information can be used to improve Student Affairs.

Student Affairs personnel meets at least monthly to discuss departmental issues and/or concerns and to review and perhaps improve services to students. Any current issue or problem or upcoming event that specifically impacts the Student Affairs staff is discussed at these monthly meetings. Because Student Affairs personnel work from a team concept, it is vital that all Student Affairs staff be aware of particular events, dates, or timetables of other Student Affairs staff. Besides keeping the Student Affairs office running smoothly, this practice also aids in serving the student in a timely manner, which hopefully will be reflected in subsequent evaluations.

16. The institution provides placement services for all program completers.

The Bowling Green Technical College provides placement services and assistance to all program completers. This may mean certificate, diploma, or associate degree completers. The individual program faculty members are the key personnel in a program completer's job placement, as they are in the best position to match student abilities and skills to specific employers' requirements. In addition, the Cooperative Placement Coordinator works closely with each faculty member, employers, and the student to establish leads, interviews, and job opportunities for program completers.

Mid-way through their training, students are given a copy of the booklet, “The Real World 101: A Student Guide to the Successful Job Search” by the Career Placement Coordinator. The Coordinator discusses the material with the students and emphasizes the need and importance of early job preparation.

Internet access for local and nationwide career opportunities is available in all classrooms for students to post resumes and explore career opportunities. At the Bowling Green Technical College, it is a team effort between faculty, Career Placement Coordinator and the student to explore and generate job placement services.

17. The institution demonstrates that it is following a written plan for placement services, including the following elements:

- a. Identification of responsibility for coordination of services**
- b. Communications network between the placement coordinator, the staff, the faculty, and various businesses and industries of the service area**
- c. File/listing of employers and employment opportunities**
- d. Counseling of students**
- e. Maintenance of placement records for completers as a means of measuring the success of the institution in achieving its mission.**

To ensure a consistent, organized, and effective placement of students, a Placement Plan is followed by faculty and staff. While the faculty are responsible for job placement of students, this plan outlines the responsibility of the Career Placement Coordinator, the Coordinator of Institutional Effectiveness, and various Student Affairs personnel. The Career Placement Coordinator coordinates the services.

A network of communications must be in place during the student's training and academic experiences. This begins with the introduction of the Career Placement Coordinator at new student orientation by the Chief Student Affairs Officer. Quickly into the training, the Career Placement Coordinator begins a monthly contact with faculty in order to become familiar with students and to discuss new or existing industry/business contacts. Often the faculty and the Career Placement Coordinator visit business and industry placement sites together. The Career Placement Coordinator is constantly researching the business community for new

business/industry placement possibilities. These possibilities may mean newly located businesses/industries in the area or existing businesses that have never been contacted.

Any leads or contacts given to the Career Placement Coordinator are immediately pursued. Faculty may join with the Coordinator in a business visit. These new placement possibilities are given program information from the College and are invited for a tour. A pool of prospective employers may come from area Chambers of Commerce, Business and Industrial Development Specialists, random leads, news articles, or even the “yellow pages.” At the appropriate time, students are encouraged throughout their training by faculty and Student Affairs to do job research. Students may request information on possible sites for co-op or job placement. Students are asked to begin putting together a resume. If the student has not had a course that helps with resume building, Career Placement Coordinator or Student Affairs advisors provide the student a packet on resume building.

As a part of most students' training programs, a co-op or clinical experience is required. Students are asked to complete a co-op or clinical applications as well as turn in a resume to the Career Placement Coordinator. This co-op experience is valuable because a significant number of co-op jobs result in employment. Also, information on the evaluations that each employer fills out on co-op students provides advising opportunities for faculty and Career Placement Coordinator with the student.

If after program completion the student has not secured full-time employment, the faculty member, the Career Placement Coordinator, and the student work together on setting up interviews, updating resumes, and seeking placement through new or existing industries/businesses. The student is encouraged to use the technology on campus in order to research placement through the Internet or to update resumes. Faculty and Student Affairs personnel continue to be available for job counseling or referrals.

In order to measure the success of BGTC in achieving its mission, placement records are maintained through collection of data from faculty. The BGTC's Follow-Up Plan gives each faculty direction in securing and reporting placement data. This data is reported by the Coordinator of Institutional Effectiveness on COE annual

reports and also entered into TEDS, Technical Education Database System. Program placement data from all programs is compared as to year-end placement. All placement data is stored in the office of the Chief Academic Officer.

CHALLENGES AND PROPOSED SOLUTIONS

The *Kentucky Postsecondary Education Improvement Act of 1997* (HB-1) created the Kentucky Community and Technical College System(KCTCS). Challenges for Student Affairs were created due to the implementation of a new software system, PeopleSoft. Not only was PeopleSoft new software to learn, but also its implementation coincided with increased enrollment goals for BGTC. Student enrollment increased; but until the software could be learned, data entry time per student also increased. In the summer of 2003, a new version of PeopleSoft was implemented. Once again, the work output of Student Affairs staff was slowed as this new version was mastered.

Student Affairs staff have been challenged with significant enrollment increases, increased student desire for advanced credentials and training, and with software that is detailed and process laden. One particular enrollment challenge is related to the enrollment of students in the Fire and Rescue program. This group of students accounts for approximately 28 percent of this College's head count enrollment. A full-time Student Affairs employee is needed exclusively for the enrollment and record keeping of the Fire and Rescue students as their classes are scheduled throughout the semester. These students are awarded various credits, and certificates, and their classes are taught at a multitude of off-campus locations that do not follow a tradition academic semester in duration.

Another challenge has been the addition of degree programs at BGTC. While this has been a significant opportunity for students, it has meant that all personnel in Student Affairs have had to address admissions, financial aid, and registration that are sometimes more extensive than those of diploma/certificate completers.

The solutions to the challenges must be handled delicately. Our customers, past, present, and future, must continue to receive personalized, effective, and efficient service. Customer service is the goal set before all Student Affairs staff by the Chief Student Affairs Officer.

Some of the solution lies in the staff's ability to work smart. Job responsibilities are prioritized. Short-term and long-term goals are discussed by the Student Affairs staff during scheduled meetings. Work-study students for Student Affairs are chosen for their specific strengths. This will enable the assignment of many tasks to the work-study student so the Student Affairs staff can handle other confidential and meticulous tasks. Another solution is to encourage Student Affairs staff to seek out any external or internal training that will sharpen their skills.

The addition of an additional administrative assistant to the present Student Affairs staff might help if enrollments continue to grow. This person would likely be assigned the record keeping of Fire and Rescue students. In the event that a new full-time person cannot be employed, part-time/hourly employees might be a possible approach. It is understood, however, that the College, like all other KCTCS colleges, had had its budget cut for the next two-year funding cycle.

The solution to the added responsibilities for Student Affairs staff for the degree-seeking student is for the Student Affairs Staff to continually educate and prompt the staff on requirements, changes, or opportunities for the degree-seeking student. As policies, curriculums, or degree requirements change, Student Affairs staff are promptly given the information by the KCTCS through workshops, special training, e-mail communications, and transmittals through meetings of the Student Affairs Deans. Review of needed information by the staff is often reviewed at Student Affairs staff meetings.

A key solution to the challenges has been a team approach by all Student Affairs staff. The Student Affairs staff is willing to take on added responsibilities during the rushed and demanding times of registration, testing, admission needs, or just increased walk-ins. Staff members have been instructed on or are aware of the fundamental basics of all the various staff positions in Student Affairs. Therefore, general questions usually can be answered. This team approach is expected by each Student Affairs staff member.

SUMMARY

Student Affairs at the Bowling Green Technical College is a comprehensive service area that addresses needs of the student in the areas of admission procedures and policies, student records input and maintenance, financial aid assistance, academic advisement coordination, service to students with disabilities, co-op and placement, new student orientation, distance learning advisement, credential awarding, and review of records. Procedures for handling these services are well established and enforced.

The personnel of Student Affairs are under the leadership of the Chief Student Affairs Officer. The staff are versatile and flexible and are enthusiastic in carrying out their responsibilities. A team approach is used for problem solving.

The Student Affairs staff is committed to providing our students and the community with quality and thorough support services to ensure customer satisfaction and a successful educational and occupational experience.

The twenty-first century is bringing many exciting trends and technologies that will impact Student Affairs such as web-based instruction and electronic communications with the student. While the Bowling Green Technical College will meet these challenges well prepared and enthusiastically, Student Affairs continues to see their role in personal, face-to-face communications with the student.

Glossary

1. **BGTC** - Acronym for Bowling Green Technical College
2. **KCTCS** – Kentucky Community and Technical College System – A system of 16 Community and Technical College Districts
3. **ACT** – American College Testing
4. **ADA** – Americans with Disabilities ACT
5. **Burgeoning** -To grow and expand rapidly.
6. **CAP** – College Access Program
7. **CEO** – Chief Executive Officer
8. **COE** – The Council on Occupational Education
9. **COMPASS:** . Computer Adaptive Placement Assessment and Support System. A comprehensive, computerized adaptive testing system that helps place students into appropriate courses and maximizes the information postsecondary schools need to ensure student success.
10. **Continuing Education Units (ceus):** . A nationally recognized method of quantifying the time spent in the classroom during professional development and training activities
11. **CPA** - Certified Public Accountant.
12. **DOCUSHARE** - A Xerox product that is an easy, affordable, web-based solution for managing and sharing information. DocuShare works in conjunction with Microsoft Internet Information Server to present information over the Internet. Being extremely flexible, DocuShare can be used to store and share almost any type of documentation. Built in features include internal security, as well as functions such as discussion boards, calendars, and search functions.

One major function of the KCTCS DocuShare site is to serve as the retrieval site for reports and other communications and storage of completed training manuals. Surveys can be found at <http://unity.kctcs.edu/dscgi/ds.py/View/Collection-3415>.
13. **FASB** – Financial Accounting Standards Board
14. **GAAP** –Acronym for Generally Accepted Accounting Principles
15. **GASB** – Acronym for Governmental Accounting Standards Board

16. **Inter-modal:** Being or involving transportation by more than one form of carrier during a single journey.
17. **KAR** –Kentucky Amended Regulations
18. **Kentucky Postsecondary Education Improvement Act: n.** Created in 1997 by Governor Paul Patton to provide a seamless integrated educational system that is comprised of sixteen (16) community and technical colleges within the state of Kentucky.
19. **KCVL** – Kentucky Higher Education Assistance Authority.
20. **Kentucky Virtual Library (KYVL) Located on the web at [HTTP://WWW.KYVL.ORG/](http://www.kyvl.org/)**
21. **KHEAA** – Kentucky Higher Education Assistance Authority
22. **Learning Resource Center (LRC)** - Media Center located in Building C on Main Campus.
23. **Myers-Briggs Type Indicator: n.** An assessment that is based on Jung’s theory of psychological types, which reports a person’s preferences.
24. **NACUBO** – Acronym for the National Association of College and University Business Office.
25. **NAFTA** – North America Free Trade Act
26. **NOCTI:** n. National Occupational Competency Testing Institute. National provider of occupational competency assessments and services, including job and task analysis, test development, performance assessments, and scoring services.
27. **PeopleSoft** – A complete, integrated, flexible suite of student and human resource management applications.
28. **Practicum** - Course of study designed especially for the preparation of teachers and clinicians that involves the supervised practical application of previously studied theory.
29. **SAGE** - System for Assessment and Group Evaluation.
30. **Semester** - Either of the two usually 18-week periods of instruction into which an academic year is often divided.
31. **SEOG** – Federal Supplemental Educational Opportunity

32. **TAA** – Trade Adjustment Assistance
33. **TABE - Tests of Adult Basic Education.** Provides a reliable estimate of an individual’s reading, mathematics, and language skills when subtest scores or specific objectives mastery information are not required.
34. **The Technical Education Database System (TEDS)** – The official repository of student data for all vocational/technical programs taught in Kentucky. Universities, community and technical colleges, state-operated area technology centers, locally owned area technology centers, high schools and middle schools report technical program student data to TEDS. Data from TEDS is used for program assessment and improvement, budgeting and accountability at the state and federal levels.
35. **TRA** – Trade Readjustment Allowance
36. **WIA** – Workforce Investment Act
37. **Workkeys** - First national system to improve the quality of America’s workforce. Helps companies and educational institutions identify and develop workers for a wide range of skilled jobs.