

Table of Contents

Overview	2
(A) Quality of the Applicant's Comprehensive Development Plan.....	2
(1) Analysis of Institutional Strengths and Weaknesses/Significant Problems.....	6
(2) The extent to which the goals for the institution's academic programs, institutional 15management, and fiscal stability are realistic and based on comprehensive analysis.	15
(3) The extent to which the objectives stated in the plan are measurable, related to institutional goals, and, if achieved, will contribute to the growth and self-sufficiency of the institution... 16	
(4) The extent to which the plan clearly and comprehensively describes the methods and resources the institution will use to institutionalize practice and improvements developed under the proposed project, including, in particular, how operational costs for personnel, maintenance, and upgrades of equipment will be paid with institutional resources.....	18
(B) Quality of Project Design.....	19
(1) Logic Model.....	20
(2) Logic Model Rationale.....	22
(C) Quality of Activity Objectives.....	23
(1) Realistic and Measurable Activity Objectives and Performance Indicators.....	24
(2) Relationship of Activity Strategies to Comprehensive Development Plan.....	24
(D) Quality of Implementation Strategy.....	26
(1) Comprehensive Implementation Strategy.....	26
(2) Activity Rationale Supported by Best Practice Literature.....	27
(3) Realistic Timetable for Activity Implementation.....	35
(E) Quality of Key Personnel.....	37
(1) Experience and Training of Key Personnel.....	37
(2) Time Commitment of Key Personnel.....	37
(F) Quality of Project Management Plan.....	42
(1) Project Management Plan.....	42
(2) Authority to Conduct Project.....	42
(G) Quality of Evaluation Plan.....	45
(1) Data Elements and Data Collection Procedures.....	45
(2) Data Analysis Procedures.....	48
(H) Budget Narrative (Not numbered in recommended page limits per Federal Register) 52	
Competitive Preference Priority 1.....	55
Competitive Preference Priority 2.....	57
Program Profile Form	Not Numbered

COMPREHENSIVE DEVELOPMENT PLAN (20 points)

(1) The strengths, weaknesses, and significant problems of the institution's academic programs, institutional management, and fiscal stability are clearly and comprehensively analyzed and result from a process that involved major constituencies of the institution.

Institutional Overview: Bates Technical College (Bates) is a two-year college located in Tacoma, Washington, 35 miles south of Seattle. As part of the Washington State Board of Community and Technical Colleges (SBCTC), Bates delivers practical and concentrated career education with a focus on hands-on learning. Serving approximately 7,000 students, Bates has three comprehensive urban campuses in Tacoma that offer two-year degrees, short-term certificates, academic courses, a Technical High School, and life-long learning. Degrees and certificate programs are offered in a variety of industries that include: aerospace, audio/visual technology and communication, business administration, construction, education/training, engineering, healthcare, information technology, manufacturing, fire service, transportation, and culinary arts. Bates has earned industry-specific accreditations for more than 60% of its program degrees and certificates. Bates Technical College is accredited by the Northwest Commission on Colleges and Universities.



Tacoma is a highly diverse city of 213,426 residents located in the south end of Puget Sound in Pierce County, Washington. About one quarter (24%) of the population of Tacoma is age 19 or below, which is comparable to the rate in Washington state, but slightly below the rate of Pierce County. The per capita income in Tacoma is 17.6% lower than the per capita income in Washington State and 6.4% lower than the per capita income in Pierce County. The percent of persons living in poverty is 35.5% higher in Tacoma than in Washington state, and is 49% higher

than in Pierce County overall. The city is more racially diverse than both the state of Washington and Pierce County overall. Tacoma’s percentage of black/African Americans is 2.5 times higher than that of Washington state. The city also has a slightly larger percentage of biracial residents than Washington state overall.

Educational attainment in Tacoma compared to Washington State is low with only 28% of Tacoma residents age 25 or older holding a bachelor’s degree compared to the State rate of 35.5% (U.S. Census, 2019). The student profile below reveals the many factor’s Bates’ students struggle with. Many are much older than traditional age students (average age is 32), many are low-income (38% are Pell-eligible), and over half of Bates’ students work and are raising children while they attend college classes.

Table 1. Bates Technical College Student Profile		
Total Headcount Enrollment (2019-20): 7,438	54% Part-Time: 4,017	46% Full-Time: 3,421
Total Degree-Seeking Students: 1,607		
Undergraduate Student Age: 31% 24 and Under; 68% 25 and Over		
Gender: Female—42.9%; Male—57.2%		Faculty to Student Ratio: 1:18
Percent of Students Receiving any need-based student financial aid: 67%		
Percent of Students Receiving Pell Grants: 38%		
Full-Time Ethnicity: 1.7% American Indian/Alaska Native; 3.8% Asian; 11% Black or African American; 12.3% Latino/Hispanic; 1.3% Pacific Islander; 19.1% Race/Ethnicity Unknown; 7.2% Two or More Groups; 43.9% White.		
Degrees and Certificates Awarded (2019-20): Less than one-year certificates: 439, One-to-two-year certificates: 62, Associate Degrees: 288, Two to less than four-year certificate: 19.		
Sources: IPEDS, BATES Institutional Research (IR).		

Institutional Context Substantiating the Need for Title III Funding

Mission: Bates Technical College enriches our diverse communities by inspiring student learning, challenging greater achievement, and educating for employment.
--

Despite having a dedicated faculty and staff and strong programs, educational delivery systems at Bates are severely underdeveloped, inefficient, and unresponsive to the needs of

today's students. The demand for area workers with the highly sought-after skills Bates teaches are so high, that students are stopping out and going to well-paying jobs before they even earn a certificate or degree. The results are low rates of fall-to-fall retention and completion.

There are other factors that contribute to the low retention rates of Bates students, one of the greatest of which is lack of flexibility. As a technical college, many of Bates' career program courses are taught in a "lockstep" manner and run most days from 7 am to 3 pm Monday through Friday. This rigidity makes it difficult for students to schedule the 15 credit hours of general education requirements they must complete. Prior to the COVID-19 pandemic, most courses that were offered online were general education and not career training courses. When the pandemic hit, Career Training faculty (technical education faculty) had to scramble (without much professional development/training resources) to place the theoretical portions of their courses online, while keeping the hands-on portions in small, socially-distanced lab settings. At this moment, there are still very few career courses delivered 100% in alternate modalities such as online and there is no structured training to teach faculty how to teach and manage an e-learning course. The lack of courses offered in alternate modalities add to Bates students' frustration and low levels of retention.

Other factors contributing to the exodus of Bates students is insufficient engagement. While there is a faculty advisor assigned to each of the three campuses to conduct entrance advising, there are no resources to address the many non-cognitive barriers that Bates' students face, including time management, study skills, transportation, childcare issues, etc. There is no "go-to" person to turn to for advocacy, mentoring, and case management support in the first and subsequent years at Bates.

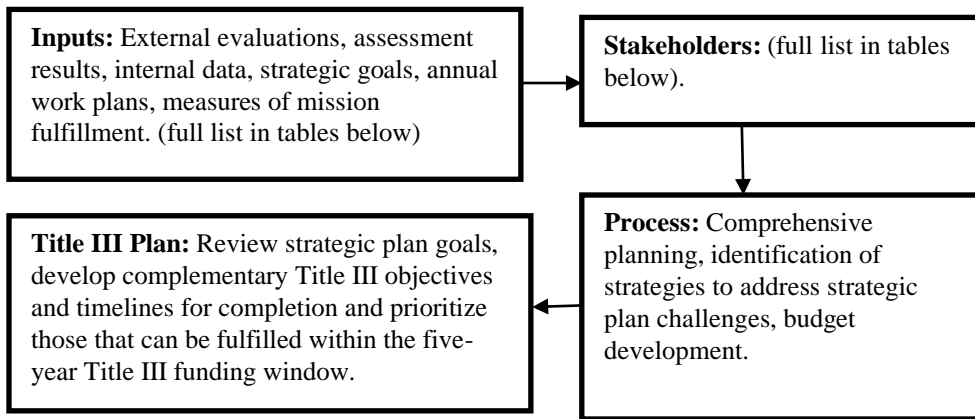
Finally, the College lacks a culture of data-informed decision-making. With a very lean institutional research department (one person) Bates struggles as an institution to produce, share,

and analyze data to fulfill its many reporting responsibilities and produce assessment data at the course, program, and institutional levels. The result is that Bates does not know the needs of its institution (i.e., key performance indicators) and its students (i.e., disaggregated data and customized reports) nearly as well as it could and should, and lacks the institutional knowledge to make informed changes for the better to improve student success.

Title III Planning Process: Bates measures mission fulfillment through four strategic goals on the following themes: workforce education, student centeredness, general education, and community relationships. The 2016-22 Strategic Plan was updated in 2019 and is based on the President's College Work Plan, Division Work Plans, and faculty/staff Unit Work Plans.

Planning for the Title III project began in early 2020 and involved a SWOT analysis involving stakeholders from across campus, including students. A Title III Planning Committee was formed with key members from the President's Executive Cabinet, College Council, and Budget and Planning Committee.

After extensive discussion, challenges and opportunities in Bates' strategic plan were identified to be prioritized and addressed in the Title III project. The Title III Planning Committee researched solutions to implement over the next five years. Committee members drafted potential initiatives that were tested against the Bates mission and statewide goals. Measurable objectives and timelines for completion were developed. As a result of this process, our Title III plan encompasses the following components: intensive faculty training to improve access and success in e-learning modalities, a case management model of success coaching to improve persistence; institutional research capacity-building to foster data-informed decision-making for continuous improvement; expansion of work-based learning opportunities, and improvement of the College's fiscal stability through improved retention and completion rates.



The College has vetted the Title III project with its external collaborative partners through group discussions, presentations, and a series of listening sessions.

External Constituents: The State Board of Community and Technical Colleges (SBCTC), K-12 districts, program advisory committees, local chambers of commerce, nonprofit partnerships, civic and service organizations, alumni, donors, legislators, state, and federal governments.

An array of internal constituents participated in Title III planning committee meetings, discussing needs and providing data and a strategic focus for the proposal.

Internal Constituents: Board of Trustees, Executive Cabinet, College Council, Assessment Committee, Strategic Planning Committee, Faculty, Strategic Enrollment Management Committee, Office of Institutional Research, Bates’ students.

The following key documents were used to analyze institutional data to help identify the most severe obstacles to persistence and success for at-risk students.

Title III Planning Documents: 2019-22 Strategic Plan, Strategic Enrollment Management Plan (2021), President’s Work Plan (2021), Bates Student Satisfaction Survey, Student Services Work Plan, Fall 2019 Ad Hoc Report for the Northwest Commission on Colleges and Universities.

Table 2. SIGNIFICANT PROBLEMS, WEAKNESSES, AND STRENGTHS OF ACADEMIC PROGRAMS	
SIGNIFICANT ACADEMIC PROBLEM #1: Students’ long-term career goals and lifetime earning potential are inhibited when they leave their educational program prior to completion.	
Data Supporting Significant Academic Problems	Consequences of Not Addressing the Problems
-20% of Bates students do not return for a second term. -54% of Bates students are not retained from fall to fall. -45% of Bates students do not complete within 3 years.	-Students will stop out or drop out permanently. -An insufficient number of students will earn a postsecondary degree. -Insufficient numbers of degrees and

	certificates will be awarded. -Employers will have an inadequate number of fully-prepared graduates.
Weaknesses that address the Significant Academic Problems	Solutions Proposed by Title III Project
Too few academic integration strategies to promote retention and success. There is little to no training for faculty to (1) develop courses for delivery in diverse modalities, and (2) to build competency-based curriculum to improve student skills and persistence.	-Cohort-based faculty professional development. -Instructional designer to help faculty adapt best practices in all course modalities through improved pedagogy, technological, and course management techniques and training.
STRENGTHS TO ADDRESS THE SIGNIFICANT ACADEMIC PROBLEMS	
Bates is affiliated with nine apprenticeship programs, ranging from the aerospace industry and firefighting to construction fields. As a partner in the first-ever Governor’s Youth Apprenticeship Program, the College helps high school students develop job-ready skills through paid on-the-job training and mentorship.	
High wage recovery for Bates graduates based on statewide metrics. Bates is ranked as the #2 technical college in Washington for graduate wages.	
Bates has a quality rubric for e-learning course development and standardized templates for online courses. Course development is aligned with the rubric and evaluated by faculty peers.	
Students can take advantage of a variety of career paths at one college, from short-term training to associate degrees.	

Fall-to-fall retention is low, with only half of first-time, full-time Bates students returning for a second year in 2018-19. Twenty percent of students dropped out after only one term.

Table 3. First to Second Term and Fall-to-Fall Retention First-Time in College Students					
Year	N	Returning for a Second Term-N	Returning for a Second Term-%	Returning for a 2nd Fall-N	Returning for a 2nd Fall-%
2014	314	270	86%	159	51%
2015	318	271	85%	176	55%
2016	320	259	81%	149	47%
2017	331	243	73%	155	47%
2018	278	222	80%	139	50%
2019	256	206	80%	118	46%

Source: Bates Institutional Research

Completion rates are also low, with 45% of first-time, full-time career training students (professional technical programs) completing any credential within three years..

Table 3. 1-Year, 2-Year, and 3-Yr Completion Rates							
Year	N	1-Year Completion -N	1-Year Completion-%	2nd-Year Completion-N	2nd Year Completion-%	3rd Year Completion-N	3rd Year Completion-%

2012	523	106	20%	216	41%	232	44%
2013	395	114	29%	194	49%	200	51%
2014	314	75	24%	150	48%	161	51%
2015	318	85	27%	158	50%	165	52%
2016	320	83	26%	128	40%	143	45%
Source: Bates Institutional Research							

Insufficient Faculty Development Opportunities

E-learning: The COVID-19 pandemic has had serious repercussions for Bates considering the following two factors: (1) Bates had one of the lowest rates of distance learning availability (pre-pandemic) due to so many classes being labs, clinicals, and other educational models involving solely face-to-face delivery; and (2) Bates had many instructors who had no online instructional experience at all. Bates pivoted to nearly exclusively distance education in Spring 2020. In Spring 2019, the College offered 329 classes with at least some online component. In Spring 2020 that number rose to 548 classes. While the College attempted to address this transition by providing training resources for faculty, more work needs to be done.

Bates has an “e-learning Center” staffed by a director and one support staff position with no organized training for faculty in the pedagogy, technological, and course management aspects of teaching in alternate modalities. Most of Bates’s career training (professional technical) faculty are experts in their fields but do not necessarily have the background for teaching in diverse modalities such as online or hybrid. Faculty received some training and compensation to transition parts of courses to online during the pandemic through CARES act funding for developing online courses. However, there is no structured or formal system at Bates to respond to faculty professional development needs and the institution’s future needs for providing course content in more flexible modalities.

Most faculty development at Bates currently focuses on discipline-specific content, most of which is provided through ad hoc conferences and workshops. There are few current resources for faculty to learn and implement best practices and instructional methodologies that focus on

assisting underprepared students to achieve academic success. There are no coordinated efforts, including formal programming and informal training, for faculty in intercultural competency. Faculty also lack opportunities to collaborate. They have few resources to learn pedagogical best practices or high impact teaching practices for high-need students. Faculty currently spend many hours inside and outside the classroom helping the College’s large population of at-risk students. While Bates is able to offer sporadic seminars, workshops and professional development sessions, it does not provide a comprehensive, collaborative, inquiry-driven experience with a coherent focus leading to a shared product or outcome.

At the same time, Bates has no instructional designer—a common resource on many community college campuses--leaving faculty without organized opportunities for year-round professional development and training in the pedagogical and technological best practices of teaching face-to-face and online courses.

Competency-based learning: While there is interest from faculty to convert some courses and programs to competency-based education (CBE), there has not been any professional development to support the transition of any Bates course to CBE. Additionally, there is no one-to-one support to assist faculty with this detailed transition to CBE. Faculty recognize the benefits of offering a competency-based curriculum (self-paced, mastery prior to progressing, modular, and skipping tasks that may have already been acquired previously) but they cannot pursue this option without support.

Table 3. SIGNIFICANT PROBLEM, WEAKNESSES, AND STRENGTHS OF INSTITUTIONAL MANAGEMENT	
SIGNIFICANT INSTITUTIONAL MANAGEMENT PROBLEM #2: Bates has inadequate capacity to extract and analyze data for effective data-informed decision making.	
Data Supporting Institutional Management Problem	Consequences of Not Addressing the Problem

<p>-There is only 1.0 FTE staff in the Institutional Research Office to extract and report data, institution-wide.</p> <p>-The Bates Student Survey (2020) indicates that only 65% of students feel supported by the College.</p> <p>-The Bates Student Survey indicates that only 70% of students were satisfied with their experience at Bates, and only 72% would recommend the College to others. If they could do it over again, only 65% “strongly agreed or agreed” that they would enroll again at Bates.</p> <p>-The Bates Student Survey indicates that only 47.8% of students “strongly agreed or agreed” that they received help with resumes and job applications from Bates staff if they needed it. Only 67% of students “strongly agreed or agreed” that they believed employers would value their education from Bates.</p>	<p>-Limitations of collecting, sharing, and analyzing data will have a negative effect on data-informed decision-making processes.</p> <p>-Without interventions, students will continue to drop out.</p> <p>-Students will not be prepared for employment.</p>
<p align="center">Weaknesses that address the Significant Institutional Management Problem</p>	<p align="center">Solutions Proposed by Title III Project</p>
<p>Student engagement is low.</p> <ul style="list-style-type: none"> • There are only 3 faculty academic advisors (one at each campus) to provide entrance advising to students. • Students are only required to participating in advising one time, at the beginning of their program. • Faculty intake advisors only spend time helping students develop a course-taking schedule. 	<p>-Student Success Coaches to engage students and support retention and completion.</p> <p>-Expansion of data-informed decision-making capacity to effect continuous improvement.</p> <p>-Development of interactive data dashboards to support a culture of data-informed decision-making.</p>
<p>Decision-making and planning are plagued by incomplete and inaccessible data, impeding Bates’ ability to develop, implement, and evaluate courses and programs to increase retention and completion.</p> <ul style="list-style-type: none"> • No dedicated position to coordinate and provide training on how faculty can understand equity gaps to better engage students and improve student success and produce usable course and program assessment data. • Institutional Research staff of one always has a backlog of requests. • Data-informed decision-making culture needs support: more disaggregate data to understand equity gaps and student learning challenges, more resources to turn raw data into an understandable context for employees who need to use it. • No common language of assessment across the institution. Data not used institution-wide for continuous quality improvement. • Limited number of dashboards documenting institutional effectiveness for stakeholders. • Lack of customizable, interactive reports for assessment and analysis. 	<p>-Student Learning Outcomes, program review outcomes, college priorities and unit goals collected and managed in strategic planning software.</p> <p>-Early alert and retention management software.</p>
<ul style="list-style-type: none"> • Program faculty must provide handle all facets of 	<p>Expand capacity to increase the number</p>

<p>work-based learning for students.</p> <ul style="list-style-type: none"> • The college does not provide administrative help to faculty wanting to provide students with work-based learning. • Only a small number of programs (i.e., nursing, occupational therapy assistant) have formalized work-based learning opportunities 	<p>of work-based learning opportunities aligned with high-demand careers, and place students within these opportunities.</p>
<p>STRENGTHS TO ADDRESS THE SIGNIFICANT INSTITUTIONAL MANAGEMENT PROBLEM</p>	
<p>Highly qualified, responsive Information Technology staff with strong customer service orientation.</p>	
<p>Virtual Help Desk with additional support provided to students by email and phone.</p>	
<p>Programs are tight-knit and use a cohort model. Faculty program advising is strong. Faculty entrance advisors understand labor market data to assist students with choosing programs.</p>	
<p>Partnership with Metropolitan Development Council that provides a staff person on campus to directly assist students with FAFSA completion.</p>	
<p>Long-term Career Advisors who are knowledgeable about all the career training programs and academic matriculation.</p>	

Student Engagement is Low: While Bates’ advisors provide students with assistance in scheduling courses for their programs (a 30 minute meeting on average), students do not have anyone to assist them with their nonacademic needs and referrals to critical campuses resources such as financial aid, childcare, testing, accessibility, the campus food pantry, etc. Nor is there any one-on-one assistance/workshops on topics such as testing taking strategies, time management, financial literacy, etc.

Bates has very limited help in terms of student advocacy, mentoring, and assistance with student’s non-academic responsibilities. Students are over-extended between school responsibilities, work, and families, but there is only one half-time counselor on campus to work with the entire population. Consequently, there is no sustained focus on the whole student, such as in a case management model using Success Coaches. The positive effects of academic coaching are well-grounded in the literature. Holistic success coaching based on the Inside Track model posits that achievement depends on the presence of multiple factors, including proactive guidance, frequent feedback, a sense of purpose and regular support and motivation (Tripp, 2008). Studies have shown that academic coaching leads to higher rates of college persistence,

and that such persistence extends beyond 24 months (Bettinger and Baker, 2011).

Inadequate Availability and Sharing of Data: Bates suffers from a pronounced limitation to access data for decision-making purposes. The Bates Institutional Research Office does not have the capacity to train and fill the data demands of faculty on continuous improvement work and assessment of student learning. More demand for data exists than can be filled. Since 2016, Bates' accreditation evaluators have stressed the importance of the College to develop Key Performance Indicators that directly measure mission fulfillment. While institutional data is available, program, course, and student group data still aren't readily available for decision-making in many cases and there is no electronic repository for Student Learning Outcomes. Faculty need the ability to input, access, and analyze their course, program, and institutional data for decision making (Pasquini, L. (2011). In addition, Bates has few interactive data dashboards and customizable reports where faculty could easily retrieve defined institutional data sets. With improved reporting capability, the Institutional Research Office can make data available to multiple College stakeholders through web-based, user-centric dashboards that support multiple inquiries and filters. The College also needs a public facing dashboard that features data that can be disaggregated, compared to peer institutions, and posted on Bates' external web site, a requirement for accreditation. In addition, many offices lack access to data and/or reports, and cannot examine critical data sets. Without an adequate reporting utility, time-sensitive data is labor intensive and takes priority over much-needed longitudinal analyses (Steele, G. (2014). There is only one dedicated institutional researcher, who, in addition to responding to numerous ad hoc data requests, also coordinates assessment, all State and Federal institutional reporting requirements, and is not able to meet demands.

Inadequate Career Planning Resources:

There is no Career Center on any Bates campus and there is no dedicated staff to support career

placement or work-based learning experiences. The College recently developed a career navigation tool for undecided students but still lacks a staff member to review the results with students. Currently, all work-based learning opportunities must be developed by the faculty of each career training program. While there are some programs that require a work experience component (i.e., nursing, occupational therapy), Bates doesn't identify or offer work-based learning opportunities to students outside of the required courses.

Table 4. SIGNIFICANT PROBLEMS, WEAKNESSES, AND STRENGTHS OF FISCAL STABILITY	
SIGNIFICANT FISCAL STABILITY PROBLEM #3: Students are not retained and do not persist at an acceptable level due to inadequate capacity to engage and support students.	
Data Supporting Fiscal Stability Problem	Consequences of Not Addressing the Problem
<ul style="list-style-type: none"> -Lack of differential state funding for Career and Technical Education (State has priority FTE funding model). -Lack of funding for faculty training, curriculum development, innovation, and analysis of data to make good decisions regarding academic programming. 	<ul style="list-style-type: none"> -Facilities, staffing, scheduling, necessary student support services and other budgets will be negatively impacted. -Students will continue to leave the College at unacceptable rates due to insufficient resources for success, retention, and completion. -Tuition and fee revenue will not increase.
Weaknesses that address the Significant Fiscal Stability Problem	Solutions Proposed by Title III Project
<ul style="list-style-type: none"> -Bates' funding is unstable and long-term fiscal stability is threatened. 	<ul style="list-style-type: none"> Increase persistence and FTE by: <ul style="list-style-type: none"> -Implementation of Success Coaches to improve retention. -Faculty professional development and training. -Instructional design resources. -Development of courses delivered in alternate modalities. -Development of a culture of data-based decision-making for continuous quality improvement.
STRENGTHS TO ADDRESS THE SIGNIFICANT FISCAL STABILITY PROBLEM	
Bates maintains strong fiscal policy during a time when State and local appropriations have not been available to support the College.	
Bates has a robust budget development process to guide planning and monitors the budget regularly.	
The long-standing fiscally conservative strategy of the College has positioned Bates to cope with State fiscal constraints.	
Bates' mission, planning and decision-making process for allocation of resources is well-integrated.	

Over the past five years, FTE generated through career training courses has declined, negatively impacting tuition and fee revenue for the College

Table 5. FTE Generation by Course Modality

Modality	FA16	FA17	FA18	FA19	FA20
Face-to-Face	804	784	680	562	261
Hybrid	58	42	50	73	256
Online	179	168	168	195	220
Web-Enhanced	559	651	673	662	589
Total	1,600	1,665	1,571	1,492	1,326
Source: Bates IR.					

Bates relies heavily on state subsidies to fund the difference between the operational cost of delivering education and the operational revenue collected by the College from students in the form of tuition and fees. The great recession of 2008, its impact on state revenues, and the divestment in state appropriations for higher education in the subsequent 2009-11 and 2011-13 biennial operating budgets (four fiscal years), started a decade long cycle of annual reductions to Bates annual operating budgeting. Weathering the ripples of the great recession budget challenges, Bates share of state appropriations struggled to regain previous investment levels, remaining relatively static through the teen years of the 21st Century. Driven by a rebasing of its enrollment target, the state investment levels in the College bottomed out in 2019, with \$18.2 million of its operating budget expenditures coming from State funds. This represents a 21% decrease in State funding at the College. The arrival of the COVID-19 pandemic caused further repercussions in State funding losses. The College has made every effort to minimize staffing cuts but has experienced some losses. One key loss is the organizational capacity of the College to evaluate itself. This manifests itself in many ways, but is generally exposed by the lack of cross-tabulated data, well-analyzed and reported to relevant stakeholders in a timely manner. This Title III project will greatly ameliorate this problem.

<p>(2) The goals for the institution’s academic programs, institutional management, and fiscal stability are realistic and based on comprehensive analysis.</p>
--

Bates developed the following key institutional goals, which address the weaknesses and problems in the CDP. Bates has four institutional goals embedded into the Strategic Plan: (1) Workforce Education; (2) Student Centeredness; (3) General Education; and (4) Community Relationships. Each goal has several objectives, among which the Title III planning committee selected the most urgent, transformative, and sustainable to remediate the weaknesses and problems for academic programs, institutional management, and fiscal stability.

Table 6. Institutional Goal Alignment to CDP Weaknesses and Problems in Academic Programs, Institutional Management, and Fiscal Stability	
KEY: AP=Academic Programs, IM=Institutional Management, FS=Fiscal Stability.	
Institutional (Bates Strategic Plan) Goals Addressed by Title III Project	Summary of Comprehensive Analysis of CDP Weaknesses and Problems Aligned to Institutional Goals
1.1: Curriculum is current and in compliance with State and industry requirements. 2.1: Identify and implement new or enhanced strategies to retain a diverse student population.	AP1: Fall-to-fall retention and three-year completion rates are low and the most vulnerable, at-risk students are underserved. Faculty lack professional development opportunities to collaborate, infuse instructional innovation including competency-based education and alternate course delivery systems.
1.2: Students are provided with opportunities to develop workplace behaviors for professional success. 1.3: Students are provided with opportunities to develop culturally appropriate workplace behaviors for professional success. 2.2: Decrease the equity gaps between students based on specific, identified groups. 2.4: Identify and intervene with students who are not making satisfactory progress toward their educational goals. 4.1: Partnerships enhance instructional programs.	IM2: Early engagement (i.e., success coaching) opportunities are not available to Bates students, leaving some without a clear path to success. The College lacks proactive career planning outreach to students to place them into work-based learning experiences. Services such as career guidance have been typically reactive rather than proactive—students have to seek out the service rather than having it be a regular part of their academic experience. The unavailability of usable data for data-informed decision-making prevents the College from understanding and addressing academic equity gaps among specific student groups.
2.3: Enhance the instruction, services, and institutional processes that increase enrollment of prospective students and retain current students. (Note: In addition, each of the Institutional Goals and Objectives referenced above contribute to reaching and sustaining fiscal stability).	FS3: Bates is operating in a weakened fiscal environment where enrollment is dropping, students are not being retained, and students are not completing in a timely manner.

(3) The objectives stated in the plan are measurable, related to institutional goals, and, if achieved, will contribute to the growth and self-sufficiency of the institution.

Table 7. CDP Five-Year Goals and Measurable Objectives (2021-2026)

Salient Institutional (Bates Strategic Plan) Goals Related to Academic Programs: 1.2, 2.1.

Responds to CDP Significant Academic Programs Problem #1.

Measurable Objectives by September 2026	Specific Tasks and Methods	Tangible Results by 2026
Objective 1: By September 30, 2026, develop 50 fully online career training courses (new or conversion of existing courses to fully online). Current baseline in fall 2020 is 54.	-Professional development for faculty in alternate course delivery methods and competency-based education (CBE). -Instructional designer hired.	New or converted career training courses to fully online formats will increase by 93%.
Objective 2: By September 30, 2026, 10 programs have transitioned 100% of their required courses to competency-based outcomes (including general education courses).	-New courses developed and piloted in online formats and CBE formats. -Peer review of revised courses.	10 out of 39 programs transitioned to competency-based outcomes equals 25%.
Objective 3: By September 30, 2026, increase the fully online FTE generated in career training courses from 195 (F2019 pre-Covid) to 295.		Fully online FTE generated in career training courses increases by 51%.
Objective 7: By September 30, 2026, increase the percentage of all first-time, full-time career training students who are retained fall to fall by 10% from 48% (average baseline of F17-F18, F18-F19, F19-F20).		Fall-to-fall retention increased to 58%
Objective 8: By September 30, 2026, increase by 10% the percentage of all first-time, full-time career training students who complete a credential within 150% of normal time from 47% (3-year average baseline of F15, F16 and F17 cohorts).		Credential completion increased to 55%.

How goals and objectives contribute to the growth and self-sufficiency of Bates: Bates career training courses and programs will have greater currency with employers in high-demand fields, building these relationships and positioning Bates students for better upward mobility.

Salient Institutional (Bates Strategic Plan) Goals Related to Institutional Management: 1.2, 1.3, 2.2, 2.4, 4.1.

Responds to CDP Significant Institutional Management Problem #2.

Measurable Objectives by September 2026	Specific Tasks and Methods	Tangible Results by 2026
Objective 4: By September 2026, 80% of initially identified managers participate in training and demonstrate competency to extract, aggregate, analyze and present data in useful formats for decision-making.	-Train faculty in outcomes assessment at the course, program, and institutional levels. Create culture of systematic assessment of Student Learning Outcomes (SLOs) and Program Learning	Trained managers' competency will increase to the 70% proficiency level compared to zero in 2021. Assessment of competencies by post-training demonstration.

Objective #5: By September 30, 2026, document (in an internal dashboard accessible to faculty, staff and administrators) 100 data-driven decisions/year made by administrators and faculty.	Outcomes for continuous improvement. -Train staff and managers to access data dashboards for data-informed decision-making -Hire Success Coaches as to improve student engagement, retention, and completion rates.	Shared dashboards created and accessed by staff, faculty, and administration to document data-driven decisions.
Objective #6: By September 2026, increase the number of visits to internal data dashboards for data-informed decision-making (employee access only) from the baseline of 861 (2 nd quarter of 2021).	-Work with employers and faculty to increase the number of work experience sites and placement for Bates students.	The number of visits quarterly to internal data dashboard will increase to 2,000.
Objective 9: By September 30, 2026, increase the percentage of students participating in work-based learning courses each year from 7.4% (2019-2020 baseline) to 12% (a relative 62% increase).		The percentage of students participating in work-based learning courses will increase by 62%.
How goals and objectives contribute to the growth and self-sufficiency of Bates: The value of a Bates education increases as students participate in meaningful work-based learning experiences mapped to high-demand careers. Local employers benefit from students with desired job skills and deepen their partnerships with Bates.		
Salient Institutional (Bates Strategic Plan) Goals Related to Fiscal Stability: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 4.1.		
Responds to CDP Significant Fiscal Stability Problem #3.		
Measurable Objectives by September 2026	Specific Tasks and Methods	Tangible Results by 2026
Relates to Objectives 1 through 6.	All of the above. Positions and services with a positive impact on retention will be institutionalized.	All of the above.
How goals and objectives contribute to the growth and self-sufficiency of Bates: Bates will continue to be an affordable, high-quality educational asset to students and the community. Bates will “grow its own” faculty through investment in professional development that will maximize individual and institutional excellence.		
*Aligned with GPRA measure 3. **Aligned with GPRA measure 5. ALL Title III activities are cost-effective and align with GPRA measure 6, contributing to a reasonable but adequate cost per successful program outcome.		

(4) The plan clearly and comprehensively describes the methods and resources the institution will use to institutionalize practice and improvements developed under the proposed project, including, in particular, how operational costs for personnel, maintenance, and upgrades of equipment will be paid with institutional resources.

Sources of Funds for Institutionalization: For the planned activities to be sustained, the College will both reallocate existing resources and take advantage of improved retention. The

College fully anticipates fall to fall retention increases of 10% (Objective #7), consistent with other Washington State community colleges that have implemented a student success coaching model (i.e., Bellingham Technical College and Whatcom Community College) based on the Bettinger and Baker (2011) study. But Bates is not awaiting the full results of these Title III initiatives. The College president has committed to transitioning most project staff to institutional funds starting in Year 2 with the intent of institutionalizing all project staff post-grant. The College will institutionalize the Instructional Designer, three Success Coaches, one Data Analyst and the Work-Based Learning Experience Coordinator. General materials and supplies for ongoing project activities will be absorbed into the budgets of appropriate areas post-grant. The annual Tableau software license will be added to the Institutional Research and Assessment department. The College’s financial commitment during the project is substantial and will have already absorbed nearly 40% of the post-grant costs by Year 5.

Institutional Commitment to Positions and Activities During and Post-Grant					
Activity/Position	Yr 2	Yr 3	Yr 4	Yr 5	Post-grant
Instructional Designer (1.0 FTE)	16,555	16,886	27,559	28,110	71,680
Success Coaches (3.0 FTE)	33,660	42,917	52,530	53,580	182,173
Research Analyst (1.0 FTE)	16,869	17,207	28,081	28,643	73,039
Work-Based Learning Experience Coordinator (1.0 FTE)	14,025	14,306	23,347	26,790	60,724
Fringes for all personnel @ 30% of salary	0	0	0	0	0
Software (Tableau)/year	24,333	27,395	39,455	41,137	126,222
Bates Commitment of \$ Required Annually	0	0	0	0	5,000
	105,443	118,710	170,971	178,260	551,962

The College will also take advantage of anticipated increased tuition and fee collections (and possible additional State FTE reimbursement through the funding model) through increased enrollment and retention. Achievement of Objective #7 will generate additional tuition and fee revenue of \$183,600 (18 full-time continuing students X \$5,100/year X 2 years of enrollment [anticipated 2026-27 cost with 3% increases/year]). The additional cost (beyond what the college

will already commit in Year 5) to institutionalize all positions post-grant is an additional \$373,702. If adequate new resources are not available, President Zhou has still committed to reallocate resources to institutionalize the project.

QUALITY OF THE PROJECT DESIGN

The extent to which the proposed project demonstrates a rationale.

BATES TECHNICAL COLLEGE LOGIC MODEL FOR TITLE III PROJECT

Resources	Actions/Activities	Outputs	Outcomes (short-term)	Impacts (Intermediate Impact = I, Long-term Impact =L)
<i>Title III Activity 1): Expanding access to courses and programs in alternate modalities and transition some programs to competency-based curriculum through comprehensive faculty professional development and support.</i>				
-Comprehensive faculty professional development -Instructional Designer -Faculty committed to improving student outcomes and opportunities	Develop and deliver structured faculty professional development focused on course redesign & delivery in alternate modalities and transition to competency-based curriculum.	-Faculty gain new competencies; redesign, deliver, manage and evaluate courses in alternate modalities; all courses peer reviewed; convert some courses & programs to competency-based curriculum	-More students & FTE enrolled in courses delivered in alternate modalities -Learners succeed equally in courses delivered in alternate modalities -Students accelerate progress in competency-based curriculum	<ul style="list-style-type: none"> ●Increased # & FTE of fully online career training courses (I) ●Increased access to credentials & degrees (L) ●Conversion of some courses & programs to competency-based curriculum (I) ●Decrease time & cost to completion (I)
<i>Title III Activity 2): Increase student retention and completion through holistic, intrusive coaching and expanded work-based learning experiences.</i>				
-3 Success Coaches -Comprehensive training -Success teams including advisor, coach & Financial Aid	-Engage assigned cohorts of first-time-in-college students; follow participants as necessary from application to completion	Provide intensive support, advocacy, intervention, referrals & encouragement to assigned students	Students retained within-term & successfully complete all courses	<ul style="list-style-type: none"> ●Fall-to-fall retention improves by 10% (I) ●150% time to complete rates increase by 8% (L) ● 62% increase # of students in WBLE courses (I) ●Students confirm career choice (I) & persist to completion and placement (L)

Rep				
-Work-Based Learning Experience Coordinator -Employers -Students -Faculty	Develop new employer relationships & work-experience positions	-Employers support additional work experience students -More students experience a relevant career environment	-Students gain experience in a career - Employers assess work experience students' attitudes & competencies	
<i>Title III Activity 3: Improve institutional effectiveness by increasing institutional research capacity and creating a culture of data-informed decision-making.</i>				
-Database Analyst -Training for faculty, staff and administrators -Strategic planning & institutional effectiveness software	-Develop interactive data dashboards to support data-informed decision-making & track institutional effectiveness -Train staff to use data for continuous	-Data is used for institutional decision-making -Dashboards inform stakeholders of institutional effectiveness	-Student outcomes are improved -Resources are allocated based on data -Stakeholders track institutional effectiveness	<ul style="list-style-type: none"> ● Bates adopts a culture of evidence for data-informed decision-making (L) ● Bates advances institutional effectiveness goals (L)

Key Assumptions and Supporting Research for Logic Model Activities	
Assumptions	Supporting Research
Course success rates are low. Faculty professional development can improve student engagement and course success.	Alfano (1994); McShannon & Hynes (2005); (Yoon, Duncan, Lee, Scarloos & Shapley (2007); Guskey and Yoon (2009); Meyers, Molefe, Dhillon, Zhu (2015).
Inadequate faculty training is a barrier to the development and implementation of courses. Faculty participation in professional development can have a positive effect on course quality.	Herman (2012); Lampley and Gregory (2016).
Retention is low; Success Coaches can increase engagement, retention and completion	Bettinger & Baker (2014) (Success Coaching) <i>The effects of student coaching in college: an evaluation of a randomized experiment in student mentoring. What Works Clearinghouse: “strong evidence of effectiveness.”</i>
Non-academic and personal issues are as relevant as academic issues to student success. Bates will address non-academic and personal issues with embedded Success Coaching	Lotkowski et al (2004)
Non-academic and personal issues impact student success. Elements of the T.I.D.E.S. model will be addressed by Success Coaches.	Boylan, H. R. (2009) <i>Targeted Interventions for Developmental Education Students (TIDES)</i>.
Under-represented students often do not understand how to access resources, engage with faculty or overcome barriers that seem insurmountable. Success Coaches will provide support, encouragement & advocacy	Gloria (1999); Torres (2003); McDonough (2004); Schneider (2006)
Work-based learning contributes to higher engagement in education, higher completion rates and better job prospects; Bates will increase work experience opportunities.	Rodriguez, Fox, McCambly (2016)
Students are often unaware of the role work experience plays in terms of student engagement, retention, completion, and eventual employment, especially for students from underserved racial, ethnic, and socioeconomic backgrounds; Bates will increase work experience opportunities.	Holzer & Lerman (2014); Kuh (2008); Lerman (2010); National Survey of Student Engagement (2007).
Many students are undecided about their career. Work-based learning experiences allow students to confirm their career choice and prepare for employment.	MDRC (2018); Jackson (2018); Hoy (2011); Association for Career and Technical Education (ACTE) (2015); Advance CTE: State Leaders Connecting Learning to Work (2017); Cahill (2016).
Weak institutional research systems create	Schindel (2018); Kvavik & Katz (2002);

barriers to institutional efficiency and student retention and completion; increased research capacity will improve institutional effectiveness.	Adade-Boafo (2018); Straumsheim (2017).
Bates' weak culture of data-informed decision-making poses barriers to retention and completion; increased access to interactive data dashboards and training will improve institutional effectiveness.	Picciano (2012); Callery (2012); Achieving the Dream (2012); Morest & Jenkins (2007); Morest (2005); Knight (2010).
Bates lacks software to track strategic planning, Student Learning Outcomes, program assessment and unit goals; appropriate software will allow documentation of goals and outcomes.	Martin & Ndoeye (2016); Little (2010); Steele (2014); Pasquini, (2011)

ACTIVITY OBJECTIVES (16 total points)

This project was designed to directly address weaknesses and major problems documented in the Comprehensive Development Plan. The project will 1) provide comprehensive faculty development and support to transition BTC to a competency-based curriculum, 2) improve student retention and completion through success coaching, 3) support a culture of data-informed decision-making and institutional effectiveness and 4) expand participation in work-based learning experiences. Implementation of the strategies described in this proposal and the institutionalization of new positions and systems are designed to achieve the project objectives and correct the major problems. The required resources, activities, anticipated outputs, outcomes and impacts are fully described in the narrative and summarized in the included logic model. The activity objectives of this project align with the institution's strategic plan goals cited in the Comprehensive Development Plan and are outcome-based (measuring quantitative changes in the identified problems), not simply the implementation of project activities. The external evaluator and Title III Planning Team have worked together to quantify the impact of project activities on students and the institution.

FIVE-YEAR MEASURABLE ACTIVITY OBJECTIVES
Scoring Criteria: *Extent to which the objectives for each activity are 1) realistic and*

defined in terms of measurable results and 2) directly related to the problems to be solved and to the goals of the comprehensive development plan.

Data elements, collection procedures, timelines, and unambiguous definitions for each component of the objectives below are fully described in the Evaluation plan.

Significant Problems		Planned Activity/Component to Address the Significant Problem (s)				
Significant Academic Program Problem #1: Students' long-term career goals and lifetime earnings potential are compromised when they leave the educational program prior to completion.		Activity #1 Solution: Increase professional development for all faculty; new instructional designer works with faculty to transition some programs to a competency-based curriculum and redesign courses to be delivered in alternate modalities.				
Related CDP Goals and Objectives: CDP Goals 1.2, 2.1 and Objectives 1-3, 7, and 8.						
Quantifiable Project Objectives			Process Measures			
Objective 1: By September 30, 2026, develop 50 fully online career training courses (new or conversion of existing courses to fully online). Current baseline in fall 2020 is 54 (an increase of 93%).			<ul style="list-style-type: none"> ●By February 2022, the instructional designer creates competency-based modules to train faculty to develop competency-based curriculum ● By February 2022, the instructional designer creates curriculum focusing on development of fully online career training courses. ●20 faculty per year complete professional development & develop/redesign courses. ●By December 2021, create a schedule of courses and programs to transition to competency-based curriculum over the next five years. ●By December 2021, create a schedule of career training courses that will be offered 100% online. ●100% of revised courses are peer reviewed according to appropriate rubric ●By fall of each year, each revised competency-based course will be evaluated by students (survey) and by faculty (student outcomes) 			
Baseline	Yr 1	Yr 2		Yr 3	Yr 4	Yr 5
54	64	74		84	94	104
Objective 2: By September 30, 2026, 10 programs have transitioned 100% of their required courses to competency-based outcomes (including general education courses) (10/39 programs is 25%)			<ul style="list-style-type: none"> ●By December 2021, create a schedule of career training courses that will be offered 100% online. ●100% of revised courses are peer reviewed according to appropriate rubric ●By fall of each year, each revised competency-based course will be evaluated by students (survey) and by faculty (student outcomes) 			
Baseline	Yr 1	Yr 2		Yr 3	Yr 4	Yr 5
0%	2	4		6	8	10
Objective 3: By September 30, 2026, increase the fully online FTE generated in career training courses from 195 (F2019 pre-Covid) to 295 (a 51% increase).			<ul style="list-style-type: none"> ●By December 2021, create a schedule of career training courses that will be offered 100% online. ●100% of revised courses are peer reviewed according to appropriate rubric ●By fall of each year, each revised competency-based course will be evaluated by students (survey) and by faculty (student outcomes) 			
Baseline	Yr 1	Yr 2		Yr 3	Yr 4	Yr 5
195	215	235		255	275	295
Significant Institutional Management Problem #2: BTC is unable to extract and analyze data for data-informed decision-making and continuous improvement.		Activity #2 Solution: Increase institutional research capacity, training, and documentation of strategic planning to create a culture of data-informed decision-making and continuous improvement.				
Related CDP Goal and Objectives: CDP Goals 1.2, 1.3, 2.2, 2.4, 4.1 and Objectives 4-6, and 9.						
Objective 4: By September 2026, 80% of initially identified managers participate in training and demonstrate competency to extract, aggregate, analyze and present data		<ul style="list-style-type: none"> ●By September 2026, 100% of faculty, unit directors and administrators will be trained to use data for data-informed decision-making and to assess student 				

in useful formats for decision-making at the 70% proficiency level compared to zero in 2021. Assessment of competencies by post-training demonstration.						<p>outcomes</p> <ul style="list-style-type: none"> ● By September 2026, Bates creates a shared dashboard accessible all staff, faculty and administrators to document data-driven decisions. ● By September 2026, 100% of instructional, student services and administrative units will annually document goals and outcomes.
Baseline	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	
0%	10	30	50	70	90	
Objective #5: By September 30, 2026, document (in an internal dashboard accessible to faculty, staff and administrators) 100 data-driven decisions/year made by administrators and faculty.						
Baseline	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	
0	20	40	60	80	100	
Objective #6: By September 2026, increase the number of visits to internal data dashboards for data-informed decision-making (employee access only) from the baseline of 861 (2 nd quarter of 2021) to 2,000.						
Baseline	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	
861	1089	1316	1543	1770	2000	
Significant Fiscal Stability Problem #3: Students are not retained and do not persist to completion at an acceptable level, jeopardizing fiscal stability						Activity #3 Solution: Increase student engagement and support to improve student outcomes using Success Coaches based on the Inside Track model and Bettinger & Baker study.
Related CDP Goal and Objectives: CDP Goals 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 4.1 and Objectives 7 and 8.						
Objective 7: By September 30, 2026, increase the percentage of all first-time, full-time career training students who are retained fall to fall by 10% from 48% (average baseline of F17-F18, F18-F19, F19-F20) to 58%.						<ul style="list-style-type: none"> ● By February 2022, Success Coaches are trained on the Inside Track model (based on WWC study with strong evidence of effectiveness without reservations). ● By September of each year, each Success Coach will engage and support a cohort of 175 students (a mix of first-time and continuing students in career training). ● By September 2022, Success Coaches deliver appropriate interventions and resources to remediate obstacles to retention and completion. ● By September of each year, 10 additional work experience sites will be established and students will be placed at the sites.
Baseline	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	
48%	50%	52%	54%	56%	58%	
Objective 8: By September 30, 2026, increase by 10% the percentage of all first-time, full-time career training students who complete a credential within 150% of normal time from 47% (3-year average baseline of F15, F16 and F17 cohorts) to 55%.						
Baseline	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	
47%	48%	49%	50%	52%	55%	

Objective 9: By September 30, 2026, increase the percentage of students participating in work-based learning courses each year from 7.4% (2019-2020 baseline) to 12% (a relative 62% increase).					
Baseline	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
7.4%	8%	9%	10%	11%	12%

QUALITY OF IMPLEMENTATION STRATEGY (15 points total)

While developing this project, a team of faculty, staff and administrators (the Title III Planning Committee) involved the campus community in a collaborative process that first identified the institutional weaknesses and major problems and then reached consensus on specific strategies to remediate the problems. Team members researched literature focused on the major problems, searched the What Works Clearinghouse for solutions that had evidence of effectiveness, talked to colleagues who are working to solve similar problems, solicited solutions from vendors, and closely examined Bates’ current and prior efforts and outcomes in the problem areas. The Title III Planning Committee conducted extensive analysis of the information gathered before recommending the strategies proposed in this application. They reviewed research on both academic and non-academic interventions to improve student retention and completion, strategies to develop a culture of data-informed decision-making and analyzed professional development needs to improve the quality of instruction and student outcomes. The strategies ultimately selected for implementation are based on: 1) evidence in the literature, at peer institutions and What Works Clearinghouse, of their success, 2) cost-effectiveness and sustainability, 3) past experience at Bates, 4) congruence with the College’s mission, goals and strategic priorities, 5) integration with existing systems at Bates and 6) congruence with institutional culture.

Research and Resources Justifying Rationale for Implementation Plan

Resource Consulted	Research Area
Bellingham Technical College (WA)	Success Coaching
Whatcom Community College (WA)	Success Coaching
Waubensee Community College (IL)	Success Coaching; culture of data-informed decision-making
Schenectady County CC (2-yr)	Success Coaching; professional development; improving data-informed decision-making
Northeast Texas CC (TX)	Success Coaching
Tillamook Bay CC (OR) 2-year.	Culture of data-informed decision-making; professional development
Walla Walla CC (WA) 2-year	Faculty professional development to improve teaching; culture of data-informed decision-making
Kirtland College (MI) 2-year	Faculty professional development
Columbia College (CA) 2-year	Faculty professional development
WWC: Bettinger & Baker research (2011)	Success Coaching
WWC: Meyers, C., Molefe, A., Dhillon, S., Zhu, B. (2015)	Faculty professional development

Activity 1: Expanding access to courses and programs in alternate modalities and transition some programs to competency-based curriculum through comprehensive faculty professional development and support: *Implementation Strategy and Rationale:* As described in the Comprehensive Development Plan, there are inadequate options for students to successfully complete courses or programs in alternate modalities and there are no courses or programs with a competency-based curriculum. Very few career training courses at Bates have been converted to a fully online modality, although some course content was delivered online during the pandemic; most career training courses were delivered in a hybrid modality. Additionally, although there is interest in competency-based education (CBE) at Bates, no courses or programs have transitioned to CBE.

The almost overnight transition from predominantly face-to-face course delivery to online caught the faculty at Bates unprepared for this radical conversion. Previously, only a few faculty had developed online courses, primarily in the General Education area. While the E-Learning Director (a department of one professional and a classified support person) responded instantly

to this challenge, it is difficult to train dozens of faculty and support them to develop quality online courses within only a few days. Fortunately, there were already protocols in place for the development of online courses including a quality rubric and a peer review process. However, most career-training courses requiring hands-on practice were conducted in a hybrid modality. The typical hands-on portions of courses were not converted to fully online due to the time constraints and lack of professional development support - and that has not changed during the pandemic.

There has been significant planning to convert some courses and programs to CBE. Implementation of CBE requires breaking course content into multiple modules, each with specific competencies that the student must master before progressing to the next module. Students progress at their own pace and can skip modules if they can already demonstrate a competency at the mastery level. To implement CBE, colleges typically develop and adopt many procedures and policies related to CBE because grading and awarding credit are different than traditional instruction. Bates's CBE Task Force has already adopted the CBE Network Framework, positioning Bates to pilot CBE in targeted programs. The CBE framework also provides guidance on the development of CBE curriculum and competencies, but faculty need professional development and one-to-one support from an instructional designer to develop the modules in each course.

Six faculty and 3 deans attended a CBE conference in March 2021. Four faculty have offered to pilot CBE in their programs (Welding, Machining, Robotics and Digital Media). The benefits of CBE for students include acceleration of the course (self-paced and prior learning that can demonstrate competencies) and saving the cost of tuition (for credits awarded based on existing competencies).

Career training faculty (most with advanced degrees focused on their technical knowledge)

have had little training on pedagogy, educational technology, learning management systems or curriculum design. While faculty adapted and accommodated to make sure their students were able to continue in their degree programs during the pandemic, they need additional professional development and support to offer alternate modalities of instruction that have equitable outcomes for students.

Faculty at Bates have had little opportunity for structured professional development to improve their teaching and students' learning. Faculty development has been found to contribute to an increase in students' retention and success (CSSRPG 2007; McShannon, 2001; Meyers et. al., 2015). The Washington State Board for Community and Technical Colleges (1997) identified that a key element of improving student success and retention is involving faculty and providing them the opportunity for improvements in teaching and the classroom experience; specific strategies suggested include integrating modes of course delivery as well as support for strengthening faculty skills. Research indicates that the use of effective pedagogical practices must be at the core of any effort to promote student success (National Postsecondary Education Cooperative, 2006; Pascarella & Terenzini 2005). Faculty development focused on increasing awareness of the specific needs of diverse students (gender, ethnicity, disabilities, learning styles, socio-economic status), like more than 50% of Bates's student are, has also been shown to improve student retention (Alfano, 1994). A study on best practices by the Center for Student Success of the Research and Planning Group of the California Community Colleges (March 2007) included an extensive literature review (more than 250 sources) and evaluation of model programs. The study found that opportunities for faculty professional development must be "flexible, varied, and responsive to the developmental needs of individual faculty, diverse populations, and coordinated programs and services." Daigle and Jarmon (1997) found that effective faculty development required a collaborative approach that involves all segments of the

faculty community and measurable and on-going assessment of outcomes.

The faculty development initiative at Bates is designed to incorporate these findings and best practices by being flexible (combining face-to-face and online elements), collaborative (using a cohort process) and accountable (assessing outcomes of pilot projects). Cohort learning experiences will be focused on both pedagogy and multiple modes of instructional delivery. Bates will hire a Title III-funded Instructional Designer to work with and support faculty cohorts (15 faculty/year) and individuals, facilitating two separate year-long seminars delivered in a hybrid modality that introduces and models appropriate pedagogy and high impact practices to participating faculty. One seminar will focus on development of courses delivered in hybrid and online modalities and the second will focus on conversion of courses and programs to a competency-based curriculum in targeted programs. Cohort members will meet weekly during fall quarter followed by monthly meetings during winter and spring quarters to continue collaborating. Faculty members will receive a modest stipend (\$1,500) for their participation, course development and evaluation after delivering the course.

Each faculty cohort member (Years 1-5) will develop a written proposal to pilot and evaluate at least one application of new learning in one or more course sections during the year following the cohort experience; while the initial priority will be on the development of alternative modality career training courses (because of the current low number of fully virtual technical courses), faculty will have the flexibility to propose the redesign of additional existing courses to improve student outcomes. Cohort faculty who plan to teach online will be trained as peer reviewers for online courses using Bates's quality rubric, which is adapted from Quality Matters. The current faculty peer review process will be used to assure alignment with the rubric. A peer review process for CBE will be created based on the CBE Network Framework, incorporating those faculty who participate in the CBE professional development cohort.

Activity 2: Increase student retention and completion through holistic, intrusive coaching and expanded work-based learning experiences: *Implementation Strategy and Rationale:* The Comprehensive Development Plan identified significant problems with retention and completion including only 46% of first-time full-time students being retained to re-enroll the next fall (fall 2019-fall 2020) and only 45% of first-time, full time degree and certificate-seeking students within 150% of the normal time (fall 2017-18 cohort). There are numerous studies that have attempted to identify the causes for poor retention and completion in higher education (and provide effective remediation). Many researchers have identified academic preparation as a factor in retention (Adelman, et al., 2006); consequently, many studies have been focused on academic remediation including developmental summer bridge programs (Hornel 2013, Allen & Bir 2011/12, Haugen 2012). However, a What Works Clearinghouse (WWC) review of 22 developmental summer bridge programs (WWC 2015) identified only one that met its group design standards and it had only “small” evidence of effectiveness. Others have attempted academic remediation with learning communities (Smith et. al. 2004, Inkelas & Soldner 2011), but a WWC study of six learning communities that met group design standards found “the effect of linked learning communities on academic achievement, degree attainment, postsecondary enrollment, credit accumulation, and progress in developmental education for postsecondary students were neither statistically significant nor large enough to be considered substantively important” (WWC 2014). Consequently, Bates will not be implementing retention strategies focused on academic remediation.

Other researchers have focused on non-academic factors that may influence retention and completion. These include unfamiliarity with college processes and information needed for decision making (Bettinger et. al., 2009; Thaler, 2008), feelings of separation or exclusion (Tinto, 1975; Bloom & Sommo, 2005; Stephens, Hamedani & Destin, 2014), financial incentives

(Brock & Richburg-Hayes, 2006; Angrist, Lang and Oreopoulos, 2009) and improving students' academic habits, time management and study skills (Zeidenberg, Jenkins & Calcagno, 2007; Kern, Fagley & Miller, 1998; Robins et al, 2004).

In contrast to the academic interventions cited above, which appear to have little or no significant impact on retention and completion, the What Works Clearinghouse has confirmed the positive effects of remediation of non-academic factors. Bettinger and Baker (2014), an experimental research study which meets the U.S. Department of Education's "moderate evidence of effectiveness" standard and will be replicated in the project, found that students in both community college and university treatment groups working with Success Coaches were more likely to remain enrolled at the institution after six months (81% compared to 77% in the comparison group), after 12 months (66% compared to 51%) and at 18 months (44% compared to 37%). The increase in retention at 12 months was statistically significant.

Currently, Bates has three faculty professional academic advisors; each is assigned primarily to one of Bates three campuses. Bates requires every entering student to make an advising appointment with one of the advisors to start them on the right path. Since most entering students immediately enter their program (except allied health pathways), the program faculty tend to become the default academic advisors for future terms, although any student can meet with a professional advisor at any time. But the advisors focus on academic issues (placement, course selection, probation, suspension, transfer), not those non-academic challenges that impact student retention and completion (Lotkowski et. al., 2004; Boylan, 2009; Gloria, 1999; Torres, 2003; McDonough, 2004; Schneider, 2006).

Consequently, Bates intends to hire three Success Coaches (Years 1-5) to work with 525 students per year (adequate to focus on all first-time students). The three Student Success Coaches will work with a cohort of 175 students each, focused initially on first-time students, but

also supporting students as they progress into their second and subsequent years. Each Success Coach will be assigned primarily to one campus (Downtown, South or Central) and will be part of a success team at the campus that will include the professional advisor and a designated contact at Financial Aid. Success Coaches will not provide specific course advising (consistent with the model studied by Bettinger & Baker), but will connect students with appropriate on-campus and community resources to remediate barriers identified during the intake process. Coaches will have access to information that is already in the college's Student Information System, but during the initial one-hour intake, the coach will collect additional information that may impact persistence including first-generation status, employment, transportation, dependents, support systems, motivation, time-management and study skills. The Success Coaches will be required to proactively contact their assigned students 6 times per quarter using a combination of synchronous communications including phone calls, IMs, texting, social media, face-to-face and videoconference meetings to engage, support, encourage and advocate for each student. Retention and completion of each Success Coach's cohort will be tracked throughout the project.

Bellingham Technical College, another two-year technical college in Washington State, has been implementing a Success Coach model for the past five years (a Title III-funded project) with consistent fall to fall retention increases of 8-10% for coached participants compared to uncoached students. Bellingham Technical College's Success Coaches and coach manager were trained by Inside Track (the company that provided coaching in the Bettinger and Baker study). At that time, the training was about \$50,000. Now, Inside Track offers its training to clients for \$200,000 to \$300,000. This is not affordable for Bates; but Bellingham Technical College will provide initial and follow-up training for the new Success Coaches and other key stakeholders throughout the project, sharing their expertise and knowledge (\$35,000 in Year 1 and \$2,500

follow-ups in Years 2-5).

Increasing Work-Based Learning Experiences: *Implementation Strategy and Rationale:* The work-based learning experience strategies that are part of this activity are fully described with a rationale separately in the narrative for Competitive Preference Priority #2. Please refer to page 57.

Activity 3. Improve institutional effectiveness by increasing institutional research capacity and creating a culture of data-informed decision-making: *Implementation Strategy and*

Rationale: The higher education literature is replete with discussions of how to assess and report institutional effectiveness for increased accountability to stakeholders (Owsley 2010, Sibolski 2010, Middaugh 2009, Egbert 2010, Hollowell 2006) and for data-informed decision-making. As detailed in the CDP, the College is constrained in its efforts to engage the campus community in institutional research that will embed a culture of data-informed decision-making, consistent documentation of institutional effectiveness and share outcomes with stakeholders. Bates does not have the human resources to create the kind of interactive, customizable data dashboards that would allow staff to access data themselves, publish institutional effectiveness data or support faculty and staff to use data for continuous improvement.

To increase institutional research capacity for data-informed decision-making and accountability to stakeholders, the College will hire a Database Analyst (Years 1-5). Additionally, as documented in the CDP, the College does not have a resource to track Desired Student Abilities (at the course level), program reviews, goals of institutional units or strategic planning priorities and objectives. The College will license Weave software (\$6,500/year) to collect, track and publish these important institutional effectiveness data. Weave is a powerful software platform that manages both programmatic and institutional assessment, provides institutional effectiveness dashboards at a glance, and collects and stores all assessment and

outcomes evidence in an easily navigable form.

The Database Analyst, in collaboration with the Director of Institutional Research and Assessment, will provide comprehensive training (group and individual) to College administrators, faculty and staff throughout the project to assure use of the data dashboards and Weave strategic planning software becomes ubiquitous at Bates.

IMPLEMENTATION STRATEGIES TIMETABLE								
The combined implementation strategies for the five-year period for this Activity, detailing specific tasks, persons responsible for their completion, and timeframe for accomplishment are detailed in the table below.								
Bates Staff: PD=Project Director; A1D=Activity 1 Director; A2D=Activity 2 Director; A3D= Activity 3 Director; SC=Success Coaches; DA=Database Analyst; ID=Instructional Designer; WBLEC=Work-Based Learning Experience Coordinator; VPI=Vice-President for Instruction; VPSS=Vice-President of Student Services; HR=Human Resources; EE=External Evaluator; IR=Institutional Research								
Tasks & Methods to Achieve Objectives	Person(s) Responsible	Time Frame	Years					
			1	2	3	4	5	
Start to advertise, screen, interview & hire Project Director (PD)	Bates Pres, VPI, VPSS; HR	Oct.-Dec.	•					
Advertise, screen, interview and hire 3 Success Coaches (SC), Database Analyst (DA), Instructional Designer (ID)	Project Director, HR, VPI, VPSS, A1D, A2D, A3D	Oct–Dec.	•					
Recruit faculty for 1 st professional development cohorts (starts in spring quarter in Year 1)	PD, VPI, academic deans, faculty	Oct – Dec	•					
Preliminary site visit from external evaluator to verify baseline data, establish data collection processes, confirm statistical analysis processes	PD, President, A1D, A2D, A3D, External Evaluator	Dec	•					
Training for Success Coaches by Bellingham Technical College	PD, VPSS, A2D, BTC coaching staff	Jan	•					
ID develops curriculum for faculty professional development cohorts based on feedback from faculty.	PD, VPI, A1D, ID, faculty	Jan-Mar	•					
Database Analyst begins to support institutional research efforts, creates interactive data dashboards	DA, A3D, faculty, staff, admin	Jan-Dec All year	•	•	•	•	•	•
PD collaborates with A3D and DA to provide training for data dashboards and data-informed decision-making	PD, VPI, faculty & staff, A3D, DA	All year		•	•	•	•	•
Create success teams at each campus (success coach, advisor, Financial Aid representative) to support student success	PD, VPSS, A2D, advisors, FA rep	Dec	•					
Success Coaches engage students every other week with synchronous communication	SCs, students, A2D	Jan-Dec All year	•	•	•	•	•	•
PD attends Title III Directors Conference	PD	Mar	•	•	•	•	•	•
Begin Year 1 faculty professional development cohorts, facilitated by ID	PD, VPI, deans, ID, A1D, faculty	April - June	•					
Hire Work-Based Learning Experience Coordinator	PD, A2D, VPSS, HR	Aug-Oct	•			•		
WBLE Coordinator develops relationships with employers in high-demand industries to create new work-based learning experiences and credit internships	WBLEC, PD, A2D, employers, faculty	All year		•	•	•	•	•
Purchase Weave software, implement it & train faculty and staff to use it for strategic planning & institutional	A3D, DA, VPSS, President, VPI,	Jan-Dec All yr	•	•	•	•	•	•

effectiveness	faculty, staff								
Place students in work-based learning experiences	WBLEC, PD, employers, faculty	All year		•	•	•	•	•	
Complete Interim Performance Report to Dept. of Ed.	PD, A1D, A2D, A3D, Title III staff	Mar	•						
Recruit & select faculty cohorts for future professional development cohorts	PD, VPI, A1D, faculty, deans	Mar-Dec	•	•	•	•	•	•	
Comprehensive data collection and assessment for formative and summative evaluation	PD, IR, A1D, A2D, A3D, Title III staff	All year	•	•	•	•	•	•	
Faculty professional development cohorts meet monthly for course redesign and collaboration	PD, VPI, ID, A1D, faculty	Ju-Aug Sep-Dec	•		•	•	•	•	
Faculty deliver instructional changes and evaluate outcomes	PD, VPI, ID, A1D, faculty, DA, deans	All year	•	•	•	•	•	•	
Annual external evaluation and site visit by qualified and experienced Title III evaluator	PD, IR, A1D, A2D, A3D, DA, Title III staff, EE	Fall every yr	•	•	•	•	•	•	
Comprehensive analysis and evaluation of project outcomes to assess which project activities warrant institutionalization based on results	PD, EE, A1D, A2D, A3D, College President, Title III staff, DA	All of Year Five							•
Budget for institutionalization of project activities that are documented to be effective in improving the significant problems of the institution	President, Vice-Presidents, PD, A1D, A2D, A3D	In budget cycle		•	•	•	•	•	
Plan for grant close-out (budget, final performance report, records retention)	PD, A1D, A2D, A3D, EE, Business Office, President	Fall							•
Summative evaluation by external evaluator	PD, A1D, A2D, A3D, DA, EE, IR Title III staff	Fall							•
Implement grant close-out procedures	PD, A1D, A2D, A3D, staff	October							•
Complete and submit final Title III Performance Report to U.S. Department of Education	PD, A1D, A2D, A3D, IR, DA	Dec							•

KEY PERSONNEL (8 POINTS)
<i>Scoring criterion: Extent to which 1) the past experience and training of key professional personnel are directly to the stated activity objectives and 2) the time commitment of key personnel is realistic.</i>

Bates requires additional personnel to successfully develop and implement the activities proposed in this project. Management of the Title III grant requires a Project Director (50% time) to coordinate comprehensive faculty development and course redesign, improve student outcomes and improve data-informed decision-making at Bates. To provide structured professional development and support for faculty to transform their curriculum, the college will hire an Instructional Designer. Bates will hire three Success Coaches to engage, support and

encourage students to persist and complete. Additionally, the college will hire a Database Analyst to work with faculty, staff and administrators to improve learning assessment, create interactive data dashboards and reports, cultivate a ubiquitous culture of data-informed decision-making and document continuous improvement of institutional effectiveness. In Year 4, the college will hire a full-time Work-Based Learning Experience Coordinator to develop new work-experience opportunities and place students in them.

Bates President Dr. Lin Zhou considered releasing an existing employee to be Project Director for this Title III grant; however, the natural leaders of this project do not have the bandwidth to take on the responsibility for this significant project that crosses many areas of the College (instructional, student services and institutional effectiveness). Instead, Bates will recruit a qualified manager with higher education experience to lead the project and collaborate with other Bates leaders to implement the broad activities of this project. The Project Director will have overall responsibility for achievement of the project objectives, but project staff will be supervised day-to-day within their appropriate areas. The Project Director will commit 50% time to the project for five years, but will not be institutionalized post-grant.

Three key stakeholders will commit a portion of their time as Activity Leaders. Tim Trussler, Director of E-Learning, will commit 15% of his time (institutionally-funded) as Activity Director for Activity 1 (faculty professional development), directly supervising the Instructional Designer and collaborating with faculty and instructional leadership to expand and improve courses and programs. Jane Birkholz, Director of Admissions and Advising, will commit 15% of her time as Activity 2 Director (Improving Student Retention and Completion); she will directly supervise the Success Coaches and manage the success coaching implementation. Jon Bolas, Director of Institutional Research, will commit 15% of his time (institutionally-funded) as Activity Director for Activity 3 (Improving Institutional

Effectiveness); he will directly supervise the Database Analyst and manage the implementation of software to track student learning outcomes and strategic planning, development of interactive data dashboards and reports for end-users and support institution-wide data-informed decision-making. The Project Director will commit 50% time (grant-funded) to manage the overall project and be responsible for achievement of the project objectives. Also key to the successful implementation of the project are the services of a highly qualified external evaluator. Bates will contract with Lighthouse Consulting, Inc. (qualifications fully described in the Evaluation plan) for annual formative evaluations and a final summative evaluation.

Project Director (0.5 FTE) for five years. TO BE HIRED
This Title III-funded position will not be continued post-grant. Only 10 months in Year 1 for delays in hiring.
Primary Responsibilities as Project Director: Provide overall leadership for student-success focused Title III project; hire & evaluate staff; develop, monitor and enforce appropriate policies and procedures for project implementation; effectively collaborate with other direct supervisors of Title III staff to achieve objectives; communicate an informed understanding of Title III objectives to all constituencies of Bates; authorize all expenditures & manage budget; facilitate development & implementation of an effective evaluation & assessment process to evaluate progress toward achievement of goals and objectives; remain thoroughly informed regarding Title III policies and grant terms & conditions; ensure adherence to all applicable college, State & federal requirements; communicate effectively and oversee preparation & submission of required fiscal and annual reports with Dept. of Education; work with administrators and faculty to institutionalize new practices & improvements.
Required Education: Master’s degree required.
Required Experience: 3 years of experience in supervision, budget monitoring, project management & accountability for project outcomes in a higher education environment. Preference for direct experience managing large state or federal grants. Strong inter-personal & communication skills & demonstrated ability to work as part of a team. Proficient word processing and spreadsheet skills. Excellent oral and written communication skills.

Activity 1 Director (Faculty Professional Development) (released 0.15 FTE) for five years. Bates-funded.
Continuing Title III activities will be absorbed in Mr. Trussler’s regular duties post-grant.
Primary Responsibilities: Assist the Project Director to coordinate the overall project implementation; collaborate with instructional leaders and faculty to coordinate curriculum redesign, development and assessment; coordinate development and delivery of faculty professional development programming; supervise the Instructional Designer; track faculty participants, products and outcomes for formative evaluation of project activities; participate in the hiring of the Instructional Designer; administer activity in accordance with Title III regulations and assist Project Director with all federal reporting requirements.

Required Education: Master's degree required in Instructional Design or related field.

Required Experience: Minimum 3 years administrative experience in higher education; 2 years experience in supervision, budget monitoring, project management & accountability for project outcomes.

Summary Resume of the Activity 1 Director (Tim Trussler)

Experience: Director of Instructional Support and e-Learning (2020-current) @ Bates; Director of eLearning and Library (2015-2020) @ Bates; Instructional Designer (2014-2015) @ Bates; Small Business Training Coordinator (2011-2014) @ Bates; Instructor (2004-2011) @ Bates

Education: Bachelors in Art History (2003) @ Seattle Pacific University; 24 out of 30 credits at Western Governors' University toward a Masters in Education, Learning and Technology

Instructional Designer (1.0 FTE) for five years. TO BE HIRED

This Title III-funded position will be institutionalized post-grant by Bates. It will transition during the project from 100% grant-funded to 75% (Year 2), 75% (Year 3), 60% (Year 4), 60% (Year 5) and 100% institutionally-funded post grant. Only 10 months in Year 1 for delays in hiring.

Primary Responsibilities: Assist the Project Director to coordinate the overall project implementation; collaborate with instructional leaders and faculty to coordinate curriculum redesign, development and assessment; coordinate development and delivery of institution-wide professional development programming; support the implementation of high impact practices and inclusive pedagogy that advances institutional goals and priorities; support course redesign to improve student success; collaborate with faculty and key stakeholders to establish student learning outcomes in courses and programs, assess outcomes and document continuous improvement.

Required Education: Master's degree required in Instructional Design or related field.

Required Experience: Minimum 3 years as an instructional designer in higher education.

Activity 2 Director (Improving Retention and Completion) (released 0.15 FTE) for five years. Bates-funded.

Continuing Title III activities will be absorbed in Ms. Birkholz's regular duties post-grant.

Primary Responsibilities: Assist the Project Director to coordinate the overall project implementation; manage the planned success coaching activities of the grant; supervise and direct the Success Coaches and carry out the daily activities of the project; coordinate initial and follow-up training to improve effectiveness; participate in the hiring of Success Coaches; administer activity in accordance with Title III regulations and assist Project Director with all federal reporting requirements.

Required Education: Master's degree required in counseling, student services or related field.

Required Experience: Minimum 3 years providing student services in higher education; 2 years experience in supervision, budget monitoring, project management & accountability for project outcomes.

Summary Resume of the Activity 2 Director (Ms. Jane Birkholz)

Experience: Director of Admissions and Advising (2019-current); Dean of Enrollment Services @ Davidson County Community College (2017-2019); Dean of Student Success @ Central Lakes College (2015-2017); Sean of Student Services and Enrollment Management @ North Central State College (2014-2015); Assistant Campus Dean @ University of Wisconsin (2012-2012); another 20 years in higher education in student services.

Education: Ph.D. in Education and Community Services @ University of Nebraska (2002); MS in College Student Development @ Mankato University (1982); BA in Psychology @ University of Wisconsin (1976).

Success Coaches (3.0 FTE) for five years. TO BE HIRED

These Title III-funded positions will be institutionalized post-grant by Bates. They will transition during the project from 100% grant-funded to 80% (Year 2), 75% (Year 3), 70% (Year 4), 70% (Year 5) and 100% institutionally-funded post grant. Only 10 months in Year 1 for delays in hiring.

Primary Responsibilities: Engage & support students with a holistic, wrap-around model incorporating non-cognitive assessment, comprehensive educational planning, proactive referral to appropriate resources, intrusive interventions, timely reminders and other targeted individual and group communications using phone, email, texting and social media. Promptly act on information from faculty, staff and predictive analytics regarding student academic concerns. Plan & implement appropriate interventions. Proactively work with students to direct them to interventions. Encourage and advocate for students persistently. Monitor individual and aggregate data numbers and track outcomes of interventions. Maintain clearly written comprehensive notes & data on students in electronic files.

Required Education: Bachelor's in Counseling, Human Services or related field.

Required Experience: Three years providing direct services to students/clients in a holistic case management model that incorporates referrals to services and vigilant follow-up. Higher education experience preferred.

Activity 3 Director (Institutional Effectiveness) (released 0.15 FTE) for five years. Bates-funded

Continuing Title III activities will be absorbed in Mr. Bolas's regular duties post-grant.

Primary Responsibilities: Assist the Project Director to coordinate the overall project implementation; manage the planned institutional effectiveness activities of the grant; supervise and direct the Database Analyst and carry out the daily activities of the project; facilitate the purchase and implementation of relevant software solutions; coordinate faculty, staff, and administrator training to use data effectively; lead a culture of data-informed decision-making; participate in the hiring of the Database Analyst; administer activity in accordance with Title III regulations and assist Project Director with all federal reporting requirements.

Required Education: Master's degree required in Statistics, Information Technology or related field.

Required Experience: Minimum 3 years conducting institutional research in a higher education environment; 2 years' experience in supervision, budget monitoring, project management & accountability for project outcomes.

Summary Resume of the Activity 3 Director (Mr. John Bolas)

Experience: Director of Institutional Research and Assessment (2015-current); Institutional Research Analyst (2013-2015) @ University of Oregon; Institutional Research Analyst (2012-2013) @ Heald College; Research Analyst III (2010-2012) CSU-Fresno.

Education: MA in Sociology @ Indiana University; BA @ Pennsylvania State University

Database Analyst (1.0 FTE for five years) TO BE HIRED

This Title III-funded position will be institutionalized post-grant. It will transition during the project from 100% grant-funded to 75% (Year 2), 75% (Year 3), 60% (Year 4), 55% (Year 5) and 100% institutionally-funded post grant. Only 10 months in Year 1 for delays in hiring.

Primary Responsibilities: Collect, analyze and report data and information for Title III grant and other mandatory reporting and data-informed decision-making. Facilitate the development and use of interactive data dashboards and customizable reports that enable faculty, staff, and administrators to analyze and improve student support, learning and success, and that foster a culture of inquiry, improvement, and data-informed decision-making. Work collaboratively with the faculty and staff to design and implement meaningful and effective instructional outcomes assessment for academic, administrative and student support areas. Support implementation of assessment and strategic planning software for continuous improvement. Participate in training faculty, staff and administrators to use data dashboards and reporting tools.

Required Education: Bachelor's degree in statistics, math, business, information technology or related field.

Required Experience: Experience extracting and analyzing data with Tableau or similar data structures. Proven experience communicating complex data visually. Experience with programming languages, visualization software and Excel preferred.

Work Experience Coordinator (1.0 FTE for 4 years) To Be Hired

This position will start in Year 2. This Title III-funded position will be institutionalized post-grant. It will transition during the project from 100% grant-funded to 75% (Year 2), 75% (Year 3), 60% (Year 4), 55% (Year 5) and 100% institutionally-funded post grant.

Primary Responsibilities: Develop new experiential learning opportunities and credit-bearing internships; establish or expand relationships with employers to increase placement opportunities; collaborate with faculty to identify new opportunities; coordinate with faculty to equip students with pre-employment skills and attitudes.

Required Education: Bachelor's degree

Required Experience: 2 years of experience developing relationships with employers; 2 years working directly with students, preferably in higher education.

PROJECT MANAGEMENT PLAN (10 POINTS)

Scoring criterion: Extent to which 1) procedures for managing the project are likely to ensure efficient and effective project implementation and 2) the Project Director and Activity Leaders have sufficient authority to conduct the project effectively, including access to the president or chief executive officer.

Administrative Authority: Dr. Lin Zhou, President of Bates Technical College, will be responsible for overall supervision of the Title III project and will be personally involved in order to influence the quality of the project and oversee its impact on the institution. The President will, however, delegate authority to the Title III Project Director (to be hired) for overall day-to-day management of the project. The Project Director will have administrative

control and primary responsibility for accomplishing the objectives of the project and documenting outcomes. The Project Director will report directly to President Zhou and have full access to the President and other top administrators of the College as needed.

The scope of this project encompasses student services, instruction and institutional effectiveness. The Project Director will manage the overall project implementation, but three Activity Directors will have release time (institutionally-funded) to supervise the separate three activities: 1) Expanding Access to Courses and Programs, 2) Improving Student Retention and Completion and 3) Improving Institutional Effectiveness. The Activity Directors are delegated authority to implement the planned strategies in their areas of responsibility in collaboration with the Project Director. Multiple strategies are planned to assure regular communication between the Project Director, project staff and key partners and stakeholders across the institution.

Procedures the Project Director Will Use to Monitor the Project and Engage Key Partners/Stakeholders
1. Regular Administrative Meetings: Title III Project Director will meet monthly with the President and Cabinet.
2. Title III Leadership Committee: This new group will be formed and chaired by the Title III Project Director and meet quarterly with the Activity Directors and the V.P. of Instruction and V.P. of Student Services. This committee is a resource to the Project Director to facilitate implementation of project activities and liaison to multiple departments across campus.
3. Title III Staff Meetings: Staff meetings will be held monthly to review progress, address problems, review data collection and analysis and coordinate efforts (Project Director, Activity Directors, Success Coaches, Database Analyst and Instructional Designer).
4. Title III Staff Participation on Key Institutional Committees: A. The Project Director will serve on the Instructional Deans/Directors team and, attend Student Services Administrative Leadership Team and Institutional Effectiveness, Research & Planning staff meetings. The Instructional Designer will attend Instructional Council, all faculty meetings and participate in faculty and staff in-services. The Success Coaches will participate in Student Services Staff meetings. The Database Analyst will participate in the Institutional Effectiveness, Research & Planning staff meetings and serve on both the Data Custodian’s Group and Outcomes Assessment Committee.
5. Time/Effort Reports (after-the-fact activity records): These reports will be completed monthly by each employee committing time and effort to the project and submitted to the Title III Project Director.
6. Monthly Progress Reports: Title III staff will complete monthly Activity Progress Reports and submit them to the Project Director within one week after each month has ended. Monthly reports will reflect progress toward specific objectives and activities.

7. Annual Reports: An annual report will be synthesized from monthly summaries and will be sent to the program officer in conjunction with the Department of Education’s required Annual Performance Report. It will be provided to the College President as an information item for the Board of Trustees.

8. Title III Project Manual: The Project Director will develop a comprehensive manual detailing College policies and procedures, job descriptions for all Title III staff, time and effort templates, project organizational chart, samples of all required forms, frequency and format of progress reports from staff, evaluation data to be collected and persons responsible, committee assignments and meeting schedules.

9. Fiscal and Accounting Procedures: Accounting procedures will be comprehensive. Policies related to travel and purchasing will not deviate from the standard and approved practices at Bates.

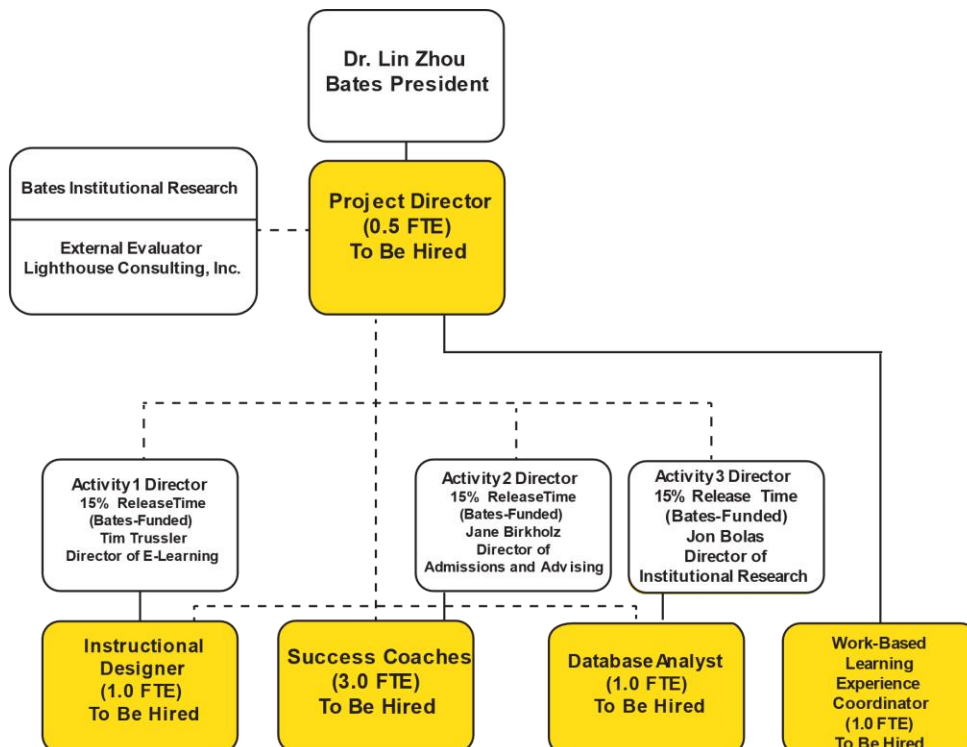
10. Personnel Evaluations: Evaluations will be conducted on all Title III project personnel, consistent with Bates’s policies.

11. Contact with Federal Title III Program Officer: Contact with the Title III Program Officer will be ongoing to assure that the Department is aware of project progress, to assure compliance with applicable regulations and to document project revisions.

Procedures To Provide Information to Key Institutional Stakeholders

1. Annual In-Service and Web site: The Project Director will post updates for Title III on a Title III web page and will provide progress reports to faculty and staff during annual in-service activities.

2. Annual Title III Newsletter: The Project Director will share progress toward achievement of objectives and results of external evaluations with the Bates community.



EVALUATION PLAN (10 points for 2 sections)

Scoring Criteria: *Extent to which 1) the data elements and the data collection procedures are clearly described and appropriate to measure the attainment of activity objectives and to measure the success of the project in achieving the goals of the comprehensive development plan.*

The Project Director has overall responsibility for implementing the evaluation plan in collaboration with the Activity Leaders, Title III staff and an independent external evaluator. A well-designed, rigorously-implemented and consistently-monitored formative evaluation plan is essential to achieve the planned objectives and document the efficacy of strategies piloted under the grant. The Title III Committee worked with the Bates Institutional Research staff and proposed external evaluator to 1) develop the measurable outcome measures for the project (impacts), 2) quantify and document baseline information, 3) select appropriate data collection methods 4) identify persons to be responsible for data collection and analysis, 5) design systems to consistently use formative evaluation findings to modify project activities as necessary and 6) use a summative evaluation to quantify project outcomes and impacts. The table below defines the data elements to be collected for assessment of each objective, the frequency of collection, the persons(s) responsible and clear definitions for terms that might be subject to multiple interpretations (to assure that performance data is collected and interpreted identically to baseline data).

Data Elements and Data Collection Procedures to Document Achievement of Objectives and CDP Goals		
Project Objectives	Data Collection Procedures	How Achievement of the Objectives Will Advance Goals of the CDP
Objectives related to Activity 1: 1, 2, 3, 7, 8		

<p>Objective 1: By September 30, 2026, develop 50 fully online career training courses (new or conversion of existing courses to fully online). Current baseline in fall 2020 is 54 (an increase of 93%).</p>	<p>Each quarter, Instructional Designer tracks # of faculty designing courses, # of faculty in professional development cohorts, # of courses developed. Faculty administer survey of student perceptions in courses. IR collects and aggregates data.</p>	<p>Cohort-based professional development and support of the Instructional Designer will create high quality fully online career training courses and will achieve Objective #1 and advance CDP Goals # 1.2, 2.1.</p>
<p>Objective 2: By September 30, 2026, 10 programs have transitioned 100% of their required courses to competency-based outcomes (including general education courses)</p>	<p>Each quarter, Instructional Designer tracks # of faculty designing courses, # of faculty in professional development cohorts, # of courses developed. Faculty administer survey of student perceptions in courses. IR collects and aggregates data.</p>	<p>Cohort-based professional development and support of the Instructional Designer will create new competency-based curriculum in courses and will achieve Objective #2 and advance CDP Goals #1.2, 2.1.</p>
<p>Objective 3: By September 30, 2026, increase the fully online FTE generated in career training courses from 195 (F2019 pre-Covid) to 295 (a 51% increase).</p>	<p>Each quarter, IR collects FTE data on fully online career training courses.</p>	<p>The development of fully online career training courses will improve access to credentials and degrees and increase overall FTE and will achieve Objective #3 and advance CDP Goals #1.2, 2.1.</p>
<p>Objectives related to Activity 2: Increased Retention and Completion: 4, 5, 6, 9.</p>		
<p>Objective 4: By September 2026, 80% of initially identified managers participate in training and demonstrate competency to extract, aggregate, analyze and present data in useful formats for decision-making at the 70% proficiency level compared to zero in 2021. Assessment of competencies by post-training demonstration.</p>	<p>Every quarter, PD and A2D will identify managers to be trained; DA will conduct assessment at end of each training session to measure competency. DA will track training participants, training, & outcomes.</p>	<p>Comprehensive training of managers to use data dashboards for data-informed decision-making will improve institutional effectiveness and will achieve Objective #4 and advance CDP Goals # 1.2, 1.3.</p>
<p>Objective #5: By September 30, 2026, document (in an internal dashboard accessible to faculty, staff and administrators) 100 data-driven decisions/year</p>	<p>IR and DA will create dashboard to track data-informed decisions. Every quarter track decisions & persons who documented decisions.</p>	<p>Tracking data-informed decision-making will address accreditation concerns and document the growth of data for continuous improvement and will achieve Objective #5 and advance CDP Goals #1.2, 1.3.</p>

made by administrators and faculty.		
Objective #6: By September 2026, increase the number of visits to internal data dashboards for data-informed decision-making (employee access only) from the baseline of 861 (2 nd quarter of 2021) to 2,000.	IR is able to count visits to data dashboards for assessment, planning and research. Each quarter report # of unique visits to internal dashboard to PD.	Tracking the number of visits to data dashboards will document the increasing use of data for continuous improvement and will achieve Objective #6 and advance CDP Goals #1.2, 1.3.
Objectives related to Activity 3: Improving Institutional Effectiveness: 1-9.		
Objective 7: By September 30, 2026, increase the percentage of all first-time, full-time career training students who are retained fall to fall by 10% from 48% (average baseline of F17-F18, F18-F19, F19-F20) to 58%.	Count # of all first-time, full-time, degree/ certificate-seeking career training students each fall. Track demographics of cohorts. Count cohort members who enroll in subsequent fall to determine percentage of retention. Data collected by IR staff each fall. PD compares with baseline.	All project activities (success coaching, faculty professional development, course redesign, data-informed decision-making) will achieve Objective 7 (increasing fall-to-fall retention), advancing CDP Goals 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 4.1.
Objective 8: By September 30, 2026, increase by 10% the percentage of all first-time, full-time career training students who complete a credential within 150% of normal time from 47% (3-year average baseline of F15, F16 and F17 cohorts) to 55%.	Count # of all first-time, full-time degree/ certificate-seeking career training students each fall. Track demographics of cohorts. Count cohort members to see if they complete any credential within 3 years of 1 st enrollment. Data collected by IR staff each fall. PD compares to baseline.	All project activities (success coaching, faculty professional development, course redesign, data-informed decision-making) will achieve Objective 8 (increasing completion rate within 150% of normal time), advancing CDP Goals 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 4.1.

<p>Objective 9: By September 30, 2026, increase the percentage of students participating in work-based learning courses each year from 7.4% (2019-2020 baseline) to 12% (a relative 62% increase).</p>	<p>Each fall, IR staff collect duplicated head count of students participating in work-based learning courses in the prior academic year. Collect demographics of students. WBLE Coordinator collects data on placement locations, employer survey, employers, paid/unpaid experiences. PD compares with baseline each yr.</p>	<p>WBLE Coordinator will work with students to place them in appropriate positions, especially in high-demand careers. Increased exposure to opportunities and prepared students will achieve Objective 9 and advance CDP Goals 1.2, 1.3, 4.1.</p>
---	--	--

2) The data analysis procedures are clearly described and are likely to produce formative and summative results on attaining activity objectives and measuring the success of the project on achieving the goals of the comprehensive development plan.

Data Analysis Procedures for Formative and Summative Evaluation: Data collection procedures will include gathering relevant data from existing sources (Bates’ data warehouse, spreadsheets and databases tracking services to students) or implementing mechanisms to capture new data (interviews, focus groups, surveys). Details of data collection to measure metrics of the project Objectives are included in the table above. Analysis of data and outcomes is the responsibility of the Project Director, Activity Directors, Institutional Research department at Bates and the project’s External Evaluator.

Formative Evaluation: To assure that project activities are resulting in satisfactory progress toward the desired outcomes (achievement of the project objectives), there are multiple overlapping mechanisms built into the evaluation and project management plan to collect and use information for continuous improvement. Key to this plan is review of the project objectives, data collection and analysis in every Title III staff meeting; this strategy was strongly recommended by the external evaluator to create high accountability, a persistent focus on achievement of outcomes and continuous formative evaluation of the effectiveness of project activities.

Mechanisms Built Into the Evaluation & Project Management Plan To Collect and Use Information For Continuous Improvement (Formative Evaluation)
<p>Review at every Title III Leadership Committee meeting (quarterly): 1) data collected to date for each project objective; 2) timeline for future data collection; 3) obstacles to collection of any data element; 4) person(s) responsible for collection of each data element; 5) progress of development of any required data collection instruments (e.g. surveys); 6) progress of required analysis of data compared to baselines including determinations of statistical significance of changes at the 0.95 confidence level; 7) observed outcomes compared to anticipated outcomes. If activities are not yielding anticipated outcomes, research assignments will be delegated to appropriate Title III staff and/or other stakeholders to identify additional alternative strategies (literature review, contact with peer colleges, discussions with external evaluator). Each strategy will be evaluated by the Title III staff in conjunction with other stakeholders, the external evaluator and the Title III Committee based on 1) outcomes data, 2) cost and resources required, 3) data collection requirements to document efficacy. Selected alternatives will be planned (responsible persons, timelines, resources allocated, data elements, data collection and analysis processes) and implemented promptly.</p>
<p>Review at every Title III Staff meeting (monthly): 1) status of project implementation for all activities; 2) data collected to date for each project objective; 3) observed outcomes compared to anticipated outcomes; 4) recommended alternative strategies (when necessary) and rationale; 5) timeline for implementation of alternative strategies, 6) summary of budget expenditures to date and available resources; 7) any impediments to implementation.</p>
<p>Review at meeting with Bates' President and cabinet (monthly): 1) status of project implementation for all activities; 2) documentation of successful activities and outcomes; 3) recommended alternative strategies (when necessary), 4) budget status.</p>
<p>Report to Bates' Board of Trustees (annual): 1) report outcomes data and statistical significance, 2) report implementation of alternative strategies if observed outcomes do not align with anticipated outcomes.</p>
<p>Report to Stakeholders (annual): 1) during Opening Day and Professional Development day, report outcomes data and statistical significance, 2) report implementation of alternative strategies if observed outcomes do not align with anticipated outcomes.</p>
<p>Annual external evaluation: 1) comprehensive review of all project activities, 2) review of outcomes data and analysis of statistical significance, 3) review of any proposed alternative strategies for achievement of project objectives, 4) recommendations for improvement in all areas of project management and implementation. To increase accountability and promote continuous improvement based on formative evaluation, each annual external evaluation will include assessment of action taken in response to the prior year's recommendations.</p>
<p>Annual Performance Report to U.S. Department of Education: 1) report progress toward achievement of each objective, 2) report delays in achievement of any objective, 3) report alternative strategies and associated budget re-allocations for achievement of objectives, 4) forward annual external evaluation report to Dept. of Ed. Program Officer.</p>

In addition to collecting quantitative data to assess progress toward achievement of the measurable project objectives, the evaluation process will include collection of quantitative data about other relevant student outcomes in the targeted courses and programs (e.g., newly developed online courses, redesign of existing courses, transition to competency-based curriculum) including within-term GPA, satisfactory academic progress within-term, quarter to

quarter retention, and first fall to third fall retention. Additionally, qualitative data will be collected during the project. This will include both group interviews (by the external evaluator during site visits) and surveys (facilitated by the Activity Directors) with students who are participating in new or redesigned courses and/or have been engaged by Success Coaches.

Additional Data Elements Collected For the Project	
Quantitative Data Collected from Students in New or Redesigned Courses and/or Coached by Success Coaches	Qualitative Data Collected from Students in New or Redesigned Courses and/or Coached by Success Coaches
Within-course success rates	Perception of support to succeed in course
Fall to fall retention rate	Perception of challenges in the course
Demographics of participants	Perception of faculty & peer engagement
1 st fall to 3 rd fall retention rate	Perception of how hard student worked in the course
Quarter to quarter retention rate	
Within-term Satisfactory Academic Progress	Perception of value of Success Coaches
Within-term GPA	Services Success Coaches provided
# and type of contacts/quarter with Success Coaches	Perception of value of communications/interventions provided by Success Coaches

Independent External Evaluation: An independent external evaluation will be conducted each year by Lighthouse Consulting, Inc., a higher education evaluation firm with extensive Title III and Title III evaluation experience (250+ evaluations of Title III and Title III projects in more than 70 different colleges and universities). Lighthouse Consulting, Inc.’s president, Michael Gaudette, is a member of the American Evaluation Association and worked with the Title III planning team to design the Evaluation Plan. He will ensure the project staff remain focused on achievement of project objectives through quarterly check-in videoconference meetings and annual on-site visits documented by a comprehensive written report each year. Each annual evaluation includes comprehensive interviews with the Project Director, Activity Directors, project staff, key stakeholders, and a sample of students receiving services. Additionally, the evaluator collects and examines work products, visits the site of all project activities and conducts a comprehensive compliance review. In conjunction with Institutional Research staff and the Project Director, data for each project objective will reviewed, discussed and documented. Each year’s evaluation will include multiple deliverables: 1) assessment of progress

toward achievement of the objectives, 2) assessment of the sustainability of the project after Federal funding ceases (institutionalization), 3) assessment of the overall institutional impact that the project is having upon Bates and the students it serves, 4) assessment of the success of individual project activities based on data collection and statistical analysis, 5) assessment of compliance with applicable Federal regulations and 6) recommendations for improvement. In the evaluation at the end of Year Four (fall of 2025), the external evaluator will work with the Title III staff to identify specific project activities that have been documented to be effective and make data-informed recommendations for institutionalization (to accommodate the College’s budget planning cycle for 2026-27, because the project will end 3 months into FY 2026).

Mike Gaudette, Independent External Evaluator	
Academic Education and Credentials	B.S. – Chemistry, University of Portland (OR), 1976 M.B.A. – Management, City University (WA), 1991 ABD – Community College Leadership, Oregon State University, 1994 Past national president of Council for Resource Development (2000); member of American Evaluation Association
Related Professional Experiences	1987-present, Higher Education Consultant and External Evaluator 1981-1991, Instructor, Centralia College (WA) 1991-2006 (retired), Dean of Institutional Advancement, Southwestern Oregon Community College

Summative Evaluation: At the completion of the project, the external evaluator will prepare a comprehensive final written report that documents 1) progress toward achievement of the original project objectives over five years; 2) any changes in project objectives or strategies to achieve the objectives; 3) other data-informed findings; 4) budget expenditures; 5) ways the project advanced the goals set out in the CDP; 6) systemic changes that have occurred as a result of project activities; 7) recommendations for continuation/expansion of successful project activities post-grant (institutionalization), 8) recommendations for further research or pilots; and 9) recommendations for grant close-out and post-grant compliance. The summative evaluation will be posted on the project web site and shared with the Bates’s President, cabinet, project staff, the U.S. Department of Education Program Officer, and provided to the governing board as

an information item.

BUDGET NARRATIVE (6 POINTS)
Scoring Criteria: <i>Extent to which the proposed costs are necessary and reasonable in relation to the project's objectives and scope</i>
Proposed Costs are Necessary
1) The applicant has conducted extensive research to identify the best solutions to the problems identified in the Comprehensive Development Plan including comprehensive professional development for faculty and staff to increase access to courses and programs in alternate modalities, Success Coaches to increase retention and completion, increasing institutional research capacity and data-informed decision-making, and increasing work-based learning experiences.
2) The College has been fiscally conservative when planning project activities, recognizing that personnel and software licenses acquired during the project have significant post-grant costs. Only expenditures that are essential to achievement of the project objectives have been included.
3) The proposed activities cannot be implemented and project objectives achieved without significant investments in personnel. This project is personnel-intensive with nearly \$2.0 million committed to staffing (88% of the project budget). Software licensing fees are a small portion of the project budget (5%). Bates lacks resources to pursue the planned initiatives without federal funds; however, realizing anticipated increases in retention and completion will generate new tuition and fee revenue to sustain project activities.
Proposed Costs are Reasonable
1) All supplies, software licenses and contractual costs have been researched and individually priced in the budget detail based on published prices or quotes from vendors.
2) All salaries and fringe benefits are based on existing pay scales, contracts and administrative policies at the College. Salaries have been projected to increase 2.0% per year consistent with past increases.
3) The College uses an institution-wide blended rate for fringe benefits. Fringes are calculated at a very reasonable average of 30.00% of each payroll dollar (7.65% OASI and Medicare, 12.0% retirement, 0.5% for family leave, 1.0% unemployment, 0.4 % worker's compensation insurance and 8.45% for medical insurance).
4) Where specific software products have been identified in the budget (i.e., Weave), our research has identified features that make those products the best fit for Bates. These features may include compatibility with existing systems (e.g., ERP or LMS), ease of use, customer support, the life cycle cost for acquisition or consulting, the software maintenance agreements, or the products durability and upgradability. Generic products will be competitively bid to receive the best prices. Proprietary products that are only available from a sole source will be negotiated to receive the best price.
5) The College is leveraging federal funds and confirming the importance of the six continuing positions in this project by transitioning five full-time positions to institutional funds starting in Year 2 (10-13%), Year 3 (10-20%), Year 4 (20-33%) and Year 5 (45-50%). The Work-Based Learning Experience Coordinator will transition immediately to college funds post-grant.

	Year 1	Year 2	Year 3	Year 4	Year 5
Project Personnel (includes 3% increases/year)					
Project Director (0.5 FTE) to manage all aspects of the project. Years 1-5. Not institutionalized post-grant.					
	19,231	23,539	24,009	24,489	24,979
Instructional Designer (1.0 FTE) to provide faculty professional development and support faculty for redesign of courses. Position transitions to college funding during the project.					
	54,103	49,666	50,659	41,338	42,165
Success Coaches (3.0 FTE) engage students with support, encouragement and advocacy to improve retention and completion. Positions transition to college funding during the project.					
	137,500	134,640	128,750	122,570	125,021
Database Analyst (1.0 FTE) to increase research capacity and support data-informed decision-making and continuous improvement. Position transitions to college funding during the project.					
	55,128	50,608	51,620	42,122	42,964
Work-Based Learning Experience Coordinator (1.0 FTE) to develop new work-experience opportunities and placements					
	4,583	42,075	42,917	35,020	32,744
Stipends for faculty professional development to develop and evaluate redesigned courses (\$1,500/person X 15 faculty/year = \$22,500)					
	22,500	22,950	23,409	23,877	24,355
Total Personnel	293,045	323,477	321,364	289,416	292,228
Fringe Benefits					
Fringe benefits at Bates are an average of 30.00% of each payroll dollar (7.65% OASI and Medicare, 12.0% retirement, 0.5% for family leave, 1.0% unemployment, 0.4 % worker's compensation insurance and 8.45% for medical insurance).					
Project Director	5,769	7,062	7,203	7,347	7,494
Instructional Designer	16,231	14,900	15,198	12,401	12,649
Success Coaches	41,250	40,392	38,625	36,771	37,506
Database Analyst.	16,539	15,182	15,486	12,637	12,889
WBLE Coordinator	1,375	12,623	12,875	10,506	9,823
Stipends for faculty professional develop.	6,750	6,885	7,023	7,163	7,306
Total Fringe Benefits	87,914	97,043	96,409	86,825	87,668
Travel					
Project Director to attend annual Project Directors' Conference in WA, DC. or similar national conference [registration (\$600), airfare (\$500), ground transportation (\$50), 4 nights lodging @ \$220 night in Washington, DC (\$880), 5 days per diem for meals @ \$76/day (\$380)] = \$2,410 (Years 1-5). One regional conference per year for the Project Director and 3 other staff/year (success coaches, instructional designer or database analyst) [registration (\$300), travel (\$200), 2 nights hotel (\$300), 4 days per diem @ \$51/day (\$204)] X 3 people/year = \$3,012 (Years 1-5). Total travel = \$5,422/year.					
	5,422	5,422	5,422	5,422	5,422
Total Travel	5,422	5,422	5,422	5,422	5,422
Equipment					

No equipment is requested.					
Total Equipment	0	0	0	0	0
Supplies					
Miscellaneous consumable project supplies (paper, toner, office supplies, etc.) (\$2,000/year)	2,000	2,000	2,000	2,000	2,033
7 Dell Inspiron desktop computers for new project staff; 12 GB RAM, 256 GB Solid State Drive, 1 TB storage, 24" monitor, mouse and keyboard (7 X \$888 each = \$6,216)	6,216				
3 laser printers; 1 for each campus; HP Neverstop 1001nw with toner cartridge (no ink). (3 X \$290 each = \$870)	870				
Total Supplies	9,086	2,000	2,000	2,000	2,033
Contractual					
Weave software (annual license) to collect Student Learning Outcomes, program review outcomes, student services, administrative unit goals and strategic planning goals for continuous improvement and to document institutional effectiveness	6,500	6,500	6,500	6,500	6,500
Success Coach training from Bellingham Technical College (WA) which has completed a successful five-year Title III grant focused on success coaching (initial training in Year 1 and follow-up training in Years 2-5)	35,000	2,500	2,500	2,500	2,500
Total Contractual	41,500	9,000	9,000	9,000	9,000
Construction					
No construction is requested	0	0	0	0	0
Total Construction	0	0	0	0	0
Other					
Annual formative external evaluation site visits (Yrs 1-4) and summative evaluation visit (Yr 5) (\$10,000/yr)	10,000	10,000	10,000	10,000	10,000
Title III Endowment	3,033	3,057	5,805	47,337	43,649
Total Other	13,033	13,057	15,805	57,337	53,649
Totals	450,000	450,000	450,000	450,000	450,000

COMPETITIVE PREFERENCE PRIORITY #1 (up to 5 additional points)					
Tutoring, counseling and student services programs designed to improve academic success, including innovative and customized instruction courses (which may include remedial education and English language instruction) designed to help retain students and move the students rapidly into core courses and through program completion.					
Bettinger, E. & Baker, Rachel. (2011). <i>The Effects of Student Coaching in College: An Evaluation of a Randomized Experiment in Student Mentoring</i> . Stanford University School of Education. https://ed.stanford.edu/sites/default/files/bettinger_baker_030711.pdf					

Bates Technical College’s entire Title III project is focused on activities to improve student

success, retention and graduation. The success coaching strategy in this project is a “counseling” or “student service” program as described in the Competitive Preference Priority. It is modeled after the experimental research of Bettinger and Baker (2011), a study which meets the What Works Clearinghouse “moderate evidence of effectiveness” standard. Bettinger and Baker found that students in both community college and university treatment groups working with Success Coaches were more likely to remain enrolled at the institution after six months (81% compared to 77% in the comparison group), after 12 months (66% compared to 51%) and at 18 months (44% compared to 37%). The increase in retention at 12 months was statistically significant.

The study examined data from Inside Track, one of the nation’s largest contractors of college coaching services, assessing college coaching services provided by Inside Track to measure the impact of college coaching services on student persistence and completion. Inside Track connects students at the various participating institutions with success coaches, who help students develop strategies for success in order to overcome academic and “real-life” challenges. The process involves Inside Track coaches contacting students through a variety of methods over the course of two semesters and helping those students identify and use strategies for overcoming their barriers to success, particularly taking into account the students’ constraints outside of school (e.g., financial, personal, and family responsibilities).

The coaching model assessed was intrusive and proactive, with coaches contacting students every-other week, primarily by phone from a call center, with follow-ups by email or text. Researchers found that while a small percentage of each call’s content focused on specific institutional questions, the majority of the calls were typically spent in discussions of ‘meta-academic’ issues: time management, goal setting and planning, how to access additional resources, self-advocacy, prioritization, and navigating college decisions. Also common were discussions of student personal issues that were contributing to academic struggles, including

juggling academic and work schedules, financial issues, and family and caregiving responsibilities. Coaches had access to student records, tracking software, and a library of coaching resources and tools.

Most of the participating students were non-traditional college students enrolled in degree programs. Students could opt out of the coaching program at any time. Study findings showed an approximately 9-12% relative increase in student retention rates for coached vs. non-coached students in the first year of the intervention across all groups. Effects of coaching were also shown to be persistent, with a 15% increase in retention over a two-year period after conclusion of the intervention.

Research identified this evidence-based intervention strategy as one that Bates could replicate. Other community colleges in Washington State (Bellingham Technical and Whatcom) have been using coaching (based on the Inside Track model) for at least five years and Bates will take advantage of their experience to train our Success Coaches.

The coaches will be required to proactively engage students on their caseload at least six times per quarter, with a synchronous dialog (phone, text, IMs, face-to-face, videoconference). Engagements will provide students with advice and strategies for achieving personal, academic and career success and offer just-in-time help with emerging issues. Students will also be expected to check in with their Success Coaches on a weekly basis through the College's Learning Management System (Canvas) so that any issues with student progress or disconnection with their college experience can be identified early.

Bates' replication of Inside Track's model will differ in a few ways. In order to provide consistent monitoring and support to students for the duration of their participation in the Title III project, the College plans to expand the length of the coaching program model, implementing it upon student enrollment in the project and completing when the student graduates (or exits the

project). This coaching program is a critical component of the Title III project design, so participants will be required to participate in the program, although they may be resistant to contact from their coach. Unlike the Inside Track model, Bates’ project will include in-person coaching in addition to virtual coaching services.

Bates intends to hire three Success Coaches to work with 525 students per year (175/coach). One Success Coach will be located at each of the three campuses, assuring regular face-to-face contact with their student cohorts in addition to planned electronic communications. The Success Coaches will be part of a success team at each campus, working with the assigned faculty academic advisor and a designated Financial Aid representative to proactively address barriers to success.

COMPETITIVE PREFERENCE PRIORITY #2: Fostering Flexible and Affordable Paths to Obtaining Knowledge and Skills (3 points)

The fastest-growing medium- to high-wage careers in Washington State are shown below for individuals earning either an associate or bachelor’s degree. Bates offers programs related to these high-demand occupations: Occupational Therapy Assistant, Digital Media, Marketing and Business Management, Computer Networking System Technician, Cybersecurity, Information Technology Specialist, and Software Developer. The Bates Title III project will focus on placing students into work-based learning experiences (WBLE) based on these industries and others that demonstrate local and regional demand.

Table 1. Washington State Occupations with the Largest Rate of Growth from 2018-2028 by Associate Degree and Bachelor Degree Attainment				
Fastest-Growing Medium to High-Wage Careers in Washington with Associate Degree				
Occupation	Employment		Percent Change	Annual Earning Potential (Median Wage)
	2018	2028		
Respiratory Therapist	2,080	2,810	35%	\$41,300-\$62,900
Physical Therapist Assistant	1,600	2,080	30%	\$41,300-\$62,900
Web Developers	18,200	23,320	28%	Greater than \$62,900
Diagnostic Medical Sonographer	1,700	2,110	24%	Greater than \$62,900
Occupational Therapy Assistant	690	850	23%	Greater than \$62,900
Fastest-Growing Medium to High Wage Careers in Washington with Bachelor’s Degree				

Marketing Manager	14,550	23,090	59%	Greater than \$62,900
Multimedia Artist or Animator	3,150	4,650	48%	Greater than \$62,900
Marketing Research Analyst or Marketing Specialist	23,740	32,590	37%	Greater than \$62,900
Computer Occupations	17,280	23,460	36%	Greater than \$62,900
Software Developer, Applications	86,730	116,710	35%	Greater than \$62,900
Source: U.S. Department of Labor Careeronestop.org.				

Bates has several career-training programs that require WBLE for professional certification as well as graduation including Nursing and Physical Therapy Assistant. Other programs require either an internship or a special project to be completed to meet program requirements. Each of these programs offers some form of soft-skills instruction, whether it be integrated into the internship/practicum or a separate seminar. Bates has a staff person who assists with coordinating the Allied Health practicums, but outside of allied health programs, work-experience placements have primarily been identified and coordinated by the program faculty based on their relationships with employers.

Most Bates degree programs only include 15 required general education credits (5 credits in Math, 5 credits of English or communications, and 5 credits of Human Relationships); the balance of the program courses are focused career training courses. Consequently, students at Bates don't typically pursue a credit work-experience unless it is mandated in the program, since any other credits would be superfluous to the degree pathway (adding additional cost and time).

Research indicates that student participation in work-experience improves grades and increases retention, course completion, and employment rates, particularly benefiting low-income and racial and ethnic minority students (Rodriguez, Fox & McCambly 2016; Kuh, 2008; Lerman, 2010; National Survey of Student Engagement, 2007). Additionally, many first-generation students are from blue collar families where their parents may have experienced job elimination due to company downsizing, resulting in negative views of the workplace culture. Research has also shown that work-based experiences align with the first-generation student "mindset" that considers a college degree as a direct conduit to a career (NACE, 2018). WBLE is

also shown to help first-generation students gain experience in a professional setting and gain confidence (Thompson & Litt, 2017). WBLE enables students to tie what they learned in their coursework to the knowledge and skills necessary for future careers and gain exposure to careers they may not have known existed (Fuller Hamilton, 2015). Furthermore, paid WBL can also alleviate financial barriers for students who typically would not be able to afford to participate in courses of study or unpaid experience.

To encourage, support and increase WBLE opportunities beyond course requirements, Bates will hire a full-time WBLE Coordinator to develop new employer relationships and placement opportunities. This position will not begin until the middle of Year 4 (due to budget constraints in prior years), but will be institutionalized post-grant. This position would provide relationship management to new and existing employer partners to translate contacts into opportunities including the development of paid internships, apprenticeship programs, employer classroom presentations, and increased connection between the workforce and instructors. WBLE opportunities would be created with clear employer and student expectations that are tied to student learning outcomes to maximize student learning. The creation of this new position would lead to a 25% increase in students participating in WBLE. Employers participating in WBL would serve not only as workplace supervisors for participating students, but also as “job coaches” providing invaluable guidance on work skills, such as communication, work ethic, and attitude, in addition to the technical skills necessary to perform a job.

84.031A Strengthening Institutions Program Profile

INSTRUCTIONS: ALL applicants must complete these pages. The completed pages must be attached to the "Project Narrative Attachment Form" in the application package in the Grants.gov system (as a .PDF document). DO NOT MODIFY OR AMEND THESE PAGES.

OPE ID #00530600

1. INSTITUTION (Legal Name): Bates Technical College

2. Are you applying as a Branch Campus? YES X NO

3. ADDRESS (Applicants must indicate the address where the project will be located):

Project Address: 1101 South Yakima Ave City: Tacoma State: WA Zip: 98405

4. ENDOWMENT FUND ASSURANCE:

By checking this box (or placing an "X" beside it), an applicant certifies that the institution of higher education proposes to use up to twenty percent (20%) of the Strengthening Institutions Program yearly grant award, made under the authority of Title III, Part A of the Higher Education Act of 1965, as amended, to establish or increase the institution's endowment fund. The institution agrees to abide by the Department of Education's regulations governing the Endowment Challenge Grant program, 34 CFR Part 628, the program statute, and the program regulations, 34 CFR Part 607. The institution further agrees to raise the required matching funds.

5. COOPERATIVE ARRANGEMENT FOR PARTICIPATING INSTITUTIONS:

The applicant institution must provide for each participating institution: the institution name, DUNS number, location (city and state).

Institution Name	DUNS Number	City	State

6. TIE-BREAKER INFORMATION:

If the selection process ends in a tie and funds are not sufficient to fund all institutions, we will use the information provided here to determine who will receive a grant. In accordance with Section 607.23(b), the Secretary will award up to three (3) additional points based on the information provided here.

TOTAL 2018-2019 FULL-TIME EQUIVALENT (FTE) STUDENTS= 3,827

A. Total market value of endowment fund at the end of 2018-2019 \$ 1,045,187

B. Total expenditures for library materials during 2018-2019 \$ 9,266

C. Check activities applicant proposes to carry out in application:

a. Faculty development x

b. Funds and administrative management x

- c. Development and improvement of academic programs x
- d. Acquisition of equipment for use in strengthening management and academic programs
- e. Joint use of facilities
- f. Student services x

7. SIP APPLICATIONS & OTHER PROGRAMS:

If your institution currently has a grant with any of the programs listed below, please indicate which one and the year the grant was awarded. Note that an institution may not have two Title III, **Part A** grants or a Part A and a Title V grant simultaneously.

NONE

Check (if applicable)	Date Grant Awarded	Program Name	CFDA #	Title	Part
Alaska Native – Native Hawaiian Program (ANNH)	84.031N & 84.031W	III	A		
Hispanic-Serving Institutions Program (DHSI)	84.031S	V	A		
Promoting Postbaccalaureate Opportunities for Hispanic Americans Program (PPOHA)	84.031M	V	B		
Asian American Native American Pacific Islander-Serving Institutions Program (AANAPISI)	84.031L	III	A		
Native American-Serving Non-Tribal Institutions Program (NASNTI)	84.031X	III	A		