

**Addendum to
Policies, Regulations, and Financial Review
Self-Evaluation Report
Standard 2.G.1**



**Bates Technical College
Tacoma, Washington**

May 9, 2022

*Prepared at the Request of the
Northwest Commission on Colleges and Universities*

Everyone at Bates Technical College is committed to student success. The very nature of BTC’s hands-on programming promotes intensive faculty-student contact and cohort team-building. Working alongside faculty, BTC’s student support services are delivered in small-scale, high-touch environments tailored to the program mix of the college’s three campuses.

Without devaluing these built-in assets, over recent years, Bates has sharpened its focus on aligning and strengthening its student attainment initiatives. In 2019-20, BTC joined its Washington peers in adopting the [Guided Pathways](#) movement as an organizing center for this work. As a national model, Guided Pathways provides tested strategies for analyzing, identifying, and addressing student barriers, from career choice to graduation. Moreover, in 2019, Washington’s legislature allocated an annual \$1M-per-college to support Guided Pathways, mandating equity as a statewide centerpiece.

More recently, two additional initiatives have come alongside [BTC’s Guided Pathways](#) effort. First was the 2020 launch of a reconstituted [Diversity and Equity Taskforce](#) tasked to “promote best practices that create a more inclusive and equitable college community.” Second, in 2021, was a \$2.25 million [Title III grant](#) designed specifically to refine BTC’s use of data to accelerate student success.

Governance alignment

Today at Bates, these complementary initiatives are steered by a trio of cross-constituent groups, each with executive-level sponsors. In many cases, the committees have cross-over membership. With Guided Pathways as a hub, the partners collaborate to shape, guide, and assess BTC’s student success efforts. Subcommittees are tasked with operationalizing the specific Guided Pathways pillars (Figure 1).

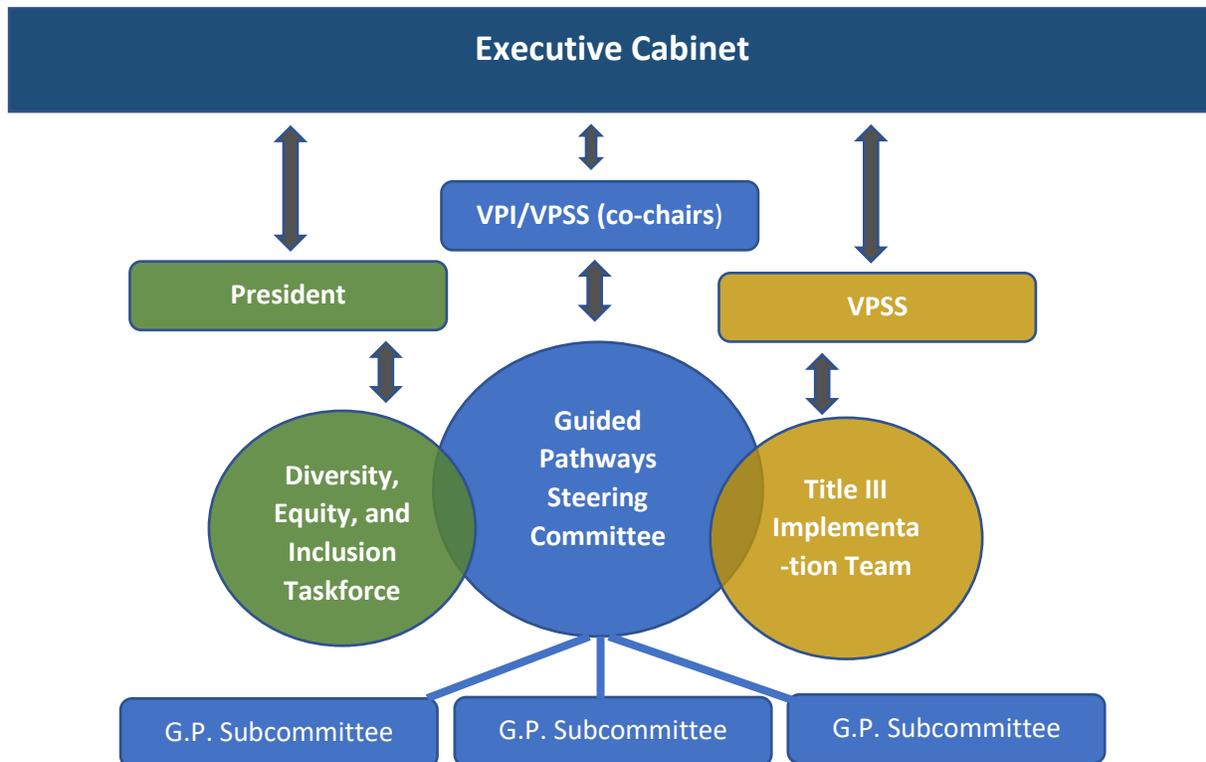
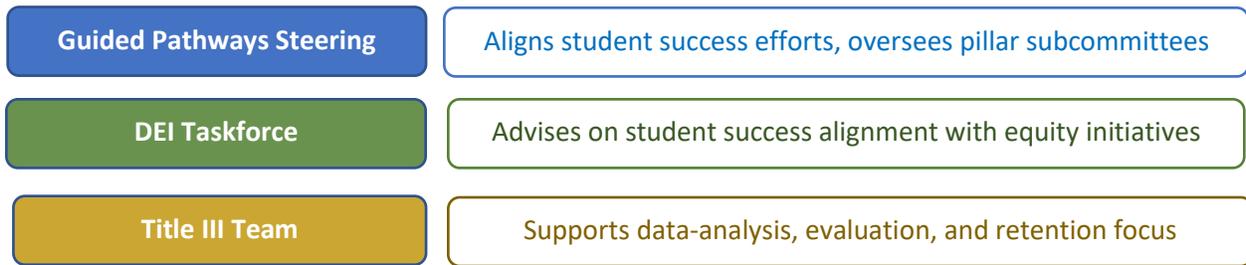


Figure 1: BTC Student Success Governance Model

Within this governance structure, each group carries specific, complementary responsibilities:



Data analysis alignment

In addition to aligning stakeholder activities, Bates has paid attention to alignment of its metrics, goals, and evaluation processes around student success. The central data source is BTC’s college’s [Student Success Scorecard](#). Updated annually and publicly available, the scorecard measures BTC’s progress on the set of [Strategic Plan](#) objectives that are direct indicators of student attainment:

Table 1: BTC Student Success Scorecard Objectives and Indicators	
Scorecard objective	Indicator/proxy
Retention	■ Continuous enrollment, fall to winter quarter (%)
Persistence	■ Maintenance of 2.0+ GPA (%) ■ Completion of college English in first year (%) ■ Completion of college math in first year (%)
Completion	■ Three-year graduation rate
Post-graduation success	■ Graduate employment rate (%)

To facilitate a more detailed analysis of these broad indicators, the individual metrics, along with their underlying data elements, are available to stakeholder groups in dashboard form (Figure 2).

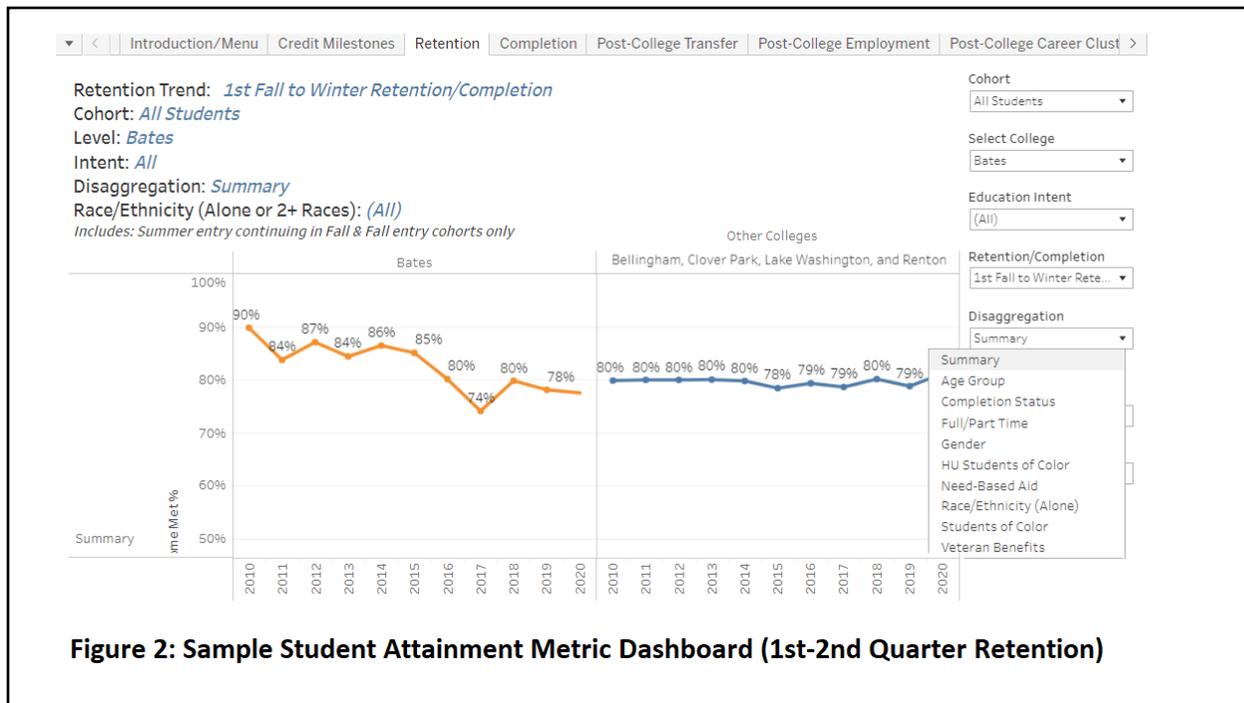


Figure 2: Sample Student Attainment Metric Dashboard (1st-2nd Quarter Retention)

Users can disaggregate the data through lenses such as time, demographics, and program pathway.

Evaluation cycle

The college's student attainment efforts are prioritized, tracked, and assessed as part of BTC's annual planning cycle (Figure 3). That cycle represents a year-by-year assessment of BTC's progress toward the goals of its 2016-22 Strategic Plan. Each cycle begins and ends with the board of trustees' August retreat. In the springtime's run-up to the retreat, [College Council](#) reviews current-year data and recommends priorities to the Executive Cabinet. Using that guidance, at the retreat itself, the president reviews previous year's work, proposes new (or revised) priorities, and finalizes the product as the [President's Workplan](#) for the year ahead. That workplan, once adopted, drives the workplans of executive leaders, their organizational divisions, and internal advisory groups.

Some workplan goals are operational, but for the subset of priorities that focus on student success, Guided Pathways assumes a guidance and coordination role, with its subcommittees chartered to align with current-year(s) project priorities. The subcommittees, in turn, interact with functional teams.

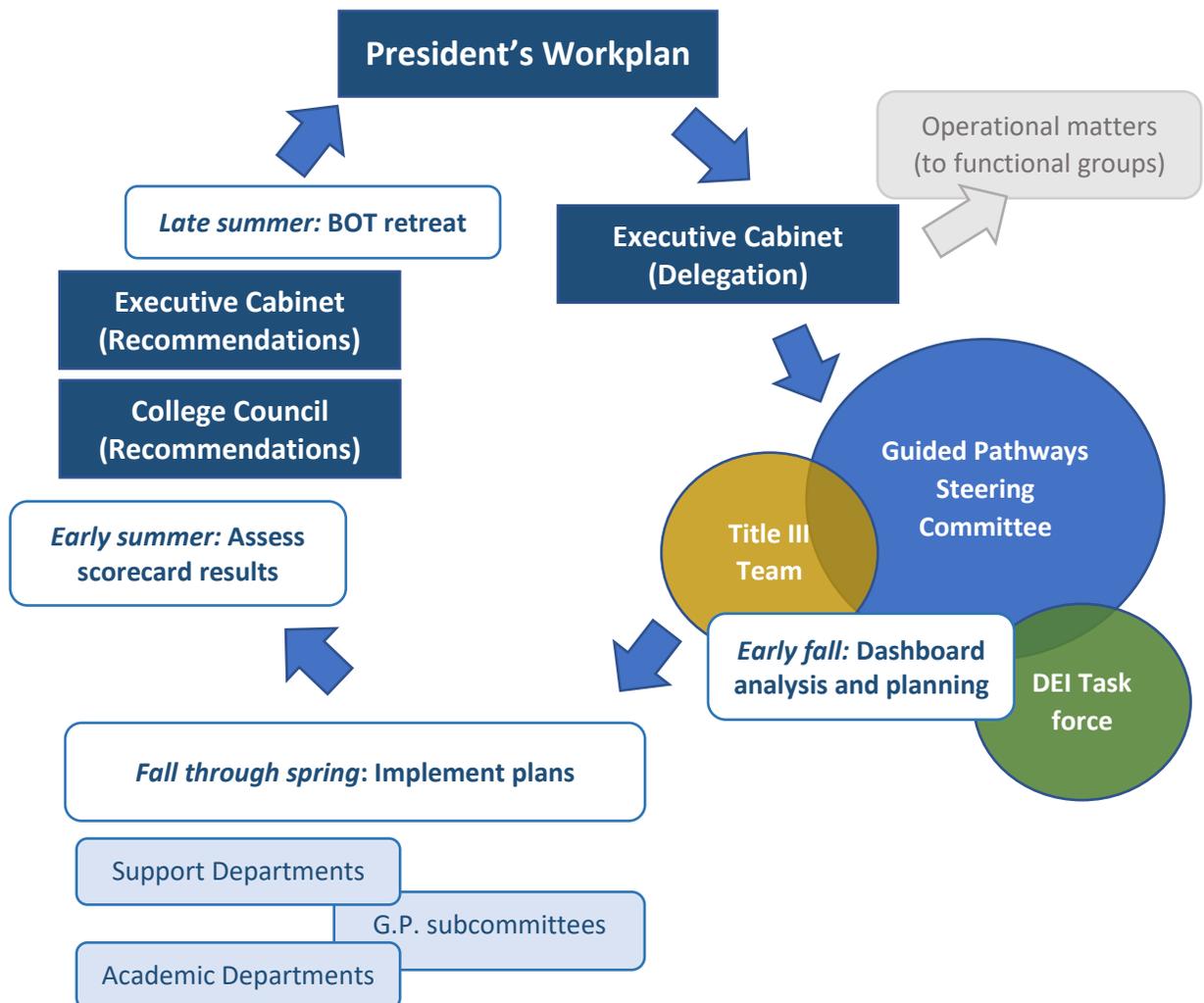


Figure 3: Annual Planning Cycle for Student Attainment Priorities

Mid-year, to maintain momentum and allow for any necessary course-corrections, the President's Office asks Executive Cabinet for a semiannual update on workplan accomplishments to date.

Application

The workplan and assessment system has been successful in focusing resources and energies. For example, in earlier cycles, Bates achieved considerable gains in first-year completions of English and math as a result of placement and instructional delivery reforms implemented to enhance persistence. More recently, the college has chosen fall-to-winter retention as a priority leading indicator. There, early investments have included the development of a college success course and the appointment of three retention specialists to aid advisors with onboarding and navigation supports. Even more current is a commitment to revisit the college's Human Diversity institutional learning outcome in 2022-23. While focusing on curriculum and pedagogy, the work promises to help shrink equity gaps.

Self-reflection

Bates Technical College has settled on this approach to student success for several reasons. It:

- Integrates BTC's student attainment initiatives with the college's Strategic Plan
- Aligns success indicators with the institution-wide Student Success Scorecard
- Coordinates intervention-specific workplans with the President's Workplan
- Leverages the state and national energies and resources of the Guided Pathways movement
- Assures alignment of Title III and DEI objectives within BTC-wide student attainment goals
- Reinforces commitment to institutionalize Title III-funded activities, post-grant

Conceptually, these choices have helped to consolidate attainment-related efforts that otherwise might have evolved independently.

That said, the model admittedly remains a work-in-progress. Of the phases in each year's assessment cycle, the most fully established are those between late spring and early fall. There, the college has institutionalized the process of Student Success Scorecard review, coming-year prioritization, institutional workplan development, and delegation of student-attainment priorities to Guided Pathways. The less-developed links are on the unit-level implementation side, particularly between the Guided Pathways Steering Committee and the subcommittees, departments, and work teams that carry out the year's interventions. Those operational groups remain, to some degree, in transition between a fully Guided Pathways-driven system and BTC's older cycle of independent departmental goal-setting and program review.

To complete the transition, Bates recognizes a need for additional attention to the initiative's design. Fortunately, Title III's resources, substantial state resources, and the Guided Pathways movement's supports are there to help. Among the most pressing near-term recommendations are the following:

- Strengthen each stakeholder group's facility with dashboard functions and applications through in-depth work sessions
- Formalize and better document cross-communications and shared planning across the attainment stakeholder groups
- Develop a unified message and campus profile for BTC's student attainment initiatives
- Add inter-institutional comparisons as a further tool in evaluation