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Executive Summary: Mission Fulfillment

Bates Technical College’s commitment to continuous improvement is reflected in the following report. Its submission caps a four-year initiative to update all BTC policies — a project that continued despite a 2019 cyberattack, COVID-19’s lockdown, and significant personnel changes.

On an ongoing basis, the college measures institutional effectiveness under the guidance of a board policy that defines four strategic goals — Workforce Education, Student Centered, General Education, and Community Relationships. Those goals, in turn, form the foundation of both the college’s 2019-22 Strategic Plan and annual President’s Workplan.

Each goal area incorporates indicators of achievement that, by policy, are “strategic, measurable, and supportive of the college’s mission.” The current strategic plan identifies 11 such indicators. Each is evaluated annually against established metrics, with results published in an online scorecard. The college defines mission fulfillment as maintaining at least 80 percent of all scorecard indicators between the “baseline” and “goal” levels, with “baseline” representing acceptable performance and “goal” as an aspirational improvement target.

To operationalize this framework, BTC’s trustees have established a fixed, annual cycle of assessment reporting and planning. In effect, each cycle begins and ends with the board’s summer retreat. There, the trustees review the current scorecard findings to set priorities for the upcoming year. Those priorities inform the president’s annual workplan. Released to the campus in fall, the president’s plan informs unit-level workplans for the year. In spring, College Council and the Executive Cabinet review updated scorecard data and provide recommendations to the president on priorities for the board’s next summer retreat.

The process produces actionable, focused direction for college effort and resources. As one example, when BTC set out to increase first-year English completions (General Education Goal 3, Objective 2), success rates rose from 9.3 to 16.4 percent by 2019, before dipping in 2020 likely due to COVID-19 impacts. Similar success was seen in BTC’s recent initiatives to strengthen apprenticeships (Community Relationships Goal 4, Objective 2) and to increase student engagement with diversity outcomes (Workforce Education Goal 1, Objective 3).

Predictably, other goals — including first-year math completions (General Education Goal 3, Objective 1) and aggregate academic standing (Student Centered Goal 2, Objective 4) — have proved more stubborn. But the college views these challenges as opportunities to rethink its strategies. To that end, in the current year, math reform has become a core element of BTC’s Guided Pathways plan, alongside several student success interventions.

Despite the strengths of its institutional effectiveness framework, Bates is not complacent about the system. Current efforts appear in the Moving Forward section of this report.
Eligibility Requirements

Bates Technical College attests that it meets all of the 23 Eligibility Requirements set forth by the Northwest Commission on Colleges and Universities:

<table>
<thead>
<tr>
<th>NWCCU 2020 Eligibility Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Operational Status</td>
</tr>
<tr>
<td>2. Operational Focus and Independence</td>
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<tr>
<td>3. Authority</td>
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<tr>
<td>4. Institutional Effectiveness</td>
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<tr>
<td>5. Student Learning</td>
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<tr>
<td>6. Student Achievement</td>
</tr>
<tr>
<td>7. Non-Discrimination</td>
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<tr>
<td>8. Institutional Integrity</td>
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<tr>
<td>9. Governing Board</td>
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<tr>
<td>10. Chief Executive Officer</td>
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<tr>
<td>11. Administration</td>
</tr>
<tr>
<td>12. Faculty</td>
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<tr>
<td>13. Educational Programs</td>
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<tr>
<td>14. Library and Information Resources</td>
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<td>15. Physical and Technology Infrastructure</td>
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<td>16. Academic Freedom</td>
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<td>17. Admissions</td>
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<td>18. Public Information</td>
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<tr>
<td>19. Financial Resources and Planning</td>
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<tr>
<td>20. Financial Accountability</td>
</tr>
<tr>
<td>21. Disclosure</td>
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<tr>
<td>22. Relationship with NWCCU</td>
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<tr>
<td>23. Institutional Capacity</td>
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</tbody>
</table>

Each requirement was carefully considered in the preparation of this report. A signed Institutional Report Certification Form appears as one the report’s addenda.

Policy Context

In some cases, Bates Technical College’s operational status as a public institution in Washington affects the form and placement of its policies and procedures:

- Board and college-wide policies and procedures appear in the Bates Policy Library.
- Policies that require legal enforceability — most often, those affecting the behavior of non-employees — are often processed into Washington Administrative Code (WAC).
- Because BTC is subject to collective bargaining, some personnel processes — for example, evaluation, professional development, and grievance protections — appear as working conditions within collective bargaining agreements.

These three resources are available publicly. Though the language may be replicated in audience-specific websites or publications, the college is careful to maintain a single source(s) for the underlying directives. The college maintains compliance with NWCCU standards in matters subject to labor negotiations.
Standard 2: Governance, Resources, and Capacity

Standard 2.A: Governance

Standard 2.A.1: The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system [shall clearly define] roles and responsibilities.

Board membership

Bates Technical College is governed by one board whose five members (Table 2.A.1) represent the citizens of the college’s service district. By statute, trustees are appointed by the governor for five-year terms, with renewals allowed. Every June, the board elects a new chair and vice chair from its members. Brief biographies of the trustees are available on BTC’s website.

<table>
<thead>
<tr>
<th>Trustee</th>
<th>First Appointed</th>
<th>Current Occupation</th>
<th>Residence Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heather Moss</td>
<td>2018</td>
<td>Director of Human Services/Pierce County</td>
<td>Tacoma</td>
</tr>
<tr>
<td>Florence Chang</td>
<td>2019</td>
<td>Executive Vice President &amp; COO/MultiCare Health System</td>
<td>Gig Harbor</td>
</tr>
<tr>
<td>Layne Bladow</td>
<td>2015</td>
<td>Fire Captain/West Pierce Fire and Rescue</td>
<td>Lakewood</td>
</tr>
<tr>
<td>Christina Blocker</td>
<td>2016</td>
<td>Managing Partner/Archway Consulting Group</td>
<td>Tacoma</td>
</tr>
<tr>
<td>Vacant</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Efforts are underway to fill the board’s current vacancy. The process is carried out collaboratively among the governor’s staff, current board, and local president.

Every academic year, the board holds twelve public meetings. Announcements, agendas, and minutes from the previous meeting are posted in advance on the board’s public schedule page.

Institutional interest and relationship

The two-year colleges’ enabling legislation, state ethics law, and local policy specify that no board member has a contractual, employment, or financial interest in the institution.
Roles, responsibilities and effectiveness

The board’s statutory responsibilities include establishing board policy, granting tenure, approving yearly budgets, and hiring a president. In addition, Bates Technical College’s Board of Trustees has adopted a comprehensive set of bylaws and policies that further guide its work. To sustain its own effectiveness, the Board self-evaluates annually and reviews policies on a five-year cycle. The board also evaluates the president and monitors mission fulfillment annually.

System relationship

Like the other community and technical colleges in Washington, Bates Technical College operates under the guidance of the Washington State Board for Community and Technical Colleges (SBCTC). The campus-to-system relationship is clear, cordial, and collaborative. As defined by statute, SBCTC’s role is limited to broad, statewide governance matters, including developing a system budget, setting minimum standards for college personnel and operations, and distributing state enrollment funds. While SBCTC provides guidance to local trustees, BTC’s board retains clear authority for the overall direction of Bates Technical College.

Standard 2.A.2: The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of authority, responsibility, and accountability who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

Bates Technical College employs qualified administrators and structures their responsibilities in a manner that provides effective leadership.

Executive leadership profile

A six-member Executive Cabinet (Table 2.A.2) collectively leads the college community. The current cabinet members have strong records of experience and education.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Year Appointed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Lin Zhou</td>
<td>President</td>
<td>2018</td>
</tr>
<tr>
<td>Steve Ashpole</td>
<td>Vice President of Student Services</td>
<td>2019</td>
</tr>
<tr>
<td>Nick Lutes</td>
<td>Vice President of Finance &amp; Administration</td>
<td>2020</td>
</tr>
<tr>
<td>Dr. Johnny Hu</td>
<td>Vice President of Instruction &amp; Chief Academic Officer</td>
<td>2021</td>
</tr>
<tr>
<td>Agnes Figueroa</td>
<td>Chief Information Officer</td>
<td>2019</td>
</tr>
<tr>
<td>DeAnne Hamilton</td>
<td>KBTC General Manager</td>
<td>2016</td>
</tr>
</tbody>
</table>
Levels of authority
Under the cabinet’s leadership, BTC’s broader administrative organization provides guidance and oversight on student learning, student success, fiscal affairs, human resources, policy and procedures, community relations, public information, information systems, and facilities. For each administrative post, specific duties and reporting structures are enumerated in the position job description.

Standard 2.A.3: The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an ex officio member of the governing board(s) but may not serve as its chair.

President’s profile
The trustees appointed Dr. Lin Zhou as Bates Technical College’s president in March 2018.

To that role, Dr. Zhou brings not only excellent educational credentials but also substantial experience in technical college leadership. Between 2013 and 2018, she held dean, executive dean, and vice president positions at Bates. Before that, she served as an administrator at Lake Washington Technical College. She holds a PhD in Education, an MBA, and associate degrees in accounting and computer science. In addition, she participated in the Harvard University’s Institute for Education Executive Management.

Dr. Zhou is the first female president of Bates Technical College, and the first female Chinese immigrant to serve as a president at a public two-year college in Washington. She sits on the boards of the Workforce Central Development Council (WDC), American Technical Education Association (ATEA), College Spark Washington Foundation, National Asian/Pacific Islander Council (NAPIC), and Washington State Adult Basic Education Advisory Council.

Presidential responsibilities
Board policy delegates to the president broad authority to carry out the administration and operation of the college. The president’s full-time leadership responsibilities include oversight of the institution’s human, physical, and financial resources. The president is also responsible for establishing the organizational structure of the college and implementing the policies of the board of trustees. In personnel matters, she holds the final authority to appoint all faculty, classified, and administrative employees. She also represents the college to the legislature, local governments, school districts, businesses, civic leaders, and other groups. Board policy directs that the president serve in an ex officio capacity as secretary to the board.
Standard 2.A.4: The institution’s decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.

Structures

Bates Technical College employs a participatory governance model which encourages all constituent groups — faculty, staff, and students — to take part in decision-making. To accomplish that objective, BTC has established a structure (Figure 2.A.4) that continually transmits ideas, feedback, and questions both to and from constituents and decision-makers.

![Figure 2.A.4. Bates Technical College Governance Model](image)

Processes

At the center of Bates’ decision-making structure, the College Council serves as the primary body responsible for coordinating institutional shared-governance. The College Council’s 15 members represent various college community groups, including student government leaders. A handful of additional, ex-officio members are administrative employees assigned to support the Council’s work. To the extent possible, the Council’s membership reflects the diversity of the college community, with primary attention to work group, campus location, and equity.

Under its bylaws, College Council offers each constituent group the opportunity to participate in BTC’s governance processes and initiatives as well as to review and make recommendations on policy matters through their representatives. To further encourage dialogue, the council assigns liaisons to BTC’s committees and task forces. A 35-page College Committees and Boards document, updated regularly, lists these groups. In addition to liaison reports, council agendas regularly set aside time for reports from committee and task force representatives.
As the hub of campus-wide participation in campus affairs, the council provides feedback and recommendations directly to the college president and, as needed, through the president to the board of trustees. The president meets regularly with council leaders to facilitate an ongoing exchange of questions, concerns, and progress updates.

**Stakeholder information-sharing**

Bates Technical College strives to maintain an ongoing exchange of information and views between leadership and constituent groups. Primary avenues include the following:

- To promote sharing of its proceedings, College Council maintains both a public-facing website and a robust intranet presence with agendas, minutes, and other resources.
- The Executive Cabinet’s monthly Listening Sessions, open to the college community, are posted to the college calendar and held on a rotating basis across BTC’s three campuses.
- The president meets monthly with the chair and vice chair of College Council.
- Labor-management meetings are held regularly, including sessions between the college president and the presidents of the faculty and professional staff unions.
- The monthly President’s Newsletter, distributed by all-campus email, includes area reports from Executive Cabinet members along with updates on campus initiatives.

**Standard 2.B: Academic Freedom**

*Standard 2.B.1: Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.*

**Independence**

As a public institution, Bates Technical College serves the diverse communities of its district, without favor to any particular constituency within those boundaries. That spirit of inclusivity and institutional independence begins with BTC’s mission and vision, which include a commitment to enrich “our diverse communities” and ensure that “every person benefits from their contact with Bates.” The Board’s Code of Ethics underscores an expectation of institutional fairness, impartiality, and public trust.

**Freedom of expression and inquiry**

In its Academic Freedom policy, the board of trustees has articulated a comprehensive understanding that “institutions of higher education are organized for the common good” and, accordingly, that “the purpose of an academic community is to freely question, criticize, [and] discuss ideals.” These commitments are reinforced, among other places, in BTC’s Library.
Philosophy, which incorporates the American Library Association’s Library Bill of Rights.

**Standard 2.B.2:** Within the context of its mission and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same.

**Protections**

The board’s Academic Freedom policy is explicit in forbidding “adverse consequences . . . as a result of discussions and expressions protected by” that policy, while also demanding that people “remain civil and respectful, even when on opposite sides of an issue.” The college has further made a public commitment to “nurture a positive [and] collegial environment in which all people are treated with respect and encouraged to excel.”

While adhering to these aspirations, BTC also provides clear avenues to address adverse incidents. Primary guidance appears in the college’s Harassment Free Environment policy, which provides definitions, response directives, and reporting instructions, collectively in service to maintaining “a working and learning environment free from all forms of harassment, discrimination and retaliation.” Any complainant can report allegations of suppression or retaliation through BTC’s Harassment, Bias, Retaliation, Discrimination Report Form.

Further, student and staff rights to free inquiry — and complaint processes — are reinforced in:

- Section 8.2 of the Faculty Collective Bargaining Agreement (CBA)
- Section 8 of the Professional-Technical Employees Bargaining Agreement (CBA)
- The Student Rights chapter of BTC’s Student Rights and Responsibilities code

**Standard 2.C: Policies and Procedures**

**Standard 2.C.1:** The institution’s transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.

Recognizing that “learning occurs beyond the courses offered by Bates Technical College,”
BTC’s Award of Transfer Credit policy balances both institutional and student interests.

**Academic integrity**

Bates policy sets appropriate limits on its acceptance of transfer-in credits, explicitly reserving final decision-making authority to the institution. General considerations for transfer-in determinations include the quality of the sending institution, comparability of the coursework itself, and the applicability of that coursework to BTC credentials.

Students who wish to apply credits from other institutions to their Bates Technical College programs must provide official transcripts to initiate the review process. The credentials evaluator conducts an initial evaluation to determine the potential transferability of coursework completed. From there, the review process may follow one of three paths:

- The applicability of classes to program core requirements is determined through the program faculty, based on a comparison of learning outcomes.
- For general education courses completed at other community and technical colleges in Washington, the system’s Common Course Numbering (CCN) agreement provides for statewide reciprocity.
- For general education courses from outside the Washington system, equivalency questions are referred to BTC’s General Education Department faculty.

**Student mobility**

While safeguarding institutional integrity, BTC’s transfer practices also aim to advance student attainment. Transfer-in evaluations are completed in the order in which official transcripts and Credit Evaluation Forms are received, offering appropriate predictability and fairness in the review process. In addition to coursework from other institutions, BTC also recognizes military, CLEP tests, and other established equivalencies for transfer. Where appropriate, industry certifications, occupational skills crosswalks, course challenges, or other extra-institutional learning equivalencies can be considered, provided the applicants can demonstrate “knowledge and skills equivalent to [BTC] program and course student learning outcomes.”

For students transferring BTC credit elsewhere, the college facilitates the process by offering transcript, catalog, and other documents to aid the receiving institution.

Student-directed information regarding these processes appears in the Course Catalog.

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*Standard 2.C.2: The institution’s policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.*
The preamble to Bates Technical College’s Student Rights and Responsibilities policy commits the college to “maintain an environment where all students may progress in accordance with their capability and interest.” The section further affirms BTC’s belief that “the responsibility to create and maintain such an environment is shared by all members of the college community.”

To provide enforceability, the guidance has been codified in Washington Administrative Code (WAC), the state’s public catalog of agency regulations. It was most recently updated in January 2021 to align with new state and federal guidelines.

Students can also access the relevant policies and procedures in the Student Handbook, which is published in both hard-copy and online. A quick-link to the handbook appears on the myBates student access portal. Table 2.C.2 summarizes these locations.

<table>
<thead>
<tr>
<th></th>
<th>Student Handbook</th>
<th>Washington Administrative Code (WAC) chapters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rights and Responsibilities</td>
<td>pp: 33-55</td>
<td>495A-121</td>
</tr>
<tr>
<td>Academic honesty</td>
<td>p. 38 and pp. 42-43</td>
<td>495A-121-041(1) and 495A-121-042</td>
</tr>
<tr>
<td>Student Conduct</td>
<td>pp. 38-43</td>
<td>495A-121-041, 495A-121-042, 495A-121-043</td>
</tr>
<tr>
<td>Appeals</td>
<td>pp. 43-52</td>
<td>495A-121-063, 495A-121-064, 495A-121-065, 495A-121-066</td>
</tr>
<tr>
<td>Grievances</td>
<td>pp.53-55</td>
<td>495A-121-091, 495A-121-093, 495A-121-094</td>
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</table>

The Student Handbook (pp. 9-16) includes reader-friendly, step-by-step summaries of conduct-related processes, including academic and disciplinary grievances and appeals. Guidelines and submission forms are compiled on a single Report Concerns site. In addition, the full policy is linked to BTC’s Student Resources web page.

**Disability accommodations and equal treatment**

Bates Technical College’s trustees have enacted specific policies to align with federal guarantees of equal treatment. For example, BTC maintains a general policy guaranteeing Reasonable Accommodations for Students with Disabilities, with another policy specific to accessible technology. Information regarding the services of the Disability Support Services office, including the Americans with Disabilities Act policies, can be found in the Student Handbook (page 28), and on the Disability Support Services website. A print Disability Support Services Handbook is also available from that office.

Similarly, protections against sex discrimination are detailed in the college’s Title IX website. Broader anti-discrimination guidance appears under BTC’s Non-Discrimination Notice site.
Standard 2.C.3: The institution’s academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution’s expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.

In keeping with state regulations, Bates Technical College’s Admissions Policy provides open access to all students who can profit from BTC’s curricular offerings. Applicants must be 18 or over, or a high school graduate, or an enrollee in a high school dual-credit program.

Under the guidance of its College Recruitment and Outreach Activities policy, the college actively encourages inquiries about its career training and academic programs. To make the admissions process as user-friendly as possible, BTC:

- Does not charge an application fee at admissions
- Offers online and in-person options for application, orientation, and registration
- Provides face-to-face, virtual, phone, and email advising by appointment or drop-in

Admissions

BTC’s website provides comprehensive public information on admission requirements and processes. There, the Steps to Enrollment page guides students through six interactive steps:

- **Admissions**: The college accepts admissions applications through online and paper processes. Once students are admitted, the Engage2Serve software tool guides students through next steps in the admissions process.
- **Information sessions**: These sessions, available in-person or online, help students gain an understanding of BTC’s programs of study. Questions are encouraged.
- **Funding**: The third step covers application processes for federal Pell Grant, state aid and scholarships, and eligibility for other specialized aid programs.
- **Placement**: The admissions website provides instructions on placement, including how to access assistance with math and English readiness. Applicants can upload placement documentation or access further assistance.
- **Career advising and registration**: By policy, Bates requires advising for students. For new entrants, an appointment with the advisor of the program is required. At that appointment the advisor will overview the program, discuss program prerequisites (if any), complete any required paperwork, and register the student.
- **New Student Orientation (NSO)** - New students with no prior college experience must attend the New Student Orientation (NSO) prior to their start quarter. The NSO overviews college services and strategies that help college students be successful.
Placement

At Bates, placement policy applies only to the English and math skills students need to succeed in their technical programs and complete general education requirements. Like many similar institutions, BTC has moved away from reliance on a single standardized test to determine placement. College policy, in fact, encourages alternatives. Accordingly, Bates students can document readiness through the state’s high school proficiency exams, high school transcripts, official transcripts from other colleges or universities, ACT/SAT scores, and results from placement tests taken elsewhere. The General Education Department has developed a free Math Bootcamp and English Guided Self-Placement procedure to prepare students for entry into the appropriate levels of math and English offerings.

As noted in Standard 2.G.3, programs with specific legal or licensure requirements list those requirements on BTC’s public website via a clickable Eligibility Requirements button. BTC’s Admissions Policy provides that, if any such requirement is a prerequisite to admission, it must be satisfied prior to the date of enrollment into that program.

Program continuation and readmission

The college’s Student Satisfactory Academic Progress policy defines academic standards for continuation, along with the associated suspension and appeal processes. A 2.0 quarterly Grade Point Average (GPA) is required to maintain good academic standing. Students who fall below a 2.0 GPA are placed first on academic warning. A second consecutive quarter below a 2.0 GPA triggers probation. A third leads to suspension for a minimum of one quarter. After that, students may petition for readmission. That process begins with a meeting with a career specialist who may require the student to attend an academic intervention session, meet with the dean of student services, or obtain a skills assessment from an instructor.

Students can access details on academic progress requirements in the Course Catalog. Disciplinary sanctions and appeals are described in Standard 2.C.2., above.

Standard 2.C.4: The institution’s policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.

Bates Technical College safeguards the privacy, integrity, and retention of student records.

Security

Paper records regarding admissions, financial aid, and academic performance are filed in locked cabinets within Registration and Financial Aid offices. Access to these storage areas is limited to four employees. Paper documents are retained for the requisite amount of time (see
below), then shredded. As the college transitions from paper to more fully-digital transactions, BTC’s Information Security Policy applies to an increasing range of student records. That local policy incorporates requirements set by the state’s Office of the Chief Information Officer.

Confidentiality
BTC protects student confidentiality in accordance with the Family Educational Rights and Privacy Act (FERPA) and associated college policy as codified in Washington Administrative Code. Students may waive these protections only through the completion of a FERPA release, which must specify the document(s), relevant time frame, and the receiving individual or entity. BTC’s FERPA website describes these processes. FERPA is a required element of employee training, offered through the U.S. Department of Education’s online SafeColleges module.

Retention
For time-limited records, the college follows the General Retention Schedule for Washington’s two-year colleges as set by the Secretary of State’s archives office. Adopted as policy by the Washington State Board for Community and Technical Colleges (SBCTC), the schedule provides detailed guidance on retention periods for all campus documents. In addition to transaction records, Bates holds over 80 years of permanent student information, such as transcripts and attendance records. Data from the 1970s on are housed in SBCTC’s Student Management System (SMS), which offers excellent security and redundancy. For older documents, BTC’s Registration Department has begun scanning the records to an electronic format. The scans are stored on BTC’s secure virtual server and backed up to the college’s cloud services account.

Standard 2.D: Institutional Integrity

Standard 2.D.1: The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services.

Bates Technical College’s processes ensure that the college maintains accuracy and integrity in representing its mission, programs, and services.

Primary communications channels
The college designates its public website as the primary communication tool for essential information to current and prospective students, community members, and partners. At that
site, visitors can access the primary sources of information on BTC’s academic intentions, programs, and services:

- The website’s companion student site, mybatestech.edu
- The Course Catalog
- The Student Handbook

These resources, as well as quarterly class schedules, are also available in print through Student Services. Information sessions and advising appointments, both online and in-person, offer additional opportunities for communications with students. The Course Catalog’s Program Offerings section lists the total credits required for each BTC credential.

Procedures for review

BTC’s Communications and Publications policy outlines the college’s practices for reviewing and updating its publications. Reporting directly to the president, BTC’s Communications and Marketing Office is generally responsible for the integrity of campus communications. Subject matter experts routinely review and approve print and electronic publications in collaboration with Communications and Marketing employees to ensure timeliness, accuracy, and audience relevance. To assist in those ongoing processes, the office provides an institutional style guide, project request forms, and staff consultancy.

Review schedules

Publication review cycles are defined in the administrative procedures associated with the college’s Communications and Publications policy. Many updates follow the academic year. The Course Catalog and Student Handbook, for example, are published annually; class schedules, quarterly. Policy documents are updated in accordance with BTC’s Guidelines for College Policies review schedule.

User focus

Beyond its commitment to accuracy, the college strives to provide information in a user-friendly format. For instance, the Steps to Enrollment page leads readers sequentially through that process, much as the Career Pathways page groups BTC’s program options. The MyBates digital kiosk collects links to resources, forms, schedules, the college calendar, financial aid portal, transcript links, and more. Meantime, for “push” messaging, BTC uses student email and the Canvas learning-management system for announcements, reminders, and links to resources. For ease of access, many consumer information items are compiled on one web page.

Unscheduled communications

Bates Technical College’s communications are not limited to its major publications and web resources. Among other outlets, the college also shares information through:
Social media (Facebook, Instagram, Twitter, YouTube and LinkedIn)
Customer Relationship Management (CRM) recruitment communications
Designed publications, such as rack cards, fliers, and postcards
News releases
Interior and exterior digital signs/monitors

In all cases, the college provides the public with confidence in its organization, educational offerings, and services. In particular, the Communications and Marketing Department and the admissions and outreach team collaborate throughout the year to update recruitment materials and messages to ensure that they remain accurate and timely.

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**Standard 2.D.2:** The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.

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**Ethics standards**

Bates Technical College upholds the high ethical standards set by Washington’s Ethics in Public Service legislation. Locally, the board’s Code of Ethics reinforces the statute’s guidelines. A Professional Conduct Policy extends those obligations to employees. These expectations are communicated to employees upon hire and made available on the college’s policy website.

**Fairness and equity**

Bates Technical College believes that every person’s background — which includes identifiers such as ethnicity, gender, religion, sexual orientation, and ability — helps enrich the lives of others when an environment is conducive to the expression of that identity. Those aspirations are reflected in BTC’s Diversity Statement. BTC Values promise to “nurture a positive [and] collegial environment in which all people are treated with respect and encouraged to excel.”

BTC’s Student Rights and Responsibilities code guarantees the “right to a learning environment that is free of discrimination, inappropriate and disrespectful conduct, and all harassment including sexual harassment.” For employees, the college provides similar guarantees through its Respectful Work Environment Policy and Harassment Free Environment Policy.

**Resolution of grievances**

As part of its commitment to fairness, Bates Technical College provides clear and even-handed processes for addressing claims of bias or discrimination. A single Harassment, Bias, Retaliation, Discrimination Report Form offers students, staff, and visitors alike a gateway to
direct any concerns to the appropriate college officer(s). Additionally, the college maintains specific complaint channels for Title IX violations.

More generally, employees may raise concerns about working conditions through their collective bargaining agreements for faculty and staff. Likewise, a step-by-step procedure for student complaints is outlined within the Student Rights and Responsibilities code.

Standard 2.D.3: The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.

Washington’s Ethics in Public Service Act, which applies to board members and employees, forbids state officers or employees from any interest, transaction, or obligation that is in conflict with the proper discharge of their duties. Bates Technical College’s ethics policies, noted above, echo those prohibitions. The trustees’ Code of Ethics, for example, extends the statute’s provisions “not only to the individual [trustees] but also to their family and associates.” The institution’s Professional Conduct Policy warns against “conflicts between official duties of state employees and their individual financial and personal interests.”

Recognizing that conflicts of interest often arise in fiscal context, Bates has set in place policies and procedures for contracting, purchasing goods and services, protecting assets, and traveling on college business, among others. As noted on BTC’s website, the state’s Whistleblower Act empowers employees and others to report concerns.

Standard 2.E: Financial Resources

Standard 2.E.1: The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.

Audit processes

At the institutional level, BTC’s Annual Comprehensive Financial Report incorporates the college’s Statement of Net Position and Statement of Revenues, Expenses, and Changes in Net Position. These financial statements are compiled under the accrual basis of accounting. Since this method accounts for all current-year revenues and expenses regardless of when funds are received or expended, full accrual statements provide a view of the college’s financial position similar to that presented by most private-sector companies. The statements are prepared in accordance with generally accepted accounting principles as prescribed by the Governmental Accounting Standards Board (GASB) under its standards for external financial reporting for
public colleges and universities.

The college’s accounting practices are further subject to Washington’s Budget and Accounting Act and the provisions of the State Administrative and Accounting Manual (SAAM) produced by Washington’s Office of Financial Management.

Like other community and technical colleges in Washington, Bates Technical College is audited by the State Auditor’s Office (SAO). BTC’s audited Annual Comprehensive Financial Statements for FY 2017, FY 2018, FY 2019, and FY 2020 are available at the SAO’s public website. The college is currently engaged with the State Auditor’s Office to complete the audit for FY 2021.

The FY 2019 audit resulted in one finding regarding internal controls, specifically around “ensuring accurate preparation and review of financial statements.” The college has since submitted a four-part plan to rectify the concerns. The plan’s elements, slated for implementation between January and June 2022, include:

- Leveraging the extensive requirements for the documentation of journal entries in BTC’s new enterprise software (ctcLink)
- Eliminating the controller’s responsibilities for day-to-day operations, expanding the role’s capacity for oversight of journal entries and annual financial reporting
- Establishing a budget/business operations director position to oversee daily business activities and serve as a peer in the review of draft financial statements and reports
- Requiring the vice president’s review and approval of the controller’s journal entries

**Reporting**

In addition to filing its Annual Comprehensive Financial Report, Bates Technical College updates its constituents on the institution’s budget status regularly. To support program-level budget managers, the college’s legacy Financial Management System (FMS) generates real-time monthly reports that compare allocations against year-to-date expenditures by common categories such as supplies, travel, and small equipment. FMS data is simultaneously loaded into SQL server, allowing for targeted queries and trend analyses. Personnel costs, which comprise over 80 percent of BTC’s budget, are monitored centrally in the Budget Office. The vice president for administrative services makes regular budget status reports to the board as part of each meeting’s President’s Report item.

**Cash flow**

By their nature, the college’s revenue sources and expenditure patterns provide for reliable cash flow. To begin with, since personnel costs are largely predictable month-by-month, the bulk of BTC’s outflow is stable over the fiscal year. Variations are limited in other budget categories as well. Meantime, on the revenue side, the college’s state allocation provides a known base for each year’s operations. Once awarded, those dollars are available for drawdown as needed. Though far smaller in impact, BTC’s other revenue sources — for
example, student tuition and fees — also follow relatively predictable patterns.

**Reserves**

The [Board Fiscal Accountability Policy](#) directs the president to “establish and maintain sufficient cash and fund balance reserves” to safeguard operations against unexpected revenue declines or cost increases. The policy’s associated [procedure](#) sets the reserve target at 15 percent of BTC’s total operating budget for all funds excluding student activities. The figure represents roughly two months of operations. The board reserves the right to alter the target to meet current conditions.

**Fundraising entities**

Charged with raising funds in support of BTC’s students, the [Bates Technical College Foundation](#) is an independent 501-c(3), with its own board of trustees and audit processes. The college’s trustees have established [policy](#) to define the relationship between BTC and its Foundation.

As a recipient of Corporation for Public Broadcasting funds, the college’s television station, KBTC, operates as an independent, self-supporting entity. KBTC generates an annually audited comprehensive financial report, as well as other [reports required](#) for federal recognition.

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**Standard 2.E.2:** Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short-term financial health and long-term financial stability and sustainability.

**Stakeholder participation**

Under their [Board Fiscal Accountability](#) policy, Bates Technical College’s trustees have set a clear expectation that the college’s budget processes are both participatory and mission aligned. To that end, the policy requires that BTC’s budget “shall clearly reflect the College’s Mission, Vision, Goals, Values, and Strategic Plan; shall be fiscally sound; and shall be derived from an institution-wide budgeting planning process.” The college’s associated [Budgeting of Funds Policy](#) reinforces the board’s expectation of “an opportunity for all operational areas of the college to be involved in budget recommendations affecting their area.”

By its charter, the Planning and Budget Committee carries out those expectations. With members from administration, faculty, student government, and staff from multiple operational areas, the committee serves to “prioritize funding requests and make recommendations to allocate funding that will effectively accomplish the mission of the
college.” During each year’s budget cycle, any Bates employee can submit a request to the committee via webform. The committee’s recommendations are forwarded to the Executive Cabinet for consideration before a final budget is proposed to the trustees.

Available funds

Of Bates Technical College’s $32.4 million current (FY 2021) budget, $28.3 million is dedicated to college operations. That operating budget is supported by $9.8 million in tuition, fees, and other charges for services. Of those local funds, two-thirds is collected from tuition.

Like Washington’s other community and technical colleges, Bates Technical College relies heavily on state subsidies to fund the difference between the cost of delivering education and the revenue collected from tuition and fees. In fact, over the past decade, the state has provided some 63 to 77 percent of BTC’s gross revenue, as Figure 2.E.2 illustrates.

The state allocation is distributed by formula through the State Board for Community and Technical Colleges. Though primarily driven by gross enrollment numbers, SBCTC’s formula incorporates some differential funding for categories of instruction — for example, high-
demand technical programs and integrated basic skills delivery — as well as a small allocation for performance.

Tuition income is also subject to some state control. Currently, the legislature limits tuition increases to the 15-year average increase in annual median household income statewide. Based on that calculation, resident rates have seen an average annual increase of approximately 2.5 percent over the past three years. Although the college cannot unilaterally increase tuition rates to boost revenues, the metered growth of those rates facilitates annual budget forecasting.

**Fiscal sustainability**

To assure BTC’s sustainability, the college has adopted conservative methods for projecting and budgeting its revenues. The board’s reserve policy supports that strategy. More broadly, the college builds its annual budget on low-range estimates of enrollment and state support.

Meantime, on the expenditure side of the equation, BTC continually reevaluates its offerings to ensure that current investments meet the needs of students and employers. Candidly, the vast majority of BTC’s fiscal commitments support faculty lines that are tied to specific academic programs, making enrollment and market demand the primary determiners of where BTC’s dollars go. To foster efficiency in those decisions, academic programs are subject to a regular Program Sustainability Analysis (PSA) process that allows stakeholders to identify programmatic and environmental limitations that foreshadow declining demand. Bates is currently refining its parallel processes for evaluation of non-academic program areas.

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**Standard 2.E.3:** Financial resources are managed transparently in accordance with policies approved by the institutions governing board(s), governance structure(s), and applicable state and federal laws.

Bates Technical College’s financial resources are managed according to all board policies and applicable state and federal laws.

**Policy and regulatory guidance**

**Governing board policies**

The Board Fiscal Accountability policy and its procedures establish the framework for Bates Technical College’s fiscal management practices. Not only does the policy stipulate that all funds are “handled in accordance with board and college policies, state laws, and [government agency] policies and regulations;” its subsections also provide
direction on asset protection, non-state funds, capital projects, and management of cash, investments, and debt.

Under the board’s authority, the college administration has developed institutional policies to address specific fiscal management responsibilities. Section 4000 of BTC’s Policy Library includes policy guidance on accounting and controlling of funds, budgeting of funds, auxiliary services, and capital improvement projects, among other topics.

Applicable statutes
As a state agency, Bates Technical College is also subject to Washington’s Budget and Accounting Act. Additionally, BTC follows the regulations of state oversight agencies including the Office of Financial Management and State Board for Community and Technical Colleges. The state’s rules align with federal law.

Risk management and internal controls
In addition to prudent accounting and budgeting practices, internal controls and asset protection are essential elements of financial stewardship. To that end, Bates Technical College has established specific policy guidance on purchasing, small and attractive assets, travel, and signature authority. On a day-to-day basis, employees can access additional instructions through operational documents such as the college’s Purchasing Procedures Overview.

Standard 2.F: Human Resources

Standard 2.F.1: Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

Faculty, staff, and administrators are informed of their work assignments and employment conditions through several avenues, before, during, and beyond the appointment process:

- **Recruitment:** BTC’s standard recruitment announcements provide detailed descriptions of each position’s functions and duties, minimum and preferred qualifications, general employment conditions, and supervisory responsibilities, if any.

- **Appointment:** Upon appointment, new hires receive an appointment letter and, in some cases, employment contract that outline their conditions of employment. In addition, the employees receive a job description that outlines their work assignments and responsibilities.
• **Policy:** Employees can access the Bates Policy Library at any time. The Human Resources chapter (Section 5000) includes policies on leave regulations, discrimination complaints, telework, reasonable accommodation of disability, political involvement, diversity, alcohol- and drug-free environment rules.

• **Collective bargaining:** The vast majority of employees are represented by one of the bargaining units recognized at Bates. All agreements are available at a single site. In addition to the contracts themselves, employees have access to each group’s representative(s), who in most instances provide an added orientation to recent hires.

The college’s non-represented employees generally are leadership-level administrators. Their work is governed by their appointment letter, employment contract, and college policies. For faculty, guidance on teaching, scholarship, service, and artistic creation is provided both in policy and in the faculty agreement (Article VIII), with intellectual property also referenced.

The college follows the just-cause process for all disciplinary actions, including terminations, for employees covered under a collective bargaining agreement. The bargaining agreements outline performance criteria, forms and procedures for evaluations, and processes for promotions and terminations. The contract sections provide specific guidance for faculty (Articles IX and X), professional-technical employees (Article V), safety officers (Article VI), and facilities and operations employees (Articles V and VI). For exempt employees, BTC follows the requirements outlined in their employment contract or appointment letter.

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**Standard 2.F.2: The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.**

Bates Technical College believes strongly in the continuous need for all employees to receive ongoing opportunities for training and professional growth. The Human Resources Department maintains a staff development function, as well as a library of resources.

Opportunities for professional growth are routinely available through several channels:

• **Campus learning agenda:** Bates Technical College sets aside a minimum of two days per year for institution-wide professional development. Each day’s content is determined jointly by the Professional Development Committee and college leadership. Recent topics have included diversity and equity, student attainment data, the BTC Strategic Plan, and student learning assessment.

• **Collective bargaining:** As appropriate to specific employee groups, the college’s collective bargaining agreements define opportunities for training and professional
growth. Examples include contract provisions for faculty (Section 8.6), professional-technical staff (Section 12), and safety officers (Section 13.15).

- **Online resources:** As the quality and availability of online learning resources have improved, BTC has expanded its use of those tools. Prominent examples include the faculty Online Learning Center, Safe Colleges, and Accessibility Committee tutorials.

In addition, as part of routine supervision practices, employees and supervisors identify training needs during their annual evaluation conversations. The college also uses Bates Administrative Team (BAT) meetings to train and impart information to mid-level managers, and it is the college’s expectation that the managers impart the information to their staff.

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**Standard 2.F.3: Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.**

Bates Technical College regularly reviews the number and qualifications of faculty, staff and administrators to ensure that the college’s mission and goals are met.

In keeping with BTC’s technical education focus, core academic programs are led by at least one fulltime faculty member, with additional full- or part-time instructors appointed to meet student demand or profession-specific faculty/student ratios. As the academic organization charts demonstrate, instructional programs are grouped under a dean who typically oversees five to seven departments. Deans report to the chief academic officer. Non-academic units are structured similarly, with clusters of task-groups reporting through a lead administrator to the appropriate executive, as the organization charts for those units illustrate.

Formally, the college reviews its staffing needs during the annual budget cycle. As defined by college policy, “all operational areas of the college [are] to be involved in budget recommendations affecting their area.” Accordingly, BTC’s multi-constituent Planning and Budget Committee guides a deliberative, inclusive process that evaluates requests for investments, including personnel. The committee’s bylaws specify mission fulfillment as the yardstick for prioritization. The committee’s recommendations are reviewed by the Executive Cabinet for inclusion in the institutional operating budget proposal to be adopted by the board.

For all recruitments, final approvals rest with Executive Cabinet. Approval forms must include an evaluation of costs, available resources, and rationale. From that point, the appointment process follows procedures maintained by Human Resources.
Standard 2.F.4: Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.

For the overwhelming majority of Bates Technical College employees, the criteria and procedures for evaluations are included in collective bargaining agreements. Regardless of employee group, criteria are explicitly identified. They include items such as self-management, work processes skills and results, teamwork, innovation and change skills, development, communications, customer service, and special project skills directly related to the individual employee. Along with these common criteria, the criteria for faculty include specific performance elements related to student learning outcomes. The faculty agreement (Section 10.1) further prescribes that the process for instructors is annual and incorporates, at a minimum, input from students, the supervisor, and colleagues.

The evaluation documents include procedures, forms, and a place for feedback, along with professional development plans and resources to continually improve performance. Table 2.F.1 summarizes the specific locations where these provisions can be found:

<table>
<thead>
<tr>
<th>Employee group</th>
<th>Criteria and Process</th>
<th>Procedures &amp; forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>Articles IX and X</td>
<td>Appendices C,D,E,F,G</td>
</tr>
<tr>
<td>Professional-technical</td>
<td>Article V, Section 18</td>
<td>Appendix C</td>
</tr>
<tr>
<td>Safety officers</td>
<td>Article VI, Sections 14-15</td>
<td>Appendix F</td>
</tr>
<tr>
<td>Facilities and operations</td>
<td>Articles VI, Section 23</td>
<td>Appendix B</td>
</tr>
</tbody>
</table>

For administrators who are exempt from collective bargaining, supervisors conduct evaluations, basing their judgements on the duties and responsibilities of the appointment.

All of these documents and processes are applied equitably, fairly, and consistently to ensure that employees are aware of their assignments’ requirements.

The college monitors evaluation schedules through its Personnel Payroll Management System (PPMS). Using the evaluation cycles stated in the collective bargaining agreements, a target date is entered on the employee’s record. PPMS compiles these dates and generates notifications to supervisors. Completed evaluations are recorded on the employee’s PPMS record, with the original document retained in the individual’s personnel file. PPMS extract files provide a current, college-wide record of completions.
Standard 2.G: Student Support Resources

Standard 2.G.1: Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.

Bates Technical College’s commitment to student success and equity is foundational to the college’s mission, vision, and goals:

- **Mission:** “Bates Technical College enriches our diverse communities by inspiring student learning, challenging greater achievement, and educating for employment”
- **Vision:** “Bates Technical College helps students realize their potential for growth and success through innovative instruction in a nurturing, diverse environment”
- **Strategic Goal 2:** “Bates supports students, enabling them to succeed, . . . to reach their educational goals and transition successfully to further education or employment”

Ultimately, administrative responsibility for these commitments rests with the Executive Cabinet, with guidance and oversight from the trustees. But the work is participatory, as well. Three groups provide ongoing venues for dialogue, collective action, and synergy:

- **College Council:** Encourages campus-wide communication and monitors BTC’s progress in meeting its Strategic Plan goals, including metrics for student success and equity
- **Diversity and Equity Taskforce:** Advises the president on BTC’s equity initiatives and promotes best practices that create a more inclusive and equitable college community
- **Guided Pathways Committee:** Coordinates elements of BTC’s Guided Pathways work, which emphasizes equally both student success and equity in student attainment

**Implementation**

Though BTC has a long history of investment in both equity and attainment, in recent years the work has coalesced under two major campus initiatives: Guided Pathways and Title III:

**Guided Pathways**

The national Guided Pathways effort seeks to improve student attainment by enhancing support services and better aligning career choice, course sequences, and learning outcomes. In Washington, the initiative has garnered $30 million in annual legislative support for system-wide reform with an urgent focus on equity. **BTC’s Guided Pathways Implementation Plan** outlines objectives to advance these goals. BTC’s current priorities include college success coursework, degree maps and annualized schedules, math and English completions, and improving student onboarding and supports.
**Title III Strengthening Institutions grant**

Based on several years of data analysis and planning, BTC recently secured a $2.25 M Title III grant award to accelerate efforts to increase persistence, completion, and success, particularly among low-income students. BTC’s plans will focus on improving instructional design, enhancing work-based employment, and developing a cadre of student retention specialists, while concurrently increasing the college’s data capacity.

**Effective learning environments**

Whether physical or virtual, Bates Technical College’s environments are designed to foster learning, community, and inclusion. As detailed in Standard 2.I, BTC’s built environment is tailored to support career-technical education, with shop, laboratory, and clinical spaces designed to mirror the workplace. In addition, ample area is set aside for general classrooms, library facilities, group and individual study spaces, and informal gathering spots. Classroom and labs are outfitted with audiovisual technology to support multi-media experiences, internet access, and various tools and equipment to support diverse learning practices. Additionally, the college’s technology infrastructure supports learning through a variety of student-access resources, including wireless connectivity, student email, general purpose computer labs, and loaner laptops. BTC relies on the Canvas learning management system to provide a consistent e-learning environment across programs. The college’s [Online Learning Center](#) offers student-directed support for the use of online instructional resources. That service gained considerable importance during COVID-19’s shift to online operations.

BTC’s [Accessibility Committee](#) guides and supports the college’s efforts to maintain accessibility in its facilities, materials, and technology. An [Accessible Technology Policy](#) reinforces the expectation of inclusivity in BTC’s learning resources.

**Services and supports**

In addition to physical resources, BTC maintains a range of services to support the whole student, as Table 2.G.1 (page 27) illustrates. To make these resources easy to find, the college lists student resources on both the [myBates](#) student portal and the public website’s [Student Resources](#) link.

**Community partnership**

BTC also recognizes the power of innovative community partnerships to strengthen its capacity. The [Education Opportunity Center](#), for example, collaborates with the Metropolitan Development Council to meet the needs of career-seekers. Another collaboration with Pierce County Transit provides students with [free bus passes](#). Meantime, BTC works with local food banks to provide sack lunches and a Downtown Campus pantry. To help students connect with community resources, a [Community Services Hub](#) consolidates information on legal, housing, transportation, childcare, and financial supports offered in partnership with local agencies.
<table>
<thead>
<tr>
<th>Primary domain</th>
<th>Example services</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic support</strong></td>
<td><strong>Tutoring</strong></td>
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<tr>
<td></td>
<td><strong>Library</strong></td>
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<tr>
<td></td>
<td><strong>Math Boot Camp</strong></td>
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<td></td>
<td><strong>Online Learning Center</strong></td>
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<tr>
<td><strong>Financial aid</strong></td>
<td><strong>Financial Aid</strong></td>
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<td></td>
<td><strong>Emergency funds</strong></td>
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<td></td>
<td><strong>Workforce Education Services</strong></td>
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<tr>
<td><strong>Career and college navigation</strong></td>
<td><strong>Advising</strong></td>
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<td></td>
<td><strong>New Student Orientation</strong></td>
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<tr>
<td></td>
<td><strong>Career assessment tools</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Education Opportunity Center</strong></td>
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<tr>
<td><strong>Student life, wellness</strong></td>
<td><strong>Campus Life and Activities</strong></td>
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<tr>
<td></td>
<td><strong>Counseling Center</strong></td>
</tr>
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<td></td>
<td><strong>Early Learning Center</strong></td>
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<td></td>
<td><strong>Books and Campus Stores</strong></td>
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<td></td>
<td><strong>Community Dental Clinic</strong></td>
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<tr>
<td><strong>Population-specific services</strong></td>
<td><strong>Veterans Center</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Disability Support Services</strong></td>
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<td></td>
<td><strong>Bias Incident Reporting</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Undocumented students</strong></td>
</tr>
</tbody>
</table>

**Assessment of effectiveness**

To assess the collective effectiveness of these resources, BTC relies on two primary systems:

**Institutional effectiveness**

Each year’s strategic planning cycle incorporates a [scorecard](#) review of BTC’s success in meeting its attainment and equity goals. With guidance from the College Council and Diversity and Equity Taskforce, an annual analysis culminates in the [President’s Workplan](#), which shapes college-wide priorities for the year.

**Guided Pathways**

Washington’s Guided Pathways implementation model requires an annual plan based on data and prioritized around attainment and equity. At BTC, the 12-member Guided Pathways Committee, co-chaired by the chief academic and student services officers, orchestrates this process. Specific components are delegated to one of the Guided Pathways cross-constituent subcommittees.

More recently, Bates has added the [Community College Survey of Student Engagement](#) (CCSSE) to its evaluation tools, providing a structured avenue for student feedback on college facilities, resources, and services. At the same time, to better assess the effectiveness of specific service units, BTC has undertaken efforts to strengthen non-instructional program review.
Standard 2.G.2: The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.

Bates Technical College provides information to students in a variety of formats to ensure that critical information is available and easy to find. Primary avenues include the college website, Course Catalog, and Student Handbook (Table 2.G.2).

<table>
<thead>
<tr>
<th>Information item</th>
<th>Primary access point(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Mission</td>
<td>• Mission website</td>
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<tr>
<td></td>
<td>• Student Handbook, p. 2</td>
</tr>
<tr>
<td>Admission Requirements</td>
<td>• Student Handbook, p. 4</td>
</tr>
<tr>
<td>Grading Policies and Procedures</td>
<td>• Student Handbook, pp. 6-7</td>
</tr>
<tr>
<td></td>
<td>• Catalog: Grading System</td>
</tr>
<tr>
<td>Programs and course information, including completion</td>
<td>• Website: Career Pathways program links</td>
</tr>
<tr>
<td>requirements</td>
<td>• Catalog: Program Offerings</td>
</tr>
<tr>
<td>Expected Program Learning Outcomes</td>
<td>• Website: Career Pathways program links</td>
</tr>
<tr>
<td></td>
<td>• Catalog: Program Offerings</td>
</tr>
<tr>
<td>Expected Course Learning Outcomes</td>
<td>• Catalog: Course Descriptions</td>
</tr>
<tr>
<td>Required course sequences and projected timelines to</td>
<td>• Website: Career Pathways program links</td>
</tr>
<tr>
<td>complete</td>
<td>• Catalog: Program Offerings</td>
</tr>
<tr>
<td>Course offerings</td>
<td>• Website: Class Schedule</td>
</tr>
<tr>
<td>Faculty and administrator credentials</td>
<td>• Catalog: Credentials Reference Guide</td>
</tr>
<tr>
<td>Conduct, rights and responsibilities</td>
<td>• Student Handbook, pp. 33-55</td>
</tr>
<tr>
<td></td>
<td>• Catalog: Student Rights &amp; Responsibilities</td>
</tr>
<tr>
<td>Tuition, fees and program costs</td>
<td>• Website: Tuition and Fees</td>
</tr>
<tr>
<td>Refund policies and withdrawal procedures</td>
<td>• Website: Tuition and Fees</td>
</tr>
<tr>
<td></td>
<td>• Student Handbook, p. 8</td>
</tr>
<tr>
<td>Financial aid</td>
<td>• Website: Financial Aid Office</td>
</tr>
<tr>
<td></td>
<td>• Student Handbook, pp. 21-25</td>
</tr>
<tr>
<td>Academic Calendar</td>
<td>• Website: College Calendar</td>
</tr>
</tbody>
</table>
To simplify navigation, links to many of these resources are collected in the MyBates student portal as well as the public-facing Student Resources website.

The Career Pathways site and the Course Catalog provide largely parallel gateways into instructional program information for prospective and enrolled student audiences. As directed by college policy, more detailed information is shared through course syllabi. The Canvas learning management system and quarterly schedule often offer additional course information.

In many cases, the policies and administrative codes underlying these items are also publicly available. For example, the college’s Policy Library provides links to BTC’s Admissions Policy, Grading System Policy, and Tuition Refund Policy. The complete Student Rights and Responsibilities code is likewise available through the Washington Administrative Code site.

**Standard 2.G.3: Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.**

Bates Technical College publishes eligibility requirements for career entry and licensure on the college’s Career Pathways website. There, the template for each program page includes an Eligibility Requirements link (Figures 2.G.3).

<table>
<thead>
<tr>
<th>Course Information</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Eligibility Requirements</td>
<td></td>
</tr>
<tr>
<td>Estimated Tuition and Aid Information</td>
<td></td>
</tr>
<tr>
<td>Career Outlook</td>
<td></td>
</tr>
<tr>
<td>Accreditation and Related Information</td>
<td></td>
</tr>
<tr>
<td>Course Maps</td>
<td></td>
</tr>
<tr>
<td>Forms</td>
<td></td>
</tr>
</tbody>
</table>

**Figure 2.G.3: Program Pages -- Eligibility Link Placement**

In many cases, the information is repeated in the Course Catalog and program-specific materials. Additionally, career advisors routinely cover eligibility. Table 2.G.3 offers examples of program pages and their Eligibility Requirements links.
Table 2.G.3. Sample Program Eligibility Requirements

<table>
<thead>
<tr>
<th>Program</th>
<th>Eligibility disclosures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dental Assisting</td>
<td>Dental Assisting Program Information</td>
</tr>
<tr>
<td>Occupational Therapy Assistant</td>
<td>Occupational Therapy Program Information</td>
</tr>
<tr>
<td>Practical Nursing</td>
<td>Practical Nurse Program Information</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>Early Childhood Education Program Information</td>
</tr>
</tbody>
</table>

**Standard 2.G.4:** The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

**Mission alignment**

Bates Technical College’s mission speaks to “enrich[ing] our diverse communities by inspiring student learning, challenging greater achievement, and educating for employment.” In keeping with those commitments, Bates is committed to reducing barriers for students. To that end, in keeping with college policy, the Financial Aid Department provides funding to students who would not otherwise be able to attend. In addition, where possible, the department has removed barriers in the application process itself, reducing the number of required forms and eliminating verification steps that are not mandated by the U.S. Department of Education.

**Student information**

Students can find all the necessary information on financial aid — including categories of aid, application steps, forms, satisfactory academic progress guidelines, and scholarship opportunities — on BTC’s consolidated Pay for College website and in the Student Handbook (pages 21-25). The available information meets all state and federal regulations, including the Higher Education Opportunity Act of 2008. Types of aid include:

- State and federal grants
- Workforce Education Services funding (Worker Retraining, WorkFirst, BFET)
- Veterans’ benefits
- Work study
- Tuition payment plan
- Scholarships and emergency aid
- Loans (see Standard 2.G.5)

Augmenting BTC’s web resources, staff regularly provide prospective and current students with information on financial aid through high school events, on-campus events, and monthly workshops. At these events, financial aid staff promote financial aid, advance financial literacy,
and assist with completion of the Free Application for Federal Student Aid (FAFSA) and Washington Application for State Financial Aid (WASFA) applications. Staff members also offer a financial literacy presentation to all incoming students during New Student Orientation. Planning is underway to incorporate financial aid presentations within the College Success course now under development.

Bates Technical College students receive their Award Notification by email and mail. These communications include the Ways to Pay and Understanding your FA Notification handouts, along with the link to the student financial aid portal. To further reduce barriers, the college disburses funding through electric transfer of funds, debit card, or paper check.

Among other special populations, Bates is committed to helping meet the needs of undocumented students, who can apply for state aid through the Washington Application for State Financial Aid (WASFA). In addition to state aid, the college will award Bates Grant funds to undocumented students to supplement their unmet need to pay tuition, fees and other college related costs.

As part of the college’s COVID-19 response, the Financial Aid Office facilitated disbursement of CARES Act emergency aid through the Higher Education Emergency Relief Fund (HEERF) as well as the Washington Student Achievement Council’s Undocumented Student Relief Grant.

Effectiveness and accountability
The Financial Aid Office completes federal and state reports on an annual basis. The college has implemented internal practices to ensure that awarding meets appropriate guidelines and that reconciliation is completed in a timely manner. The Financial Aid Office is further engaged in a college-wide effort, currently underway, to refine non-academic program review processes.

Standard 2.G.5: Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution’s loan default rate on its website.

Bates Technical College is committed to minimizing student loan borrower debt. Accordingly, at BTC, an initial offer of financial aid never includes a loan option. However, to meet particular student needs, the college maintains a loan program as one additional source of financial aid.

Repayment disclosure
Students must complete loan entrance counseling, a master promissory note, and the Student Loan Application before being awarded a loan. All awardees receive a loan origination notice, a disbursement notice, and loan debt letter. Their award notification directs them to review the Financial Aid Notification Packet and the Satisfactory Academic Progress Policy.
Program monitoring

Bates has taken a variety of steps to reduce loan dependence and defaults. As a starting point, a 30-day delay is required for all new borrowers. Borrowers in repayment are monitored and reviewed, with every attempt made to assist with collection on accounts. To assist with default prevention and management, the college contracts with Student Connections. With over 50 years of experience, Student Connections provides two key services for BTC students:

- **Repayment counseling:** The primary goal of this service is to establish the best repayment plan for each individual.
- **Financial literacy:** WhichWay is an interactive, free app that can help teach students life skills focused on managing their time, money, and credit.

Default rate

Over the past three years, BTC’s cohort default rate has remained consistently at around 20 percent. The figures are publicly available on BTC’s Financial Education site and the college’s Public Disclosure and Consumer Information site.

**Standard 2.G.6: The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.**

Under the college’s General Student Services policy, students who choose a program of study at Bates are assigned a career advisor to assist them in developing an educational plan. Career advising staff are assigned to each of BTC’s three campuses and specialize in the educational programs clustered there. The advisors utilize an “Academic Checklist” to monitor onboarding new students effectively and to guide continuing students as they progress through their respective programs of study.

Responsibilities

By policy, advisors’ responsibilities include “orientation for new students, educational planning, advising, problem solving, testing, and information on certificate and degree programs, career planning, and other educational opportunities.” For student audiences, the Career Advising website describes advising responsibilities in detail, noting that advisors can help with placement, educational planning, college resources and support services, degree or certificate requirements, program costs, and college policies and procedures. The Student Handbook
Staff qualifications and professional development

Career advisors are adequately prepared to successfully fulfill their responsibilities. They are knowledgeable of BTC’s curriculum, program requirements, and graduation requirements. To ensure that advisors remain current with BTC curriculum changes, the dean of student services meets regularly with Career Advising Office staff to discuss current course offerings, program updates, changes in prerequisites, and quarterly registration trends, as well as administrative policy updates impacting student progress, success, and completion. Career advisors maintain open communications with workforce program and general education faculty to remain current on program revisions, program starts for new students, and program capacity. In addition, the advisors actively participate in the subcommittees that guide elements of BTC’s Guided Pathways implementation, including integrated scheduling and mapping, learning outcomes alignment, and strategic management of onboarding and advising. Outside campus, BTC’s advising personnel responsible are involved in professional development activities to stay current with state-wide policies, trends, and requirements. This includes statewide councils and commissions such as the Advising and Counseling Council, Veterans and Military Service Council, and Workforce Education Council.

Evaluation

Career advisors are evaluated twice annually by their students. A follow-up annual evaluation, held with the dean of student services, includes a performance appraisal, review of the previous year’s goals, and objective-setting for the upcoming year.

These evaluations lead to demonstrable program improvements. As one example, a recent examination of onboarding data revealed a significant number of students who were “undecided.” The discussion led to a partnership with the non-profit Metropolitan Development Council to provide a self-guided assessment process and an opportunity to work with an MDC education advisor knowledgeable in a broad array of career fields. Participants have the option of selecting a program of study at Bates or one of BTC’s peer institutions in the State Board for Community and Technical Colleges (SBCTC) system.

Standard 2.G.7: The institution ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected changes associated with the identity verification process.

Identity verification process

Bates Technical College’s Identity Verification and Academic Integrity Policy prescribes college-
wide safeguards on student identity verification, online privacy, and awareness of these practices. Under that policy guidance, student identity is verified at three stages:

Course registration
At admission, all students receive a unique identification number and personal identification number (PIN) to access the college’s online services. At initial log-in, the system encourages students to personalize their PIN. These credentials are required to register for courses.

Access to online materials and tools
All distance instruction is provided through the Canvas learning-management system. Canvas creates an account for students using their Bates identification numbers as the default username and password. The software encourages students to change their password as soon as possible. Instructions are provided in BTC’s online support modules.

Submission of online class work
The college’s policy vests faculty with primary responsibility for monitoring the authenticity of submitted work. In support of that goal, BTC’s Online Learning Center (OLC) manages the college’s distance delivery course certification process. Identity verification is one of the five standards each course is evaluated on. To guide faculty through that step, the OLC provides an Academic Integrity Checklist, which covers such elements as:

- Teaching the value and importance of academic integrity in course content
- Using appropriate electronic academic integrity resources (Canvas settings, Honorlock, Unicheck) especially for high-stakes items
- Maintaining the security of all high-stakes coursework through Canvas tools, a secure third-party application, or direct observation
- Employing multiple methods of assessment, such as practice exams, drafts with instructor feedback, and multiple-checkpoint assignments

The BTC standards also address regular and substantive student-faculty interaction, another set of practices that promote faculty familiarity with student work.

Online privacy protections
Privacy is another element of BTC’s Identity Verification and Academic Integrity Policy. The college’s authentication processes, described above, ensure that students can protect their online identity and submitted work from misuse. As an additional protection, if a student or faculty member loses a college or Canvas password, the Online Learning Center will reset these credentials only to the original, college-generated username and PIN.

Further safeguards include BTC’s FERPA Policy, which is clear in including “computer generated” materials within its scope. Likewise, the college’s Information Security Policy binds “all members of the college community [to protect] the integrity, availability and confidentiality of information . . . from unauthorized release or modification.” The Student Code of Conduct
prohibits falsifying or fabricating course assignments and bans all forms of cyber-misconduct.

**Student updates and information**

The college’s Online Learning Center maintains a student-directed [Canvas Assistance](#) site and a [Student Resources](#) page, providing centralized access to log-in and user assistance across a range of BTC’s online tools. Because Canvas is used college-wide as a shell for online courses and learning resources, it provides a convenient avenue for notifying students of changes in online instruction practices.

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**Standard 2.H: Library and Information Resources**

*Standard 2.H.1: Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution’s mission, programs, and services.*

“We’ve Got What You Need” is the slogan adopted by the Bates Technical College Library. Guided by a comprehensive [philosophy](#), the library provides staff, delivery infrastructure, and information resources to support BTC’s mission, programs, and services.

**Personnel qualifications**

The college’s library staff comprises one faculty librarian and two library technicians. In accordance with [state law](#), the faculty librarian holds an advanced degree in library and information science and a librarian’s certificate issued by the state of Washington. The technicians hold degrees — one a master’s and the other an applied associate’s — in library information sciences. Together, these dedicated professionals provide effective library services to support both BTC’s curriculum and the lifelong learning of employees and the community.

**Access**

The library maintains staffed facilities at all three BTC campuses, each site providing 35 to 40 hours of student access Monday through Friday, with many digital resources always available. While online resources have long been an important component of library service at Bates, the COVID-19 pandemic greatly accelerated the expansion of digital access. The pandemic followed close on the heels of BTC’s mid-2019 cyberattack, which had severely compromised the library’s online tools for months afterward. When the pandemic hit, Bates’ library faced new demands to support fully-online instruction. The staff went from managing a total of 16 student laptops to managing 166. New equipment included 25 hotspots, 64 web and video cameras, 28 microphones, and over 40 digital media items. The library adopted processes to
handle remote checkouts, returns, printing, and lab kit delivery for students and faculty.

Through diligent outreach to faculty partners, materials were painstakingly rebalanced to emphasize online access. To this end, a significant investment was made in streaming video resources, including *Academic Videos Online, Films on Demand, ICE Video Library,* and *Medcom Video Library.* Students now have access to a *Virtual Bates Library* portal. In addition, a new library help link was embedded in every Canvas course, with customized *Library Guides* added to Canvas course pages by instructor request.

Under BTC’s policy-level *Information Literacy Plan,* both teaching faculty and library faculty at Bates share a collaborative responsibility to ensure student learning around resource literacies.

**Resource currency and sufficiency**

Under the umbrella of BTC’s *Library Collection Policy,* a detailed *set of procedures* provides guidance on the objectives, criteria, responsibilities, and maintenance of the library’s collections. Key principles include curricular relevance and collaboration between teaching faculty and library leadership.

Of course, maintaining the collection’s adequacy remains an ongoing challenge. In the past dozen years, for example, the vendor charges for academic databases alone have increased an average five percent per year while the library’s budget has remained flat. Challenges notwithstanding, anecdotal feedback from students, faculty, and staff has consistently rated Bates Library successful in providing a supportive and helpful environment for learning. To ensure a more rigorous evaluation of its materials and services going forward, the library recently secured approval of a *Library Self-Evaluation* policy, initially developed in 2021.

**Standard 2.I: Physical and Technology Infrastructure**

*Standard 2.I.1: Consistent with its mission, the institution creates and maintains physical facilities and technology infrastructure that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution’s mission, academic programs, and services.*

**Physical Facilities**

Bates Technical College occupies three campuses in the greater Tacoma area. Together, these locations comprise 52.03 acres of land and 695,758 gross square feet (GSF) of built environment. Table 2.I.1 lists the buildings, construction year, square footage, and primary programs for each campus.
### Table 2.I.1: Bates Technical College Primary Campus Facilities

<table>
<thead>
<tr>
<th>Buildings</th>
<th>Year</th>
<th>Area*</th>
<th>Primary program concentrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Downtown Campus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1101 South Yakima Avenue, Tacoma</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(342,289 GSF/6.7 acres)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Buildings</td>
<td>Year</td>
<td>Area*</td>
<td>Primary program concentrations</td>
</tr>
<tr>
<td>Building A East Wing</td>
<td>1945</td>
<td>74,256</td>
<td>Allied Health</td>
</tr>
<tr>
<td>Building A North Wing</td>
<td>1949</td>
<td>63,180</td>
<td>Electronic Equipment Service</td>
</tr>
<tr>
<td>Building A West Wing</td>
<td>1949</td>
<td>38,233</td>
<td></td>
</tr>
<tr>
<td>Center for Allied Health</td>
<td>2021</td>
<td>65,000</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Building C East Annex</td>
<td>1964</td>
<td>101,620</td>
<td></td>
</tr>
</tbody>
</table>

| Central/Mohler Campus         |       |         |                                                     |
| 2320 South 19th Street, Tacoma |       |         |                                                     |
| (100,319 GSF/9.6 Acres)       |       |         |                                                     |
| Buildings                      | Year  | Area*   | Primary program concentrations                     |
| Communications Technology     | 1975  | 46,000  | Broadcasting/Video Production                       |
| Advanced Technology           | 2016  | 51,629  | Engineering Technologies                            |
| Maintenance Building          | 2016  | 2,690   | Computer Technology/Cybersecurity                   |
|                               |       |         | Electronic and Communications Systems               |

| South Campus                  |       |         |                                                     |
| 2201 South 78th Street, Tacoma |       |         |                                                     |
| (249,469 GSF/30.43 Acres)     |       |         |                                                     |
| Buildings                      | Year  | Area*   | Primary program concentrations                     |
| Building A                     | 1987  | 31,356  | Automotive/Marine/Motorcycle                        |
| Building B                     | 1987  | 72,940  | Carpenter/Woodworking/Cabinetmaking                 |
| Building C                     | 1987  | 41,760  | Diesel and Heavy Equipment/CDL                      |
| Building D                     | 1987  | 47,040  | Early Childhood Education                           |
| Building E                     | 2007  | 44,557  | Facilities Maintenance                              |
| Modular Buildings E, F, G, H, I, J | 1997  | 1,688 each | Fire Service/EMT, Heating, Ventilation, Air Conditioning |
|                               |       |         | Welding/Sheet Metal Technology                      |
| Modular Building K             | 2003  | 1,688   |                                                     |

*Area in gross square feet (GSF)

In addition, BTC maintains a 4,000 square-foot transmitter site, built in 1997, for the college’s public broadcasting station, KBTC. Prior to COVID-19-driven travel restrictions, BTC occasionally used the classrooms and labs of Zhejiang College of Construction and Zhejiang Tongji Vocational College in the People’s Republic of China for short-term, onsite instruction visits to supplement a 31-credit program of online courses offered there by inter-institutional agreement.
Sufficiency and quality

To ensure that BTC’s learning facilities mirror current workplace environments, the college solicits input from faculty experts and program advisory committees, among others. In practice, instructional programs are expected to monitor equipment life-cycles and, where possible, anticipate needs for replacement funding. For larger requests, emergencies, and new acquisitions, BTC’s Planning and Budget Committee prioritizes equipment investments as part of its annual supplemental budget review. This year’s allocation exceeds $300,000.

Where buildings and grounds are concerned, BTC is able to draw on the State Board for Community and Technical Colleges (SBCTC) to assist with ongoing assessment. Conducted every two years, SBCTC’s Facility Condition Survey (FCS) provides a thorough and systematic evaluation of health and safety, usability, cost effectiveness, and maintenance conditions across system institutions. Colleges are provided with an FCS self-evaluation tool to develop data for each survey. Through the FCS process, SBCTC allocates resources every biennium for minor facilities maintenance and repairs. For Bates, the total is over $1 million per planning cycle.

Facilities planning

Major capital requests are informed by the college’s master planning process. In 2003, Bates established a single Facilities Master Plan to span all three campuses. The plan was updated in 2007 and 2014, with minor adjustments in 2021. The document aligns with the college’s mission and its long-range educational and financial plans, while positioning the college strategically for future opportunities. While the college’s aggregate enrollment is expected to remain manageable over coming years, the adequacy of individual facilities varies by campus and program. For example, while the Central/Mohler Campus offers ample high-quality space for its near-term plans, pressures are more acute at South Campus. These variations inform the Facilities Master Plan’s priorities.

Based on its Facilities Master Plan, over the past decade, the college has secured approximately $49.5 million in legislative appropriations for the development and construction of two major capital projects and essential facility improvements. The bulk of these investments has been the $44.1 million Center for Allied Health Education, opened in early 2022 at the Downtown Campus. In addition, much needed upgrades to the KBTC television station have improved accessibility and addressed environmental health issues there. At present, the college is in the design phase of a new fire services facility on the South Campus. This project is scheduled to receive an additional $30 million in the next biennial cycle, assuming legislative approval of SBCTC’s capital request.

The board of trustees’ Capital Improvement Projects policy delegates oversight of projects to the vice president for finance and administrative services, who is obligated to provide regular updates to the board.
**Maintenance**

Acting as a team, the Facilities and Operations Department employees provide clean, accessible, safe, secure, and efficient facilities across BTC’s campuses, maintaining high-quality learning environments for students and attractive spaces for faculty, staff and visitors. Consistent with BTC’s mission, the nine-member department provides capital projects management, custodial services, grounds services, and maintenance and engineering support. A computerized maintenance management system facilitates submission of work orders to maintenance staff and allows users to track progress on requests.

**Accessibility**

As an institutional value, Bates Technical College strives to “exceed customer expectations and to ensure that every person benefits from their contact with Bates.” To that end, the college’s Accessibility Committee has incorporated physical access into the development of its College-Wide Accessibility Plan.

All capital projects, modifications to existing facilities, and improvements to pedestrian routes are designed to meet Americans with Disabilities Act (ADA) standards. Accessibility is also assessed as a matter of code compliance and SBCTC design requirements. The college’s Disability Support Services (DSS) office assists in bringing barriers to the college’s attention.

**Hazardous or toxic materials**

College policy directs that BTC’s facilities are “maintained to the standards set by local, state, and federal laws and regulations” including the State Environmental Policy Act (SEPA). Accordingly, information on the safe use and disposal of hazardous or toxic materials is provided for faculty and students in programs that require their use. Departments maintain relevant Material Safety Data Sheet (MSDS) binders in their areas. Employees who handle hazardous or toxic materials receive regular training and/or information. The director of safety and security acts as BTC’s hazmat coordinator and, working with staff, regularly inspects various academic and work areas for safety hazards. Inspection reports with digital photographs are sent to relevant staff, managers, and deans for corrective actions when needed. The college uses a state contract to dispose of hazardous materials safely and cost effectively. The Facilities Department conducts monthly safety meetings for custodial and maintenance staff. A handbook provides direction on managing hazmat incidents.

**Safety and security**

As a matter of policy, BTC’s College Protocols for Operating a Safe Campus provide a comprehensive framework for limiting and addressing common safety threats, including violent or criminal behavior, natural disaster, accidents, and disease. Further refining that framework, the college has established specific policies on key and building security management, weapons and firearms, trespass, and the use of closed-circuit television (CCTV) as a security tool. These

Providing staff support to those policy objectives, Campus Public Safety operates as a unit of the Facilities and Operations Department. Its director, sergeant, and four officers provide campus patrol, parking/traffic enforcement emergency response, accident investigation, safety training, and compliance and security reporting services. To encourage both transparency and preparedness, the department publishes a daily crime log, an annual security report, and breakout reports for the Downtown, Central/Mohler, and South campuses. The reports comply with Clery Act requirements.

The COVID-19 pandemic placed additional, acute emphasis on campus security. At a policy level, BTC adopted a series of directives aimed at clarifying campus infection-control measures, COVID-related leave provisions, and vaccination requirements. To foster participatory input, the president convened an 11-member, cross-constituent Covid Task Force to shape the campus’s response through weekly meetings. A public website consolidates information on the college’s responses, with links to other resources.

Information Technology Infrastructure

Bates Technical College’s Information Technology (IT) Department supports the technological infrastructure for all three BTC campuses.

**Sufficiency and quality**

In total, the IT Department’s responsibilities span some 1650 computers, 41 servers, 180 printers, 125 switches, hundreds of telephones, dozens of presentation classrooms, and 93 Wi-Fi access points. Continual upgrading and replacement are required to sustain the quality of these resources. BTC’s Student Technology Fee generates just over $300,000 annually to replace student computer labs on a six-year cycle. An additional, smaller allocation underwrites replacement of employee workstations. To reduce the burden of non-student replacement costs, the IT Department has imposed a limit of one device per staff member. Through federal CARES Act funding, the college has replaced several aging staff computers and added a substantial pool of student loaner laptops.

**Technology planning**

Beyond regular replacement cycles, the IT Strategic Plan identifies longer-term priorities. Early goals focused on cyberattack recovery. While security remains a priority, future initiatives include a new curriculum management system, a room management system, and replacement solutions for the existing telephone system.
**Maintenance**

The nine-member IT staff provide both day-to-day and advanced support to a wide variety of technology users both on and off campuses. Campus computers, labs, servers, and other infrastructure undergo regular maintenance cycles. When things go wrong, help requests are processed through a login-protected online work order system.

To help reduce user-initiated breakdowns, IT staff provide training during Professional Development days as well as through online training sessions available to all staff members. Individuals can book training sessions on a variety of key software tools throughout the year. Additionally, Bates IT provides a repository of training materials accessible on Bates’ intranet site, including Microsoft’s Learning Center. To keep the IT staff’s skillsets up to date, the college has invested in online IT certification training, Skillsets Online, which is available to non-IT staff members and students as well.

**Accessibility**

As a state agency, Bates Technical College is subject to the directives of the Washington State Office of the Chief Information Officer (OCIO). Among the OCIO’s directives, a statewide Accessibility Policy sets minimum standards, provides support tools, and offers training to meet state accessibility goals. The college’s own Accessible Technology Policy localizes those goals. The campus CIO oversees implementation, with guidance from the Accessibility Committee.

To date, this work has resulted in commitments to software, support, and equipment. Table 2.1.2 lists examples of campus-wide software deployments.

<table>
<thead>
<tr>
<th>Table 2.1.2: Accessibility Software Deployments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Software tool</strong></td>
</tr>
<tr>
<td>NonVisual Desktop Access (NVDA) screen reader</td>
</tr>
<tr>
<td>Blackboard’s Ally accessibility extension</td>
</tr>
<tr>
<td>UserWay’s accessibility tool</td>
</tr>
<tr>
<td>SenSus Access tool</td>
</tr>
</tbody>
</table>

The Accessibility Committee’s Accessibility Hub serves as a clearinghouse for resources on creating accessible digital resources. As one example, the Online Learning Center supports faculty in ensuring that all video materials are captioned appropriately. In May 2021, Bates replaced all multi-function copiers with OCR-compliant devices with Universal Design features.

**Security**

Bates Technical College’s recent history has brought cybersecurity to the forefront of institutional priorities. On the evening of July 16, 2019, an unknown actor(s) launched a ransomware attack against the college. Though an external forensic firm found no evidence
that the attacker(s) accessed or acquired sensitive data, the breach resulted in the loss of access to critical servers and data encrypted during the attack. Rather than meet the ransom demand, BTC focused on remediation and rebuilding a new and more secure network. Because BTC operates with a lean nine-person IT staff, the campus joined forces with the Washington State Board for Community and Technical College’s (SBCTC) network team to accelerate the transition to a hybrid cloud environment, leveraging the benefits of cloud computing to overcome barriers imposed by the college’s aging server infrastructure. In addition to these system updates, greater emphasis was given to user training in areas such as digital literacy and safety. Today, through Safe Colleges, all staff receive basic cybersecurity training modules.

To reinforce the durability of these initiatives, the college strengthened its policy framework around IT security, developing directives on information security and electronic signatures. The college’s Continuity of Operations Plan requires each department to incorporate protocols for record preservation, data backup, and recovery.

In hindsight, despite the cyberattack’s seriousness, the college has reasons to be proud of its response. The college successfully passed subsequent investigations from the U.S. Department of Education (Title IV aid), Health and Human Services (HIPAA), and the Washington State Office of the CIO. Moreover, BTC did not close its doors, even for a single day. Students were able to finish summer quarter as planned and begin their fall courses on time.

More recently, the IT Department has shown similar resilience in responding to COVID-19. To allow for instruction to continue uninterrupted, staff set up cloud-based virtual labs and deployed over 120 laptops to staff and 150 to students. Additional tools — including electronic signature software, softphones, videoconferencing, and digital team platforms — were launched to support teleworking. Using Virtual Private Networks (VPN) and desktop endpoint management systems, staff continued to provide virtual assistance to users, regardless of their location or preferred communications tools.

As COVID’s disruptions wane, the IT Department is gearing up for its next major challenge — conversion to a new enterprise management system. The new PeopleSoft-based platform, called ctcLink, will replace a legacy enterprise system across all community and technical colleges in Washington. In replacing decades-old student, personnel, and financial management systems, the conversion will impact everyone on campus. BTC’s go-live date for the new system is May 2022.
Moving Forward

Earlier, this report has mentioned some of the challenges that Bates Technical College has faced in recent years — among them, 2019’s cyberattack, 2020’s pandemic, and an era of leadership turnover beginning in 2018. It would be disingenuous to minimize the impact of these events or, worse, to underappreciate the resilience of BTC’s employees in overcoming them.

Despite some lingering concerns, the college today can look ahead with optimism. This fall, enrollments returned to 93 percent of pre-pandemic levels at Bates, well above system averages. Meantime, state revenues appear promising. On campus, October’s Title III award and the Center for Allied Health’s opening in January have furthered a sense of possibility. New executives have stabilized the college’s leadership team. Initiatives like Guided Pathways and BTC’s diversity and equity work are gaining momentum as BTC prepares for its Year 7 Evaluation of Institutional Effectiveness.

Standard 2 self-evaluation

BTC’s Policies, Regulations, and Financial Review (PRFR) reflects nearly four years of policy work and over 18 months of writing and document collection. As intended, the PRFR process revealed opportunities to strengthen BTC operations. While many of these opportunities were successfully addressed, some await further work. For one, efforts underway to refine non-academic program reviews must continue. Likewise, with its policies now up-to-date, the college must maintain the board’s mandate to revisit those documents regularly. The Bates community looks forward to the PRFR Committee’s feedback in identifying other opportunities to improve.

Standard 1 self-evaluation

Prior to launching the PRFR effort, BTC’s president has named College Council as the college’s accreditation steering group. Given the council’s role at the center of campus governance, the assignment is apt. Going into Year 7, College Council will work alongside the Executive Cabinet to emphasize three focus areas for self-evaluation:

Institutional effectiveness (Standard 1.B)

As noted on page 1 of this report, College Council already maintains a central role in BTC’s annual evaluation of its Strategic Plan scorecard. This spring, as current-year data become available, the Council will again serve as first reviewers and commentators in the analysis cycle. This time, the college’s efforts will incorporate not only an evaluation of current scorecard results but also an initial critique of BTC’s measures and assessment processes themselves, as the institution gears up for a new strategic plan.

Student learning outcomes assessment (Standard 1.C)

The council’s chair also sits on BTC’s Assessment Task Force (ATF), providing a critical
link between the groups. That relationship will be essential in providing institutional monitoring, support, and information-sharing to sustain ATF’s work. As detailed in the appendix to this report, ATF and BTC’s faculty have already established meaningful, durable processes for assessment. The coming months will provide an opportunity to feed that momentum. Current ATF priorities include automating faculty reporting processes, developing an online template for program-level and college-wide analysis, and refining the categories of “closing-the-loop” activities in order to better direct college resources to meet faculty needs.

**Equity and attainment (Standard 1D)**

BTC’s Guided Pathways initiative and Title III award will, together, provide additional energies and resources to sustain BTC’s progress in equity and student success. Again, College Council will provide an important linkage between these initiatives and the work of groups like the Diversity and Equity Committee. The college’s current scorecard provides metrics on student attainment. The data-analysis elements of Guided Pathways and Title III’s implementation will open opportunities for more nuanced disaggregation and college-wide analysis, more meaningful inter-college comparisons, and more actionable findings at the unit level.

In addition, College Council will work to engage the campus in Year 7’s work. A slot on March 2021’s Professional Development Day agenda, for example, has already been earmarked for another in the council’s series of updates. Other communications and engagement efforts will follow.

Of course, College Council cannot achieve these goals alone. In keeping with BTC history, council leaders will continue to work closely with the college president and Executive Cabinet to move the Evaluation of Institutional Effectiveness forward.

From the beginning of the PRFR period, the college has set a tone of self-reflection and continuous improvement around accreditation. BTC’s leadership remains committed to sustaining those expectations as the campus prepares for its spring 2023 peer evaluators’ visit.
Addenda

Update on Recommendation 7

Among the recommendations from Bates Technical College’s Fall 2013 Year Seven Peer Evaluation Report, Recommendation 7 directed “that the College fully implement student learning outcomes assessment across all courses, programs, degrees, and general education and systematically use the results of assessment to influence planning and resource allocation for improvement of the College’s instructional and student support programs.” The language carried forward from Recommendation 1 of BTC’s Fall 2010 Focused Interim Evaluation Report and its Fall 2011 Year One Peer-Evaluation Report.

BTC provided an update on Recommendation 7, most recently, in a Fall 2018 Ad Hoc Self-Evaluation Report (pages 36-46). That document outlined BTC’s three-pillar model of learning assessment, with course-level outcomes at the center (Figure 1):

The report went on to highlight the college’s core initiatives in implementing that model, including:

- Formation of an Assessment Committee to guide and monitor the effort
- A focus on improving the quality of outcomes statements, encouraging higher-order levels of Bloom’s Taxonomy
- Establishment of a one-per-year cycle for assessment of BTC’s three institutional learning outcomes (ISLOs)

Accomplishments and challenges: 2019-20

As the 2018-19 academic year progressed, BTC continued to follow the assessment roadmap laid out in the fall progress report. By the summer of 2019, Bates had successfully:

- Institutionalized a self-evaluation rubric for quality control of outcomes-writing as part of curriculum approval, under the purview of a merged Curriculum and Assessment Committee
- Developed a robust set of database tools that map course-level outcomes (CSLOs) to corresponding program-level outcomes (PLSO) and institutional outcomes (ISLOs)
- Completed three full cycles of ISLO assessment, with reports in 2017, 2018, and 2019

The 2019-20 year, however, threw some unexpected obstacles into BTC’s path, including summer 2019’s cyberattack, spring 2020’s pandemic, and a continuation of staff changes that began with the 2018 departure of BTC’s president and, later, of an academic vice president and assessment coordinator.

Recovering and reflecting: 2020-2021

While 2019-20’s disruptions undeniably slowed progress, Bates regained its assessment momentum as
soon as a degree of stability returned. By summer 2020, the college’s leadership had reasserted the importance of hastening the effort. That emphasis produced a number of milestones in 2020-21.

A new assessment coordinator joined BTC in December 2021. At the same time, recognizing that the Curriculum and Assessment Committee would need to focus on restoring pre-cyberattack curriculum updates, the college opted to form a faculty-led Assessment Task Force to continue the former standalone Assessment Committee’s work. The task force took the opportunity to reflect and, from there, to restore not only an on-going process for assessing student learning outcomes, but also a recursive approach that can be more easily tracked and documented.

**Recent accomplishments: 2021-2022**

In March 2021, the newly formed Assessment Task Force (ATF) began holding weekly meetings for planning and implementation. Under its guidance, BTC made renewed progress in four important areas:

**Reaffirming faculty readiness**
To get a renewed sense of faculty fluency with assessment, the ATF asked respondents how familiar and knowledgeable they were with Bloom’s Taxonomy, measurable CSLOs, and alignment of outcomes at the course, program, and institution level. The results were enlightening. Most programs indicated that they were familiar or very familiar with these matters. Some, however, were not familiar at all — a disappointing but predictable finding, likely attributable to BTC’s large numbers of recent faculty hires.

**Using faculty feedback to shape professional development**
The survey itself was designed as a learning tool, intended to encourage conversation among program faculty, as well as to introduce assessment concepts to the newer instructors. To follow up, the Assessment Task Force scheduled workshops and college-wide sessions as part of mandatory Professional Development Day agendas in spring 2021, fall 2021, and spring 2022. Further, ATF members themselves opted to serve as peer consultants to groups of departments.

**Following up on institutional outcomes**
The events of 2019-20 had disrupted the three-year cycle of institutional outcomes (ISLOs), cutting short any college-wide reflection on summer 2019’s ISLO report. Rather than immediately re-start the ISLO sequence in 2020-21, the Assessment Task Force recommended that BTC complete its work with 2019’s ISLO — Human Diversity. By maintaining that focus, the college was able to align the work with broader equity initiatives, both local and statewide.

**Adding emphasis on program-level outcomes**
The Assessment Task Force chose to emphasize BTC’s third assessment pillar — program-level outcomes (PSLOs) — as a counterpart to the ISLO process. To heighten the profile of PSLOs, the task force developed a program-level Student Learning Outcomes Assessment (SLOA) form, decoupling it from the largely procedural Program Effectiveness Review (PER) process. Using BTC’s curriculum mapping tools, each instructor was instructed to choose a PSLO and examine two or three course-level outcomes (CSLOs) supporting that PSLO. The form called for instructors to record the assessment method(s) used, student performance results, a reflection,
and finally any intended changes for future offerings. SLOA forms are discussed with the program’s dean, and then finally sent to the ATF for feedback and record-keeping. The annual SLOA cycle requires programs to assess at least one PSLO during each quarter, followed by a summer reflective activity that looks back at the full year. An online reporting tool summarizes both institutional and program data from each SLOA cycle.

**Next steps**

The Assessment Task Force is committed to continuous improvement of its own processes. Current priorities include efforts to automate the paper SLOA form, craft a template for analyzing and reporting college-wide SLOA results, and solidifying the group’s place in academic governance at Bates. The latter initiative includes a careful accounting of assessment stakeholders as well as the intersections between SLO assessment and college-wide strategic planning.
Institutional Report Certification Form

On behalf of the Institution, I certify that:

☑ There was broad participation/review by the campus community in the preparation of this report.
☑ The Institution remains in compliance with NWCCU Eligibility Requirements.
☑ The Institution will continue to remain in compliance throughout the duration of the institution’s cycle of accreditation.

I understand that information provided in this report may affect the continued Candidacy or Accreditation of my institution. I certify that the information and data provided in the report are true and correct to the best of my knowledge.

Bates Technical College

(Name of Institution)

Lin Zhou

(Name of Chief Executive Officer)

[Signature]

(Signature of Chief Executive Officer)

2/17/2022

(Date)
Bates Technical College enriches our diverse communities by inspiring student learning, challenging greater achievement, and educating for employment.