FALL 2019 AD HOC REPORT

BATES TECHNICAL COLLEGE
Tacoma, Washington

Submitted September 16, 2019
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Introduction

Bates Technical College completed its Year Seven Self-Evaluation Report and visit during Fall 2013. Per the letter from the Northwest Commission on Colleges and Universities (NWCCU) dated July 27, 2018, the College is required to submit a Fall 2019 Ad Hoc Report addressing Recommendation 3 – “The Evaluators recommend that the College align its planning processes to ensure that they inform mission fulfillment (Standard 3)” from the Fall 2013 Year Seven Peer-Evaluation Report. The Fall 2019 Ad Hoc Report shall be provided to the NWCCU without a visit.

Correspondence from NWCCU
Below is a summary of actions taken NWCCU from 2014 through 2018.

February 3, 2014 Letter
- Accreditation reaffirmed on the basis of the Fall 2013 Year Seven Mission Fulfillment and Sustainability Peer-Evaluation, expanded to address Recommendation 1 and renumbered Recommendations 2 and 3 of the Fall 2011 Year One Peer-Evaluation Report.
- NWCCU requested that the College
  - Expand its Fall 2014 Year One Mission and Core Themes Self-Evaluation Report to provide an update on its progress with respect to Recommendations 1, 2, 4, and 6 of the Fall 2013 Year Seven Peer-Evaluation Report.
  - Submit an Ad Hoc Report in fall 2014 to address Recommendation 9 of the Fall 2013 Year Seven Peer-Evaluation Report.
  - Submit a Fall 2016 Mid-Cycle Report and a separate Ad Hoc Report in fall 2016 to again address Recommendations 1-8 of the Fall 2013 Year Seven Peer-Evaluation Report.

February 12, 2015 Letter
- Commission accepted the Fall 2014 Ad Hoc Report which was to address Recommendation 9 of the Fall 2013 Year Seven Peer-Evaluation Report.
- NWCCU determined that its expectations were met for Recommendation 5.
- Commission requested that the Fall 2016 Mid-Cycle Report be expanded to address Recommendations 3, 5, 7, and 8 of the Fall 2013 Year Seven Peer-Evaluation Report. These Recommendations are substantially in compliance with NWCCU’s criteria for accreditation, but in need of improvement.

February 13, 2017 Letter
- Accepted the College Fall 2016 Mid-Cycle Evaluation which included an addendum to address Recommendations 3, 5, 7, and 8 of the Fall 2013 Year Seven Peer-Evaluation Report.
- NWCCU determined that its expectations were met for Recommendation 5.
• NWCCU expectations were not met for Recommendations 3, 7, and 8 of the Fall 2013 Year Seven Peer-Evaluation Report. Although the College is substantially in compliance with the Commission’s accreditation criteria, there was still a need for improvement.

• NWCCU recommends that the College consolidate its mission, core themes, and strategic issues as they pertain to mission fulfillment.

• The College required to submit an Ad Hoc Report to address Recommendations 3, 7, and 8 without a visit in spring 2018.

July 27, 2018 Letter

• NWCCU accepted the Spring 2018 Ad Hoc Report and determined that Recommendation 8 of the Fall 2013 Year Seven Peer-Evaluation Report was fulfilled with no further action required.

• Recommendations 3 and 7 of the Fall 2013 Year Seven Peer-Evaluation Report were noted as substantially in compliance but in need of improvement.

• The College must submit an Ad Hoc Report without a visit in Fall 2019 to address Recommendation 3.

• The College must submit an addendum to the Spring 2021 Year Seven Self-Evaluation Report to address Recommendation 7.

Brief Update on Leadership Changes and Significant Events

The College has experienced a number of key transitions in personnel and significant events.

Leadership Changes

In March 2018, the Board of Trustees appointed a new President. Since then, the President has been focusing on improving accountability and continuous improvement efforts across the College. As part of these efforts, the College also hired the following positions: Vice President of Student Services, Vice President of Finance & Administrative Services, Interim Vice President of Instruction, and Director of Institutional Research & Accreditation Liaison Officer.

At the direction of the Board of Trustees, the College’s leadership team is now actively engaged in moving the College forward as we advance our efforts to promote student learning and achievement. The following pages will demonstrate that the College has made significant progress in addressing Recommendation 3 in the last eighteen months, including the creation of a strategic plan with strategic goals, objectives and indicators for mission fulfillment. These efforts engaged a broad-based group of employees from across the College, as well as students who serve on the College Council, for greater transparency and inclusion. The Strategic Plan is currently in draft form and will be shared widely through workshops geared towards transparency, support and engagement of and with the alignment of the Strategic Plan, the 2020 NWCCU Standards for Accreditation, and Guided Pathways.
Cyber-Attack
On the morning of Wednesday, July 17, 2019, the Information Technology staff of the College discovered the College servers had been compromised, eliminating access to the network files and student information system. Trojan malware had infected the College’s system.

Student data is not stored on campus; rather it is maintained by the State Board for Community and Technical Colleges (SBCTC) through a legacy student management system (SMS). All student data remained unaffected by this breach; however, because of the infection the SBCTC will not provide access to the SMS system until the College is able to confirm that its systems on the network have been identified as “clean.” This is a lengthy process with more than 3,000 systems and only 10 IT staff. The College’s intent is to have the SMS fully restored by mid-Fall 2019.

The College hired the services of an Incident Response (IR) forensic team of experts based on the recommendation of NWCCU. Though the final report has not been completed the IR team has been able to determine, that “although data was encrypted in place during the incident the investigation showed that there was no unauthorized access to or acquisition of student data, including student financial aid data”. In addition, we have been working with the Federal Bureau of Investigation (FBI), U.S. Department of Education (USDE), Attorney General’s Office, the SBCTC, and other local authorities.

Findings
- The FBI determined that ALL electronic documents were encrypted and corrupted by the ransomware. The FBI was not able to unlock them. This means that they are not retrievable.
- Restoration of the entire network infrastructure system will take approximately one year based on the outcomes of the FBI report of similar organizations that were affected by the same ransomware.
- “Although data was encrypted in place during the incident the investigation showed that there was no unauthorized access to or acquisition of student data, including student financial aid data” (IR forensic team).

Recovery
- The IT department continues to work with the aforementioned organizations in an ongoing manner.
- The IT department, with the assistance of the SBCTC, is in the process of rebuilding the entire IT network infrastructure.
- The College is currently in the process of: (1) identifying the files that have been lost from the servers; (2) identifying the files needed going forward; (3) establishing a timeline to re-create needed files; and (4) the impact on College resources such as personnel time for IT staff to secure the servers, other division staff to create files.
2020 Standards
The College has experienced significant challenges with the core theme terminology and approach. Based on this, the College has made a decision to be early adopters of the 2020 NWCCU Standards for Accreditation. The decision was made to (1) create efficiencies and streamline the process of re-creating all of the lost documents by producing them based directly on the 2020 Standards; (2) diminish confusion that has impacted the College by reducing and focusing the terminology; and (3) increase transparency and understanding of accreditation by implementing a series of workshops and forums based on the 2020 Standards.
Response to Topics Requested by Commission

Recommendation 3 – The Evaluators recommend that the College align its planning processes to ensure that they inform mission fulfillment (Standard 3).

Standard 3.A: Institutional Planning

Ongoing, Systemic, Comprehensive Planning

3.A.1 The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies.

Institutional Planning
Planning is foundational to the College’s efforts to fulfill its mission. Bates Technical College planning is comprehensive and engages stakeholders from three campuses and constituencies including the community, the Board of Trustees, faculty, staff, and students. Comprehensive planning is led by the President’s Cabinet, uses the College Strategic Plan, the Strategic Enrollment Management Plan, the Budget Plan, Facilities Master Plan, and Divisional Plans (see Appendix C).

In the fall of each year the College engages in a Re-visit, Re-envision and Re-imagine activity to check the status of all of its distinct plans and move them into the regular cycle for assessment and resource allocation.

Strategic Planning
The College’s Strategic Plan is developed on a rolling 5-year cycle and is built upon the College’s vision, mission, values, diversity statement, and strategic goals. The status of the College’s strategic planning efforts is reported to stakeholders and constituencies through regular updates including quarterly Board of Trustee (BOT) updates, College Council communications, college-wide and division-based workshops and forums, email blasts, and retreats. When each of the strategic goals is assessed to determine its level of completion, the results are reported in a Mission Fulfillment Scorecard. The scorecard reflects the measurement of achievement of goals and objectives according to the definition for mission fulfillment as determined by the BOT.

In July 2019, the BOT approved a new Board Policy: BP 1240 – Monitoring and Planning. This board policy describes the Strategic Plan as setting priorities based on strategic goals. Each goal has objectives and indicators that are strategic, measureable, and support the College’s Mission (see Appendix A). Each indicator has a baseline, target, and mission fulfillment thresholds. Indicator results fall into one-of-three ranges that correspond to fulfillment ratings and are color coded as follows:

<table>
<thead>
<tr>
<th>Fulfillment Rating</th>
<th>Percent of Target</th>
<th>Color</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeds Expectations</td>
<td>90-100%</td>
<td>Green</td>
</tr>
<tr>
<td>Meets Expectations</td>
<td>80-89%</td>
<td>Yellow</td>
</tr>
<tr>
<td>Below Expectations</td>
<td>0-79%</td>
<td>Red</td>
</tr>
</tbody>
</table>
BP 1240 defines Mission Fulfillment as having at least eighty percent (80%) of all indicators falling in the Meets (yellow) or Exceeds (green) Expectations. The Board will review the measures of Mission Fulfillment at least once a year.

The strategic goals are focused on:
- Workforce Education
- Student Centered
- Community Relationships
- General Education

**Guided Pathways Planning**
Due to the success of Guided Pathways on student success (retention, graduation, transfer) the Legislature has mandated that all of the 34 community and technical colleges in Washington State will implement Guided Pathways. The framework for Guided Pathway is based on four pillars: clarify the path, help students get on the path, help students stay on the path, and ensure that students are learning. The four pillars are in alignment with the goals of the College and will help guide institutional planning.

Some of the activities that the College will be engaging in through Guided Pathways are as follows:
- **Clarify the path:** program mapping, identification of courses critical to success and co-curricular activities, and progress milestones
- **Help students get on the path:** develop individual educational plans, focus on completing college-level math and English during their first year
- **Help students stay on the path:** intensive advising, early-alert, and degree audit through Customer Relations Management software
- **Ensure that students are learning:** alignment and assessment of student learning outcomes at the course, program, and college-level for continuous improvement efforts, including a focus on collaborative, active learning

**Strategic Enrollment Management Planning**
Led by the Vice President of Student Services, the role of the Strategic Enrollment Management (SEM) Committee is to review current student onboarding and retention processes and procedures, and develop a comprehensive outreach and marketing plan focused on enrollment, retention, and completion.

To increase student achievement, the SEM plan is focused on the following goals:
- Recruitment
- Onboarding
- Advising
- Retention
**Budget Planning**

The College follows an annual budget and planning cycle to align the Strategic Plan with budget allocations at the institution, division and department levels.

<table>
<thead>
<tr>
<th>Month</th>
<th>Activity</th>
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</thead>
</table>
| July  | • President develops an annual work plan for continuous improvement for the current academic year that aligns with the Strategic Plan and mission fulfillment  
• Members of Executive Cabinet create divisional work plans to support President’s Strategic Goals  
• Deans/Directors work with faculty/staff to complete unit work plans |
| Aug   | • Members of Executive Cabinet review work plans  
• ALO integrates work plans to create institutional plan  
• BOT retreat to review institutional plans |
| Sep   | • At the college-wide Opening Day event, the status of the Strategic Plan is reviewed by the entire college through interactive events to provide an opportunity for feedback and engagement. Some of the activities include:  
  o Evaluation of previous year  
  o Present strategic priorities to support Strategic Goals  
  o Timelines for operational activities are shared with faculty and staff |
| Oct   | • Budget Fall forum—**allocation alignment** with Strategic Goals presented by the Finance Department. The College Council, and Budget Committee (comprised of students, faculty, staff, administrators) play an integral role in information gathering and dissemination back to the College |
| Jan   | • Budget Winter forum—**communicates timelines** for the budget and planning process for the College, including explaining the criteria for selecting budget requests for the following fiscal year that will be recommended to members of the Executive Cabinet |
| Feb   | • Divisions (Directors/Deans) **develop** budget plans for following fiscal year for review by their respective Vice President; iterates as needed |
| Mar   | • Divisions **submit** approved budget plans for following fiscal year to the Office of Finance & Administrative Services |
| May   | • Budget Spring forum—legislative updates  
• Executive Cabinet **reviews** complied requests, **informs** BOT of decisions for resource allocation for following fiscal year to the College  
• BOT study session: Strategic Planning, Accreditation, and Budget |
| June  | • Budget allocation decisions **announced**  
• Office of Institutional Research presents college wide evaluations of mission fulfillment findings and draft Strategic Plan to the Board of Trustees (BOT)  
• BOT reviews, modifies, and approves Strategic Plan for following fiscal year |
**Facilities Master Planning**

Goals for the Facilities Master Plan are built upon the needs of the institution as it provides a safe and suitable environment focused on the needs of the students, staff, faculty, and neighboring communities.

The goals are built in response to the Strategic Goals of the institution in order to integrate facilities planning into the comprehensive plan. In addition to the Facilities Director, it is necessary to have various stakeholders at the table (e.g.: Instruction, Finance, Executive Cabinet, et. al.). This is approached in a facilitative participatory manner, on a quarterly basis, to ensure that the College’s mission is honored through the active stewardship of the facilities that we have, their maintenance, and expansion to better serve our students and their changing program needs.

Facilities Master Planning carried out by the Facilities Committee, has resulted in the approval of two new buildings (Health Sciences and Fire Safety) to better support our students.

**Divisional Planning**

*Finance & Administrative Services:* Goals for the Finance & Administrative Services division are derived from efficiencies that need to be applied to current practices, or discovered (in part) by something that is lacking in current workflow.

The Vice President of Finance and Administrative Services (VPFAS) meets one-on-one with each department director in the division bi-monthly, and has a monthly collective team meeting. It is during the July one-on-one meetings that the goals are created and agreed on. This meeting takes place after the July meeting where the Executive Cabinet learns of the President's work plan for the college. It is the responsibility of each director to then share these goals with their team. Each unit evaluates and prioritizes their need for staffing and presents their request to the Vice President for consideration.

*Instruction:* The Instruction division work plan focuses on the Strategic Goals as its framework. The Vice President of Instruction (VPI) creates the division plan to support the president’s work plan. Each of the deans then works with the VPI to develop their unit’s work plan. With the hire of a new Interim VPI, starting mid-September, the deans will meet together with the Interim VPI to refine their individual and collective work plans to ensure that the sections complement each other to create a more successful experience for the students, and supports the President’s work plan. Each unit evaluates and prioritizes their need for staffing and presents their request to the Vice President for consideration.

*Student Services:* The Student Services division work plan is focused on alignment with the College mission and strategic goals. This plan is built by each department with input from staff and presented to the Vice President of Student Services by the leadership of each department. The focus of the work plan is to become more student-centered and remove barriers that impact enrollment and retention. Each unit evaluates and prioritizes their need for staffing and presents their request to the Vice President for consideration.
**Advancement:** On an annual basis the College Advancement team develops a strategic plan in support of the College’s goals for the incoming fiscal year. Goals are focused on unifying college-wide communication efforts, marketing initiatives which promote the College and serve students, and the surrounding community. Strategies and tactics are developed to be closely integrated with the College’s goals to support students, strengthen community relationships, promote college programs and develop resources with help advance the quality of the institution.

As an entity governed by an external board of volunteers, strategic plans that are to be carried out by the Bates Technical College Foundation are approved and supported by the Foundation Board of Directors.

**Broad-based Input to Comprehensive Planning**

3.A.2 *The institution’s comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies.*

**College-wide Activities to Increase Engagement and Transparency:** In 2018-2019, the College involved numerous constituency groups in the accreditation process. Opening Day (Fall 2018) started with an all-college event, during which the NWCCU’s Spring 2021 Year Seven Mission Fulfillment and Sustainability Evaluation timeline was presented. The employees also participated in a Jeopardy-style review of NWCCU accreditation Standards and terminology. Three times during the academic year the Bates Administrative Team (BAT) had training sessions on accreditation: overview of Standards with key person(s) identified, an in-depth review of Standard 2 and interpretation of the terminology, discussion on policies and exhibit room requirements, and a review of key elements from the Five Standards (e.g.: documentation that performance evaluations are being conducted, student learning outcomes are available for all programs, and demonstration of continuous improvement through a clear and transparent assessment process that is based on a culture of evidence and data informed).

On March 20, 2019, the College held an All College Professional Development Day. The draft Strategic Plan, core themes, goals, objectives, and indicators were all introduced at this event. The focus was on sharing out the information and engaging the employees to gather honest feedback and insights to bring back to the College Council. Because the College had not discussed or reviewed its old 2016-2022 Strategic Plan since 2017, the facilitators asked all participants to spend time reflecting on the accomplishments of their department during the 2017 and 2018 calendars years that aligned with the core themes (see Appendix B).

**Strategic Planning:** The Strategic Planning Council was created in 2004. In 2015, it was repurposed with broader oversight, following a participatory governance model, as the College Council. This group has broad membership from across the College, which includes the Vice President of Student Services, an instructional dean, exempt staff, faculty, classified staff, and students, who represent the College’s governance groups, and the three campuses. This structure was put in place to ensure that information is shared in a multi-directional (top-down, bottom-up, and lateral) manner. The College Council reviews and monitors college mission fulfillment and sustainability in alignment with the Strategic Plan and makes recommendations to the Executive Cabinet for consideration.
The College Council has a charter that clearly explains term limits, representation on the Council, and rules of order. Under normal operations, the College Council has a web presence where the meeting minutes are housed and accessible. However, due to the recent malware/cyber-attack on the College’s servers, those documents are not currently readily accessible. College Council meets twice a month when college classes are in session, so that faculty can participate in the meetings.

As early adopters of the 2020 NWCCU Standards for Accreditation, the College recognizes that the Strategic Plan will need to be aligned to the new Standards. The College has re-focused its planning on the development of a new strategic plan. The draft Strategic Plan will be shared with the entire college community through a series of workshops and forums geared towards increasing understanding the framework of the 2020 Standards, Guided Pathways and interactively aligning the draft Strategic Plan with those requirements. Additionally, the Budget Committee continues to work with the Vice President of Finance & Administrative Services and the Chief Academic Officer to strengthen its role in the allocation of resources that are aligned with the Strategic Plan.

**Strategic Enrollment Management Planning**

Beginning in the Fall 2019, the College reestablished the Strategic Enrollment Management (SEM) team. The committee is made up of representatives of outreach, registration, advising, financial aid, and instruction. The group will be following the Guided Pathways model for its framework, with a focus on onboarding, advising, and retention.

**Resource Planning:** The Budget Committee was created in 2013. During winter 2019, the Committee sent out a college-wide email inviting those interested to submit requests online. The online process also aligned with the College’s core themes. After reviewing all the requests, the Committee created a list that was divided into three categories of funding: strongly recommend, recommend, and do not recommend (see Appendix D). The Committee’s list was submitted to the Executive Cabinet for its review of the list, and Cabinet approved approximately $250,000 for 2019-2020 with close to $60,000 of this amount being perpetual, ongoing funding. The College distributed a college-wide email on July 24, 2019, that announced the resource allocation decisions (see Appendix E).

In addition, the leadership of the College Council and Budget Committee have been working together since winter 2019 (see Appendix F). The combined group has now been joined by the new Vice President of Finance & Administrative Services. Together they will develop a new structure for the allocation of resources.

It is noteworthy that with the recent turnover of the Vice President of Finance & Administrative Services, and the cyber-attack, the College is in transition and will need, at a minimum, the 2019-2020 fiscal year to complete the process of creating new structures for the budget process.
Data Collection

3.A.3 – The institution’s comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of its mission.

The director created a robust series of dashboards and protocols to evaluate student enrollment and outcomes data by program and division. These data provided the baseline metrics, reachable targets, and aspirational targets for College Council to review and discuss. College Council then shared the draft Strategic Plan with the entire college community at the March 20, 2019, All College Professional Development Day.

Additionally, a system for evaluating student learning outcomes at the course, program and college-levels had been created and had just concluded its three-year cycle in 2018-19. With the July 2019, cyber-attack, and the loss of all of the data analyses processes, the College will re-create all of the protocols and perform the analyses anew.

Re-visit, Re-envision and Re-imagine: As all of the documentation and computer protocols will need to be recreated, and there was confusion regarding reachable targets versus aspirational targets, and core themes versus goals, the College has decided to adopt the 2020 Standards for Accreditation. With this change, the College will discontinue the use of the term “core themes”. Additionally, the College will evaluate data through a model that is based on targets with percent of target thresholds clearly defined for mission fulfillment. The College is excited about these changes as they provide an opportunity to re-visit, re-envision and re-imagine our approach.

Plan Articulates Priorities and Guides Decisions

3.A.4 – The institution’s comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.

During the early months of 2019, the leadership of the College Council and Budget Committee had a joint meeting and talked about how to align the allocation of resources with mission fulfillment and the College’s 2019-2022 Strategic Plan. Additional conversations continued and a joint letter from the two governance bodies (Budget Committee, and College Council) was drafted and sent to the President in summer 2019 (see Appendix F). The President responded within a few weeks (see Appendix G). With hiring of a new Vice President of Finance & Administrative, and the cyber-attack, the College is in transition and will use the 2019-2020 fiscal year to complete the process of creating new structures for the budget process.
Emergency Preparedness and Contingency Planning

3.A.5 – The institution’s planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.

Cyber-Attack
On July 17, 2019, the College experienced a ransomware hacking of its internal computer servers and communications system via phishing email techniques. The College learned a very important lesson—a need for ‘next-generation’ anti-virus protection and cyber security training with an emphasis on how to recognize phishing email techniques.

In light of the cyber-attack, the College mobilized its internal protocols to aid in recovery.

Ongoing Recovery Efforts
- Identification of the files that have been lost from the servers;
- Identification of the files the files needed going forward;
- Establishing and implementing a timeline to re-create needed files; and
- Determining and addressing the impact on College resources such as personnel time for IT staff to secure the servers, other division staff to create files.

Once remediation has reached completion, the College will address the creation and implementation of the needed
- IT departmental protocols
- IT Business Continuity Plan
- IT Disaster Recovery Plan
- IT policies

Additionally, the IT department in collaboration with the State Board for Community and Technical Colleges, is updating all internal protocols, developing new policies, and updating network documentation, i.e. business continuity plan and disaster recovery. All these measures will ensure the security of our online presence and the ability to restore information in the case of a breach.

With this attack and heightened awareness, the College is actively engaged in identifying and implementing a more resilient network, setting up a replacement cycle to address aging network infrastructure, acquiring network monitoring tools as well as a next-generation antivirus solution, incident response protocols, mandated cybersecurity training sessions, and changes to the email system to help users identify external emails from known internal addresses.

Activities that have been identified and prioritized in regards to the recovery are already moving through the budget planning and resource allocation processes.

Under the leadership of the Vice President for Finance and Administrative Services this work will be completed through the Continuity of Operations Plan (COOP), IT Business Continuity Plan, and the IT Disaster Recovery Plan, and the for review by Executive Cabinet with the BOT also being informed.
It is highly likely the immediate remediation/rebuilding process will last through most of Fall Quarter 2019. Emphasis on protocols, plans, and policies will be the top priority for Winter Quarter 2020. In this major endeavor, we count with the support and technical assistance of SBCTC and members of the SBCTC. All these measures will ensure the security of our data, IT infrastructure, online presence and the ability to respond and recover.

**Safety of Students and Employees**

The College has made the safety of all students and employees a priority. The Employee Safety/Health Manual with a section on the College’s Emergency Management Plan is issued to each department and will be available on the website in the near future. Annual emergency evacuation drills are held at all three campuses. Campus Safety Officers and other key personnel have attended FEMA’s National Incident Management System (NIMS) and Community Emergency Response Teams (CERT) Training.

An Emergency Notification system is in place that sends out emails, text messages, and voicemail alerts. All employees and students are automatically enrolled in this system, but can opt out of receiving text messages. Over the years, the College has experienced severe weather and was able to quickly alert all of its employees and students of College closures and potentially hazardous driving conditions.

Other emergency preparedness activities initiated by the College include:

- Conduct annual active shooter/lockdown drills;
- Educate individuals on the College’s emergency procedures during new employee and new student orientations;
- Test emergency notification system annually; and
- In the process of developing continuity operations plans for each functional area of the College.
Standard 3.B: Core Theme Planning

Programs and Services Align with and Contribute to Accomplishment of Core Theme Objectives

3.B.1 – Planning for each core theme is consistent with the institution’s comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme’s objectives.

Transition from Strategic Goals to Core Themes…and back to Strategic Goals

<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
<th>Stakeholders Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 2005</td>
<td>Town hall meeting to draft new Strategic Goals</td>
<td>College Community</td>
</tr>
<tr>
<td>Fall 2012 – Winter 2013</td>
<td>Development of Strategic Objectives and Measureable Indicators</td>
<td>Strategic Planning Council</td>
</tr>
<tr>
<td>June 2013</td>
<td>The first iteration of an objectives-based combined budget and planning model for the College was created. $173,000 was provided to 40 “Next Steps” projects, which were given $5,000 or less each. The projects focused on addressing compliance issues.</td>
<td>Budget Committee</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>Conducted a review of the 2016-2022 Strategic Plan. The College had both a strategic plan and core themes developed from the mission statement. However, the 2016-2022 Strategic Plan was not aligned with the core themes, so College Council agreed to design a new strategic plan that would reflect a strong alignment with the College’s core themes, objectives, and indicators.</td>
<td>Office of Institutional Research, College Council, and Executive Cabinet</td>
</tr>
<tr>
<td>March 2019</td>
<td>Reviewed draft Strategic Plan, Strategic Objectives, and Indicators</td>
<td>College Community (N=250)</td>
</tr>
<tr>
<td>March 2019 – July 2019</td>
<td>Reviewed campus feedback on Draft Strategic Plan, Objectives, and Indicators.</td>
<td>College Council</td>
</tr>
<tr>
<td>July 2019</td>
<td>College makes decision to be early adopters of the 2020 Standards for Accreditation and discontinue the use of Core Themes. The College will move forward with aligning the draft Strategic Plan with the 2020 NWCCU Standards and Guided Pathways.</td>
<td>Board of Trustees, Office of Institutional Research, College Council, and Executive Cabinet</td>
</tr>
</tbody>
</table>

Through dynamic and extensive conversations across the College, four strategic areas of focus were identified: Community Relationships, Student Centered, Workforce Education, and General Education. These became the core themes for the College and were emphasized in the Strategic Plan, as they encapsulate the four areas that are essential to achieving the College’s mission.

With the decision to be early adopters of the 2020 Standards for Accreditation, as well as implementing Guided Pathways, beginning Fall 2019, the Office of Institutional Research is
responsible for holding workshops and forums to increase transparency and the understanding of both frameworks. The College will also undertake the work to align and integrate the Strategic Plan with the 2020 NWCCU Standards and Guided Pathways.

Programs and Services Align with and Contribute to Achievement of Goals and Intended Outcomes

3.B.2 – Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.

The objectives selected for each College goal establish the priorities for the College through the Strategic Plan. Focusing on student success and achievement, the College has established objectives to increase student retention and graduation rates, as well to identify initiatives to support students in completing their general education courses and finding employment.

Planning for programs and services to increase student success and achievement, is part and parcel of the College’s comprehensive planning efforts. Lead by the Vice President of Student Services in cooperation with the Vice President of Instruction, every goal is accompanied by an intended outcome. Planning to meet the intended outcomes includes the administration of student needs assessments, the identification of existing and new programs that meet students’ needs, and identification of budget resources to support program development or enhancement. Faculty and staff work together to ensure student learning outcomes at all levels (course, program, and college) are being assessed on a regular basis, course work is relevant to the specific educational program, and support services are offered and available in a timely manner.
Core Theme Planning Informed by Appropriately Defined Data to Achieve Core Theme Objectives, Goals, or Intended Outcomes

3.B.3 – Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of the core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.

When the 2016-2022 Strategic Plan was created, it represented a collection of evidence that certain activities were performed-- decisions were not informed by data and the plan was characterized by operations versus strategic and aspirational goals. Since summer 2017, the College Council focused its work upon defining the core themes, objectives and indicators. The addition of a full-time Director of Outcomes, Assessment and Research had a significant positive impact on the College’s ability to create a culture of evidence with relevant and needed data. With the development of assessment strategies to measure outcomes of objectives, strategic planning became a tool to move the College forward toward mission fulfillment.

In summer 2018, the College Council identified objectives and indicators for each of the existing core themes. In fall 2018, an attempt to further refine the assessment metrics revealed that additional work was needed to ensure they were measurable and verifiable. In addition, the College also identified the need to ensure the strategic plan metrics would be reflected in the budget planning process for resource allocation and continuous improvement.

In April 2019, the Budget Committee and Executive Cabinet completed a collaborative, iterative process to create a 2019-2020 supplemental budget. The College is committed to establishing a strong budget and planning process that aligns with the Strategic Plan to support mission fulfillment. The process to reallocate resources was a step in the right direction. The Budget Committee serves in an advisory capacity and makes funding recommendations based on institutional priorities in alignment with the College mission.

Re-visit, Re-envision and Re-imagine:
In fall 2019, The College is taking the opportunity to re-visit, re-envision and re-imagine how and what data it utilizes for informed decision-making and planning. This integrated alignment approach will result in some changes in the Strategic Plan for greater multi-directional continuity and accountability including disaggregating data across demographics and tracking student progression across the Guided Pathways pillars.
Summary Statement

In conclusion, the institutional planning efforts of Bates Technical College were designed to align all planning processes to ensure that they inform mission fulfillment.

In response to the Commission’s review of the Spring 2018 Ad Hoc Report, the College spent the last eighteen months engaging the College’s employees and representative students to:

- Identify and examine all existing planning processes and practices to determine where gaps or lack of alignment existed.
- Develop a cohesive institutional planning process which allows for the creation of separate budget, facilities, instructional, and strategic plans, but brings them all into alignment to ensure mission fulfillment.
  - The College Council provided strong leadership in reaching this milestone for the College.
  - The Budget Committee, worked to link the allocation of resources to all strategic planning goals and objectives to ensure mission fulfillment and sustainability.
  - The Facilities Committee work has resulted in the approval of two new buildings (Health Sciences and Fire Safety) to better support our students.
  - Divisional planning has been integrated to align with and support the Strategic Plan for mission fulfillment, and data are being utilized for informed decision-making and program improvements.
- Obtain input regarding the 2017-2022 Strategic Plan including the deliberate refinement of strategic goals, objectives and indicators.

The College has done substantial work to align all planning processes and practices to support mission fulfillment. The College is embracing the work and the possibilities that will come with it as we re-envision our work to align with the 2020 Standards for Accreditation, Guided Pathways, and a stronger infrastructure. This work will provide a more substantive framework for longer-term strategic planning. It will also result in greater clarity of our measures of accountability.
List of Appendices

- Appendix A - Strategic Plan 2019-2022
- Appendix B - Examples of Accomplishments 2017-2018
- Appendix C - Annual Planning Cycle
- Appendix D - Budget Committee Recommendations
- Appendix E - Resource Allocation 2019-2020
- Appendix F - Joint College Council and Budget & Planning Committee Letter
- Appendix G - President's Response to Joint Taskforce
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MISSION
Bates Technical College enriches diverse communities by inspiring student learning, challenging greater achievement and educating for employment.

2019 - 2022 Strategic Goals

WORKFORCE EDUCATION
We are committed to providing high quality training that helps students realize their potential for growth and success through innovative instruction.

STUDENT CENTERED
Bates supports students, enabling them to succeed, to aspire to education, to reach their educational goals and transition successfully to further education or employment.

GENERAL EDUCATION
Bates recognizes that the skills and knowledge attained through general and related education are essential to success and ensuring well-rounded learners.

COMMUNITY RELATIONSHIPS
Strong local and global partnerships with business, industry, labor and the public make the college a respected, effective community resource, contributing to local community vitality.

Bates Technical College is an equal opportunity and non-discriminatory employer and educational institution.
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Mission and Vision

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. Students achieve their career and personal goals, strengthening the region’s social and economic vibrancy. Strong local and global partnerships with business, industry, labor and the public make the College a respected contributor to community vitality.

Values
We strive to ensure that we exceed customer expectations and to ensure that every person benefits from their contact with Bates. We fulfill our mission, vision, and goals by being committed to the following values

- **We Value Education**: We enthusiastically embrace the education and training needs of students, staff, employers, and the community by:
  - providing opportunities for students to satisfy diverse educational goals by offering competency-based education in career, academic, developmental and extended learning programs
  - providing career education that is delivered by faculty who are industry experts, in an environment that replicates the workplace
  - promoting a philosophy that values lifelong learning among students and staff
  - hiring and developing faculty and staff who are committed to the education of students as well as their own professional development

- **We Develop Life Skills**: We promote those qualities that help one be successful in life by:
  - helping students to master human relations, communication, mathematical, and computer skills such that they can participate fully in the world around them
  - helping students recognize when information is needed and facilitating the ability to locate, evaluate, and use information effectively and efficiently
  - modeling behaviors consistent with community and workplace expectations
  - infusing an appreciation for the diversity that exists within our society into program curriculum and staff development activities
• **We are Responsive:** We respond to the changing needs of the community by:
  • periodically reviewing and validating curriculum to ensure that it meets industry needs and is consistent with best practices
  • encouraging economic development through partnerships with business and industry

• **We Honor Our Customers:** We satisfy customer expectations by:
  • effectively assisting students in their educational endeavors
  • providing services that meet the complex and changing needs of students, in a warm and welcoming environment
  • prudently managing college resources

• **We Nurture a Positive Environment:** We provide a collegial environment in which all people are treated with respect and encouraged to excel by:
  • providing an environment in which a diverse body of students, faculty and staff can thrive
  • committing to shared decision-making and interest-based problem-solving processes

**Diversity Statement**
Diversity supports the mission of Bates Technical College. Respecting and promoting diversity is vital to the education of our students and to the learning environment of our campus community. We foster an atmosphere where each of us is valued for our intellectual and cultural perspectives, increasing our ability to reflect critically and resolve challenges. We share a wealth of experiences that strengthens us individually and as a society. As students and educators we commit to building a diverse and engaged community.

In 2011, the College adopted a [Leadership Document on Diversity](#), to outline ways in which diversity is incorporated throughout the College.

**Guiding Expectations document**

**Strategic Goals**
Bates measures mission fulfillment through four strategic goals.

• **Workforce Education:** We are committed to providing high quality training that helps students realize their potential for growth and success through innovative instruction.

• **Student Centered:** Bates supports students, enabling them to succeed, to aspire to education, to reach their educational goals and transition successfully to further education or employment.

• **General Education:** Bates recognizes that the skills and knowledge attained through general and related education are essential to success and ensuring well-rounded learners.

• **Community Relationships:** Strong local and global partnerships with business, industry, labor and the public make the college a respected, effective community resource, contributing to local community vitality.
Scorecard

The mission statement clearly articulates the purpose of the institution and provides direction for the College. The goals, objectives, and mission fulfillment indicators collectively represent essential elements of the College’s mission. Bates Technical College defines mission fulfillment as successfully meeting or exceeding 80% of the objectives.

<table>
<thead>
<tr>
<th>Fulfillment Rating</th>
<th>Percent of Target</th>
<th>Color</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeds Expectations</td>
<td>90-100%</td>
<td></td>
</tr>
<tr>
<td>Meets Expectations</td>
<td>80-89%</td>
<td></td>
</tr>
<tr>
<td>Below Expectations</td>
<td>0-79%</td>
<td></td>
</tr>
</tbody>
</table>

Workforce Education

We are committed to providing high quality training that helps students realize their potential for growth and success through innovative instruction.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Indicator</th>
<th>Source</th>
<th>Baseline</th>
<th>2022 Target</th>
<th>80%</th>
<th>90%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum is current and in compliance with state and industry requirements.</td>
<td>Increase percent of graduates employed.</td>
<td>SBCTC DLOA file</td>
<td>40%</td>
<td>55%</td>
<td>44%</td>
<td>50%</td>
</tr>
<tr>
<td>Students are provided with opportunities to develop workplace behaviors for professional success</td>
<td>Increase percent of students taking Work-based Learning courses.</td>
<td>Data warehouse</td>
<td>10.8%</td>
<td>19%</td>
<td>15%</td>
<td>17%</td>
</tr>
<tr>
<td>Students are provided with opportunities to develop culturally appropriate workplace behaviors for professional success</td>
<td>Increase the percent of students taking human relations, Intercultural Communications &amp; Coursework with HDCLO’s</td>
<td>Data warehouse</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Student Centered

Bates supports students, enabling them to succeed, to aspire to education, to reach their educational goals and transition successfully to further education or employment.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Indicator</th>
<th>Source</th>
<th>Baseline</th>
<th>2022 Target</th>
<th>Fulfillment Multiplier</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and implement new or enhanced strategies to retain a diverse student population.</td>
<td>Fall-to-Fall Retention rate</td>
<td>Data warehouse</td>
<td>56% (Fall 2016 Cohort)</td>
<td>75%</td>
<td>80%  60%  68%</td>
</tr>
<tr>
<td>Decrease the equity gaps between students based on specific, identified groups.</td>
<td>Achievement gaps for students of color compared to white students</td>
<td>Data warehouse</td>
<td>10% gap (Fall 2014 Cohort)</td>
<td>6%</td>
<td>80%  60%  68%</td>
</tr>
<tr>
<td>Enhance the processes that increase enrollment of prospective students.</td>
<td>Conversion rate: from inquiry to enrolled</td>
<td>CRM</td>
<td>8% (Fall 2018 Cohort)</td>
<td>17%</td>
<td>80%  60%  68%</td>
</tr>
<tr>
<td>Identify and intervene with students who are not making satisfactory progress towards their educational goals.</td>
<td>Proportion of students on Satisfactory Academic Progress (SAP) warning</td>
<td>Student Manage-</td>
<td>5.9% (Fall 2018)</td>
<td>80%  60%  68%</td>
<td>80%  60%  68%</td>
</tr>
</tbody>
</table>
**General Education**

Bates recognizes that the skills and knowledge attained through general and related education are essential to success and ensuring well-rounded learners.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Indicator</th>
<th>Source</th>
<th>Baseline</th>
<th>2022 Target</th>
<th>80%</th>
<th>90%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students complete their college level Math in first year.</td>
<td>Increase number completing college level Math in first year.</td>
<td>Data warehouse</td>
<td>16.8% (2017-18)</td>
<td>25%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students complete their college level English in first year.</td>
<td>Increase number completing college level English in first year.</td>
<td>Data warehouse</td>
<td>13.6% (2017-18)</td>
<td>22%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Community Relationships**

Strong local and global partnerships with business, industry, labor and the public make the college a respected, effective community resource, contributing to local community vitality.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Indicator</th>
<th>Source</th>
<th>Baseline</th>
<th>2022 Target</th>
<th>80%</th>
<th>90%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partnerships enhance instructional programs.</td>
<td>Effectiveness of program advisory committees</td>
<td>Survey to be developed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Partnerships have a direct, positive and visible impact to our college and local community.</td>
<td>Apprenticeship Annualized FTEs</td>
<td>Data Warehouse</td>
<td>788.9 (2017-18)</td>
<td>985</td>
<td>788</td>
<td>887</td>
</tr>
</tbody>
</table>
Appendix B - Examples of Accomplishments 2017-2018
March 20, 2019 – All College Professional Development Day

CORE THEME: Community Relationships
Goal: Develop and maintain partnerships with government, labor, business and industry, highlighting the college as an effective and respected resource that contributes to community vitality.

<table>
<thead>
<tr>
<th>January 1 – December 31, 2017</th>
<th>January 1 – December 31, 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Built/maintained relationships with local high schools</td>
<td>Partner with employers to help students gain employment</td>
</tr>
<tr>
<td>Connected students to Department of Social and Human Services (DSHS), Employment Security, and Community-based Organizations (CBOs); this helped them overcome barriers and join employment programs</td>
<td>Developed and maintained clinical affiliations; site visits; advisory board to develop and improve industry standards to ensure they are addressed</td>
</tr>
<tr>
<td>Produced and live streamed Bates graduation ceremony</td>
<td></td>
</tr>
<tr>
<td>Worked with neighboring Fire Stations on Community Days and Hydrant Testing</td>
<td>Produced and live streamed Bates graduation ceremony</td>
</tr>
<tr>
<td>Project Homeless Connect; Bates Dental Care Clinic; Work-based learning in dental offices; Children’s Dental Health Day; Access to Baby and Child Dentistry</td>
<td>EVP and VPA met with all JATC Coordinators to maintain working relationships with vendors for the college</td>
</tr>
<tr>
<td>Partnered with 2 companies to enable students to work while completing their education</td>
<td>Provide dental care to veterans, seniors, &amp; homeless free of charge in partnership with Pierce County Dental Society</td>
</tr>
</tbody>
</table>

CORE THEME: Student Centered
Goal: Attract, engage and retain a diverse student population, support them to overcome challenges to goals and help them transition successfully to further education or employment.

<table>
<thead>
<tr>
<th>January 1 – December 31, 2017</th>
<th>January 1 – December 31, 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal setting with each Bates Technical High School student and quarterly progress checks</td>
<td>Supported student retention and success through I-BEST</td>
</tr>
<tr>
<td>Offer student food pantry at our location</td>
<td>Worked on improving online course access</td>
</tr>
<tr>
<td>Provide materials and laptops to support students</td>
<td>Increased emphasis on accessibility</td>
</tr>
<tr>
<td>Attend military separation job/career fairs to recruit veterans</td>
<td>Continued support of student retention by awarding quarterly scholarships and emergency assistance</td>
</tr>
</tbody>
</table>
Financial aid provides financial literacy on budgeting, paying for college, and life in general

Wrote multiple letters of recommendation for scholarships and entrance into further education (LPN to RN)

CORE THEME: General Education
Goal: Provide and communicate opportunities for students to successfully complete their general education requirements.

<table>
<thead>
<tr>
<th>January 1 – December 31, 2017</th>
<th>January 1 – December 31, 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developed online English with OER textbooks</td>
<td>Implemented new Engineering Study Hall for supporting students to completing rigorous Gen Ed</td>
</tr>
<tr>
<td>Provided library instruction classes for Gen Ed instructors (collaboration)</td>
<td>I-BEST support with academics</td>
</tr>
<tr>
<td>Some science Gen Ed courses offered online</td>
<td>Student engagement</td>
</tr>
<tr>
<td>We make math fun!!</td>
<td>Lots of new online opportunity (more!)</td>
</tr>
<tr>
<td>Loaned textbooks to high school students</td>
<td>Web-enhanced instruction</td>
</tr>
</tbody>
</table>

CORE THEME: Workforce Education
Goal: Provide high quality career training that helps students realize their educational goals through innovative instruction.

<table>
<thead>
<tr>
<th>January 1 – December 31, 2017</th>
<th>January 1 – December 31, 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provided Information Literacy Instruction in class sessions (Library)</td>
<td>Fire Degree program and EMT Program – each at 99% Passing Rate</td>
</tr>
<tr>
<td>Use industry projects for student assignments to give and use real-world examples</td>
<td>NIMS (National Institute Metalworking Skills)—CNC/Machinist Program Accreditation in process</td>
</tr>
<tr>
<td>Contextualized English classes for trades and employment</td>
<td>Added support materials to library collection</td>
</tr>
<tr>
<td>Increased Advisory Board involvement in daily/weekly program operations</td>
<td>Added industry standard equipment that expands our students’ abilities to a whole new trade</td>
</tr>
<tr>
<td>On the jobsite training for Habitat for Humanity</td>
<td>UW Tacoma Rain Project (on the jobsite training)</td>
</tr>
</tbody>
</table>
# Annual Planning Cycle

The College follows an annual planning cycle that aligns the Strategic Plan with the budget at the institution, division and department levels.

## Annual Planning Cycle

<table>
<thead>
<tr>
<th>Month</th>
<th>Budgeting</th>
<th>Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>July</td>
<td></td>
<td>College-wide Opening Day event: Strategic plan is presented</td>
</tr>
<tr>
<td></td>
<td>Budgeting</td>
<td>Executive Cabinet creates division work plans</td>
</tr>
<tr>
<td></td>
<td>Budgeting</td>
<td>Deans/Directors work with faculty/staff on unit work plans</td>
</tr>
<tr>
<td>Aug</td>
<td><em>President develops annual College work plan</em></td>
<td><em>Executive Cabinet reviews work plans</em></td>
</tr>
<tr>
<td></td>
<td><em>Executive Cabinet creates division work plans</em></td>
<td><em>ALO integrates work plans</em></td>
</tr>
<tr>
<td></td>
<td><em>Deans/Directors work with faculty/staff on unit work plans</em></td>
<td><em>Board of Trustees retreat</em></td>
</tr>
<tr>
<td>Sep</td>
<td><em>Budget Winter forum: presents timelines for budget &amp; planning</em></td>
<td><em>Budget Fall forum: allocation alignment</em></td>
</tr>
<tr>
<td>Oct</td>
<td><em>Budget Spring forum: legislative updates</em></td>
<td><em>Budget Spring forum: legislative updates</em></td>
</tr>
<tr>
<td></td>
<td><em>Executive Cabinet informs BOT of decisions for FY resource allocation</em></td>
<td><em>Office of Institutional Research presents evaluation of mission fulfillment findings and draft Strategic Plan to BOT</em></td>
</tr>
<tr>
<td>Jan</td>
<td><em>Divisions develop budget plans for following fiscal year (FY)</em></td>
<td><em>BOT studies, modifies, and approves Strategic Plan for FY</em></td>
</tr>
<tr>
<td>Feb</td>
<td><em>Divisions submit FY budget plans</em></td>
<td></td>
</tr>
<tr>
<td>Mar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May</td>
<td></td>
<td></td>
</tr>
<tr>
<td>June</td>
<td><em>Budget allocation decisions announced</em></td>
<td></td>
</tr>
</tbody>
</table>

Bates Technical College is an equal opportunity and non-discriminatory employer and educational Institution.
Appendix D - Budget Committee Recommendations

Sent on behalf of the Planning and Budgeting Committee. Please direct inquiries to Chair Tim Trussler, x7294.

Bates employees,

The Planning and Budgeting Committee has finished evaluating the submissions for the 2019-2020 supplemental budget requests and have forwarded our recommendations to the President’s Cabinet. Please find our list below.

The committee found several areas that were procedurally problematic. In keeping with our commitment to transparency and communication, we wanted share our difficulties and intentions. First, the time frame was accelerated this year and all parties found it difficult to meet deadlines effectively. We intend to start this process much earlier next year, as we will have a full committee that will meet for the entire academic year. Second, all requests were funneled through this single process. It is nearly impossible to evaluate requests for grounds upkeep against necessary equipment against compliance-mandated services against critical staffing. To that end, we chose to separate the different budget request processes next year, making the requests more manageable for everyone.

If you have any questions about this year’s list, or recommendations for next year’s process, please do not hesitate to reach out to myself or another committee member.

Tim Trussler

*On behalf of the Budget and Planning Committee*

Tim Trussler, Chair
Michelle MacElvain, Co-Chair
Dave Leenhouts
Diana Stone
Chelsea Lindquist

Ex-Officio Members
Al Griswold
Holly Woodmansee
Bob Roehl
Jon Bolas

Administrative Support
Pamela Carter

Strongly Recommended
- Campus Public Safety Officer, $50,698, Perpetual
- Central Campus Maintenance Budget Increase, $20,000, Perpetual
- Chief of Downtown Operations, $6,123, Perpetual
- Grounds Budget Increase, $15,000, Perpetual
- Increased Funding for Graduation, $5,000, Perpetual
- Panic Button, $4,500, Perpetual
- Scanning Equipment for Archive Transcripts, $5,000 one-time, $3,500 Perpetual
- South Campus Library Databases, $9,950, Perpetual
- Tool Support Position for South Campus Trades Programs, $40,359, Perpetual
- 80th Anniversary and Alumni Outreach, $5,000, One-time

Recommended
- Automotive Wheel Alignment Updates, $95,000, One-time
- Clinic Equipment for OTA Program, $9,450, One-time
• Conduct Software, $6,600, One-time and $6,600, Perpetual
• Expansion of Certificate or Degree Programs at Bates, $10,000, Perpetual
• Financial Literacy and Default Prevention Services Request, $8,250, Perpetual
• Migration to Office 365, $25,000, Perpetual
• Painter, $67,158, Perpetual
• Production Studio Lighting Upgrade, $28,500, One-time

Not Recommended
• American Association of Medical Assistants National Conference, $2,200, One-time
• CCTV System, $23,000, One-time
• CTCLink Project Manager Travel, $5,000, One-time
• Coordinator, Equity and Diversity Staff Position, $70,687, Perpetual
• Dust Collector Filters, $5,500, Perpetual
• Medical Simulation Operations Specialist Equipment, $10,000, One-time and $4,500, Perpetual
• Operation Enduring Rear Comfort, $4,350, One-time

Grow. Learn. Transform.

Mission: Bates Technical College enriches our diverse communities by inspiring student learning, challenging greater achievement, and educating for employment.
Subject Line: Supplemental Budget Request recipients

Wed 7/24, 2:16 PM

FROM: Office of Communications
TO: All Bates Employees
Sent on behalf of the College Cabinet.

Dear college community,

We would like to announce the approved supplemental budget requests for the 2019-2020 fiscal year. Those who were funded, please work with your appropriate vice president to submit relevant documentation to move the request forward.

The Budget and Planning Committee will reconvene fall quarter to review the budget for future supplemental budget requests.

We would like to thank all who submitted requests. If you submitted a request and it was not funded, please work with your direct supervisor for future planning.

<table>
<thead>
<tr>
<th>Budget Request</th>
<th>Request Type</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased Graduation funding</td>
<td>Perpetual</td>
<td>$5,000</td>
</tr>
<tr>
<td>Panic Button</td>
<td>Perpetual</td>
<td>$4,500</td>
</tr>
<tr>
<td>Scanning Equipment for transcripts</td>
<td>One-time</td>
<td>$5,000</td>
</tr>
<tr>
<td>South Campus Library Databases</td>
<td>Perpetual</td>
<td>$4,925</td>
</tr>
<tr>
<td>Tool Support Position for South Campus</td>
<td>Perpetual</td>
<td>$40,359</td>
</tr>
<tr>
<td>Automotive Wheel Alignment Updates</td>
<td>One-time</td>
<td>$95,000</td>
</tr>
<tr>
<td>Clinic Equipment for OTA Program</td>
<td>One-time</td>
<td>$9,450</td>
</tr>
<tr>
<td>Conduct Software</td>
<td>Perpetual</td>
<td>$6,600</td>
</tr>
<tr>
<td>Simulation Equipment</td>
<td>One-time</td>
<td>$50,000</td>
</tr>
<tr>
<td>Production Studio Lighting Upgrade</td>
<td>One-time</td>
<td>$28,500</td>
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Appendix F - Joint College Council and Budget & Planning Committee Letter

Memorandum

Date: May 8, 2019
To: President’s Cabinet
From: Joint College Council and Budget & Planning Committee Taskforce (Attendees: Blake Ingram, Tim Trussler, Beth Reichenbach, Michelle MacElvain, Jon Bolas, Amanda Quintana, Roland Robinson, and Jean Hernandez)

Subject: Joint Statement addressing NWCCU Recommendation 3

The Joint Taskforce met on April 16th to discuss several agenda items related to the combining of strategic planning and resource allocation at the college, clarifying our respective group’s roles, and how operationalized alignment might look. Leadership from both groups also met with the consultant from George Washington University the previous week, and received some initial feedback.

NWCCU Recommendation 3: The evaluation committee recommends that the College align its planning processes to ensure that they inform mission fulfillment.

Please see below a listing of relevant elements that came out of our discussion:

1. Assessment of previous B&P Committee processes is necessary.
   A. What has worked well?
   B. What hampers these processes effectiveness?
   C. What is the larger role of the B&P Committee, as opposed to only monitoring supplemental funding? Currently, B&P is involved with approximately 1% of the total budget.
   D. Should there be an annual cycle that involves the entire college in aligning the assessment of our Core Theme metrics with the re-allocation of resources, including the redistribution of fiscal funds?

2. Challenges:
   A. The lack of transparency regarding the allocation of funds to general budget, cuts to budgets and the awarding of supplemental funding,
   B. Short Deadlines/late start,
   C. Lack of concrete, up-to-date information regarding available budget funds (i.e. Fee budgets, etc.)

3. Strengths:
   A. By-laws are in place,
   B. Members are currently serving alternating two-year terms
   C. Council & Committee are committed to broader communication and transparency

4. Goals:
A. Strengthen the relationship and alignment of the B&P Committee and College Council with the Strategic Plan,
B. To have a well-defined B&P Role, Purpose, Reporting Chain of Command, Access to and training on the full budget
C. To have a Scope that is year-long, with broader budget authority
D. Comprehensive communication with college departments regarding Budget & Planning and Strategic Planning
E. Alignment of College Council timelines with the B&P Committee timelines. Are these year-round planning & timelines?

Not all members of President’s Cabinet serve on the College Council. Therefore, the leadership of the Council & Committee is open to having a joint conversation with President’s Cabinet at the College Council Retreat this Summer, in order to continue to progress on meeting NWCCU Recommendation 3. We ask that all members of President’s Cabinet be asked to attend this summer retreat session.

Thank you for your consideration of our requests.
Appendix G - President's Response to Joint Taskforce

Date: July 25, 2019
To: Joint College Council and Budget & Planning Committee Taskforce (Attendees: Tim Trussler, Beth Reichenbach, Michelle MacElvain, Amanda Quintana, Roland Robinson, and Jean Hernandez)
From: Dr. Lin Zhou, President
Subject: Joint Statement addressing NWCCU Recommendation 3 – Response

Thank you for your memorandum dated May 8, 2019 which I received on June 25, 2019. This matter is critical to accreditation and as such is very important to me.

With the changes in key leadership positions (VP of Finance/Administrative Services and Director of Institutional Research), as well as our recent technical issues, I appreciate your understanding related to the timeliness of my response.

Rob'n T Lewis (VP of Finance and Administrative Services) is working diligently to close the books on Fiscal Year 2018-19 and prepare everyone for FY 2019-2020. Additionally, we are in the final stages of hiring a new Director of Institutional Research, who will need some time to acclimate to college processes and data once on board.

On July 16, I held a meeting with Rob'n, Tim Trussler and Michelle MacElvain where we identified Rob'n and Al Griswold as the key administrators in the Budgeting and Planning process, and that Rob'n will work closely with the B&P committee in hopes to eliminate prior concerns and ensure transparency.

At this time, I recommend the Joint Taskforce call a meeting to confirm the relevant elements listed on the May 8, 2019 memorandum are still relevant, and then work with Rob'n and the new Director of IR in the late summer/fall to discuss these items so we can operate in a more meaningful, efficient, and transparent manner.

Please feel free to contact me if you have any questions.

Thank you,
Lin

Dr. Lin Zhou
President

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