



**Bates Technical College**  
**Mid-Cycle Self-Evaluation**  
**September 2016**



**Prepared for the**  
**Northwest Commission on Colleges and Universities**

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## Introduction

Bates Technical College hosted a Comprehensive Year Seven Peer-Evaluation visit in 2013 from October 23 to October 25. On February 3, 2014, Bates Technical College's accreditation was reaffirmed by NWCCU based on the committee's report and requested that the College submit an Ad Hoc report in Fall 2014 to address Recommendation 9 of the Fall 2013 Year Seven Peer-Evaluation Report. We received an extension to fall of 2015.

On March 9, 2016, Bates Technical College submitted a Special Report to respond to the deferred acceptance of the fall 2015 Ad Hoc Report which required the College to report on and submit financial statements and the management letter from the external financial auditor's office. On July 19, 2016, we received the confirmation from NWCCU that Bates Technical College is in compliance with the Eligibility Requirement.

## Mid-Cycle Evaluation

Starting March, 2015, the VP of Institutional Effectiveness and Student Success (IESS), who serves as the Accreditation Liaison Officer (ALO), initiated the Mid-Cycle Evaluation (MCE) process.

In March 2015, the ALO led a team which included Bates' administrators, faculty and staff to the NWCCU Accreditation workshops.

Participant	Title
Lin Zhou	ALO/Vice President of Institutional Effectiveness and Student Success
Al Griswold	Executive Vice President of Instruction
Blake Ingram	Dean of Workforce Education
Josh Baker	Dean of Instruction
Aimee Sidhu	Faculty, Chair of the Curriculum Committee

Again in March 2016, the Bates Technical College President's Cabinet and the Director of Outcomes, Assessment, and Research attended the NWCCU workshops to enhance the knowledge of the accreditation standards and prepare for the MCE in fall.

Participant	Title
Dr. Ron Langrell	President
Al Griswold	Executive Vice President of Instruction
Lin Zhou	ALO/Vice President of Institutional Effectiveness and Student Success (IESS)
Holly Woodmansee	Vice President of Administrative Services
Jim Crabb	Special Assistant to the President
Jon Bolas	Director of Outcomes, Assessment, and Research

From fall 2015 to winter 2016, the ALO worked closely with Director of Outcomes, Assessment, and Research as well as the faculty assessment committee to update and revise the College Institutional Assessment Plan. The two student learning outcomes examples were collected in spring 2016. In July, the ALO initiated the MCE report and completed the first draft in August 2016. The draft MCE report was sent to College Council members, the President's Cabinet, and the Instructional Deans for review and critique. The collection of feedback and suggestions were received in September and the final report was completed before October, 2016.

Additionally, the MCE process also included briefings to the Board of Trustees, President's Cabinet, College Council, Bates Administrator's Team (BAT), Instructional Deans, and IESS team throughout the year.

As for the MCE report, the ALO planned the timeline that allowed the campus community to provide feedback and suggestions before the submission (Table 1).

**Table 1:** MCE Report Timeline

Date	Activity
<b>February 2016</b>	Conduct first College Council meeting Identify task forces and working groups
<b>March 2016</b>	Design self-study
<b>April 2016</b>	Inform and engage faculty, staff, and students on the process
<b>April – June, 2016</b>	Gather and analyze data, develop draft reports
<b>July 2016</b>	Update the campus community on process
<b>July 2016</b>	Review the campus community feedback and compile the report
<b>August 19, 2016</b>	Finalize the final report
<b>August 29, 2016</b>	Distribute the final report to the College Council/Accreditation Committee, President’s Executive Cabinet, and the Instructional Deans for review
<b>September 2, 2016</b>	Receive feedback from above and update the report
<b>September 6, 2016</b>	Provide the final report to the President for review
<b>September 12, 2016</b>	Receive feedback from the President and update the report
<b>September 19, 2016</b>	Submit Mid-Cycle report to NWCCU
<b>September 2016</b>	Prepare for on-site visit
<b>October 24-25, 2016</b>	On-site visit

## Part I: Overview of Institutional Assessment Plan

One of the Recommendations from the NWCCU Year Seven accreditation visit was:

*The evaluation committee recommends that the College review its mission statement to ensure that the mission statement comprehensively defines the College's purpose and is measurable (Standard 1.A.1).*

In response to the recommendation, the College began a comprehensive, collaborative and inclusive process of mission review in spring 2014. In order to ensure transparency and to capacitate open discussion, a representative from the State Board for Community and Technical Colleges was brought in as an impartial facilitator. At the time, the College Strategic Planning Council (now College Council) directed the review process.

The premise of the review was based on the following principles:

- That the College community had individual understandings of the meaning and measures for 'inspire, challenge, and educate', but that a consistent and collective understanding was lacking.
- That the role of Bates as a wider contributor to its local community should be represented
- That the College values diversity
- That the college accepted that the current mission statement lacked clear outcomes and measurability
- That the current college mission statement did not effectively define the institution to external communities

Consequently, the review process sought to retain the components of 'inspire, challenge, and educate', but to establish language that clearly defined and expressed these principles for the college, was understandable and representative to all stakeholders, and which declared objectives for each principle. The revised mission statement became:

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

The components of the mission statement are delivered through the Core Themes and Strategic Plan Objectives, and evaluated through the indicators.

Bates Technical College's Core Themes are:

- **Workforce Education** – Core Theme One, Workforce Education, represents Bates Technical College's faculty, programs and facilities that prepare career and technical education students for high wage, high demand fields in the economic region we serve.

This core theme particularly supports mission components of *inspiring student learning, challenging greater achievement, and educating students for employment.*

- **Student Centered** - Core Theme Two, Student Centered, comprises Bates Technical College's services to students in support of their attainment. This Core Theme also includes College programs and classes that develop students' college-wide learning outcomes, inter-cultural competency, and global citizenship. It includes student representation and involvement in the College community through activities such as the Associated Student Government, and other support services, such as the College Foundation and alumni association are included in this Core Theme.

This core theme particularly supports mission components of *enriching our diverse communities, inspiring student learning, and challenging greater achievement.*

- **General Education** – Core Theme Three, General Education, comprises courses and services that encompass the general and related education components of career training programs, pre-college developmental education courses (including Basic Skills and GED), and ESL courses.

This core theme particularly supports mission components of *enriching our diverse communities, inspiring student learning, challenging greater achievement, and educating students for employment.*

- **Community Relationships** – Core Theme Four, Community Relationships, encompasses the many external partnerships the College develops and maintains that support teaching, learning, and progression opportunities for students. These include business partnerships (e.g. program advisory committees, General Advisory Council (GAC), employers, employment support agencies, and the media), social partnerships (e.g. alumni, and local community organizations), and political partnerships (e.g. legislative relationships and advocacy).

This core theme particularly supports mission components of *enriching our diverse communities and educating students for employment.*

In spring 2014, the College developed a seven year Strategic Plan that aligned the priorities and Core Themes of the College with the central tenet of student success. This plan is included as **Appendix One**. This plan defines four strategic directions:

- Grow new clientele and programs
- Increase student achievement
- Enhance efficiency and expand capacity
- Expand delivery options

Each of these strategic directions has several seven year goals, each clearly aligned with performance measures attached to Core Themes and Core Theme Goals, identified yearly performance targets, and the leadership for both attainment and for evaluation identified.

In fall 2014, the strategic plan was reviewed, with updates to the baselines using 2013-14 data, and to reflect changes to the Mission and Core Theme goals. In January 2015, the plan was updated to better reflect the needs of prioritizing resource allocation. In **Appendix A** to the Strategic Plan, several detailed initiatives for new programs, serving new clientele, and improving program quality through industry accreditation have already been identified and a calendar for implementation has been published.

In summary, Mission, Core Theme, and Strategic Plan are listed in the matrix below (**Table 2**).

**Mission Statement**

Bates Technical College enriches our diverse communities<sup>1</sup> by inspiring student learning<sup>2</sup>, challenging greater achievement<sup>3</sup> and educating for employment<sup>4</sup>.

- 1. Diverse Communities 2. Student Learning 3. Greater Achievement 4. Employment**

**Table 2:** Bates Technical College Mission, Core Themes and Strategic Plan Matrix

Core Themes	Mission Statement	Strategic Directions
<b>Workforce Education</b>	1, 2, 3,4	<ul style="list-style-type: none"> <li>• Grow New Clienteles &amp; Programs</li> <li>• Enhance Efficiency &amp; Expand Capacity</li> </ul>
<b>Student Centered</b>	1,2,3	<ul style="list-style-type: none"> <li>• Increase Student Achievement</li> <li>• Enhance Efficiency &amp; Expand Capacity</li> <li>• Expand Delivery Options</li> </ul>
<b>General Education</b>	1, 2, 3, 4	<ul style="list-style-type: none"> <li>• Expand Delivery Options</li> </ul>
<b>Community Relationships</b>	1, 4	<ul style="list-style-type: none"> <li>• Grow New Clienteles &amp; Programs</li> </ul>

In order to collectively describe the mission fulfillment and the progress the College made in the Strategic Plan process, Bates created a comprehensive list of the measures (**Table 3**).

**Table 3:** Measures to assess the Strategic Plan Directions

Strategic Plan Directions	Measures
<b>Grow new clientele &amp; programs</b>	<ul style="list-style-type: none"> <li>• Community &amp; student body demographics and socioeconomic status comparisons</li> <li>• Veterans and military enrollment</li> <li>• International enrollment</li> <li>• Under-represented minority enrollment</li> <li>• Enrollment of local area high school graduates</li> </ul>
<b>Increase student achievement</b>	<ul style="list-style-type: none"> <li>• Job Placement</li> <li>• Number of Degrees Awarded</li> <li>• Course Evaluations/Student Input Forms (SIFs)</li> <li>• Student Achievement Initiatives (SAI) Points</li> <li>• Student Satisfaction (Bates Satisfaction Survey, CCSSE or RNL Inventory)</li> <li>• Rubric Aligning Course, Program and Institutional SLOs</li> <li>• Program Review</li> </ul>
<b>Enhance efficiency &amp; expand capacity</b>	<ul style="list-style-type: none"> <li>• Fill rates of current programs</li> <li>• Quarter to quarter fill rate comparisons</li> </ul>
<b>Expand delivery options</b>	<ul style="list-style-type: none"> <li>• Number of online courses</li> <li>• Number of online programs</li> <li>• Number of hybrid online/on-ground programs</li> <li>• New facilities and classroom spaces</li> </ul>

Following up the measures, the Director of Outcomes, Assessment, and Research created the following dashboards to generate data for the measurements for the Strategic Plan. The results of the outcomes are available for the College community to review and for the leadership to make strategic, data-driven decisions (Table 4):

**Table 4:** Bates Technical College Dashboards

Dashboard Name	Description	Update Schedule	Data Source
<b>10<sup>th</sup> Day FTE</b>	FTE in courses after the add/drop date	After 10 <sup>th</sup> day each term.	Secure92

<b>Completion &amp; Retention by Program</b>	Completion & retention rates by program	Fall Term Annual	SBCTC Warehouse
<b>Degree-Seeking Demographic Profile</b>	Race/ethnicity, gender, age for degree-seeking students	Fall Term Annual	SBCTC Warehouse
<b>Employment Projections &amp; Prevailing Wage</b>	WA state employment projections by program, CIP lookup & prevailing wage data	Fall Term Annual	<a href="http://www.flcdatcenter.com/">www.flcdatcenter.com/</a> <a href="http://www.bls.gov">www.bls.gov</a>
<b>Enrollment by Program</b>	Enrollment by program updated daily.	Every 3 hours from 7am to 6pm daily	Secure92
<b>FTE by Term and Annualized FTE</b>	SMIS reportable FTE and Annualized FTE	Every Term	SBCTC Warehouse
<b>Instructor QFTE</b>	QFTE & Headcount by Instructor with Institutional Intent Detail	Every morning at 6:45 am	Secure92
<b>Staff &amp; Faculty Counts &amp; FTE</b>	Staff & faculty headcount, fte and demographics	Daily	Secure92
<b>Student Achievement Initiative (SAI) by Program</b>	Compare SAI points across programs	Fall Term Annual	SBCTC
<b>Student Achievement Initiative (SAI) CTC Comparison</b>	Compares Bates to schools in the CTC system	Fall Term Annual	SBCTC
<b>Student Input Form Results - Classroom</b>	Course evaluations	After final grades	<a href="#">Student Input Form: LINK</a>

<b>Student Input Form Results - ECE</b>	ECE course evaluations	After each term	<a href="#">ECE Student Input Form: LINK</a>
<b>Student Input Form Results - Non-classroom</b>	Non-classroom faculty evaluations	After each term	<a href="#">Non-classroom Student Input Form: LINK</a>
<b>Student Right to Know</b>	Completions rates for first-time, full-time degree/certificate seeking students and total degrees/certificates awarded by year	Fall Term Annual	<a href="#">IPEDS</a>
<b>Student Satisfaction Survey 2014</b>	Comprehensive student satisfaction survey covering all functional areas	Every 2-3 Years	<a href="http://www.bates.ctc.edu/offices-and-services/institutional-research-and-assessment/dashboards/student-satisfaction-survey-2014">http://www.bates.ctc.edu/offices-and-services/institutional-research-and-assessment/dashboards/student-satisfaction-survey-2014</a>
<b>Strategic Planning Key Performance Indicators</b>	Performance indicators, advocates, champions and progress towards goals	Monthly	IR Data Warehouse
<b>Weekly Enrollment Dashboard</b>	Year-over-year comparisons by program, student type and new/continuing status	Daily at 6:45 am	Secure92

The reports above are posted on the College’s website and are available to the public. The Board of Trustees participated in several discussions regarding effective performance reporting. As the result, the Director of OAR was added to the monthly Board of Trustee meeting agenda to report appropriate data, in addition to the monthly enrollment reports.

In February 2016, the first College Council meeting was conducted. The goal of the Council is to coordinate institutional assessment processes in support of the College’s mission, strategic plan, and core themes. Please check **Appendix D** for more information about the College Council. The

Council is comprised of faculty and staff from three campuses, as well as students from different programs.

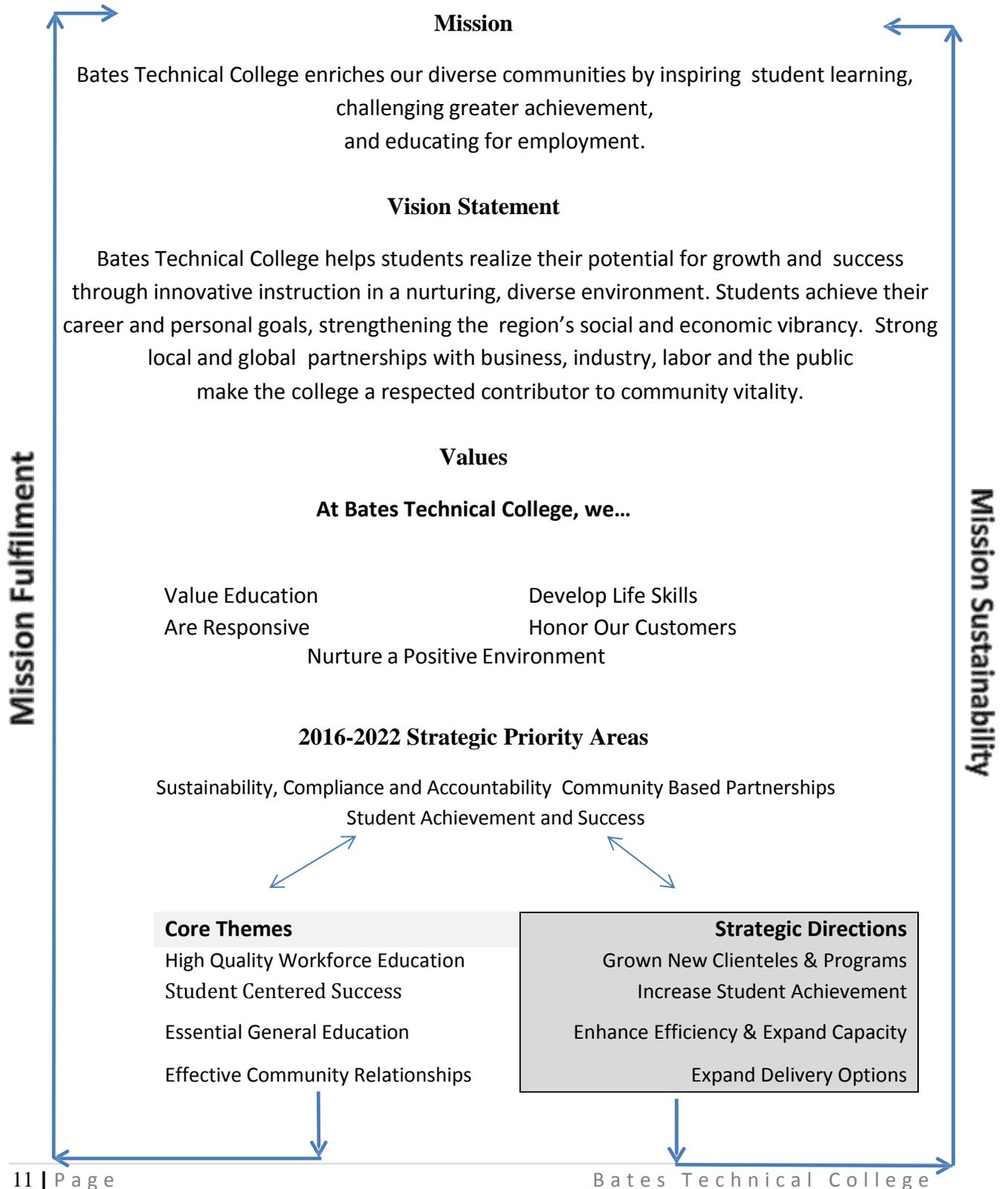
**Table 5:** Bates Technical College’s College Council Membership

Group	Members
Faculty	Jim Field, Career Specialist, Advisor Teresa Borchardt, Early Childhood Education Landon Johnson, Industrial Electronics and Robotics Technician Roland Robinson, Broadcast Master Control
Staff	Shondea Chapman, Assessment and Testing Center Rhonda Sample, Disability Services Kevin Loveland, Information Technology Beth Reichenbach, Lead Library Technician
Students	Cherie Crowley, Web/Multi-Media Gary Downs, CNC Machinist Johnny Fritts, Welding
Administrator	Ron Langrell, President Lin Zhou, Vice President of Institutional Effectiveness and Student Success (IESS) Blake Ingram, Dean of Workforce Education Jon Bolas, Director of Outcomes, Assessment, and Research
Ex-officio	Al Griswold, Executive Vice President of Instruction Holly Woodmansee, Vice President of Administrative Services Emma Ruhl, Executive Assistant for the VP of IESS
Board Trustee	Layne Bladow

The first task of the College Council members was to go over the institutional assessment process. As part of the College’s Strategic Plan, **Figure 1** is a visual representation of the relationship among institutional effectiveness, core themes, strategic planning and learning outcomes assessment (mission fulfillment).

**Figure 1:** Bates Technical College Planning and Budgeting Framework

**Planning and Budgeting Framework**



In addition, a similar flow chart was developed to reflect Bates Technical College’s assessment cycle. The key components were identified as:

- Vision
- Mission
- Core Themes
- Strategic Plan

The flow chart (Figure 2) demonstrated how institutional resources should be allocated to follow the College’s mission and strategic plan directions, how the institution functions should be evaluated, and how the four components should support the student learning outcomes from different perspectives. The assessment process has helped the College become more evidence-based and data-driven institution including analysis of trends, projections and consideration of other key factors that may impact each stage of the strategic planning.

**Figure 2:** Bates Technical College Institutional Assessment Process



## Part II Assessment Examples

The institution will provide two representative examples of how it has operationalized its mission and core themes progressing from objectives to indicators to outcomes to mission fulfillment. These examples should be regarding student learning either at the institutional, program or course level. They should illustrate how you are “closing the loop” on student learning assessment.

### Example I – Administrative Medical Assistant Program – EPC 565

The Administrative Medical Assistant Program (AMA) prepares students for careers as integral members of a health care team in an outpatient setting. Competency-based activities in the program provide extensive hand-on practice for students in the use of computer application skills to create and handle medical information. Medical transcription, electronic health records, medical terminology, patient administrative services, and professional ethics are presented with emphasis on the billing procedures of the insurance industry. The program also provides extended learning opportunities for persons previously or currently employed in related professions. In addition, work-based learning experiences are available in many medical settings that support the theory presented in the classroom.

#### **Core Theme: Student Centered**

#### **Objective One: *Students progress successfully to attainment of a credential***

##### **Indicators of Success:**

- Student Achievement Initiative (SAI) points earned by students;
- Retention and completion rates of students (e.g. College Readiness English Ratio points per student increased from 2009 – 2015 from 0.00 – 1.50); The point accumulation is awarded 2 points for completing highest level and awarded 1 additional point for completing college level English.
- The College Readiness Math increased in ratios for this program from 2009 – 2015 from 0.00 – 1.3). The point accumulation is awarded 3 points for completing highest level math and awarded 1 additional point for completing college level math during the current year.

#### **Objective Two: *Students receive high quality instruction***

##### **Indicators of Success:**

- Faculty qualifications, certifications, and trainings;
- Student Input Evaluation scores
  - 12 students were asked to rate the AMA instructor on the 10 Likert scale questions. Out of ten questions on the summative evaluation, with the score of 0 – 5 (0 being the lowest score and 5 being the highest score available), the average score for this instructor is 4.91 which falls in the level of Almost Always Effective.

***Are your indicators, for the selected examples, proving to be meaningful? Do you have too many indicators or too few?***

Yes, the indicators are meaningful. The instructor's course evaluation results are within the range of Almost Always Effective. The program's indicators are in terms of sufficiently and pragmatically providing a logical connection to the analysis of student learning outcomes and ultimately assessing mission fulfillment through the data findings.

**Core Theme: Community Relationships**

**Objective One: *Instructor developed effective partnerships and community relationships***

**Indicators of Success:**

- Shares data and collects information provided by the Advisory Committee for AMA by identifying areas of overlap, similarity, or potential synergy to make recommendation on joint plans for the program's business plan and to touch upon the needs of Bates strategic plan by expanding delivery options.
- Developed partnership with Dental Assisting program to create Externship opportunities for AMA students in the Bates Dental Clinic that is a dental office; and
- Created a new Dental Front Office Certificate option for AMA and Dental Assisting Students

**Objective Two: *Instructor develops and delivers access to the classroom by engaging in innovative teaching methods***

**Indicators of Success:**

- Participates as a member on the ELearning Committee;
- Offers Saturday class for HIV training (outside of normal teaching hours)
- Teaches three (3) cohorts (plus individual online courses)
- Offers online meetings with students with online student groups by using (GoToMeeting)

***Are your indicators, for the selected examples, proving to be meaningful? Do you have too many indicators or too few?***

Yes, the indicators are meaningful. The indicators are representative to what is being measured in the objective. The indicators are the correct amount. The conclusion will be drawn if and when the program accreditation occurs through the Accreditation Council for Business Schools and Programs (ACBSP) in the near future.

***How are data being collected, analyzed, and utilized and the findings communicated to constituents?***

As the Administrative Medical Assisting program has moved through the Accreditation Council for Business Schools and Programs accrediting process, we have been deliberate in instituting an effective means for collecting, analyzing, and integrating program data and information.

- Identified areas of overlap, similarity, or potential synergy and makes recommendations on joint plans or sharing of data.
  - Developed partnership with Dental Assisting to create Externship opportunities for AMA students in Bates Dental Clinic.
  - Created new Dental Front Office Certificate option for AMA and Dental Assisting students.
- Assessed, identified, and implemented program level improvements in integrating basic skills that also aligned with the college strategic plan outcomes.
  - Developed I-Best coursework to support student progression in winter 2015.
- Identified specific areas of good practice, and developed ways to share these outcomes with other areas of the College.
  - Departmental faculty met regularly to share areas of concerns as well as best practices across the Business Administration programs.
  - Used the Accreditation Council for Business Schools and Programs (ACBSP) accreditation Self-Study rubric to identify areas of development, improvement, and success.
  - Shared outcomes at the Washington State Assessment, Teaching & Learning conference by delivering a concurrent session highlighting my program success. Received the Anna Sue McNeil Assessment, Teaching, & Learning Award in 2016.

***What has the institution learned so far and what changes are contemplated? What has been your progress to date using the data? Do the data tell you what you are looking for?***

The institution has learned that program assessment is necessary to maintain a credible curriculum that teaches students what employers want the students to know when they complete the AMA program at Bates. This process involved community partners and the advisory committee. The AMA program has moved through the ACBSP accrediting process. The data gathering process has been deliberate in instituting an effective means for collecting, analyzing, and integrating program data and information.

#### **Example II – Diesel and Heavy Equipment Technology EPC 775**

Students are prepared for employment in the diesel and heavy equipment industry, diagnosing, repairing, rebuilding, and replacing, components of diesel powered vehicles in and on-campus shop environment. Students learn the theory and application in a live shop setting working on actual customer equipment, preparing them for employment in the industry. With permission from the employer and the instructor the student may go on work based learning where they can work in the industry and receive college credits while working. The training received in the program educates the student for employment in the fields of repair and servicing of over the road trucks and equipment, heavy/construction equipment, and marine, power generation and

agricultural equipment. Certificates of Training, a Certificate of Competency, and an “Associate in Applied Science Degree” are awarded as earned in the program. The program is articulated with BAS degree programs at Centralia College and Montana State University – Northern.

**Core Theme: Workforce Education**

**Objective One: *Student progress successfully to attainment of a credential***

**Indicators of Success:**

Student Achievement Initiative (SAI) points earned by students

	12-13	13-14	14-15	15-16
SAI Points earned by EPC 775 Students	486	390	390	Complete data not yet available

Credential completion

	12-13	13-14	14-15	15-16
Credentials earned by EPC 775 Students	61	144	187	202

GPA of students

	12-13	13-14	14-15	15-16
Average yearly GPA of EPC 775 Students	2.51	2.79	2.94	Complete data not yet available
Average Quarterly Credits earned by EPC 775 students	15.94	15.84	16.36	Complete data not yet available

**Objective Two: *Students receive high quality instruction***

**Indicators of Success:**

Faculty qualifications, certifications, and trainings (15-16)

- Total ASE Certifications held by faculty: 15
- Four faculty attended NW Diesel Technology Education Conference in 15-16
- One faculty attended and certified as Emergency Vehicle Technician through Washington Association of Fire Mechanics in 15-16
- One faculty attended Advanced Hydraulics Training course at Fluid Training institute in 15-16; Hydraulics simulator brought on line for instruction in 15-16
- One faculty on Bates Technical College Curriculum Committee.

Curriculum and Instructional Delivery Enhancements

- Curriculum revised with advisory committee support in May 2015 for 15-16 academic year
- Integrated Basic Education and Skills Training (IBEST) instructional model implemented for first three quarters of program of study in 15-16 academic year

- Curriculum revision with advisory committee support approved by curriculum committee for implementation winter quarter of 16-17 academic year.
- Program capacity increased from 54 to 72 in 15 -16 academic year by adding one tenure track faculty.
- Class B CDL licensure course implemented in 15-16 academic year.
- Evening high school completion track career and technical education courses offered in swing shift for three quarters of 15-16 academic year.
- Articulation agreement to two BAS in Diesel Technology programs
- Student input
- Spring 2014 Student Satisfaction Survey
- Student Exit surveys instituted 15-16 academic year

***Are your indicators, for the selected examples, proving to be meaningful? Do you have too many indicators or too few?***

Yes, the indicators are proving to be meaningful. The indicators are up-to-date, and will progress into the near future. The outcomes have potential for future measurability, and the degree has transferability due to articulation agreements that exists with another college and a university.

### **Core Theme Two: Student Centered**

**Objective One: *Students demonstrate knowledge of college enrollment processes and support services***

#### **Indicators of Success:**

Outcomes from spring 2014 Student Satisfaction Survey: students responded positively to the following:

- I understand what classes I need to take to meet my goals

**Objective One: *Advisors are readily available and responsive to inquiries***

#### **Indicators of Success:**

Outcomes from spring 2014 Student Satisfaction Survey, students responded positively to the following:

- The registration office was able to answer my questions.

***Are your indicators, for the selected examples, proving to be meaningful? Do you have too many indicators or too few?***

Yes, the indicators are meaningful. The measurement of student success is provided in the outcomes of the 2014 Student Satisfaction Survey. The number of indicators is sufficient to validate the objective. The next Student Satisfaction survey will be conducted in 2017.

***How are data being collected, analyzed, and utilized and the findings communicated to constituents?***

The primary data collection strategies being utilized for the Diesel and Heavy Equipment Technology program are:

- More deliberate student exit surveys to build on/clarify/and track changes to responses to the 2014 student satisfaction survey.

- National Career Readiness Certification and CASAS assessments
- Tracking student progression and retention by focusing on how students are progressing in earning stacked certificates of training and general education coursework building to an associate's degree.
- Ongoing tracking of employment outcomes through data sharing with the Employment Security Department
- Employer input from both advisory committee members and employers of graduates.

*What has the institution learned so far and what changes are contemplated? What has been your progress to date using the data? Do the data tell you what you are looking for?*

- 1) **Written Communication and Mathematical Skills.** Data from the 2014 Student Satisfaction Survey and student completion data in general education prior to 2015 reflected that students felt and in fact were not performing highly in the improvement of written communication and mathematical skills while enrolled in the program. During 2015 the college resourced a basic education for adults instructor dedicated to the program and began utilizing an Integrated Basic Education and Skills Training (IBEST) strategy during the first three quarters of the program. CASAS assessments quarterly document skill gains and these are communicated to the student, faculty and are tracked at the institutional level. Results are shared with the program advisory committee. Using funding from the Washington Integrated Sector Employment (WISE) grant program, students also are given the opportunity to take the assessment for a National Career Readiness Certificate and the level of certificate earned by each student is tracked and reported at the institutional and WISE consortium level.
- 2) **Program Equipment and Classrooms.** Student feedback on surveys and interviews and feedback from employers formed a consensus that the programs equipment was inadequate. Using multiple sources of funding the program has made investments to improve equipment and materials in the teaching environment including significant investment in new tools, purchase of a hydraulics simulator and a new brake board, and new technology and furniture in some classrooms.
- 3) **Curriculum and Credentials.** Feedback from the program advisory committee in 2014 and 2015 recommended that changes in the industry had not been captured by the program. Additionally employer and student feedback highlighted that the certificates of training in the programs were titled in such a way as to not be clear as to the competencies they represented. Since fall quarter 2015 incremental program changes are being implemented regarding curriculum and credentials. Highlights of these changes include:
  - Strengthening instruction in hydraulics and pneumatics with new courses and equipment. A new certificate of training in this area has been approved by the curriculum committee.
  - Strengthening instruction in electronics with new course development.

- Adding elective course work options in the degree curriculum to allow students to explore areas of the field apart from over the road equipment competencies and to expand options for work-based learning.
- Developing an off hours elective course for students to obtain a class B Commercial Driver's License.
- Coordinating curriculum changes to maintain/establish program articulations with BAS programs.
- Retitling all of the program's certificates of training to better communicate student competency. For example the certificate of training formerly titled "Engines" was retitled "Diesel Engines"
- Adding new courses in steering and suspension systems while reducing the total hours of basic servicing practice.

### **Part III: Looking Forward, Preparation for Year-Seven Report**

*In light of your analysis in Part I of your overall assessment plan and in light of your analysis of the representative examples you provided in Part II please respond to the following question: moving forward to the Year Seven what will you need to do?*

The first step is that Bates Technical College will need to focus on data collection from all sources. Now we have a list of the indicators we identified, we will need to make sure we collect all named data and organize the data in ways that make them easier to work with. The goal is to provide accurate and adequate evidence to assess our core themes and the strategic planning directions.

Secondly, we will need to analyze the data we collected. The process will involve examining the data in ways that reveal the evidence that can be found within it. Therefore, the outcomes of the analysis can be used to make recommendations to the College leadership.

Utilizing the College's Budgeting and Planning process, the resources can be allocated to support the recommendations. Additionally, the College Council will play a key role to communicate the changes to the campus community.

Lastly, we will start the institutional assessment cycle again to repeat the process.

## **Appendix A: Bates Technical College Strategic Plan (2016-2022)**

Please see the attachment. File Name: BTC Strategic Plan Documents

## **Appendix B: Bates Technical College Institutional Assessment Plan**

Please see the attachment. File Name: Bates IAP

## Appendix C: URL References

### GENERAL INFORMATION

1. College Website  
<http://www.bates.ctc.edu/>
2. 2016-2017 College Catalog  
<http://www.bates.ctc.edu/Catalog>
3. 2015-2016 Top Accomplishments:  
[http://www.bates.ctc.edu/Documents/About%20Bates/Year%20End%20Accomplishments2015\\_web.pdf](http://www.bates.ctc.edu/Documents/About%20Bates/Year%20End%20Accomplishments2015_web.pdf)

### ACCREDITATION INFORMATION

1. Accreditation Reaffirmation Letter from NWWCCU, dated July 19, 2016  
<http://www.bates.ctc.edu/Documents/Accreditation%20and%20Strategic%20Planning/NWCCU%20Accepted%20Spring%202016%20Special%20Report.PDF>
2. Fall 2014 Year One Self-Evaluation:  
<http://www.bates.ctc.edu/Documents/Accreditation%20and%20Strategic%20Planning/Accred%20Report%20masterYearOne2014.pdf>
3. Winter 2015 Ad Hoc Report:  
[http://www.bates.ctc.edu/Documents/Ad\\_Hoc\\_Report\\_Bates2015.pdf](http://www.bates.ctc.edu/Documents/Ad_Hoc_Report_Bates2015.pdf)

### INSTITUTIONAL DATA

<http://www.bates.ctc.edu/Dashboards>

# Appendix D: Bates Technical College Institutional Effectiveness

## College Council

### **Bates Technical College COLLEGE COUNCIL**

#### **STATEMENT OF PURPOSE**

The BTC College Council is the primary shared structure for the college responsible for coordinating institutional effectiveness processes in support of the college's mission, strategic plan, and core themes. It offers each constituent group the opportunity to participate in the planning process and program initiatives as well as to develop, review, and revise policies and procedures through tire representatives. The Council provides recommendations to the College president and through the College president to the Board of Trustees on college matters.

#### **OBJECTIVES**

1. Facilitate the planning process for the college by setting and maintaining short, intermediate and long term goals developed within the context and ever-changing demands of the external and internal environments.
2. Review, revise and maintain college mission fulfillment and sustainability in alignment with strategic plan goals and core theme assessments on key indicator data, and recommend further targeted intentions to college President and Board of Trustees for approval.
3. Develop, review, and revise policies and procedures and recommend College president send them to Board of Trustees for consideration.
4. Ensure the transparent integration of cyclical planning (plan, do, check, act), outcomes assessment, evaluation, and resource allocation across the college's divisional units in order to effectively allocate human, fiscal, and physical resources to support teaching and learning.
5. Oversee college responses to accreditation recommendations.
6. Reconnect annual college's targeted priorities that reflect the Strategic Plan of the college.
7. Evaluate the effectiveness of the following college committees/activities: Accreditation, Planning and Budgeting, Academic Planning, Facilities Master Plan, Technology Master Plan, and Employee Recombination.
8. Receive, review, evaluate and act upon reports and recommendations to the College president from the college committees.

9. Respond to requests from the president to study and make recommendations regarding a concern.
10. Define and implement communication mechanisms to regularly communicate meeting schedules, agendas and status of recommendations, policies and procedures to the college community, including College Council stakeholders.

## **MEMBERSHIP**

- Four faculty union representatives
- Four non-faculty, non-administration members from other classifications
- Four student representatives
- Four administration representatives, including the President of the College
- Ex-Officio members, including the supporting staff

## **MEETING SCHEDULE**

- Fourth Wednesday of each month
- Other times as needed to fulfill the charge of the committee

## **MEMBERSHIP RESPONSIBILITY**

- It is the responsibility of each member of the College Council to attend each meeting and adhere to the College Code of Conduct. Members are responsible to disseminate committee information to their respective constituents.

## **The Committee's Structure**

- Council – A council meets on a regular basis and is composed of representatives designated or selected to act in an advisory capacity. A council often recommends direction on the work of numerous committees or task forces.
- Standing Committee – A standing committee is composed of representatives and considers matters pertaining to a designated charge or subject. A committee reports its recommendations to appropriate representative bodies.
- Task Force - A task force addresses special college wide issues or tasks and meets until the issue is resolved or the task is completed.

**Bates Technical College Committees**

<b>Committee</b>	<b>College Council Liaison</b>	<b>Frequency of Meetings</b>	<b>Date and Time</b>	<b>Chair</b>	<b>Members</b>	
<b>Assessment</b>	<b>Teresa Borchardt</b>	Monthly	Second Wednesday, 11:15am - 12:15pm	Bryce Battisti	Faculty	Beth Cummings, Bill Swarens, Bryce Battisti, Dave Alldredge, Joe Brewer, Lynn Neal, Matt Spitzer, Mike Clark, Mike Wood, Teresa Borchardt, Chris Buselmeier
					Staff	Kelsey Williams
					Administrator	Jon Bolas
<b>BAT</b>	<b>Lin Zhou</b>	Monthly	Second Tuesday, 9:00:00 AM	Al Griswold	Staff	Pamela Carter
					Administrator	All Bates' Administrators
<b>College Council</b>	<b>Lin Zhou</b>	Monthly	Fourth Wednesday, 3:15 - 4:45 PM	Lin Zhou	Faculty	Jim Field, Teresa Borchardt, Landon Johnson, Roland Robinson
					Staff	Shondea Chapman, Rhonda Sample, Kevin Loveland, Beth Reichenbach
					Administrator	Ron Langrell, Lin Zhou, Blake Ingram, Jon Bolas
					Ex-official	Al Griswold, Holly Woodmansee, Emma Ruhl
					BOT	Layne Bladow
<b>Curriculum</b>	<b>Blake Ingram</b>	Monthly	First Wednesday, 11:15:00 AM	Aimee Sidhu	Faculty	Aimee Sidhu, Bob Storrar, Bryce Battisti, David Skeen, Judy Graham, Sharon Netter, Stan Reed, Steve MacKay
					Staff	Maura Armstrong
					Administrator	Instructional Deans, Jim Crabbe
<b>eLearning</b>	<b>Beth R.</b>	Monthly	Third Wednesday, 12 - 1:00 PM	Tim Trussler	Faculty	Ken Witkoe, Tina Smith-Klahn, David Skeen, Mary Ann Keith, Mike Wood, Emily Asher, Beth Cummings
					Staff	Dan Moxon, Yelena Yakovlev
					Administrator	Tim Trussler, Lin Zhou, Jaime Sereno

<b>Facilities</b>	<b>Shondea Chapman</b>	Monthly	Fourth Wednesday, 12:30 - 1:30 PM	Marty Mattes	Faculty	Kristina Merriman, Mike Clark, Steve MacKay
					Staff	Dan Condon, Shondea Chapman, Trent Aldon, and Teresa Ciolkosz
					Administrator	Marty M, Larry M, Phil K, Pete H
<b>GAC</b>	<b>Ron Langrell</b>	Quarterly	Second Thursday, 11:30:00 AM	Al Griswold	Faculty	
					Staff	Maura Armstrong
					Administrator	Instructional Deans, President's Cabinet
<b>IDEAL</b>	<b>Shondea Chapman</b>	Monthly	Second Wednesday, 11:30 - 12:30	Nerissa del Rosario	Faculty	Mike Clark, Curt Meyer, Jason Carroll, Laurie Arnold, Lexine Torres, Andrea Cobb, Ken Witkoe
					Staff	Beth Reichenbach, LeAnn Dreier, Tami Breckenridge, Rhonda Sample, Shondea Chapman, Susan Neese, Patricia Chase, Juliette Kern
					Administrator	Ron Langrell, Al Griswold, Lin Zhou, Nerissa del Rosario
					BOT	Calvin Pearson
<b>TROC</b>	<b>Jim Field</b>	Monthly	Second Tuesday, 1:00 - 2:30 PM	Kathy Brock	Faculty	Kathy Brock, Karen Patjens, Dave Leenhouts, Lynn Neal
					Staff	Maura Armstrong
					Administrator	Al Griswold
<b>I-Deans</b>	<b>Blake Ingram</b>	Twice a month	First & Third Wednesday, 9:30 AM	Al Griswold	Staff	Maura Armstrong
					Administrator	Instructional Deans
<b>Faculty Labor/Management</b>	<b>President's Cabinet</b>	Monthly	Fourth Monday, 1:00 - 2:30 PM	Rotates monthly	Faculty	Ron Greenman, Karen Patjens, Bob Traufler, David Skeen, Robin Stanton, Teri Amundsen
					Staff	Maura Armstrong
					Administrator	President's Cabinet

<b>PTE Labor/ Management</b>	<b>President's Cabinet</b>	Monthly	Second Wednesday, 9:00 - 10:00 AM	Rotates monthly	Faculty	None
					Staff	Dionne Bonner, Denise Holt, Jannica Jones, Mary Moseley, Michelle MacElvain, Emma Ruhl
					Administrator	Ron Langrell, Gary Nilsson, Al Griswold, Lin Zhou, Holly Woodmansee
<b>Veterans' Committee</b>	<b>Rhonda Sample</b>	Monthly	Second Monday, 1:00 PM	LeMont Lucas	Faculty	Andy Hall, Elmer Hill, Lee Williams, Ron Greenman
					Staff	LeAnn Dreier
					Administrator	Jaime Sereno
<b>Safety</b>	<b>Landon Johnson</b>	Monthly	Third Thursday 1 - 2:00 PM	Joe Lyon	Faculty	Joe Lyon, Dave Leenhouts, Ken Witkoe, Dan Sanford
					Staff	Alex Kenesson, Ken Lee, Ray Richardson
					Administrator	Derick Nelons
<b>Emergency Response Team (ERT)</b>	<b>Roland Robinson</b>	Not currently active	N/A	Derick Nelons	Faculty	TBD
					Staff	TBD
					Administrator	TBD
					BOT	
<b>IT</b>	<b>Kevin Loveland</b>	Not currently active	N/A	Pat Taylor	Faculty	TBD
					Staff	TBD
					Administrator	TBD
					BOT	
<b>Libraries</b>	<b>Beth R.</b>	Not currently active	N/A	Tim Trussler	Faculty	TBD
					Staff	TBD
					Administrator	TBD
					BOT	
<b>Finance</b>	<b>Holly W.</b>	Not currently active	N/A	Holly W.	Faculty	TBD
					Staff	TBD
					Administrator	TBD
					BOT	TBD

<b>SEM</b>	<b>Kevin Loveland</b>	Varies	Varies	Lin Zhou	Faculty	TBD
					Staff	TBD
					Administrator	TBD
					BOT	TBD

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