

Bates Technical College

Year One Self Evaluation Report

September 2, 2014

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Contents

- Institutional Overview..... 1
- Preface 2
 - Update on changes since the institution’s last report..... 2
 - Response to topics previously requested by the Commission 4
 - Recommendation 1..... 4
 - Recommendation 2..... 5
 - Recommendation 3..... 6
 - Recommendation 4..... 7
 - Recommendation 5..... 7
 - Recommendation 6..... 8
 - Recommendation 7..... 9
 - Recommendation 8..... 10
 - Recommendation 9..... 11
- Mission, Core Themes, and Expectations 13
 - Executive Summary of Eligibility Requirements 2 and 3..... 13
- Standard 1.A Mission 14
 - 1.A.1 Widely Published Mission Statement..... 14
 - 1.A.2 Mission Fulfillment 17
- Standard 1.B Core Themes..... 19
 - 1.B.1 Core Themes Identified..... 19
 - 1.B.2 Objectives and Verifiable Indicators 22
- Exhibits..... 32

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Institutional Overview

Bates Technical College is a public, two year technical college with three campuses in downtown, central, and south Tacoma. Bates serves approximately 3,000 career training students and awarding Associate's Degrees and Certificates in forty-five career training programs. The college also serves 8,000 more community members in programs such as Continuing Education, Child Studies, Technical High School, General Education, ESL, GED and Basic Studies. The College website, which includes the college catalog, is www.bates.ctc.edu.

Vocational training began in Tacoma on Sept. 4, 1940, in the basement of Hawthorne Elementary School. During the 1941-42 school year, the program became known as the Tacoma Vocational School. In 1944 the Tacoma School District hired L. H. (LaVerne Hazen) Bates as the school's director. The school's name was changed to the Tacoma Vocational-Technical Institute in 1947.

Verne Bates retired from the director's position in 1969. The Tacoma School Board changed the Institute's name to the L. H. Bates Vocational Technical Institute in honor of Mr. Bates' service and dedication to the Institute and vocational education.

In 1991, state legislation separated the state's vocational technical institutes from local school districts and merged them under the State Board for Community and Technical Colleges, and recognized Bates Technical College.

Today, the College serves a large and diverse urban population in the city of Tacoma, with two campuses in central Tacoma, and one campus approximate fifteen minutes away (by car or bus) in south Tacoma. At the 2010 census, Tacoma's population of close to 200,000 comprised 65% White, 12% African American, 11% Hispanic, 8% Asian, 2% Native American, and 1% Pacific Islander. Responding to the needs and expectations of such a diverse community has been, and continues to be, of primary importance to Bates. Bates students are predominantly from the Tacoma and wider Pierce County, although many students attend from surrounding counties, mainly King County/Seattle and Thurston and Lewis counties to the south, along the Interstate 5 corridor. Bates also has a small but growing cohort of online students.

Our unique classroom settings mirror the workplace, providing students with opportunities to practice and develop skills to levels required for successful employment. Bates offers two-year associate of technology degrees, certificates of competency, certificates of training, industry certifications and, in specific programs, prepares students for the achievement of state licensure. The college maintains articulation degrees with several four-year universities, making some of the college's two-year degrees transferable. Bates also serves a large population of pre-College and Basic Skills students, both on campus and through local partnerships.

Leadership at Bates is provided by Dr. Ron Langrell, III, President, appointed on July 9, 2012, and a five member Board of Trustees.

Preface

Update on changes since the institution's last report

Since the submission of the Comprehensive Year Seven Report in October 2013, Bates has undergone further changes as part of improving the institution's operational alignment with its mission. The stricture of change is based on a Presidential strategy, 'CODE', which stands for 'Compliance, Organization, Development, and Excellence'. This strategy defines progressively implemented stages of developing organizational effectiveness:

- Compliance: establishing processes and procedures that ensure college operations are compliant with industry, state, regional and federal requirements, and that regular reviews are scheduled to ensure compliance is maintained.
- Organization: designing operational structures for relevance and efficiency
- Development: targeting resources toward strategic areas of growth to ensure sustainability
- Excellence: evaluating performance and responding with initiative and investment to ensure high quality

In 2012-13, the college invested heavily in 'Compliance', inviting a review by faculty and departments of critical areas such as safety, relevance and modernity of equipment, technology, and facilities, and responses to recommendations made by industry professionals through program advisory committees and program level accreditation. The college prioritized investment toward compliance, responding to internal requests for funding from programs and departments, resulting in over \$1million in improvements.

In 2013-14, while compliance reviews continued, the College began a process of 'organization around the work' to ensure operational efficiency. In March 2013, instructional leadership was reorganized around two Executive Deans in place of a single Vice President, to provide a greater level of 'on the ground' and campus-specific support to instructional programs and departments. In September 2013, two additional instructional deans were hired, and instructional duties further shared to enable even greater levels of direction, advocacy, and support.

In fall 2013, a review of college community and contract instructional departments was initiated. the premise for this review was the position of the college as predominantly state-funded (as opposed to student funded through tuition), and to determine if this reflected a 'mission creep' away from the career training programs toward what had traditionally been more ancillary courses and offers. The review of the enrollment mix showed the college as potentially over-dependent on community and contract training, with a decline in career training programs and students. The President met with the State Board for Community and Technical Colleges (SBCTC) and presented a six-year plan to redress the imbalance and shift the enrollment mix, over time, back toward the core mission work of career training programs.

In winter 2013-14, the College closed its Business Management Training Center (BMTC), a contract training department of the college, and reallocated the resources toward growth in career training programs through increased capacity in existing programs and the addition of new programs. The six

year plan is based on a state allocation reduction of no more than 500 FTE (or 10%) per year, with college growth of 200-300 FTE in tuition-generating students (where tuition revenue additionally replaces state funded FTE). The six year Strategic Plan is included as **Exhibit 1**. Already the college has made progress toward the first year targets, increasing capacity in Machinist/CNC, Robotics, Welding, and Engineering programs, and reinstating an Accounting degree program.

In June 2014, a further institutional reorganization was put into effect, to enable better application of resources. This reorganization is designed to build upon the foundation of 'compliance' that had been established and to provide as much resource as possible to 'development' to meet the growth targets set by the Strategic Enrollment Plan. Senior management positions have been reduced, with a single college Vice President, four operational positions recombined into two (Institutional Research and Curriculum Management have been combined, and Registrar and Dean of Students have been combined), and Deans' assignments reallocated across four (instead of six) instructional deans. The Vice President position is currently being developed and is expected to be filled by January 2015.

In spring 2014, groundbreaking began on a new 70,000 square foot facility at the Colleges Central/Mohler campus. This building will house Engineering, media and Advanced Technologies programs, as well as a campus library, student services office, general education classrooms, a design center, a science lab, and a large scale presentation and media production facility. This building will be co-located with the existing college building, currently housing KBTC (the college television station) and PCTV (a local television station), and the Broadcast Production programs. As programs move from the downtown campus into the new facility, the vacated space will be redeveloped as a new, expanded Allied Health facility. The downtown campus is ideally situated only four blocks from 'the medical mile', an extensive complex of hospitals, community care facilities, and specialist clinics. Partnership discussions are underway to ensure that the redeveloped facility is best suited to train current and future employees for these facilities. The initial application for capital funding for the redevelopment is currently under review, but has been positively received, has been successful in initial selection rounds, and a decision as to implementation dates for funding is expected within twelve months.

On November 25, 2013 the College appointed a new Board of Trustees member Lillian Hunter, to replace the outgoing Stan Rumbagh. Lillian Hunter is the director of West Sound Technical Skills Center and a Tacoma Public Library trustee. She previously served as principal and assistant principal in the Tacoma School District, and assistant principal and career and technical education coordinator in Peninsula School District. Prior to entering administrative positions, Hunter was an instructor for dental assistant programs at Clover Park Technical College, Highline Community College and as an evening instructor at Bates Technical College. She was also a career and technical education teacher at Lincoln and Washington high schools, and a career and technical grants coordinator for the East Pierce County School District Consortium.

Response to topics previously requested by the Commission

Recommendation 1

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 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. The actions taken are described below:

- 22 April: the Board of Trustees meets in a special session to discuss the context of mission review and provide guidance for the process
- 30 April: the College Strategic Planning Council meets as a workshop on background and process, and develops a first draft of a revised mission statement
- 2 May: a Discussion Forum is established for ongoing input from the strategic planning committee
- 9 May: a presentation is given at a Faculty Professional Development Day, and a focus group session is held to discuss draft mission statements
- 14 May: a Strategic Planning Council work session is held on further development of the mission statement
- 27 May: a status update is shared with the Board
- 28 May: a progress report is shared with the College General Advisory Council
- 3,4 and 10 June: College forums are held at each campus to provide further opportunities for staff and students to contribute to the mission review.
- 10 June: Strategic Planning Council meeting to finalize three drafts for review by the Board of Trustees
- 24 June: at the Board of Trustees meeting, Trustees receive a brief review of progress and introduction to 29 July Board meeting special session.
- 9 July: Strategic Planning Council begins work on revised goals for emerging mission statement
- 13 July: Review of final drafts with President Langrell
- 29 July: a special session is held with the Board of Trustees, led by a facilitator from the State Board for Community and Technical Colleges. Trustees review drafts and craft, and approve, the final mission statement.

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, collective understanding was lacking.
- That the role of Bates as a wider contributor to its local community should be represented
- That the college value of diversity should be represented
- 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 associated Goals, and evaluated through the indicators. The connection between indicators, goals, core themes and mission is illustrated in **Exhibit 2**.

Recommendation 2

The evaluation committee recommends that the College review its core themes and ensure that they are supportive of a comprehensive mission statement that distinguishes the College's purpose from the means to carry out that purpose (Standard 1.B.1).

In response to this recommendation, and as part of the mission review process directed by Recommendation 1 (above), the College also conducted a review of Core Themes for relevance. Early in the mission process, the College Strategic Planning Council reviewed the Core Themes, and came to the conclusion that the Core Themes as they currently stood were an accurate description of the College's main functions, and reflect the functions of the College that deliver the mission. The 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, 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 *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, 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.*

How the Core Themes, Goals and Indicators connect to mission fulfillment is illustrated in **Exhibit 2**.

Bates' commitment to diversity crosses all core themes, and is considered a critical component to mission fulfillment. In addition to mission, vision, and values, the college aspires to, and evaluates its performance against, its 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.

The College has adopted a Leadership Document on Diversity, which sets performance expectations for diversity under each core theme. This is included as **Exhibit 3**.

Recommendation 3

The evaluation committee recommends that the College align its planning processes to ensure that they inform mission fulfillment (Standard 3).

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 **Exhibit 1**. This plan defines four strategic directions:

- Grow new clienteles 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 will have its first review, with updates to the baselines using 2013-14 data, and to reflect changes to the mission and core theme goals as described in this report. The strategic plan is already in use to prioritize resource allocation. In Appendix One to the Strategic Plan (**Exhibit 1**), 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.

Recommendation 4

The evaluation committee recommends that the College engage Board of Trustees in a regular systematic review and assessment of mission fulfillment (Standard 5).

The Board of Trustees has participated in several discussions regarding effective performance reporting. Initially, the Trustees were introduced to a college data performance set devised by the Governance Institute for Student Success (GISS), which includes retention, completion, basic skills/ESL transition, and diversity performance indicators. An example of these reports is included in **Exhibit 4**. The Trustees also receive monthly enrolment reports.

In September 2014, the Board of Trustees will participate in a special session to review the Mission Fulfillment indicators included in this report (section 1.B.2), and the performance indicators included in the Strategic Plan (**Exhibit 1**). In this session, the Trustees will work with College leadership to identify a set of regular performance measures for quarterly reporting (comprising the Core Theme indicators and a set of prioritized Strategic Plan indicators to be determined), and to establish priority data sets for monthly reports alongside the enrolment reports. In addition, at the Trustees' spring retreat, a mission fulfillment performance review will be included, this will become an annual standing agenda item.

Recommendation 5

The evaluation committee recommends that the College review the efficacy of campus store operations which may include revised business hours and improved online book purchasing, payment, and the delivery process to enhance the quality of the learning environment (Standard 2.D.12).

To address these concerns the College hired a new General Services Manager with experience in College bookstore administration to oversee the adoption and availability of textbooks in the online bookstore operated by Follett. In addition, the College continues to work with the online vendor to improve the experience for all students. Recently the College had a Follett representative provide training for faculty to improve their experience with the online bookstore. We continue to evaluate the services provided by the online vendor and may select another vendor if improved services are not assured.

The College is moving to providing students with the option to receive financial aid funds using a preloaded credit/debit card that would allow financial aid students to purchase books directly from the online vendor or any other source if they wish to do so.

The Campus Stores have also been increasing the tools and supplies available either on the shelf or through direct orders from the vendor, ensuring all students have access to the required items.

Beginning with Fall Quarter the College intends to double the hours of operation to allow students in the afternoon programs to make the necessary purchases.

Recommendation 6

The evaluation committee recommends that the College develop, deliver and publish course, program, and degree student learning outcomes (Standard 2.C.1, 2.C.2, 2.C.3, 2.C.4, 2.C.5, 2.C.9, 2.C.11, and 2.C.17).

In response to this recommendation, and with the support of the College Curriculum Committee, each program reviewed its set of curriculum documentation.

Course Outcomes

Each course at the college has a Master Course Outline (MCO) and a Syllabus, based on a College standard template, that defines the learning outcomes for students. Examples of these are included in **Exhibits 5 and 6**. This documentation was audited, and any missing or outdated items corrected. Students are given the MCO and the syllabus at the start of their course, however, as the college fully implements a transition of its learning management system (from Blackboard to Canvas), faculty will be assisted in ensuring that each course also has a Canvas location with this documentation, that is accessible to students.

Program Outcomes

Each Program has a set of Program level outcome published on the college website. For example:

[http://www.bates.ctc.edu/programs/career-education/healthsciences-programs/denturist/program-outcomes-\(denturist\)](http://www.bates.ctc.edu/programs/career-education/healthsciences-programs/denturist/program-outcomes-(denturist))

Degree Outcomes:

In 2012-13, the College Curriculum Committee established a set of College-Wide Learning Outcomes, that go beyond a student's career training program of study, and assess the wider skills and knowledge defined therein (**Exhibit 7**). These are:

- Critical Thinking
- Human Diversity
- Effective Communication

All courses are audited through their MCOs to determine where they contribute to one or more of these outcomes. In 2014-15, the Curriculum Committee will continue their work on College-Wide Learning Outcomes, establishing rubrics for each component. The College is developing a tracking system to map the College-Wide Outcomes through the MCOs against this rubric in 2014-15, and begin the assessments of students' levels of attainment and the effectiveness of teaching under these outcomes.

Recommendation 7

The evaluation committee recommends that the College fully implement student learning outcomes assessment across all courses, programs, degrees, and general education and systematically use the results of assessment to influence planning and resource allocation for improvement of the College's instructional and student support programs (Standard 4.A.2 and 4.A.5; Recommendation 1 of the Fall 2010 Focused Interim Evaluation Report and Recommendation 1 of the Fall 2011 Year One Peer-Evaluation Report continue in Recommendation 7 of the Fall 2013 Year Seven Peer-Evaluation Report).

In the 2011-12 year, the college began a redesign of the assessment process for programs, resulting in two overarching structures that were subject to faculty labor management negotiation, the Program Effectiveness and Reporting Process (**Exhibit 8**) and the Program Sustainability Analysis Process (**Exhibit 9**). These were approved in January 2013 and August 2013 respectively. In 2012-13, under the direction of the new president, programs and departments were shepherded through a complete redesign of the college's budgeting process, one that enabled more comprehensive inclusion of program and department level plans and objectives, as well as accommodating numerous existing and new external program or department level accreditations (**Exhibit 10**), and the recent negotiated Review and Sustainability memoranda which facilitated better correlation with college strategic priorities and the core themes. The program review process for 2013-14 was implemented in fall 2013-14. Instructional programs, including non-credential areas of study, will be rolled into the process over a three-year period. In 2013-14, program data dashboards were developed (**Exhibit 11**), a Program Review calendar agreed with faculty (**Exhibit 12**), and three programs participated in as in-depth program Sustainability process.

In 2014-15, 15 Programs will participate fully in program review, program data dashboards will be published for each program on a quarterly basis, and three additional programs will participate in Sustainability Review.

The College recognizes that there is still progress to be made on assessing learning outcomes. However, the implementation of standardized Master Course Outline and Syllabi, and the development of College Wide Learning Outcomes has placed the College in a strong position to take the next step in designing assessment tools to evaluate learning, and to have a data set that can effectively inform planning and resource allocation. To better support faculty, a program of professional development, with 'study threads' in outcomes assessment, curriculum, and College-Wide Learning Outcomes is under development for 2014-15 (**Exhibit 13**).

The College has redesigned the Director of Institutional Research position, which is currently being advertised. The new role will be heavily focused on curriculum review and learning outcomes assessment. The appointee will be responsible for developing tracking methods for evaluating learning outcome attainment, for supporting faculty in the development of effective curriculum and rubrics that facilitate learning, and for supporting the Curriculum Committee in developing rubrics and assessments for College-Wide Learning Outcomes.

The College Student Services Department has been moved under new leadership, with an Executive Dean for Research, Planning and Student Success. This position will better align student support services with research and planning, and in 2014-15 this new role will be tasked with developing performance and assessment measures for student services departments, and developing an improvement plan that

ensures resources are allocated toward defined needs, areas for improvements, and in accordance with the expectations of the Strategic Plan (**Exhibit 1**).

Recommendation 8

The evaluation committee recommends that the level of support for the library is augmented for improved library access for students, and the financial means to acquire information resources with an appropriate level of currency, depth, and breadth to support the institution's mission, core themes, programs, and services (Standard 2.E.1).

In March 2014, the College Libraries reviewed student usage data, and evaluated the existing collection, and prepared a development plan to improve library resources and access for students. This plan is designed to be implemented in stages over the upcoming three years to also accommodate needs for the additional library at the new construction on Central/Mohler campus. Planned actions include:

- A 10 hours per week increase for the South Campus Librarian (currently part time)
- Addition of low-level technical positions at each campus to increase opening hours
- A \$3000 perpetual budget increase for existing e-Resources (10% of current subscriptions)
- Budget requests for new e-Resources (based on new subscriptions to 2-4 resource databases)
- Up to 15% increase in budget for replacement and new books and DVDs
- Up to \$8,000 for replacement computers for classrooms and replacement laptops for the circulating collection

In the 2013/14 year, the libraries received one-time funding of \$25,000 through the College's internal grant system to replace VHS tapes in the South Campus Library with current DVDs.

At the end of the 2013/14 year, a faculty librarian based at the Downtown Campus retired. A long-term substitute librarian was successfully identified and hired for the Downtown Campus Library ensuring no gaps in access to library services. Additionally, the Downtown Library hours were increased by 30 minutes per day on Monday-Thursday. Reallocation of the staff budget after this retirement is being reviewed in accordance with the objectives of the development plan.

Throughout the 2013/14 year, the Library staff has worked on implementing EZProxy for off-campus authentication. For off-campus access, subscription databases required libraries to implement a system that ensures users accessing the database are current students, faculty and staff. The EZProxy system will allow students, faculty and staff to authenticate using their existing Bates account (i.e., their Bates email) rather than contact the library for the access codes, thus improving students' access to library resources.

The College is currently developing a partnership with Tacoma Public Libraries to issue all Bates students with Tacoma Public Library cards, regardless of the student's home address. The main branch of Tacoma Public Libraries is located only three blocks from the Downtown campus, and this partnership would enable students to easily access the resources of the library, including computing services, out of hours study space, and a system-wide catalog. The partnership may also enable an inter-library loan collection and return service at the South and Mohler/Central campuses.

Recommendation 9

The evaluation committee recommends that for each year of operation, the College undergo an external financial audit that the results from such audits, including findings and management letter recommendation, be considered in a timely, appropriate and comprehensive manner by the Board of Trustees (Eligibility Requirement 19 and Standard 2.F.7).

In order to share knowledge about the restatement process across colleges, the State Board for Community and Technical Colleges (SBCTC) convened a pilot group consisting of nine colleges. Bates Technical College was not a member of the pilot group. A variety of tools were developed to assist colleges with the process of restating their financial information to business-type activity reporting. Starting in December 2013, these colleges began the process of preparing an inaugural set of financial statements for FY2012-13. Throughout the process, as challenges were identified, additional tools were developed and pilot colleges shared the knowledge gained with one another. The first colleges completed their statements in May 2014.

As a non-pilot college, Bates Technical College will complete an inaugural set of financial statements for 2013-14. College financial staff attended a financial statement preparation workshop hosted by the SBCTC on August 19, 2014. Although the pilot resulted in improvements to the tools used to prepare the financial statements, each college is expected to experience a significant learning curve when preparing its inaugural financial statements. As a result, Bates Technical College estimates its financial statements will be completed sometime around December 2014 - January 2015. To assist in this matter the College has hired a Director of Finance with significant relevant experience in the preparation of Governmental Accounting Standards Board (GASB) financial statements. The College also is in the process of hiring an additional finance professional to assist with the preparation of the required financial statements.

As a non-pilot college, Bates expects to contract with the State Auditor's Office (SAO) for audit services. As stated above, Bates estimates its statements will be completed sometime around December 2014 - January 2015. Depending on SAO availability, this will allow audits to begin sometime between January and April 2015, with the auditors' field work taking approximately one month to complete. We anticipate receiving the auditor's report, including an opinion and any management letter or findings approximately one month after field work is completed.

Upon completion of the financial statements, the College financial managers will review the statements with college administration. In addition, auditing standards require the auditors to present their report to college management and the governing board. This is usually accomplished by having the President and at least one Board member attend the audit exit conference, along with the college's financial managers. Bates expects to present the results of the financial audit to its Board of Trustees at the May 2015 meeting in a public format.

Additionally, the community and technical college presidents (convening as the Washington Associations of Community and Technical Colleges, or WACTC) recognized that they and their board members have not previously reviewed and examined financial information in business-type activity format. As a result, WACTC asked SBCTC to present an initial overview of what they can expect the financial statements to look like – and how to review and understand the content.

This overview was presented to pilot college presidents in May 2014. It will be presented to non-pilot college presidents in September 2014. It will also be made available for interested college trustees during their Fall 2014 Conference in November 2014.

Mission, Core Themes, and Expectations

Executive Summary of Eligibility Requirements 2 and 3

Eligibility Requirement 2: Authority

The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or governing board as required by the jurisdiction in which it operates.

Bates is authorized by the State Board for Community and Technical Colleges in the State of Washington, under RCW Chapter 28B.50, and operates under the requirements described therein.

Eligibility Requirement 3: Mission and Core Themes

The institution's mission and core themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational interests of its students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational mission and core themes.

Bates Technical College conducted a mission review in the 2013-14 year and adopted its mission with approval of the Board of Trustees, in July 2014:

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

The Core Themes described herein provide a framework for how Bates fulfills that mission, directs the allocation of resources, and structures evaluations of success. The Core Themes were approved and adopted by the Board of Trustees in May 2011 and remain unchanged.

Standard 1.A Mission

1.A.1 Widely Published Mission Statement

The institution has a widely published mission statement—approved by its governing board—that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.

In response to the evaluators' recommendation from the Year Seven Comprehensive Evaluation, conducted in October 2013, and formally recorded in January 2014, the College began a process of mission review to improve the clarity and measurability of the mission statement. This process is described in the response to recommendation 1 (above).

The intention throughout the mission review was to encapsulate the spirit of the existing mission:

Inspire, challenge, and educate

which had become established as representative of the institution to its constituents and its community. However, the College recognized and agreed that this mission statement needed clarity and measurability to impart a consistent understanding and to assess mission fulfillment, and began the review process in spring of 2014. Directed by the College's Strategic Planning Council, which included representatives from each campus, each employee group, and major department and service areas, as well as students, and with the understanding that the college constituents wished to retain the framework of 'inspire', 'challenge' and 'educate', the review process concluded with a Board of Trustee work session in July 2014. The following mission statement was approved by the Board of Trustees and adopted as the College mission:

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

The college website and publications are currently being updated to reflect the new mission statement. The mission statement appears in the college catalog, on the college website, and on all course schedules, marketing materials, and other publications.

The Mission Statement is supported by statements of College Vision, Core Themes, and Values, and a College statement describing its commitment to diversity:

College 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.

Core Themes

Bates measures mission fulfillment through four strategic core themes:

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 support 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.

College 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.

1.A.2 Mission Fulfillment

The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.

Bates defines Mission Fulfillment as the attainment of an acceptable level of performance within the Indicators of the Goals and Strategic Objectives of its Core Themes individually, and across the Indicators collectively. The performance thresholds for each indicator are outlined in Section 1.B.2, and **Exhibit 13**.

Once baselines are established, year on year data is reviewed against enrollment projections and other significant external factors, and a performance target is set for each indicator. Then, each indicator's performance is graded as:

- Exceeded target
- Met target
- Did not meet target but showed significant improvement
- Did not meet target and did not show significant improvement

Each level is then assigned a score:

Degree of Success	Rating
Exceeded target	3.0
Met target	2.0
Did not meet target but showed significant improvement over prior year	1.0
Did not meet target and did not show significant improvement	0.0

Finally, mission fulfillment is assessed on an average of total scores. Some indicators are 'weighted' for importance by their appearance in multiple Goal areas; this was intentional to ensure sufficient weight was apportioned to exceptionally critical indicators. A goal of 2.0 as an average across all indicator performance meets the college expectation for 'mission fulfillment'. The outcomes of the 13-14 Evaluation of mission fulfillment are included in **Exhibit 14**.

The assessments shown in the Core Theme Indicator table (**Exhibit 14**) show that the college attained a score of 1.9 across all indicators, thereby falling just below the threshold set for mission fulfillment. The College will respond to this by targeting improvements for those indicators that did not meet their targets. Some strategies for improvements in 2014-15 include:

- An up to date assessment of advisory committee membership according to under-represented groups, and working with those committees to recruit new members to redress the imbalance compared to the community demographics
- Implementing a set calendar of common agenda items for advisory committees to ensure regular curriculum validations take place
- Enrolment initiatives as defined in the Strategic Plan (**Exhibit 1**) to increase Career Training registrations

- Recruitment of a Retention and Transition specialist (a new position currently advertised) to support students on academic probation, and students transitioning from basic skills and pre-college to college level courses
- A scheduled review and reorganization of College Council to improve effectiveness and efficiency, and a subsequent recruitment of student representatives with the Associated Student Government
- Routine review of new entrants to ensure that required General or Related Education classes are taken
- Development of new learning community in 14-15 in the area of Faculty Professional development

The outcome of these improvements and a further review of progress toward Mission Fulfillment will be included in the Year Three Report.

Standard 1.B Core Themes

1.B.1 Core Themes Identified

The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.

The college established its previous mission ('Inspire, Challenge, Educate'), vision, and associated values statements in response to a recommendation from the 2003 Full-scale evaluations. During the 2003 accreditation visitation, the College was commended for “creating a culture of planning and assessment by providing noteworthy institutional support, inviting community as well as College-wide participation, and demonstrating increasing sophistication and refinement of planning and assessment activities over time.” The activities of the College with regard to this recommendation were, as has become the College’s culture, carried out in a broad-based collegial fashion. In its desire to make the planning and assessment process more broad-based and participatory, in early 2004 the College created a Strategic Planning Council charged with developing and maintaining the College Goals and Strategic Plan. The Council includes the President, Vice-Presidents, exempt staff, faculty, and classified staff. Each of the College’s other seven Councils and three campuses are represented on the Strategic Planning Council. The Strategic Planning Council led the efforts to review the College’s mission and identify a single set of College goals and involve the college community in this process.

In January of 2006, approximately 70 members of the college community attended a daylong College Retreat. Attendees included students, faculty, administrators, classified staff, several Trustees, and Advisory Committee members, representing business, industry and labor. This group first recommended that the existing College Goals, developed during 2000, be converted to College Value Statements. Following this recommendation, the retreat participants divided into small groups and critiqued the mission and goals in the existing Strategic Plan, and to develop a College vision statement.

Subsequent to this retreat, a sub-committee of faculty, staff, and administrators, using the input from the retreat developed a revised draft mission. This was submitted to the Strategic Planning Council, who subsequently provided it to each of the other seven Councils for input. Even though these reviews involved a broad representation of college members, so as to increase the spectrum of participants included in this initiative, in March 2006, the entire college community was invited to a “town-meeting” formatted gathering, to review the final minutes and draft of the then new College goals.

During April 2006, the Bates Technical College Board of Trustees took two actions: they approved converting the existing College Goals into College Value Statements, and approved the new College mission along with the set of goals submitted at that time. The mission, “to inspire, challenge, and educate” served as the College mission until 2014, when it was reviewed and updated in response to a recommendation from the Year Seven Comprehensive Evaluation in fall 2013. The revised Mission Statement is discussed in the response to recommendation 1, above.

In February 2009, in response to the emerging new standards for accreditation, the College began a process to develop core themes. The process began with a large workshop on February 20, 2009, in which nearly 120 participants, including students, faculty, staff, and trustees met to discuss the mission,

the College's identity, and its goals and responsibilities. The outcomes of this session then went to the College's Strategic Planning Council for discussion.

The Core Themes and the draft new accreditation process were introduced to staff at an in-service day on March 20, 2009. This was followed by a further, smaller consultation group, of approximately 30 members, representing administration, staff and faculty that met on June 2, 2009 to further refine the core themes. By September of 2009, the Strategic Planning Council had prepared a draft set of Core Themes. These were presented to the College community for review and consultation via an on-line survey evaluation in October 2009. Responses to the survey were taken to the Strategic Planning Council and the Student Services Staff Group for further development in 2010, and in conjunction with College councils and committees, associated goals and indicators of success were drafted.

A final draft of the Core Themes, with goals and indicators, began a final round of consultation in spring of 2011, after the clock to credit conversion was complete. The Core Themes were presented to the trustees, and to several College advisory groups, including the Associated Student Government (ASG) and the Colleges Community Diversity Advisory Committee (CDAC) and the Integrating Diversity and Equal-Access in Learning Council (IDEAL). A final cross-college survey was developed with the Strategic Planning Council and distributed to the College community, including ASG student officers. The responses to the survey were presented to the Strategic Planning Council for a final review, and the College's final Core Themes were presented to the Board of Trustees for approval at their July 2011 meeting.

In response to Recommendation 2 (above), the college re-evaluated the Core Themes to ensure that they were still relevant and accurately encompass the college's means to fulfill its mission. The College Strategic Planning Council determined that the Core Themes remained valid and representative of the functions of the College that deliver the mission. These are the Core Themes and Goals currently in use, and how the Core Themes, Goals and Indicators connect to mission fulfillment is illustrated in **Exhibit 2**.

Workforce Education

The Workforce Education Core Theme represents Bates Technical College's commitment to preparing career and technical education students for high wage, high demand fields in the economic region we serve. Core Theme One, Workforce Education, reflects Bates Technical College's career training programs, and the success of students during and after their programs. In addition, this Core Theme reflects Bates' commitment to diversity, and to the value that all students should have equal opportunities for success. Bates Technical College is an integral partner in the local economic and workforce development system, which includes employers, organized labor, community organizations and the K-20 spectrum. Accordingly, Core Theme One incorporates indicators that represent the diversity of this partnership.

Student Centered

Bates is committed to enabling students to succeed; to aspire to education, to reach their educational goals and also to transition successfully to further education or employment. Core Theme Two, Student Centered, reflects the Bates Technical College's services to students in support of their attainment. Again, this Core Theme reflects Bates' commitment to diversity, and to the value that all students should have equal opportunities for success.

This Core Theme reaches beyond student support services however. It includes the development of capacities that will enable students to succeed beyond the workplace, and develop them into confident, successful citizens. This Core Theme also includes strategic objectives for college-wide abilities, intercultural competency, and global citizenship. It includes student representation and involvement in the College community through activities such as the Associated Student Government. Other support services, such as the College Foundation and alumni association are included in this Core Theme.

General Education

Bates recognizes that while the majority of its students choose their program of study and attend for the career training provided, that the skills and knowledge attained through general and related education are essential to success. The Core Theme, General Education, encompasses the general and related education components of career training programs, pre-college developmental education courses (including Basic Skills and GED), and ESL courses.

In addition, this Core Theme reflects the importance placed on general and related education at the College. Bates recognizes its responsibility to provide quality general and related education to support student attainment, but also to communicate the value of this associated instruction to students, employers and the wider College community, and to ensure this instruction component is available to all students. The College also recognizes the significance of the general education component in the future success of transfer-intent students, and measures are included to ensure that the College is providing adequate general education instruction to prepare transfer students for success in their receiving institution.

Community Relationships

The College perceives its role as one not only in provision of education and training to students, but in serving as an effective community resource, contributing to the local community, its industries and economy, and serving as an advocate for technical education at the highest levels. The Core Theme Community Relationship embodies three aspects of that responsibility:

- The Business Community (through industrial partnerships including advisory committees, employers, employment support agencies, and the media)
- The Social Community (through outreach, alumni, and local community organizations)
- The Political Community (through advocacy and partnerships)

The College has set goals for the institution to ensure that it is proactive in developing and maintaining these relationships for the benefit of students, graduates, and the communities in which it operates. The goals and indicators of success described here reflect how the College will contribute to those relationships in the context of learning and student success.

1.B.2 Objectives and Verifiable Indicators

The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.

Core Theme One: Workforce Education

Description

Core Theme One, Workforce Education, represents Bates Technical College's commitment to preparing career and technical education students for high wage, high demand fields in the economic region we serve. This Core Theme reflects Bates Technical College's career training programs, and the success of students during and after their programs. In addition, this Core Theme reflects Bates' commitment to diversity, and to the value that all students should have equal opportunities for success. Bates Technical College is an integral partner in the local economic and workforce development system, which includes employers, organized labor, community organizations and the K-20 spectrum. Accordingly, Core Theme One incorporates indicators that represent the diversity of this partnership.

Goals

Within this theme, Bates has identified three goals for Workforce Education:

- Goal 1: Career and technical education offerings correspond to established economic development needs and opportunities
- Goal 2: Workforce education partners support Bates Technical College programs and students
- Goal 3: Students are recruited, retained, graduate and are placed in high wage, high demand career pathways.

Indicators of Success

For each of these goals, the College has identified strategic objectives that will indicate mission fulfillment in the context of this core theme. For each objective, Bates has selected indicators of achievement that will form the measures of success.

Goal 1: Career and technical education offerings correspond to established economic development needs and opportunities

Strategic Objective	Indicators of success
College programs represent viable pathways to careers	<ul style="list-style-type: none">• At least 70 percent of College career technical programs lead to careers currently listed as 'balanced' or 'in demand' on the Local Area Demand Occupations list. At least 50% of programs lead to careers identified as 'in demand': <p>https://fortress.wa.gov/esd/wilma/wdclists/WDAArea.aspx?area=000006</p>

Students receive high quality instruction relevant to current industry needs and expectations.	<ul style="list-style-type: none"> At least 70% of programs where industry accreditations are available have attained or maintain industry accreditation. No programs where industry accreditations exist have been denied accreditation or had accreditation suspended.
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Goal 2: Workforce education partners support Bates Technical College programs and students

Strategic Objective	Indicators of success
Programs are reviewed for relevancy but industry professionals on a regular schedule	<ul style="list-style-type: none"> At least 80% of programs complete a comprehensive curriculum validation with their advisory committee at least once every three years.
Program advisory committees represent the demographics of Bates' students	<ul style="list-style-type: none"> At least 30% of advisory committee members represent at least one of the following: persons of color, persons with a disability, non-traditional career gender, or are veterans

Goal 3: Students are recruited, retained, graduate and are placed in high wage, high demand career pathways.

Strategic Objective	Indicators of success
Student enrollment reflects community diversity	<ul style="list-style-type: none"> At least 30% of career training program enrolments represent at least one of the following: persons of color, persons with a disability, non-traditional career gender, or are veterans.
Students persist at the College and complete credentials at a rate equal to or higher than state-wide levels for professional-technical programs	<ul style="list-style-type: none"> Career Training programs maintain a fall to fall retention rate of at least 65% Career Training programs maintain a completion rate for credentials of 45 credits or more of at least 30%
Students benefit from career technical programs and find employment and earn a living wage.	<ul style="list-style-type: none"> Students completing at least 40 vocational credits find employment at a rate of at least 60%, and earn an average hourly wage above the median Pierce County 'living wage' calculation (\$16.23): <p>http://livingwage.mit.edu/counties/53053</p>

Rationale

The indicators of achievement for all Core Themes are data indicators included in Bates' annual data reporting and analysis as part of the annual data book. The content of this data book was developed by the College Strategic Planning Council, and these indicators, from those included in the annual data book, were identified as appropriate for measuring and evaluating institutional performance against the Core Theme, its goals, and strategic objectives, and ultimately mission fulfillment. As such, these indicators represent measurable, and obtainable data and information.

Quality programs are critical to a student's success after they complete their program and enter the workforce. The indicators here are selected to ensure that Bates offers high quality instruction, with industry standard curriculum, facilities, and equipment that prepares student for success in the workplace. Program-level accreditations conducted by industry specialists will ensure that individual programs met the expectations of their industries, and monitoring and enhancing faculty training will maintain the relevance and quality of instruction. Bates is committed to supporting students through to credential attainment, and retention and completion rates are an essential indicator. For most of Bates' students, career advancement is a primary motivator. Ensuring relevance and application of programs to employment outcomes is addressed with curriculum validations with advisory committees, and job placement outcomes of students.

Underpinning Bates' mission and vision is a commitment to valuing diversity and ensuring access for all in a positive and nurturing environment that facilitates success. The indicators identified here will ensure area that Bates provides pathways to employment for students regardless of ethnicity, gender, age, or disability. Advisory Committee indicators will ensure that area industry and employers embody the value of diversity.

Core Theme Two: Student Centered

Description

Bates is committed to enabling students to succeed; to aspire to education, to reach their educational goals and also to transition successfully to further education or employment. Core Theme Two, Student Centered, reflects the Bates Technical College's services to students in support of their attainment. Again, this Core Theme reflects Bates' commitment to diversity, and to the value that all students should have equal opportunities for success.

This Core Theme reaches beyond student support services however. It includes the development of capacities that will enable students to succeed beyond the workplace, and develop them into confident, successful citizens. This Core Theme also includes strategic objectives for college-wide (degree-level) learning outcomes, such as inter-cultural competency and global citizenship. It includes student representation and involvement in the College community through activities such as the Associated Student Government. Other support services, such as the College Foundation and alumni association are included in this Core Theme.

Goals

Within this theme, Bates has identified three goals for Student Centered:

- Goal 1: Provide strong engagement with prospective students that increases college knowledge & enrollment
- Goal 2: Provide the tools and services to enrolled students necessary for retention, progression and completion.
- Goal 3: Provide intercultural stewardship, development and involvement activities that create opportunities for expanded awareness, perspective and competency for students

Indicators of Success

For each of these goals, the College has identified strategic objectives that will indicate mission fulfillment in the context of this core theme. For each objective, Bates has selected indicators of achievement that will form the measures of success.

Goal 1. Provide strong engagement with prospective students that increases college knowledge & enrollment

Strategic Objective	Indicators of success
Career Training program enrollment remains stable or increases	<ul style="list-style-type: none">• Growth in fall to fall head count of career training students of at least 1%.
Student Services staff are readily available and responsive to inquiries	<ul style="list-style-type: none">• 65% of students respond with 'strongly agree' or 'agree' with admissions related questions on the Student Satisfaction Survey.

Goal 2. Provide the tools and services to enrolled students necessary for retention, progression and completion.

Strategic Objective	Indicators of success
Students persist at the College and complete credentials at a rate equal to or higher that state-wide levels for professional-technical programs	<ul style="list-style-type: none"> • Career Training programs maintain a fall to fall retention rate of at least 65% • Career Training programs maintain a completion rate for credentials of 45 credits or more of at least 30%
Institute Academic Early Warning policies & processes that identify & intervene w/ vulnerable students	<ul style="list-style-type: none"> • At least 30% of students on academic probation are transitioned back into programs successfully
Students entering the college at basic skill levels successfully progress and transition to college level courses.	<ul style="list-style-type: none"> • 25% of former ABE/ESL/GED students transition to complete a college level course.

Goal 3: Provide intercultural stewardship, development and involvement activities that create opportunities for expanded awareness, perspective and competency for students

Strategic Objective	Indicators of success
Opportunities are provided for students to participate in college and community events and activities	<ul style="list-style-type: none"> • At least one student representative on each College Council and Committee
Students are provided with the opportunity to develop intercultural & interpersonal knowledge, skills & abilities	<ul style="list-style-type: none"> • At least 10 programs and 100 students participating in the Diversity Academy each year.

Rationale

Bates recognizes that the initial points of contact students have with the institution are critical to a student’s subsequent enrollment, and ultimately to their success at the College. The indicators under this core theme relate directly to the primary points of contact for students as they make initial inquiries and consider enrollment – general inquiries, advising, assessment testing and pre-college courses, registration and payment of tuition and fees, and orientation. Evaluating these areas through the

measures described will ensure that the inquiry and enrollment process is clear, smooth, and supportive, and the evaluations will pinpoint any specific areas of weakness.

Once enrolled and underway on their program of study, students will draw on one or more areas of support, including financial aid, libraries, tutoring, and other services. Bates recognizes that a student's success may depend on the awareness of these services, their availability, and their appropriateness to students. Monitoring retention and completion rates will provide direction to evaluate several of the support services of significant influence on student success. Outcomes from these indicators will also identify priorities for resource allocation, and direct further measures of the relative impact of different services on student success.

Many student join Bates under-prepared for College-level study. Indicators under this Core Theme track the persistence and success of students who first enroll at Bates at basic or developmental education levels. Outcomes from these indicators are a measure of the effectiveness of service staff in supporting pre-college students through their transition to college-level programs. Additionally, Bates recognizes that students may experience difficulties with college-level work, or with challenges in their personal lives that affect their academic performance. Indicators here measure the effectiveness of Bates' support services in assisting these students to return successfully to their programs.

Bates recognizes that its institutional responsibilities to students go beyond career instruction and include developing students as effective citizens and contributors to their communities. The indicators here measure the college's effectiveness in instilling values, skills, and awareness in several essential competencies, including valuing diversity, social responsibility, leadership and global citizenship.

Core Theme Three: General Education

Description

Bates recognizes that while the majority of its students choose their program of study and attend for the career training provided, that the skills and knowledge attained through general and related education are essential to success. The Core Theme, General Education, encompasses the general and related education components of career training programs, pre-college developmental education courses (including Basic Skills), and English as a Second Language (ESL) courses.

In addition, this Core Theme reflects the importance placed on general and related education at the College. Bates recognizes its responsibility to provide quality general and related education to support student attainment, but also to communicate the value of this associated instruction to students and the wider College community, and to ensure this instruction component is available to all students. The College also recognizes the significance of the general education component in the future success of transfer-intent students, and measures are included to ensure that the College is providing adequate general education instruction to prepare transfer students for success in their receiving institution.

Goals

Within this theme, Bates has identified three goals for General Education:

- Goal 1: Provide general education instruction that enables students to progress to more advanced courses and entry into degree and certificate programs
- Goal 2: General Education students understand the relevance of general education classes and can apply their learning
- Goal 3: Applied and Related Instruction components enhance the learning experience and contribute to student attainment

Indicators of Success

For each of these goals, the College has identified strategic objectives that will indicate mission fulfillment in the context of this Core Theme. For each objective, Bates has selected indicators of achievement that will form the measures of success.

Goal 1: Provide general education instruction that enables students to progress to more advanced courses and entry into degree and certificate programs

Strategic Objective	Indicators of success
Students completing Developmental Education are well prepared for college level math	<ul style="list-style-type: none">• 80% of students completing a 90-level math class at Bates successfully complete college level math
ABE, ESL, and GED students will transition successfully to a college level technical course.	<ul style="list-style-type: none">• X% of former ABE/ESL/GED students attain 'first fifteen' Student Achievement Initiative points.

Goal 2: General Education students are satisfied with their academic progress and achievement

Strategic Objective	Indicators of success
Students understand the relevance of general education classes and can apply their learning.	<ul style="list-style-type: none"> • Student response rate on 'I can apply the principles I learned' from the Student Input Form exceeds 4.5
The College sends a clear and effective message of the importance of communication, mathematics and human relations classes	<ul style="list-style-type: none"> • 80% of new students without transferable general education credits enroll in required Gen Ed classes in first three quarters as specified by their delivery plan

Goal 3: Applied and Related Instruction components enhance the learning experience and contribute to student attainment

Strategic Objective	Indicators of success
Applied and related education classes are of high quality and support student learning in career training programs	<ul style="list-style-type: none"> • Completion rate of students taking programs with applied and related components exceeds college average

Rationale

The indicators included here reflect the importance the college places on general and related instruction. These measures evaluate how effective the College is in communicating that message to staff and students. In addition, these measures evaluate the effectiveness of the general and related instruction, and its relevance to vocational instruction, to ensure that the message is reinforced in both the general and vocational curriculum. In particular, Bates recognizes the significance of success in math for overall student success and completion, and the indicators here include specific measures to ensure timely completion of college level math, specifically for students who have entered the college under-prepared in math.

The indicators included here also represent effort to ensure that general and related education components are effectively supporting student learning and success in their career training programs. Many programs rely upon and have included in their curriculum applied or related instruction, and developed specifically for a particular program of study. These indicators will ensure that applied and related instruction deliver within or in conjunction with specific programs is of high quality and directly relevant to and supportive of the vocational component.

Core Theme Four: Community Relationships

Description

The College perceives its role as one not only in provision of education and training to students, but in serving as an effective community resource, contributing to the local community, its industries and economy, and serving as an advocate for technical education at the highest levels. The Core Theme Community Relationship embodies three aspects of that responsibility:

- The Business Community (through industrial partnerships including advisory committees, employers, employment support agencies, and the media)
- The Social Community (through outreach, alumni, and local community organizations)
- The Political Community (through advocacy and partnerships)

The College has set goals for the institution to ensure that it is proactive in developing and maintaining these relationships for the benefit of students, graduates, and the communities in which it operates. The goals and indicators of success described here reflect how the College will contribute to those relationships in the context of learning and student success.

Goals

Within this theme, Bates has identified two goals for Community Relationships:

- Goal 1: The College recruits and retains valuable community-based partners to benefit the college, students, and the community
- Goal 2: The College encourages and supports an effective learning community

Indicators of Success

For each of these goals, the College has identified strategic objectives that will indicate mission fulfillment in the context of this core theme. For each objective, Bates has selected indicators of achievement that will form the measures of success.

Goal 1: The College recruits and retains valuable community-based partners to benefit the college, students, and the community

Strategic Objective	Indicators of success
Partnerships have a direct and positive effect on instructional programs	<ul style="list-style-type: none">• 75% of programs offer internships or work placement opportunities

Goal 2: The College encourages and supports an effective learning community

Strategic Objective	Indicators of success
College-based learning communities established that contribute to improved services to students	<ul style="list-style-type: none">• The College supports at least 5 college-based learning communities with an instructional, student support, or curricular focus.

Rationale

The indicators included under this core theme and its strategic objectives are designed to ensure that the college directs its resources effectively. The measures will evaluate how the college utilizes partnerships and networks to maximize opportunities for students, strengthen institutional effectiveness, and reinforce the college mission and values. These indicators relate directly to student attainment, curricular relevance and quality, and enhancement of College diversity goals.

Bates recognizes that it does not, and cannot, effectively prepare students for the workforce through traditional career training education within the classroom alone. The indicators included here will evaluate how Bates applies innovation and resources in this context to maximize the potential for students' success, and develop opportunities for learning across and beyond the classrooms. Bates believes that in challenging budget circumstances, that maximizing the potential of internal and external partnerships will result in measurable benefits to students; the indicators here will evaluate progress toward that goal.

Exhibits

Exhibit One: Strategic Plan

Exhibit Two: Mission Connection Matrix

Exhibit Three: Leadership Document on Diversity

Exhibit Four: Sample Student Success Data Report

Exhibit Five: Sample Master Course Outline

Exhibit Six: Sample Syllabus

Exhibit Seven: College-Wide Learning Outcomes

Exhibit Eight: Program Effectiveness and Reporting Process

Exhibit Nine: Program Sustainability and Analysis Process

Exhibit Ten: Sample Program Data Dashboard

Exhibit Eleven: Program Review Calendar

Exhibit Twelve: Program Accreditation Progress

Exhibit Thirteen: Faculty Professional Development Plan

Exhibit Fourteen: Core Theme Indicator Data Table