



*President’s Workplan for 2020-2021 with Accomplishments
July 2021*

Priority 1: Student Success and Support: Increase Enrollment, Progress and Outcomes

Objectives	Strategies/Notes for 2020-2021	Accomplishments	Long-Term Strategies/Notes	Core Theme
<p>Improve retention and persistence rate.</p>	<ul style="list-style-type: none"> • Provide weekly CRM reports to the CTE program faculty. • Continue implementing the Guided Pathways process • Monitor enrollment for all CTE and General Education programs on a weekly basis for the cabinet, and daily at the program level for the deans. • Continue to use “Advising Day” to 	<p>(a)</p> <ul style="list-style-type: none"> • Launched the Engage2Serve (E2S) CRM and developed marketing campaigns for Guided “Steps-to-Enrollment” - communicated sequential approach, with video support, addressing application, funding students’ education and meeting placement requirements in preparation for success, onboarding and advising appointments in the absence of in-person information sessions (COVID environment adaption), as well as enrolling in specific programs. • Financial Aid is currently working on implementing the CRM and FAM. This will allow staff to track all communications with students. It also will allow documents to be sent and uploaded. We will also be setting up Q and A email responses that will respond to students who email questions to provide faster and more efficient email responses. <p>(b)</p> <ul style="list-style-type: none"> • Shortened the wait time for financial aid awarding to seven days once a file has been completed. • Developed online transcript ordering. • Reduced the admissions time to a maximum of two days for the upcoming quarter. • Transitioned from placement via Accuplacer to using multiple measures, including a Math Bootcamp and Guided Self-Placement. • Completed the build-out of the degree audit system. • Launched the ctCLink transition and implementation process. • Modified the New Student Orientation and moved to an online model. 	<ul style="list-style-type: none"> • Provide weekly CRM reports to the CTE program faculty. • Continue implementing the Guided Pathways process • Monitor enrollment for all CTE and General Education programs in a weekly basis for the cabinet, and daily at the program level for the deans. • Continue to use “Advising Day” to provide classroom visits via Zoom and offer face-to-face in Zoom for the CTE program advising. • Improve connections into credit offerings from Adult Basic Education for college and career. • Expand I-BEST offerings • Update college website timely/regularly to provide up-to-date resources that are available for students. 	<p>Student Centered 4, 5 Workforce Education 2</p>

provide classroom visits via Zoom and offer face-to-face in Zoom for CTE program advising.

- Improve connections into credit offerings from Adult Basic Education for college and career.
- Update college website timely/regularly to provide up-to-date resources that are available for students.

- Launched Career Compass to assist undecided students in choosing a program at the college.
- Organized and rebuilt the student complaint and grievance processes. They were streamlined and include flow charts for processes to ensure students and staff clearly understand every process step.
- Customer Service Taskforce developed new standards of customer service.
- High school reached highest enrollment in Spring 2021 with 364 high school students.
- CTE Teacher Prep Program increased 30 percent enrollment in 2020.
- Removed bureaucratic hassles for students, used campus mail instead of sending students to Downtown Campus.

(c)

- Increased faculty support for online education during the pandemic.
- Weekly “Dean’s Update” resources provided for faculty and students.
- Instructional deans act as liaison between faculty and advising regarding enrollments, registrations, prerequisites, application processes, program acceptance and progress.
- Monitored and verified curriculum changes for MACH, HUM, PHYS, MATH, AOA, CARTS, ACCT, MBM, BARB to improve relevancy to industry standards, per Advisory Committee input.
- EMT national registry test results for Bates students surpassed 98 percent in 2020-2021. National average for first-time test takers is 69 percent.

(d)

- Established academic advising tasks to be performed by all Career Advisors, reflecting “Best Practices” across campuses
- Technical High School implemented multiple communication methods with high school students and reached highest enrollment in Spring 2021 with 364 high school students*

- Established High School Success Work Group with students, faculty and staff.
 - Developed college's first drive-through open house in 2020 summer.
 - Developed "A Taste of Bates" Summer Camp program for local high school students in July 2021.
- (e)**
- The English self-guided placement process and the math bootcamp were implemented.
 - Bates' MSG (Measurement Skill Gain) Points (66.7 percent) higher than state average (63.92 percent).
 - HS+ achieved highest enrollment with 79 students (104 percent increase) in fall 2020.
 - Initiated GED program pathway in fall 2021.
- (f)**
- All 2021-22 academic year forms have been reviewed and updated to ensure compliance and reduce requests for unnecessary information. This will allow students to complete only documentation that is required for compliance and access the necessary forms on the Bates Technical College website. Financial Aid reviewed and revised all tracking letters in FAM. This implementation will allow students and staff to quickly and efficiently identify required items and errors on students FAFSAs.
 - The Financial Aid webpages have been revised and updated to ensure compliance and provide as much information to the college community as possible.
 - Websites for Campus Life and Activities (CLA) and New Student Orientation (NSO) were reviewed and updated quarterly, along with the Campus Life Canvas course.
 - College website: currently three different websites that serve distinct audiences are offered:



		<ul style="list-style-type: none"> ○ BatesTech.edu - The main marketing tool for the college. Target audiences are prospective students, the community and other external audiences. ○ my.BatesTech.edu - Target audience is current students ○ Intranet - Target audience is employees. 		
Continue to increase the number of certificates and degrees.	<p>(a) Initiate BAS program process and submit at least three proposals before July 2021.</p> <p>(b) Add at least two I-BEST programs.</p>	<p>(a)</p> <ul style="list-style-type: none"> • Mapped out next steps for a BAS degree. Preliminary curriculum created. Next step is the employer survey. • Notice of Intent was submitted to the State Board of Community and Technical College for BAS degree on four different program areas. One has been rejected by the State Board. <p>(b)</p> <ul style="list-style-type: none"> • I-Best program were successfully added to the Welding and Electric Construction program. • I-BEST programs achieved highest enrollment with 360 students (40% increase) in spring 2021. 	<ul style="list-style-type: none"> • Develop new programs over the next three years • Expand programs in high-demand fields • Explore evening and weekend programs 	Student Centered 3
Support and educate students to advocate for a college community that promotes equity and inclusion.	<p>(a) Increase certificate/degree completion</p> <p>(b) Increase Basic Skills completion</p> <p>(c) Provide equity and inclusion training for faculty, staff and students</p>	<p>(a)</p> <ul style="list-style-type: none"> • Currently, we do not have the fall 2019 to fall 2020 data. The completion rate for one-year from fall 2018 to fall 2019 dropped from 25 percent to 15 percent, and for two-year, it dropped from 42 percent to 36 percent. • Continued to offer retention programs like New Student Orientation to provide students the skills required for academic success and degree completion. Offered other auxiliary services to remove systemic barriers and mitigate attrition, such as provide bus passes, scholarships, and lunches to low-income students. Provided loaner laptops to low-income students. 	<ul style="list-style-type: none"> • Enhance the effectiveness of the enrollment process to improve access to under-represented students. • Increase certificate/degree completion • Increase Basic Skills completion • Provide equity and inclusion training for faculty, staff and students • Build equity and inclusion as part of the student learning outcomes 	Student Centered 1, 2, 3

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(d) Evaluate equity and inclusion as part of the student learning outcomes

(b)

- 74.5 percent of Bates' BEdA students achieved college-ready in 2020-2021, exceeding the state board target of 65 percent.
- 68.1 percent of Bates' BEdA students attained a college-level credential, exceeding the state board target for the year of 63.8 percent.

(c)

- The Financial Aid staff participated in an annual training on Diversity and Inclusion through NASFAA and FSA. Staff also discuss potential barriers and how they can ensure that all students are treated equitable.
- Campus Life staff completed the annual DEI training through both CUSP and MSSDC. CLA staff delivered DEI training to ASG student leaders annually during the onboarding process. CLA staff provide opportunities for students to receive DEI training throughout the year, from the Students of Color Conference and the Disability Awareness Day to sharing opportunities offered by our peer institutions.
- Instructional Deans sent weekly updates to include anti-racist resources, invitations to Implicit Bias training events, and Dr. Jessica Taylor's Leadership Training in May 2021.
- Implemented Guided Pathways processes for experiential learning, math and English first year completion, and reducing institutional racism through attention to process.

(d)

- Equity trainings and methodology was added to the curriculum for all the programs.



Priority 2: Improve Quality of Data, including Accuracy, Timeliness and Definition

Objectives	Strategies/Notes for 2020-2021	Accomplishments	Long-Term Strategies/Notes	Core Theme
<p><i>Provide support to college departments related to data collection, analysis and interpretation.</i></p>	<p>a. Institutional and programmatic accreditation program review</p> <p>b. Align Student Learning Outcomes (SLO) across course, program and institution level</p> <p>c. Data for grant and contract application</p>	<p>(a)</p> <ul style="list-style-type: none"> Reaffirmed programmatic accreditation in Occupational Therapy Assistant, Dental Assisting, Certified Medical Assistant, and Early Childhood Education programs. <p>(b)</p> <ul style="list-style-type: none"> SLOs are aligned with the CAS standards and the college mission. IR successfully restored the ORC database containing all the program curriculum including the mapping of all student learning outcomes from the course level to the program and institution levels. Staff made updates to the database in preparation for transition. All mapping for student learning outcomes is available in the Assessment Dashboard suite. Assessment Dashboards: <p>https://tableau.sbctc.edu/#/site/Bates/views/AssessmentDashboards_15869013948270/MasterCourseOutline?:iid=1</p> <p>(c)</p> <ul style="list-style-type: none"> Financial Aid staff worked with many areas of the college to provide data to renew and apply for grants. IR provided all IR-related data for the Title III grant and worked with the VP of Student Services for submitting and receiving the Title III grant eligibility. Workforce Development Grant application data research, application, award and allocations – CLNA contractors and their work to use Numetrics, Tableau and SBCTC data dashboards for program, economic and labor reports. 	<ul style="list-style-type: none"> Institutional and programmatic accreditation Program review Align Student Learning Outcomes (SLO) across course, program and institution level Data for grant and contract application 	<p>Workforce Education 1</p>



		<ul style="list-style-type: none"> AJAC-Bates New America Foundation grant, data research, application, award and allocations (2021). Worker Retraining Grant data, budget, and allocation leadership. All program Advisory Committees data reports regarding enrollment, completion, employment updates. 		
<p>Develop a dashboard that provides up-to-date information to the college.</p>	<p>Enrollment Management</p> <ul style="list-style-type: none"> Enrollment by course and program Enrollment, FTEs, and headcounts General Education course offerings Headcount by zip code Daily/Weekly enrollment dashboard Weekly waitlist status Faculty/student ratio (FTE & headcount) <p>Student Achievement</p> <ul style="list-style-type: none"> Annual transfer data Awards granted First Time in College (FTIC) Fall-to-Fall Retention 	<ul style="list-style-type: none"> Developed a dashboard to assist Career Advisors in monitoring enrollment by program by term, and capture term “starts.” Advisor load dashboard to monitor the load of each advisor to ensure equitable distribution of students. IR developed several dashboards for <ol style="list-style-type: none"> Enrollment by course, program and pathway. <p>Pathway/Program Dashboards: https://tableau.sbctc.edu/t/Bates/views/ToolsEnrollmentReport/DistinctHeadcountbyProgram?showAppBanner=false&display_count=n&showVizHome=n&origin=viz_share_link</p> <p>Course Dashboard: https://tableau.sbctc.edu/t/Bates/views/EnrollmentbyCourse/EnrollmentbyCourse?showAppBanner=false&display_count=n&showVizHome=n&origin=viz_share_link</p> <ol style="list-style-type: none"> Enrollment, FTEs and headcounts. <p>https://tableau.sbctc.edu/t/Bates/views/Completions_15978631664710/Completions?showAppBanner=false&display_count=n&showVizHome=n&origin=viz_share_link</p>	<p>Enrollment Management</p> <ul style="list-style-type: none"> Enrollment by course and program Enrollment, FTEs, and headcounts General Education course offerings Headcount by zip code Daily/Weekly enrollment dashboard Weekly waitlist status Faculty/student ratio (FTE and headcount) <p>Institutional Effectiveness</p> <ul style="list-style-type: none"> Institutional SLO Program and department review cycle Program SLO SLO results SLO reporting schedule Grants awarded <p>Student Achievement</p> <ul style="list-style-type: none"> Annual transfer data 	<p>Student Centered 2 General Education 2, 3</p>

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Demographics

- Employee demographics
- Student demographics by quarter
- Student retention and completion rate by race and age

3. The general education course offerings are available on the course dashboard by selecting the appropriate institutional intent.

https://tableau.sbctc.edu/t/Bates/views/EnrollmentbyCourse/EnrollmentbyCourse?showAppBanner=false&:display_count=n&:showVizHome=n&:origin=viz_share_link

4. Faculty/student ratio

https://tableau.sbctc.edu/t/Bates/views/FacultyMetrics_16123030396620/FacultyMetrics?showAppBanner=false&:display_count=n&:showVizHome=n&:origin=viz_share_link

5. Retention dashboards including first time in college and first-time transfers, along with a broader dashboard that shows the retention of students based on the first time in their program.

Completions:

https://tableau.sbctc.edu/t/Bates/views/Completions_15978631664710/Completions?showAppBanner=false&:display_count=n&:showVizHome=n&:origin=viz_share_link

First-time/Transfer Retention:

https://tableau.sbctc.edu/t/Bates/views/RetentionCompletionbyProgram_16141179398250/Retention?showAppBanner=false&:display_count=n&:showVizHome=n&:origin=viz_share_link

First time in program:

https://tableau.sbctc.edu/t/Bates/views/Retention/RetentionbyCohortProgram?showAppBanner=false&:display_count=n&:showVizHome=n&:origin=viz_share_link

- Awards granted
- First Time in College (FTIC)
- Fall-to-Fall Retention
- FTIC student persistence (continual pursuit of a student in a degree program leading toward the completion of the program and therefore being awarded a college degree in the student's field of study)

Demographics

- Employee demographics
- Student demographics by quarter

Student Support Services

- Financial aid award snapshot
- Students receiving need-based aid



6. Employee demographics dashboard

https://tableau.sbctc.edu/t/Bates/views/DWHSEmployeesbyRaceEthnicitywithClassificationDetail/EmployeesbyRaceEthnicity?:showAppBanner=false&:display_count=n&:showVizHome=n&:origin=viz_share_link

7. Student demographics by term dashboard

https://tableau.sbctc.edu/t/Bates/views/StudentDemographicsbyTerm/RaceEthnicity?:showAppBanner=false&:display_count=n&:showVizHome=n&:origin=viz_share_link

8. Student retention by race and gender are available in the retention dashboard. Retention by age is not yet functional for analysis.

https://tableau.sbctc.edu/t/Bates/views/Retention/RetentionbyCohortProgram?:showAppBanner=false&:display_count=n&:showVizHome=n&:origin=viz_share_link

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Priority 3: Improve Financial Sustainability

Objectives	Strategies/Notes for 2020-2021	Accomplishments	Long-Term Strategies/Notes
<p><i>Develop a three-year financial sustainability plan.</i></p>		<ul style="list-style-type: none"> • Successfully implemented FY 2021 budget, with negotiated reductions. FY 2022 budget contains no reductions in the college’s capacity to deliver our services. • Developed summary documentation of all Bates Technical College grants, sources, award amounts and balances. • With consulting support, reviewed grant opportunities for the college, and initiated at least one major grant application. • Student S&A Fee allocation reviewed annually and revised accordingly when required. Processes updated with the VP of Finance for next FY. 	<ul style="list-style-type: none"> • Address state allocation reductions • Expand apprenticeship and Technical High School • Explore grants and contracts • Alternative resource streams
<p><i>Improve communication and transparency.</i></p>	<p>(a) Reconcile and resolve old accounts/budgets to present accurate balances</p>	<ul style="list-style-type: none"> • Completed two Comprehensive Financial Reports and required audits (FY 2019 and FY 2020). • Established method for identifying fund balances in revenue accounts and retaining earnings when appropriate. • The Financial Aid and WES departments worked on the reports of students who still owed past due balances. We contacted the students and assisted them with funding to pay off the past due tuition and fees. 	<ul style="list-style-type: none"> • Provide quarterly financial reports by program to include FTE generation • Reconcile and resolve old accounts/budgets to present accurate balances
<p><i>Develop and implement processes and procedures to improve financial accountability.</i></p>	<p>(a) Provide training to faculty and staff</p>	<ul style="list-style-type: none"> • The Vice President of Administrative Services <ul style="list-style-type: none"> • Initiated multiple ‘lunch and learns’ regarding college budget and fiscal system literacy, with participation from multiple parts of the organization. • Working with the Bates Administrative Team (BAT) meeting agenda, provide training and exercises in ‘emergency management’ and other inter-personal exercises through Human Resources. • Initiated a General Services work ordering system to aid in accessing college services more quickly. • Provided budget training for all South Campus faculty in winter 2021. • The Director of Financial Aid presented on two topics at professional development day, FA SAP and Ability to Benefit. • ASG implemented internal control processes for S&A Fee requests and spending. 	<ul style="list-style-type: none"> • Set clear expectations and communicate regularly • Provide training to faculty and staff • Monitor financial performance and address poor performance in a timely manner • Implement an internal control process

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Priority 4: Strengthen Community Partnerships

Objectives	Strategies/Notes for 2020-2021	Accomplishments	Long-Term Strategies/Notes	Core Theme
<p>Successfully launch and open the two capital projects and develop a business plan for external funding and partnerships.</p>	<p>(a) Fundraising for the Center for Allied Health Education (b) Strategically identify the key partners for the regional Fire Service Training Center</p>	<p>(a)</p> <ul style="list-style-type: none"> Due to a change in Foundation leadership and the pandemic, a typical capital campaign has not been conducted. A Case for Proposal was created outlining the financial and equipment needs for the Center for Allied Health Education and the benefits of naming rights and the document was sent to our key industry partners. A more comprehensive plan will be generated with next steps. <p>(b)</p> <ul style="list-style-type: none"> COVID delayed timeline for Fire Service Training Center project. Current activities are on hold. Re-established contracts with local Skills Centers for firefighting courses with high school students 	<ul style="list-style-type: none"> Fundraising for the Center for Allied Health Education Strategically identify the key partners for the regional Fire Service Training Center 	<p>Student Centered 2</p>
<p>Increase funding sources to support student success.</p>	<p>(a) Fully implement a Bates alumni program (b) Dedicated scholarship for under-represented students</p>	<p>(a)</p> <ul style="list-style-type: none"> An Alumni Association has been created and Back to Bates marketing materials developed. Phone calls are made to alumni and Back to Bates advertising was put on this year’s Commencement materials. College is gathering email addresses from graduates to include in our Constant Contact mailing list to email newsletters. The process and criteria for determining the annual Alumni Achievement Award was developed and the award will be presented by the president at Commencement. <p>(b)</p> <ul style="list-style-type: none"> ASG offered \$30,000 S&A toward need-based scholarships through Bates Foundation and \$6,000 towards emergency support. 	<ul style="list-style-type: none"> Fully implement a Bates alumni program Evaluate the use of the building on 19th Street Foundation staff are fully self-supported Dedicated scholarship for under-represented students 	<p>Community Relationships 1, 2 Student Centered 1, 2, 3</p>

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		<ul style="list-style-type: none"> Library offered technology (headsets, extra screens, etc.) and laptop online borrowing system, curbside pickup/drop-off for students. Technical High School provided free textbooks, tools, laptops, bus passes for high school students. Received \$115k training contract for City of Tacoma to provide employment readiness training for technical trades positions 		
<p>Strengthen connections with the community to support underrepresented student populations.</p>	<p>(a) Partner with local community groups/organizations to reach out and recruit underserved populations</p> <p>(b) Continue to host the Apprenticeship Appreciation event to recognize our JATC partners</p>	<p>(a)</p> <ul style="list-style-type: none"> Reestablished positive relationships between Bates Basic Skills and SBCTC BEdA team. Used the Graduate Tacoma grant to provide staffing who are building out CRM messaging as referenced above. Received SEAG grant for \$270k which provided emergency funding for students in need. Received Pierce County CARES Act funds, \$500,000 for students in need. Developed MOUs with Eastern Washington University, Wenatchee Valley Community College and Bellingham Technical College for different program transfer opportunities. International Architectural Engineering Program reached 85 new students as highest enrollment in 2020. <p>Represented at the following organizations: Board Member:</p> <ul style="list-style-type: none"> AJAC: Aerospace Joint Apprenticeship Committee City Club of Tacoma National Asian Pacific Islander Council WA State Adult Education Advisory Council Workforce Central 	<ul style="list-style-type: none"> Work with national, state and local lawmakers to serve the formerly-incarcerated population Partner with local community groups/organizations to reach out and recruit underserved populations Continue to host the Apprenticeship Appreciation event to recognize our JATC partners Plan and initiate an annual breakfast for program advisory committee members 	<p>Community Relationships 2 Student Centered 1, 2, 3, 4</p>

Board of Trustees

- American Technical Education Association
 - College Sparks Foundation
 - Commission on Diversity, Inclusion and Equity of American Association of Community Colleges.
 - South Sound Military Community Partnership (SSMCP), Education Working Group co-chair. Participant in 2024 Growth Coordination Plan development.
 - Tacoma Anchor Network: “Anchor Institutions are organizations that are rooted in place and wield significant economic and social influence. Often public or nonprofit organizations, they are unlikely to relocate or disinvest from the locations in which they are rooted. In recognition of this unique position, anchor institutions can hold themselves and each other accountable to the broader community by intentionally and voluntarily leveraging their influence to address local disparities in partnership with the most impacted groups in the community.”
 - Participated in Health Careers Academy and pipeline for Mt. Tahoma and Stadium High School students to enter Allied Health programs at Bates and TCC.
- (b)**
- Successfully hosted 2nd Annual Apprenticeship Appreciation event on January 28, 2021.
 - Hosted legislators on campuses for tours.
 - Met with legislators to advocate for funding for community and technical colleges.
 - Hosted meetings with community and industry leaders to establish partnerships for Bates.

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Summary of Accomplishments

COVID-19 Responses

- Established the COVID-19 Taskforce and developed a comprehensive college COVID Safety, Monitor, Migration, and Recovery Plan that was replicated by other colleges in Washington and other states. This structure allowed for students, faculty and staff to quickly and safely return to campus for on-site instruction within 30 days of campus closures.
- Provided stipends for faculty to convert two-thirds of the college program curriculums from in-person instruction to online delivery. NWCCU approved distance education programs from 2 programs to 125 programs and certificates.
- Purchased over 200 laptops to students and employees to ensure the uninterrupted delivery of instruction in online and hybrid modalities and provided access to Bates vLabs, which are virtual desktops containing a variety of specialized licensed software for students in programs such as Engineering programs, CNC Machinist, Autobody Rebuilding and Refinishing Technician, Diesel and Heavy Equipment Technology, Automotive Technician, and Administrative Medical Assistant programs.

Recognition

- Bates Technical College Financial Aid office received 2021 BankMobile Disbursements Achieving Campus Efficiency (ACE) award from BMTX, Inc
- The President was recognized as 2021 LWTech Foundation Annual Distinguished Alumni Award.
- The President was appointed on the AACC Commission on Diversity, Inclusion and Equity.

Sustainability

- Successfully completed the updates of the Board policy since last time revised in 1992.
- Successfully negotiated and implemented agreements in support of faculty stipends in high-wage, high demand programs and nurse educators
- The Budgeting and Planning Committee facilitated, reviewed and recommended \$400,000 to fund the prioritized instructional equipment.
- Partnered with Washington State Denturist Association to promote, market, and advocate the Denturist program.

Campus Enhancements

- Nearly completed the construction of the newest capital project: Center for Allied Health Education
- Prepared to obtain an office building on the 19th street near to the Central Campus.

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Office of the President

Academic Excellence

- Bates Technical High School marked its highest-ever enrollment with 364 students in spring 2021.
- HS+ achieved highest enrollment with 79 students (104% increase) in fall 2020, with Measurement Skill Gain Points (66.7%) higher than State Average (63.92%).
- I-BEST programs achieved highest enrollment with 360 students (40% increase) in spring 2021.

Diversity, Equity and Inclusion

- Launched the President's Taskforce on Diversity, Inclusion and Equity to build a more diverse, inclusive and equitable college community.
- Successfully secured 21 laptop computers for Asian Pacific American students at Bates Technical College from OCA-Asian Pacific American Advocates.
- Improved diversity at the college, where African American employees increased 50 percent, Asian Pacific American employees increased 13.3 percent and Native American and Alaskan increased 66.7 percent.
- Hosted Jessica Taylor, VP of Diversity and Inclusive Development of Multnomah University at the fall 2020 Opening Day and October Faculty and Staff Professional Development Day.
- Presented the State Board's Student Achievement Initiative 3.0, a policy focus on equity at the spring 2021 Faculty and Staff Professional Development Day.
- Bates Technical College Foundation launched a scholarship dedicated to the BIPOC (Black, indigenous, People of Color) scholarship each quarter at \$750.

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