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Institutional Overview

Bates Technical College is a public, two-year institution of higher education authorized by the State of Washington. The college offers an extensive range of professional-technical programs, complimented by a related offer in extended learning, continuing education, basic skills, and English as an Other Language. The College has three campus locations. The main campus is in downtown Tacoma, and accommodates the central offices for most administrative services, a library, bookstore and catering facilities, and a range of programs including (among others) health, engineering, information technology, and office-based programs. Another campus in South Tacoma houses Fire Service, Biotechnology, and most shop-based programs, as well as offering administrative and support services and a campus library. A third campus, located southwest of the downtown campus, houses KBTC, a College-affiliated television station, and the broadcast and media programs.

Bates Technical College serves the nearly 800,000 residents of Pierce county, although the College attracts several students from 30 other counties, including neighboring King, Thurston, Kitsap and Lewis counties, as well as further afield in Washington, from other states (primarily Alaska and Oregon), and from abroad. In 2010-11, the college served 11,611 students on career training, contract, high school, continuing education and distance learning programs. The college currently offers 50 program areas with degrees and certificates, including short term certificates of training, Certificates of Competency, Associates Degrees, and 9 AAS-T transfer degrees.

Bates also offers basic skills, ESL and developmental education classes, as well as general and related education classes in support of certificates and degree programs. Students attend these classes either as pre-college preparatory programs, or for personal attainment goals. The College has an extensive and active contract and corporate training division, the Business and Management Training Center, and a distinct Home and Family Life center. Bates’ continuing education and extended learning programs are closely linked to the core career training programs, and offer stand-alone or supplemental classes in most career areas.

In the 2010-11 year the college enrolled 9,147 (unduplicated) state supported students (in full or in part). In the same year, the college recorded 1,469 (unduplicated) students in Continuing Education classes and student funded courses, and 988 contract funded students. Bates also served 467 high school students, 3 international students, and the College had 975 e-learning course enrollments. Total unduplicated enrollment for the 2009-10 academic year was 11,611, of which 26.6% attended full time. Of students with a declared intent, 38.8% were vocational programs (upgrading job skills and vocational transfer), 4.6% apprenticeships, 27.5% vocational preparatory and developmental education, 15.6% vocational home and family life, 9.3% general non-degree studies, and 4.3% high school and GED.

Bates faculty are primarily full time faculty, in both career training and general education. In 2010-2011, Bates employed 149 teaching faculty, of which 75.8% were full time. Teaching faculty were supported by 24 full time non-teaching faculty, 123 Classified staff, and 53 exempt administrative and professional/technical staff.

The college’s student body reflects the diversity of its urban locale. In the 2010-11 academic year 50.2% percent of Bates students were female and 49.8% percent male; the average age of a Bates student was 34 years. Of reporting students, 72.1% percent of students were white and 27.9% percent were students
of color. In the same year 244 students declared a disability, and 815 were registered as economically disadvantaged, with 1280 students receiving financial aid.

Bates is committed to diversity among students and staff, and is proud of a dedicated Diversity Center and a series of diversity themed events offered throughout the year. The diversity center is closely connected to the College’s Associated Student Government, and ensures representation of and access for all students regardless of age, gender, ethnicity, disability, or sexual preference.

A five-member Board of Trustees governs the college, and each member is appointed by the state Governor. The trustees meet publicly in each of eleven months as well as in focused monthly meetings with the President. In 2011, two representatives of the Board of Trustees, along with the President, participated in the Governance Institute for Student Success, to further develop their understanding of State student data and success initiatives.

Faculty and classified staff participate in the general governance of the college through representation on various committees and councils, which reflect the key areas of Standard Two, as well as focused groups on enrollment management and retention, diversity, transition students, assessment, and others. For the development of the core themes, faculty, staff, administration, and student representatives, as members of the College’s Strategic Planning Council, led the college through an extensive collaborative and consultative process. The outcome is the core themes, outcomes, and indicators presented here. In addition, the College is developing departmental strategic and performance plans that support the College’s mission and the core themes, but which also reach further into the specific challenges and priorities for the College at a departmental level.
Preface

Brief update on institutional changes since the institution’s last report

Since Bates’ last report in September 2010, and the associated visit in October 2010, the college has continued to operate in a climate of change. The clock hour to credit conversion, effective in May 2010, and ongoing budget reductions continue to have a strong effect on the College overall. In addition, to best accommodate students in the transition, Bates switched from a calendar with three twelve week and one six week quarter, to a calendar comprising four equal ten week quarters.

At the same time, the State Board for Community and Technical Colleges (SBCTC) conducted a major technology transfer project, called ‘lift and shift’, in which student management and other data systems were moved to an entirely new system, and away from the main State Board offices in Olympia to a new site in Bellevue, some sixty miles away. Despite these major challenges, Bates was able to secure funding support for a large scale green impact initiative, making many of the College’s facilities and services significantly more environmentally friendly. Each of these major changes is summarized below.

Clock to Credit transition and calendar change

The Clock to Credit (C2C) conversion is discussed in more detail as an annex to this report. The conversion began with a SBCTC directive in spring of 2008, when, in anticipation of the ‘lift and shift’ project the SBCTC notified Bates that it would not be able to accommodate Clock Hour operating systems in the new technology. At this point, Bates began a complete curriculum review, and established a C2C advisory committee comprised of faculty and classified and exempt staff. Key affected departments, such as student services, finance, curriculum and instruction, and financial aid, began discussions with peer institutions that had also recently converted to credit hours to garner advice and information.

In 2009-2010, Bates implemented the new four ten-week quarter calendar; this was designed to enable programs to provide comparable delivery to clock hours, in that it enables students to complete their credentials in fewer calendar months.

Bates made the official conversion on May 17, 2010, the first day of the summer quarter of the 2010-2011 year. The first quarter was almost exclusively for students transitioning from the clock hour operation, and the extended ten week summer quarter was a significant advantage for transitioning students, to help ‘crosswalk’ them into the credit-based curriculum. Bates operated its first year as a credit institution from summer quarter through spring quarter 2010-2011.

The first year of credit operation presented several challenges. These include, inter alia, new training requirements on key issues such as grading and attendance policies. Transitioning students receiving financial aid were under a ‘hybrid’ model in which their financial aid was awarded under clock hours even though they were in a credit curriculum, changes to registration and tuition and fees, and a drop in FTE. How the college has responded to these challenges is discussed in an annex to this report.
Budget reductions

In 2009-10, Bates (along with all community and technical colleges in Washington) moved into a climate of significant reductions in State funding allocations, amounting to approximately 7% to the 2010-2011 budget. This continued in the 2010-11 budget year, alongside the C2C conversion, with repeated additional in-year reductions, and a 10% reduction to the 2011-2013 biennial budget.

During this period, Bates responded to the reductions with a range of actions designed to minimize impact on students. A program of voluntary furlough days was well received and effectively utilized in 2010-11, significant changes to the management of capital funds reduced expenditures significantly, and a reduction in some extended learning offerings was effected. Unfortunately, to meet the new reduced budget, several staff were subject to a reduction in force, and four programs were closed.

Bates anticipates an addition reduction of up to 10% in the general allocation for 2011-12. However, the College has made cautionary pre-emptive reductions, including the closure of four additional under-enrolled programs, and is working strategically to manage further reductions with minimal impact of students, services, and employees. These include prioritizing programs, evaluating (and reducing) staffing, and maximizing resources.

The impact of the budget reductions, and Bates’ response to them, is discussed in detail in the Financial Resources Review, included with the submission of this report.

Environmental impact project

In 2009, Bates established a Sustainability Mission Statement:

Bates Technical College applies sound environmental stewardship and sustainable principles in the development and management of College facilities to deliver resource efficiency, operational fiscal benefit and healthy, engaging and effective learning environments.

With three objectives:

- Utilize LEED Silver as a benchmark, as appropriate, for all facility developments.
- Respecting industry partnerships (a hallmark of Bates curriculum) the design, construction and operation of educational settings should reflect sustainable practices of businesses & industries that Bates programs represent.
- Responsibly reduce carbon footprint, green house gas emissions, contribution to landfill, generation of hazardous and dangerous waste streams and use of non-renewable energy sources.

Bates began a multi-phase sustainability initiative project in support of this mission, designed to reduce expenditures for essential services and reduce the environmental impact of the College. The first stage of the Project was completed in September 2009, and included a major bay lighting replacement at the College’s South campus. The second stage is currently underway, and includes:
• College-wide lighting retrofits which will reduce utility expenditures by approximately $70,000 per annum, and which earn a $81,000 utility incentive.
• College-wide water conservation measures, including plumbing fixture replacements and water flow restrictors for a $167,000 utility incentive and $42,000 projected annual savings.
• HVAC and mechanical systems upgrades for a $178,000 utility incentive and $57,000 projected annual savings.

The project is due for completion in December 2011, and is complemented by additional localized environmental measures, including environmentally preferred purchasing, consolidated recycling, managed space assignments and room allocations for reduced utility cost, and a ‘green cleaning program’.

Response to topics previously requested by the Commission

The Northwest Commission on Colleges and Universities conducted a focused interim evaluation of Bates Technical College in October 2010. On the basis of this evaluation, the commission reaffirmed accreditation but continued the recommendations of the prior fall 2008 interim evaluation. These recommendations are:

Fall 2008, Recommendation One and Fall 2010, Recommendation One

Bates Technical College has made great strides in establishing planning and effectiveness processes since the 2003 visit. This work includes refining its mission statement, creating a vision statement and values statements and creating goals with measurable objectives. The College has started to collect data to be used to influence planning. The next step is to work on closing the loop with assessment and planning processes. It is recommended that the institution integrate its evaluation and planning processes to identify institutional priorities for improvement. Further, it is recommended that the institution use the results of systematic evaluation activities and ongoing planning processes to influence resource allocation and to improve its instructional programs, institutional services and activities. (Standard 1.B.4, 1.B.5) Fall 2008

Bates Technical College continues to make enhancements and improvements on its planning and newly enhanced effectiveness processes. The College has started to implement an assessment program and needs to continue these efforts. It is recommended that the institution use systematic assessment and planning processes to influence resource allocation and improve instructional programs, institutional services and activities for improvements. (Standard 1.B.4, 1.B.5) Fall 2010

As requested by the NWCCU in the letter of February 11, 2011, an addendum to this Year One report is provided which addresses progress with regard to these recommendations.

Fall 2008, Recommendation 2

Bates Technical College has been very transparent in dealing with and communicating its current budget deficit concerns. However, the College has not prepared a minimum three-year projection of operating income and expenditures as required. It is recommended that the College’s planning process include a
three year projection of major categories of income and specific plans for major categories of expenditures, in order to comply with Standard 7.A.2. **Fall 2008**

In response to this recommendation, Bates submitted an Annual Report on Finance and Enrollment (ARFE) in spring of 2010. In the July, 2010 meeting of the Commission, the Commission did not accept the ARFE, and imposed a Warning with regard to Standards 7A, 7B, and 7C. The Commission expanded the scheduled focused fall 2010 report and visit to include a resubmission of the ARFE (now Financial Resources Review or FRR), and a review of financial status by an evaluator. The evaluator made no further recommendations in regard to the Fall 2008, Recommendation 2, however, as requested by the NWCCU in the letter of February 11, 2011, a 2011 Financial Resources Review is provided as an additional report with the Year One Report, and which addresses further progress with regard to recommendation 2 of Fall 2008.

The fall 2010 interim visit evaluator made one commendation:

_Bates is to be commended for the comprehensiveness of the Focused Interim Report. The Report provided clear, objective, and transparent assessment of the institution’s progress towards addressing the prior recommendations. Fall 2010_

In addition, upon awarding the College with approval for the conversion from clock hour to credit operation, the NWCCU requested an additional addendum to this Year One Report reviewing the transition. This is included as an addendum to this report.

**Date of Most Recent Review of Mission and Core Themes**

The college established its current mission, 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 2005, 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 2005, 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 2005, 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” continues to serve as the College mission, and has been very well received and supported across the College community.

In February 2009, in response to the emerging new standards for accreditation, the College began a process to reinforce the mission and 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 met on June2, 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.

In 2010, the Strategic Planning Council also began work to align the College’s Council and committee structure, and overall institutional effectiveness procedures, with the new accreditation standards and the emerging Core Themes. Eight College Councils, including the Strategic Planning Council, as well as the College Assessment Committee, and other college committees, will be the vehicle by which the College ensures continued consultation, participation, and contribution from across the institution in ensuring mission fulfillment and attainment of accreditation standards.

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; these are the Core Themes, goals, and indicators presented here.
Mission, Core Themes, and Expectations

Summary of Eligibility Requirements 2 and 3

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.

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 adopted its mission, “to inspire, challenge and educate”, with approval of the Board of Trustees, in 2006. The Core Themes described herein provide a framework for how Bates fulfils 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.

Mission

This Year One Self-Evaluation Report is the first report prepared by Bates Technical College for the Northwest Commission on Colleges and Universities’ (NWCCU) new seven-year accreditation cycle. Bates will transition to the new cycle over a condensed three year period. This Year-One Report, submitted in fall 2011, will be followed by a Year-Three Report and visit in fall 2012, and a Year-Five Report, a Year-Seven Report and visit in fall 2013.

This report, Standard One: Mission, Core Themes, and Expectations describes Bates’ conceptual framework for mission fulfillment. This framework consists of the College’s mission, core themes, objectives, and indicators of achievement.
Mission

To inspire, challenge and educate.

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.

Interpretation of mission fulfillment

Bates defines mission fulfillment as the attainment of an acceptable level of performance within the Goals and strategic objectives of its Core Themes individually, and in the application of a collective evaluation of institutional effectiveness in the associated processes (Standard Four).

To monitor performance of the College against the Core Themes described herein, the College’s Strategic Planning Council (comprising Faculty, exempt and classified staff, and student representation) identified a set of indicators to monitored annually, as part of an annual data book, and a subset of critical indicators to be reviews eight times a year (at themed point and end of each quarter). The subsets are not fixed, but are selected from the indicators of the data book according to identified areas of concern or specific priorities at a given time.

For each indicator, a baseline is established, based on 2010-11 performance data. These baselines are compared with a group of four peer institutions, currently being selected by the Strategic Planning Council (to be confirmed at the meeting of September 14). Performance targets, contributing to an acceptable threshold of mission fulfillment, will be established using baselines, peer performance data, and enrolment forecasts. This task will be completed by the Strategic Planning Council in the October 2011 meeting.

Articulation of an acceptable threshold, extent, or degree of mission fulfillment

Bates recognizes that mission fulfillment may be an unattainable goal. As the College improves performance, approaches and attains its targets and goals, it will of course, reset those targets and goals to a higher standard to drive continuous improvement. In the context of the Accreditation cycle, Bates will see mission fulfillment as the attainment of the goals and strategic objectives described herein, but with the understanding and expectation that as the college nears those goals it will push them further out. In this sense, much of Bates’ articulation of mission fulfillment relates to evidence of continuous improvement and expanding aspirations.
In setting the targets and goals for performance indicators, Bates is adopting a three step approach. First, using 2010-11 performance data, Bates will set baselines for each indicator. Second, Bates will apply comparisons with the selected peer institutions to create a comparative performance measure. This measure will be used to develop a ‘distance to travel’ toward an ‘acceptable threshold’, based on reasonable and attainable expectations as shown by peer institutions. Finally, using the baselines and peer performance indicators, Bates will establish College performance targets that seek to meet student, community, and industry needs and expectations as identified by area studies. Bates will use local economic and industry sector forecasts, demographic data, and student and employer input to finalize performance targets in fall of 2011. Achievement of these targets will constitute an acceptable level of mission fulfillment.

For each target, three performance standards will be established. These include:

- **Exceeds expectations**: The target is attained and surpassed in a given year
- **Meets expectations**: The target is met to at least 85% in a given year, or the target is met to 70% and is showing continued, sustainable improvement such that the target is likely to be met within 12 months.
- **Below expectations**: The target is below 85% and not showing consistent and sustainable improvement, or the target is below 70%.

All indicators of success will be assessed and reported to the College Strategic Planning Council on a quarterly basis. Indicators that are ‘Below Expectations’ will be added to a College performance report, with additional mid-quarter reporting. The quarterly data report will be made available to the Board. In addition, the College Strategic Planning Council is developing a performance dashboard, which will include regular (unchanged across the year) performance indicators as selected by the Board of Trustees, as well as additional target performance reports from the group of targets ‘Below Expectations’. In addition, the college conducts an inventory of additional cross-college reports, including a bi-annual student satisfaction survey, a consolidation of course reviews, and specific targeted reports on a range of selected initiatives.

It is, of course, the College’s aspiration that all targets will achieve the ‘Exceeds Performance’ standard. However, as previously described, as performance approaches or attains that level of success, the target will be re-evaluated, and in the majority of cases will be expanded to drive continuous improvement. The crux of mission fulfillment for Bates is therefore two fold. First, the attainment of set performance targets, but second, and equally important, the climate of aspiration and challenge that takes the institution to ever higher goals. In other words, the mission, ‘to inspire, challenge, and educate’ applies not only to Bates’ services to students, but to the institution itself.
Core Themes

Core Theme One: Workforce Education

Description

Bates is committed to providing high quality education and training for students seeking advancement in the workforce. Core Theme One, Workforce Education, reflects the 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.

Objectives

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

- Goal 1: Student access, retention, and achievement of degrees and certificates relates to and supports workforce education
- Goal 2: The College offers high quality degrees and certificates that prepare students for the workforce
- Goal 3: Provide diverse learning opportunities that enable all students to achieve success

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: Student access, retention, and achievement of degrees and certificates relates to and supports workforce education

<table>
<thead>
<tr>
<th>Strategic Objective</th>
<th>Indicators of success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students progress successfully to attainment of a credential</td>
<td>Student Achievement Initiative (SAI) points earned by students, Retention and completion rates of students, GPA of students</td>
</tr>
<tr>
<td>Students are offered a range of programs that complement area demand now and anticipated for the future</td>
<td>Job placements of students, Enrollment numbers in programs, Non-traditional enrollment and completion rates</td>
</tr>
<tr>
<td>Programs are reviewed for relevancy on a regular schedule</td>
<td>Programs complete a comprehensive curriculum validation every other year, and Programs complete a graduate survey at least every other year</td>
</tr>
</tbody>
</table>
Students who complete a professional/technical degree or certificate possess the necessary skills for successful entry into a job that relates to the field of study.

- Graduate satisfaction survey
- Employer satisfaction survey
- Job placement rates of completers
- Percentage of students successful attaining industry credentials

**Goal 2: The College offers high quality degrees and certificates that prepare students for the workforce**

<table>
<thead>
<tr>
<th><strong>Strategic Objective</strong></th>
<th><strong>Indicators of success</strong></th>
</tr>
</thead>
</table>
| Students are offered an increasing range of appropriate transfer options | - Number of programs with transfer options and articulation agreements  
- Success of transfer students |
| Students receive high quality instruction | - Number of faculty with certifications  
- Number of faculty undertaking additional industry or pedagogic courses or other opportunities each year (includes in service)  
- Number of faculty undertaking intercultural skill development courses to assess and address diversity in the classroom.  
- Student input form responses |
| Curriculum is accurate and in compliance with State and industry requirements, and represents exemplary teaching and learning opportunities | - Outcomes from curriculum validations  
- Industry accreditations for programs (number of and retention of) |
| Students develop a range of transferable skills that they can apply in the workplace | - Development of ‘core college competencies’ and inclusion in all program curriculum |

**Goal 3: Provide diverse learning opportunities that enable all students to achieve success**

<table>
<thead>
<tr>
<th><strong>Strategic Objective</strong></th>
<th><strong>Indicators of success</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Programs utilize technology to enhance student learning and increase access</td>
<td>- Programs utilizing technologies such as Tegrity, Blackboard, etc</td>
</tr>
</tbody>
</table>
| Students are provided with opportunities to develop as global citizens | - Programs including identifiable diversity and citizenship elements in their curricula  
- Student participation in diversity events |
## Clear progression pathways

<table>
<thead>
<tr>
<th>Clear progression pathways are provided for students from precollege through credential attainment, irrespective of the point of entry</th>
<th>• SAI points attained by students at different entry points</th>
</tr>
</thead>
</table>

## Students of color, non-traditional students and students with disabilities attain credentials

| Students of color, non-traditional students and students with disabilities attain credentials | • Numbers/percentage of faculty of color, faculty in non-traditional occupational program areas and faculty with disabilities  
• Completions of students of color, non-traditional students and students with disabilities  
• SAI points of students of color, non-traditional students and students with disabilities |
|---|---|

## Opportunities are available for flexible program delivery, including on-line, hybrid, and part time offers

| Opportunities are available for flexible program delivery, including on-line, hybrid, and part time offers | • Number of courses available through flexible options (evening, on-line or hybrid)  
• Number of part-time students attaining a credential |
|---|---|

## Rationale

The indicators of achievement are all 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.

### Goal 1: Student access, retention, and achievement of degrees and certificates relates to and supports workforce education

The indicators were selected to show two aspects of student attainment. First, GPA, and student achievement initiative points show the persistence (or ‘distance travelled’) of students, and records credential attainment, and GPA measures student learning and on-course success. 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 graduate and employer surveys, curriculum validations with advisory committees, and job placement outcomes of students.

### Goal 2: The College offers high quality degrees and certificates that prepare students for the workforce
The quality of the educational offer is 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.

Many of Bates’ students begin their programs with the intent of transferring to a four-year degree, and others develop that ambition while at Bates. The inclusion of transfer success measures ensures that these students are supported and adequately prepared for the transition to further higher education in their field of study.

Bates believes that essential to its mission, is the development of the student not only in essential industry skills and knowledge, but in wider transferable skills such as diversity awareness, global citizenship, and effective communication. Developing faculty intercultural skills, and the implementation of core college competencies, and students’ assessed attainment of these, will support his objective.

**Goal 3: Provide diverse learning opportunities that enable all students to achieve success**

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 that students at Bates are progressing and succeeding regardless of ethnicity, gender, age, or disability. Employee indicators will ensure that faculty and staff are appropriately trained and encouraged to embody the value of diversity, and skilled in supporting all students. Bates is expanding the inclusion of global citizenship content within the curriculum as part of this ambition.

Bates is also committed to maximizing access for all students, and supporting flexible learning opportunities for those students who need them because of personal circumstances, disability, or other factors. Bates has set targets to expand the use of technology, building on investments in distance learning and universal design, to increase access for students in challenging circumstances.
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 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.

Objectives

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 successful navigation of the college system
- 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

<table>
<thead>
<tr>
<th>Strategic Objective</th>
<th>Indicators of success</th>
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</thead>
<tbody>
<tr>
<td>Students demonstrate knowledge of college enrollment processes &amp; support services</td>
<td>● Outcomes from College information retention survey</td>
</tr>
<tr>
<td></td>
<td>● Number of students accessing support services</td>
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<td></td>
<td>● Student enrollment pathway tracking</td>
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<tr>
<td>Enhanced processes that increase the rate of transition of prospective students into the college.</td>
<td>● Number of students transitioning from basic skills/GED/ESL into career training programs</td>
</tr>
<tr>
<td></td>
<td>● Success rates of students transitioning from basic skills/GED/ESL into career training programs</td>
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<tr>
<td></td>
<td>● Number of students transitioning from initial contact into enrollment on a college course or program</td>
</tr>
<tr>
<td></td>
<td>● Number of students moving from waiting lists into programs</td>
</tr>
<tr>
<td></td>
<td>● Number of incoming calls completed</td>
</tr>
<tr>
<td>College website is engaging and informative for prospective students</td>
<td>● Number of students making inquiries via the website</td>
</tr>
<tr>
<td>Advisors are readily available and responsive to inquiries</td>
<td>● Student input form comments for advisors</td>
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<tr>
<td></td>
<td>● Telephone call tracking</td>
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<tr>
<td></td>
<td>● Appointment tracking</td>
</tr>
<tr>
<td>Registration, record keeping, and collection of fees is efficient and accurate</td>
<td>● Percent of total expected tuition and fees collected</td>
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</table>

Goal 2. Provide the tools and services to enrolled students necessary for successful navigation of the college system

<table>
<thead>
<tr>
<th>Strategic Objective</th>
<th>Indicators of success</th>
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<tbody>
<tr>
<td>Provide the resources to increase the self-sufficiency of student registration transactions, student financial aid literacy &amp; support services navigation</td>
<td>● Numbers/percentage of students participating successfully in student registration and support functions</td>
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<td></td>
<td>● Hits to Student Financial Aid web pages (new site)</td>
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<td></td>
<td>● Number of emergency loans</td>
</tr>
<tr>
<td></td>
<td>● Ratio of priority to non priority financial aid recipients handled within deadline</td>
</tr>
<tr>
<td></td>
<td>● Number of students successfully completing online registration</td>
</tr>
</tbody>
</table>
### Institute Academic Early Warning policies & processes that identify & intervene w/ vulnerable students
- Retention rate
- Number of students transitioned off academic probation successfully

### Library resources are appropriate and meet the needs of students and the curriculum
- Library student satisfaction responses
- Number/value of library acquisitions
- Hits on on-line library resources and databases
- Library gate count

### Support services lead to student success
- GPA and completion rates of scholarship recipients
- Retention and completion (Student Achievement Initiative points) of students of color, non-traditional students and students with disabilities
- GPA improvements for tutoring recipients
- Student satisfaction survey responses

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

<table>
<thead>
<tr>
<th>Strategic Objective</th>
<th>Indicators of success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunities are provided for students to participate in college and community events and activities</td>
<td>- Attendance at College events</td>
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<td>- Participation in College Councils and Committees</td>
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<td>- Participation in student government-specific activities (e.g. Civics Week, officer elections)</td>
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<td>- Number of students participating in external events with college sponsorship (e.g. SOCC, Cookie Day)</td>
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<tr>
<td>Enhancement of intercultural &amp; interpersonal knowledge, skills &amp; abilities</td>
<td>- Outcomes from student ‘inspire and challenge’ assessments</td>
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<tr>
<td></td>
<td>- Development of core college competencies and inclusion in all program curricula</td>
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<tr>
<td></td>
<td>- Numbers of disciplinary actions and Bias Incidents</td>
</tr>
<tr>
<td>Identify and implement new or enhanced strategies to recruit and retain a diverse student population</td>
<td>- Number of enrollments by students of color, students with disabilities, first generation and non-traditional students</td>
</tr>
</tbody>
</table>
Rationale

Again, the indicators of achievement are all data indicators included in Bates' annual data reporting and analysis as part of the annual data book.

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

Bates recognizes that the initial points of contacts 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 goal relate directly to the primary points of contact for students as they make initial enquiries and consider enrollment – general enquiries, 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 enquiry and enrollment process is clear, smooth, and supportive, and the evaluations will pinpoint any specific areas of weakness.

Goal 2. Provide the tools and services to enrolled students necessary for successful navigation of the college system

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. The indicators under this goal will evaluate several of the support services of significant influence on student success, and establish targets for high quality performance in support of student attainment. Outcomes from these indicators will also identify priorities for resource allocation, and measure the relative impact of different services on student success.

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

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, and global citizenship. It is largely in these measures that the evaluation of the college’s mission ‘to inspire’ will be evaluated.
Core Theme Three: General Education

Description

Bates recognizes that while the majority of its students choose their program of study and attend for the vocational 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 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.

Objectives

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 are satisfied with their academic progress and achievement
- **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

<table>
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<tr>
<th>Strategic Objective</th>
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</thead>
</table>
| Increased access to general education | ● Number of courses available via on line or hybrid methods  
● Number of students participating in general education classes delivered by alternative methods  
● Number of students undertaking General Education classes while on a wait list |
| ABE, ESL, and developmental general education students will transition successfully to a college level technical course. | ● Number of ABE/ESL/Developmental Ed students transitioning to a career training program  
● Student Achievement Initiative points in ABE/ESL and quantitative reasoning |
| General Education classes for transfer students prepare them for higher level classes at their receiving institution | ● GPA of transfer students in years 3 and 4 |

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

<table>
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<tr>
<th>Strategic Objective</th>
<th>Indicators of success</th>
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</table>
| Students understand the relevance of general education classes and can apply their learning. | ● Number of students enrolling in required GenEd classes in first three quarters  
● Career Training GPA of students taking Gen Ed classes in their first three quarters  
● Student response rate on ‘I can apply the principles I learned’ from the Student Input Form |
| The College sends a clear and effective message of the importance of communication, mathematics and human relations classes | ● Number of students enrolling in required GenEd classes in first three quarters |
Goal 3: Applied and Related Instruction components enhance the learning experience and contribute to student attainment

<table>
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<tr>
<th>Strategic Objective</th>
<th>Indicators of success</th>
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</table>
| Applied and related education classes are of high quality and support student learning in career training programs | • GPA in applied and related classes, and in associated career training classes  
• Completion rates of students taking programs with applied and related components  
• Student response rate on ‘I can apply the principles I learned’ from the Student Input Form |

**Rationale**

Again, the indicators of achievement are all data indicators included in Bates’ annual data reporting and analysis as part of the annual data book.

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

The measures here reflect the effectiveness of the general education component in preparing students for their programs of study, and for their subsequent programs if they transfer to further higher education. These indicators will measure the availability and quality of general education provision to students preparing for enrolment, and preparing for transfer upon completion of their associates’ degree.

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

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.

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

The indicators included here represent effort to ensure that general and related education components are effectively supporting student learning and success on their vocational 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.

Objectives

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

- Goal 1: The College recruits and retains valuable partners to benefit the college, the students, and the community
- Goal 2: Public relations efforts benefit the College and students
- Goal 3: 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 partners to benefit the college, the students, and the community

<table>
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<tr>
<th>Strategic Objective</th>
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| Strong and valuable community partners/partnership | • Advisory committee membership (number of filled advisory committees, length of service)  
• Number/frequency of staff participation in community groups |
| Partnerships have a direct and positive effect on instructional programs, student services, or the College foundation | • New partnerships created that bring measurable benefits to the college community (donations, work placements, etc)  
• Increased donations in cash or in kind  
• Number of work placements and internships available  
• Attendance at regularly scheduled CDAC or joint meetings with the IDEAL Council  
• Participation by CDAC members in college activities other than their regularly scheduled meetings |
| Effective alumni community | • Number of alumni members  
• Number of alumni led activities and events  
• Participation by alumni in college events |

Goal 2: Public relations efforts benefit the College and students

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<tr>
<th>Strategic Objective</th>
<th>Indicators of success</th>
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</table>
| Improved and/or enhanced communications | • Number of media hits/website hits  
• New media partnerships  
• Utilization of Bates public services (e.g. clinics, shop jobs) |
| Continued KBTC participation | • Number of internships at KBTC  
• Number /minutes of college promotional content broadcast |
| Enhanced social media and new media platforms | • Utilization of social media opportunities |
| Effective government relations activity | • Number of events, meetings, etc. attended by college leadership with local and state agencies  
• Number of college events attended by local or state officials |

Goal 3: The College encourages and supports an effective learning community
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<tr>
<th>Strategic Objective</th>
<th>Indicators of success</th>
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</table>
| productive relationships with other Colleges | • Number of joint grant and project applications  
• Number of new and continued partnership activities with other colleges, schools, community-based organizations, and industry.  
• Number of staff and students directly impacted by partnerships |

**Rationale**

Again, the indicators of achievement are all data indicators included in Bates’ annual data reporting and analysis as part of the annual data book.

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

The indicators included under this goal 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.

**Goal 2: Public relations efforts benefit the College and students**

The strategic objectives and indicators under this goal reflect how effectively the College uses its available media for the benefit of the institution, its students, and the local community. Collaboration with the College Television station, use of social media for student and recruitment and communication, and the availability of College shop services to the local community are all indicators that will show how effectively the College communicates its role and responsibility.

Bates’ role in the wider community and technical college community is also included here. Indicators will measure how well Bates communicates its achievements, its challenges, and its strategic objectives to relevant local and state agencies, and how well it advocates for its success. Positioning itself strongly in this wider network is recognized as essential to protecting the institution’s identity, its mission, and its services to students.

**Goal 3: The College encourages and supports an effective learning community**

Bates recognizes that it does not, and cannot, operate in isolation from the wider learning community. The indicators included here will evaluate how Bates applies its influence and resources in this context to maximize the potential for students’ success, and develop opportunities for learning beyond the classroom. Bates believes that in challenging budget circumstances, that maximizing the potential of partnerships will result in measurable benefits to students; the indicators here will evaluate progress toward that goal.
Conclusion

This report, *Standard One: Mission, Core Themes, and Expectations* is the first report prepared by Bates Technical College for the NWCCU’s new accreditation standards and cycle. Following this report, in fall 2012 Bates will submit *Standard Two: Resources and Capacity*, and in fall 2013 *Standard Three: Planning and Implementation, Standard Four: Effectiveness and Improvement, and Standard Five: Mission Fulfillment, Adaptation, and Sustainability*. This first report sets the foundation for a recursive process of continuous improvement which will extend through all five standards and their associated reports.

This Year One report states Bates Technical College’s mission and vision, articulates the college’s definition of mission fulfillment, and identifies four core themes: Workforce Education, Student Centered, General Education, and Community Relationships. Within these four core themes are mission-based goals and strategic objectives, and associated measurable indicators of performance. Integrating the new accreditations standards very closely with College strategic planning has ensured that Bates can get maximum benefit from the guidance provided through the accreditation process, and maximize its capacity for success in the compresses timeline of the first round of the new standards.

The College’s framework for mission fulfillment is built upon a collegial model that enables all members of the College community to contribute at four points in the continuous improvement cycle: data collection, analysis and assessment; application of that knowledge to inform strategic planning and set goals; implementation of interventions, strategies, and actions to attain those goals; and evaluation of performance and success from which the cycle can begin again. The college has, alongside the Core Theme development, established a number of systems and structures with complement and inform the Core themes and the continuous improvement cycle. These structures will emerge more fully as the Bates moves through the reporting and accreditations cycle, and each comes forward with its contribution to sustainable and continuous improvement.

Already the process of developing the core themes and their associated goals, and designing supporting structures and processes, has been very helpful to Bates. It has coincided with a very challenging period for Bates, which has undergone a major change in the clock hour to credit conversion, and in the environment of significant budget reductions. The core themes presented in this report also reflect a valuable process for Bates, of reaffirming the college mission, its priorities, and its strategic objectives, and have helped the institution focus its energy and resources in what are very challenging times. Bates looks forward to building on the feedback provided to this report, and continuing this process of self evaluation through the upcoming years of the accreditation cycle.
Annex

Clock To Credit Conversion

Context

Bates Technical College is a two year technical college, with campuses at three locations in Tacoma, Washington. Certificates of training, certificates of competency, and associate degrees, as well as a small number of associate transfer degrees are offered at the three locations. Since entering the college system from the K-12 system in 1994, Bates operated as a clock hour institution.

As of 2009, Bates was one of less than five higher education institutions in the United States still operating under a clock hour system, and the only institution remaining in the State of Washington. The administration of Bates was aware that the Washington State Board for Community and Technical Colleges (SBCTC) was underway with plans to redevelop the central IT services for the entire state community and technical college system; and that this system would not accommodate one clock hour institution. In order to maintain compatibility with the system as a whole, and to increase the transferability and relevance of certificates and degrees, Bates proposed to make the transition from clock hours to credit ahead of the SBCTC IT agenda.

It was the belief that making the conversion from clock hour to credit will benefit the students of Bates, and facilitate the mission to ‘inspire, challenge, and educate’ in the following ways:

- Credits earned at Bates would be more transferable to other institutions.
- Transcripts would appear more consistent with those from other institutions, and so be more meaningful to receiving institutions and to employers.
- Processing of student financial aid would be more efficient.
- Financial Aid would be available to students taking general education prerequisites.
- Planning processes would be more effective as, it would be easier to predict a student’s likely completion point and to monitor an individual student’s or a program’s performance.
- Curriculum would appear more familiar to industry accrediting agencies and other authorizing bodies (such as the Veterans’ Administration), making maintaining certifications more efficient.
- Students would have more flexibility, to take prerequisite courses at Bates or at another institution, to attend general education classes at Bates as prerequisites to a program at another college, or to consider some part-time options.
- The conversion would facilitate the development of additional transfer degree options.

The significance of the conversion in relation to Bates’ ability to serve students is reflected in the planning priorities allocated to the conversion process. The conversion process was one of five ‘Presidential Initiatives’, which were actions drawn out of the strategic plan that warrant particular attention, and a more comprehensive monitoring process. From the Bates Presidential Initiatives 2009-2010:

Create, and begin the implementation of the College’s conversion from clock hour instruction to credit instruction.

- Develop timeline for presentation, discussion and approval by Board of Trustees by July 2009.
Complete the implementation by May 15, 2010.

Individual elements of the conversion were included in their respective areas of the College’s 2009 Strategic Plan:

Objective 1.3.4 Research and develop instructional processes and curriculum to prepare for conversion from clock hours to credit model.

3.6.1 Student Services staff participate in a clock to credit transition working group, to ensure timely and efficient delivery of transition action plan requirements for Student Support services.

3.6.2 Ensure financial aid recipients understand the implications of the change, and all affected students have transition plans in place. June 2010.

3.6.3 Update registration systems and procedures in accordance with transition requirements, including enrolment, grading, and transcripting. June 2010.

3.6.4 Review all student policies and publications to accommodate implications of the clock to credit switch. June 2010.

Objective 3.6 Develop and implement a student friendly transition plan for the change from clock hours to credit hours.

The decision to proceed with a clock to credit conversion was presented to the Bates College Board of Trustees on June 30, 2009. The Board voted, and approved the conversion to become effective from the start of summer quarter 2010 (May 17, 2010).

Preparation for conversion

The preparation for the conversion began before the official decision to initiate the process. The College had already begun a comprehensive review of program curriculum, and was working to increase consistencies across program length and credit distribution. This work was used in the development of the College’s conversion timeline. The decision to progress with the conversion and develop a project plan and a proposal for the Board of Trustees was made in January 2009.

Early in the process, February 2009, the President disbanded the current curriculum committee and reallocated several of its members onto a wider group, the Clock to Credit Conversion Task Group (C2C Task Group). This enabled those members of the curriculum committee to focus their time on specific issues relating to the conversion. In order to minimize the impact on staff of administering the conversion, several other existing committees and councils fulfilled specific defined functions within the process. Most Bates Councils (notably Instruction and Student Services) adapted their agenda and responsibilities to allow them to focus on the conversion. The Instruction Committee, in particular, established fixed-term subcommittees to discuss and develop plans in specific areas, such as grading and curriculum review.

The timetable for implementation was first established, in draft in May 2009. The C2C Task Group reviewed the outline, and representatives for each constituent part added more detail of the precise tasks to be completed, the time frame needed for each one, and any task dependencies. These were assembled into a final document which used a visual model to display the interrelationships. This time
table was updated and distributed at each C2C Task group meeting for review. The Board of Trustees approved the timeline for conversion in June 2009, with the conversion to become effective at the start of summer quarter 2010, or May 17, 2010.

In spring, 2010, the SBCTC had approved the financial model for the conversion, and curriculum inventory and curriculum guides for each program were submitted to the SBCTC and approved. Bates submitted a Proposal for Substantive Change to the NWCCU for the conversion; this proposal was approved on April 26, 2010.

The decision to proceed with the conversion for implementation at the start of summer quarter 2010 was based on the following factors:

- Starting in a summer quarter, the first quarter of the academic year for all SBCTC processes, would make financial and data administration consistent across the official academic year.
- It would allow the summer quarter, when Bates traditionally does not have many new students enroll, to be used to test the conversion and administer the transitioning students. This would enable Bates to work out any administrative or curricular issues before the peak enrollment period at the start of fall quarter.
- Making the conversion in the middle of a biennial budget allowed for as much certainty as possible in relation to the financial implications of the change.
- The 2010/11 academic year would see the implementation of several other administrative changes, such as implementation of the revised accreditation standards and a new strategic planning model for Bates. It was agreed that having the conversion coincide with these other changes would enable Bates to better integrate each process.
- Bates was already underway with significant revisions of curriculum to clarify the college program inventory and maintain VA approval. Implementing these changes in advance of a conversion would add another step to the process, one which was deemed unnecessary.

Bates also implemented two other significant organizational changes in the 2009-10 year to prepare for the conversion. First, Bates rescinded its ‘every Monday start’ option, under which new students could begin their program the Monday after they registered, irrespective of the position in any given quarter. Research indicated that students that started mid quarter, often without an associated cohort, generally were less likely to be retained and to achieve a credential. Furthermore, instructors in many programs found mid-quarter starts disruptive to the teaching pattern. Students can enroll at the start of a quarter; the available quarters defined for each program (most programs take students at the start of fall and spring quarters).

Second, Bates changed from a pattern of three 12-week quarters and a shorter summer quarter to four equal 10-week quarters. This model is designed to encourage continuous instruction across all four quarters, enabling students to complete their credentials faster. The model also enables the summer quarter to be used for the same general education course offers as any other quarter, allowing students to complete prerequisites ahead of a fall quarter entry.

These two changes together made the transition from the current teaching model to the credit curriculum and associated student pathways significantly easier to plan and deliver. Through the process of curricular review in preparation for the change, each program was required to review their credit allocations for each course, and to consider the content and sequence of courses in their program more
generally. This process was completed in two steps. First, each program worked with the Curriculum officer to review the clock-hour based equation applied to determine credits. Variations from the ‘16.5 hour to 1.0 credit’ state board policy were rectified, and where appropriate courses and competency clusters, called ‘major duty areas’ were redeveloped and improved. Second, each program determined the sequential or concurrent course offerings, and developed a delivery plan to map the student’s progress through the program quarter by quarter. Instructors used these plans to identify suitable entry points for new students, and to determine program enrollment limits. These delivery plans were provided to program advisors to assist in the recruitment and advising of new students.

The students transitioning from the clock hour model and continuing to complete their programs under the credit structure received separate and special attention:

- **Financial Aid:** The financial aid department developed a ‘frequently asked questions’ letter which was distributed to all students receiving financial aid, and which was also available directly from the financial aid office. The Financial Aid department acted proactively to inform the Department of Education of the timetable for conversion and to set processes in place to minimize the overlap of continuing clock hour aid assessments after May 17.
- **Progress toward credentials:** Each program instructor developed a ‘crosswalk’ to show the equation between prior (clock hour) courses and new (credit) courses. Alongside this crosswalk, each student had an individual ‘transition plan’, which identified where they were in their program, and which courses they needed to take to complete their credential.

In addition to curricular changes, there were a number of developments required to student support and instruction in connection with the conversion. Student Services reviewed and redeveloped all of the student policies to ensure that they complied with the expectations of a credit-awarding institution. Grading procedures and policies were redesigned for the conversion. An In-service day devoted to the conversion was held in October 2009. Another in service training day for faculty was held March 19, 2010, which also focused entirely on the clock hour to credit conversion, with sessions on advising, grading, registration, and financial aid. Finally, very few programs opted to admit new students in the summer quarter of 2010-11. This enabled instructors to use the summer quarter to make available to transitioning students the courses they needed to maintain progress on their programs. New student enrolments were ‘phased in’ in many programs over the 2010-11 year, ensuring that there was sufficient capacity in the schedule to offer the courses transitioning students require to complete their credentials on time.

These actions combined minimized any negative impact on transitioning students, and ensured that these continuing students were informed about the aspects of the conversion most relevant to them throughout the conversion and until they completed their credential.

Bates conducted a lengthy and detailed process to manage the financial implications of the conversion. The SBCTC recommended that any college conducting a clock hour to credit conversion remain ‘revenue neutral’ through and after the conversion, so a forecast was developed that defined the revenue parameter for Bates. To calculate FTE and tuition projections, Bates used enrolment forecasts developed and submitted to the NWCCU in January 2010 as part of an Annual Review on Finance and Enrollment (ARFE). The projected FTEs for 2010-2011 were based on adding 9.79% to the 2009-10 FTES, which was based on regaining the FTES lost in 2009-10. The FTES were lost because of the switch from three twelve week and one short summer quarter to four equal quarters (costing Bates four weeks of instructional time in the 2009-10 year). The enrollment numbers shown below reflect that forecast, and
were actual from 2006-07 through 2008-09. All enrollment numbers starting with 2009-10 were projected based on actual registrations from summer, fall and winter, 2009-10. This represents the forecast as it was known in anticipation of the conversion.

<table>
<thead>
<tr>
<th>Year</th>
<th>Head Count</th>
<th>FTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>6279</td>
<td>4730</td>
</tr>
<tr>
<td>2007-08</td>
<td>7086</td>
<td>4613</td>
</tr>
<tr>
<td>2008-09</td>
<td>6818</td>
<td>5018</td>
</tr>
<tr>
<td>2009-10</td>
<td>6893</td>
<td>4536</td>
</tr>
<tr>
<td>2010-11</td>
<td>6935</td>
<td>4980</td>
</tr>
<tr>
<td>2011-12</td>
<td>6986</td>
<td>5008</td>
</tr>
<tr>
<td>2012-13</td>
<td>7026</td>
<td>5037</td>
</tr>
</tbody>
</table>

Bates then used completed delivery plans to identify per quarter average student generated FTE for each career training program, and combined that with current enrolment levels by program. This gave an overall career training per quarter FTE generation for all career training programs. The potential maximum and minimum credits earned by any given student were considered, taking into account prerequisites and additional general education courses required. The majority of Bates students were expected to fall close to the median between the maximum and minimum credit calculations.

This was then compared to fall quarter 2008 revenue (a typical 12-week quarter), to provide the comparison point to calculate revenue earned; combined with forecasts for FTE generation by non-career training programs (including general education, ABE, ESL, and Extended Learning), the College was able to create a model of the FTE generation expected in the post-conversion environment.

These comparisons were used to guide the tuition and fee setting process. Bates opted to convert to the community college tuition model at the same time as the credit conversion; this was intended to provide some stability in a period of significant financial uncertainty (tuition rates are standardized by the SBCTC in a per-credit structure). To ensure a revenue neutral conversion, College-set fees other than tuition were adjusted. The result was a revenue neutral budget for the College. The impact on credit earning students would be an approximate $4 per credit per quarter increase.

Bates incurred no additional expenditures in relation to the conversion. No additional staff were hired, and no facilities reallocated. Faculty remained on an hourly, and not by credit, salary structure, so there were no implications for the collective bargaining agreement with faculty. The conversion process was conducted entirely within existing resources.
2010-2011 outcomes

2010-11 was the first full academic year (four quarters) of credit operation for Bates, and it was a period of continual analysis, adjustment, and improvement. Significant outcomes in the first year were a drop in overall FTE generation, some new patterns of student behavior and performance that affected College FTE, and revisions to curriculum.

Over the course of 2010-11, Bates saw a significant drop in its FTE student numbers. This drop was largely in the Career Training student population, although extended learning also saw drops in FTE. In other areas, such as basic education, FTE generation remained strong and even increased.

The FTE loss from 2009-10 to 2010-11 is shown below:

<table>
<thead>
<tr>
<th></th>
<th>Summer</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Annual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>1888</td>
<td>4119</td>
<td>3893</td>
<td>4265</td>
<td>4721</td>
</tr>
<tr>
<td>2010-11</td>
<td>2165</td>
<td>3328</td>
<td>3439</td>
<td>3425</td>
<td>4119</td>
</tr>
<tr>
<td>Difference</td>
<td>277</td>
<td>(791)</td>
<td>(454)</td>
<td>(830)</td>
<td>(602)</td>
</tr>
</tbody>
</table>

In considering the implications of the FTE drop, there are several key points to understand:

- FTE production is a reflection of enrollment combined with many other factors. Technical college students generally produce around 1.8 to 2 FTE per enrolled student, depending on the classes they take, and the type of program they choose. It had been typical of Bates students to generate 2.0 FTE per year before the conversion. The length of the program is also a factor; for example, a program that has a high credit load – and therefore generates a lot of FTE – is also likely to finish in fewer quarters, making marketing and enrollment of new students more challenging.

- FTE is not the only source of revenue. In preparing for the clock to credit conversion, the College expected that, like most other colleges that converted in recent years, Bates’ students would generate about 10% FTE less than they had under the clock hour system. This was mitigated by increases in other fees and charges. Base tuition is fixed by the state, but there is flexibility in the additional fees a college can charge. Bates increased these fees slightly to remain ‘revenue neutral’ through the transition.

- Bates operates under a state FTE allocation. This determines the funding the College receives that is connected to a certain amount of FTE, which is the ‘target’ FTE. If Bates generates additional FTE over our allocation, it does not receive additional funds. This allocation is currently based on a two-year rolling FTE average; to maintain the FTE funding allocation, Bates needs to produce a two year FTE average within +/- 4% of its allocation. This is why the drop in FTE in any given year is significant –FTE generated funding could be reduced if the FTE average cannot be recovered in the subsequent year.

There are several reasons behind the drop in FTE for Bates, not all of which relate to the conversion; these are discussed in more detail in the accompanying Financial Resources Review. However, some student behaviors did affect FTE as a direct outcome of the conversion.
Continuing students

Students that began their programs under the clock hour system, prior to May 2010, continued their programs using a ‘crosswalk’ to identify the courses they need to take to complete their credentials. These students took, on average, around 15 to 16 credits per quarter, which means they generated about 68% of the FTE they did under the clock hour system.

Many of these students found the higher tuition levels of the credit system a difficult transition to make and enrolled in fewer credits to maintain their balance of financial aid. 506 transition students were still enrolled in classes in spring quarter of 2011. Many of these will continue into the 2011-12 year, so this issue persists, but the low credit load of continuing students will be resolved in time as those students complete their programs.

Low course enrollment by new students

When low FTE generation was first identified in the fall quarter of 2010, one factor recognized early on was that many students were not following the delivery plans (the list of courses required each quarter) for their programs. Some students were opting to take fewer than the expected number of classes, and in particular, many were opting out of general education classes in the first few quarters. This included a significant number of students - nearly 50% of new starts in fall quarter that had general education classes in their delivery plan did not enroll in them. New students were taking, on average about 18 to 19 credits where they had been expected to take an average of around 22 to 23 credits.

Curricular revisions

The prior planning for the conversion and the college-wide curricular review went some way to ensuring programs had effective and workable curricula in place. However, as the conversion was underway, nearly every program made at least one adjustment to credit loads, course content, or their overall curriculum. For each adjustment, students needed to be consulted (and in some cases crosswalks revised or designed), the SBCTC informed, and the Department of Education notified in the case of Title IV programs. While in most cases these adjustments were minor and were completed smoothly, there was a continued climate of change, often affecting scheduling of general education classes and room allocations, and testing College communication structures.

Alongside the curricular changes were course and department level policy adaptations for issues including attendance policies, grading policies, and syllabi. There is no doubt that the first year of the conversion was as dynamic and challenging as the preparation year before. Overall, the College administration and faculty have worked collaboratively to streamline changes and ensure that each is effected accurately and in compliance with the relevant regulatory agencies. It is a testament to the resilience and persistence of Bates that it was able to continue to manage the change climate for another full year with a positive and resourceful approach.

Some areas noticed no major challenges. Financial Aid made a very smooth transition, with no major issues, and although there were a few technical issues in registration (caused by the concurrent enrollment of clock hour and credit students in the first quarter and the need to be able to enter administrative data under clock hour alongside credit enrollments), overall enrollment and registration transitioned smoothly.
In 2011-12, Bates will continue to monitor the impact of the conversion, and make changes and take actions where needed to establish stability across the curriculum and improve per-student FTE generation.

The impact of transitioning students, those who started their programs under clock hour and transitioned to credit, and the overall low credit-per-student enrollment typical of this cohort, is becoming a diminishing issue. In summer quarter 2011 there were 361 continuing students enrolled (down from 506 in spring quarter 2011); as these students complete their programs and are replaced by new students, the College expects to see more consistent patterns of enrollment and FTE generation.

In the interim, Bates is preparing a tuition waiver option that will reduce the impact of high credit loads on students, and encourage them to take the full course load required by their programs. The loss of tuition revenue will be balanced by the increased FTE generated by these students taking more credits.

The issue of low credit enrollment by new students was investigated in fall and winter quarters, and it primarily reflected two factors, both relating to the general education credits. First, in some programs more students than expected began their programs with general education credits to transfer and did not need to take them as part of their program at Bates. Second, large numbers of students who should have enrolled in a general education class in their first three quarters were not doing so, deferring these courses until later in their program.

To address these behaviors, the College is reviewing the programs in which students normally transfer in their general education credits and adjusting the course delivery to enable students to take more career training classes in place of the general education classes.

The College implemented, as a pilot in summer quarter 2011, a system of ‘block enrollment’ that will require students to enroll in the full course load of career training classes each quarter. Including general education classes is more complex, but the block registration will identify for students where they need to take a general education class and make it easier to recognize those students who have not enrolled in general education. In addition, student schedules are reviewed on the third day of each quarter (starting with summer 2011) to identify under enrolled students and to ensure that they access a full course load where appropriate.

The College, in accordance with accreditation expectations, is also working on plans to develop the related education components of programs, utilizing both existing general education classes and developing applied options. This is in the very early stages of development, but it may help to facilitate the inclusion of related education components into the block scheduling system.

With regard to continuing curriculum review, the College has implemented a new procedure for proposing, approving, and recording curriculum changes. The intention is to minimize the frequency of changes, within a given program, and to ensure that changes are correctly reported to State and Federal agencies and across relevant sectors of the College. The Clock to Credit Conversion Committee has been disbanded, and the Curriculum Committee is being reinstated for fall 2011. In addition, curriculum development, syllabi, and course and program level administration will be included in in-service days in 2011-2012.
Annex

Assessment Practice

Context

The College underwent a Regular Interim Visit in fall of 2008. At that time, the college had a cross-college assessment process in place, based on the Nichols Model of assessment. Each program and department completed an assessment plan each year, and this process was overseen by a college Assessment Committee. Prior to the visit, the college had already begun to address issues with the existing system, in particular:

- Variable completion rates of plans
- Variable quality of plans
- Perception that the annual cycle restricted any long term or formative assessment
- Little dissemination of good practice identified in assessment plans
- Lack of application of assessment outcomes to strategic planning or overall college improvement

At the time of the visit, College planning had already undergone significant changes. The College had completed extensive work to redefine the College mission and values, and establish a set of shared goals and objectives that underpinned the Strategic Plan. A Strategic Planning Council, comprising representatives from several employee groups and all college campuses, was established, and the Council was working to further refine the Strategic Plan. The College also appointed a Dean of Institutional Research in fall 2007 to work on improving College data collection, analysis, and application. In fall 2008, the College began developing a new assessment planning process, based on a three-year planning cycle and supporting increased emphasis on data and evidence collection. This was scheduled to be implemented with a selection of pilot programs and departments in spring of 2009, but the complete model was not yet available at the time of the 2008 visit.

The recommendation of 2008 recognized the progress the college had made, but noted that there was further work to be done to integrate assessment practice and strategic planning, and to develop the strategic planning process to be more evidence-based and ensure data-driven planning and decision making.

In Fall 2010, as part of a Focused Interim Report and Visit, progress on this recommendation was to be reviewed. Since the Fall 2008 visit, the new process had been further developed, and designed to encourage evidence-based goal setting, formative assessment over a three year period, and develop a clear framework for plan outcomes to be reviewed, good practice shared and synergies developed. After the visit, and notice of the recommendation, the College continued its efforts to improve the assessment planning process and develop a structure whereby the assessment outcomes could inform overall college planning.

In order to facilitate this process, the role of the College assessment committee was changed as well. Previously assessment committee members would ensure the completion of assessment plans and review the submitted plans. Comments would be returned to the programs and departments, and the
process repeated until a plan was accepted. In light of the recommendation, the assessment committee role changed. The committee would still review and evaluate plans, but as plans would get more assistance from the Dean of Institutional Research, it was expected that submitted plans should be of higher quality. This enabled the Assessment Committee role to become more one of analyzing the plans, rather than simply reviewing them. The Committee’s new function would be to review the plans, look for areas of overlap or synergy across programs and departments, assess outcomes, and identify priorities from the outcomes to carry forward to the Strategic Planning Council.

All programs and departments were scheduled to ‘roll into’ the new process over a three year period. This would allow the process to undergo further refinements as it was piloted. Programs and departments were mapped into a schedule to roll into the new system, with approximately one third of programs and departments starting new plans each year. This created a system where not all departments and programs were starting their three year cycle at the same time, enabling the Assessment Committee and the Dean of Institutional Research to give more extensive support to each plan. Once a program or department has started a plan, in years two and three they would submit a summary update of progress and outcomes, before developing a new plan in the fourth year and beginning the cycle again.

Introduction of the new assessment process included training and consultation sessions with faculty and staff. A presentation on the new process was given at the March 2009 in-service training day. This was followed up with information and consultation sessions in April 2009, one held at the College’s Downtown Campus and one held at the South Campus. Both sessions were well attended and comments from faculty and staff were used to further refine the process. In May of 2009, twenty programs and departments were scheduled for a spring 2009 start (so that the first year of their assessment would be 2009/10). Eleven of these met with the Dean of Institutional Research to begin work on plans before the summer quarter began.

In July of 2009, the College Board of Trustees approved a motion that Bates implement a clock hour operation to credit operation conversion in the 2009-2010 academic year. The conversion process constituted a major change and required in intensive effort from faculty and staff. The conversion, successfully implemented at the start of summer quarter 2010, did affect the implementation of the new assessment plan process. First, as the 2009-10 year progressed, demands on staff and faculty to redesign curriculum, establish new systems and policies, and generally reorganize the majority of college functions left almost no resources for other initiatives. Some programs and departments were able to continue with their assessment plans; however, these were mainly in cases where assessment planning was very closely aligned to other activities, such as grant reporting or industry accreditation for specific programs. Of the eleven pilot plans, only the following were able to complete assessment work during the 2009-2010 year:

- Para educator program
- Practical Nursing program
- Tutoring center
- Outreach

Second, for many programs and departments, systems would change so significantly during the conversion that there would be little comparison possible. Programs were moving from a competency-based curriculum, and multiple entry points, to a course-based progressive curriculum, with only one or two entry points in a year. Curriculum design and delivery would be significantly different under the
credit model. Support services too were making major changes. Financial aid allocations would move from clock hour allocations to credit allocations, and the financial aid attendance requirement would be phased out. Scheduling, registration, and advising were undergoing major changes, and student-based policies were being updated. This would result in new policies for academic probation, academic dismissal, and so on, changing the measures that several pilot programs were planning to use in their assessment process. Third, because of the complexities of operating parallel clock hour and credit systems, faculty were encouraged to focus on helping current students complete competencies, either to complete their credential in spring quarter 2010, or to be able to mesh into the new credit curriculum in summer quarter 2010. This left little opportunity for developing and testing new initiatives.

Finally, the demands of the clock to credit conversion, and continued budget uncertainty for the 2009-10 and 2010-11 years, impacted the College Strategic Planning Process. The College Strategic Planning Process was (until 2010-11), based on a rolling five year plan. In other words, the college developed a new five year strategic plan each spring, for Board of Trustee ratification in June each year. The Strategic Planning Council, in winter quarter 2009, decided to continue with the existing 2009-14 plan into the 2010-11 year to enable the Council to focus its attention on the conversion and on budget matters. In addition, the College’s accrediting body, the NWCCU, was developing significantly revised Accreditation Standards, and the Council’s ambition was that upcoming plans should be closely aligned to the new Accreditation Standards. Delaying the 2010 plan until these were finalized, and the college had the resources to develop a new Strategic Plan model, was agreed. The Board of Trustees approved this decision in their May meeting.

Progress since last report

The Strategic Planning Council is scheduled to develop a new strategic plan in 2010/11, which is the 2011-14 plan and which is closely aligned to the new accreditation standards. In addition, the Board of Trustees approved a change from a rolling five year plan to a three-year plan, to allow greater responsiveness to economic, institutional, and budget changes. In January 2010, it was decided by College administration that completing assessment plans during the conversion year would be ineffective, and that it would place additional strain on staff and faculty who were already stretched to complete the conversion on time. Thus, in spring 2010 the current pilot programs and departments were advised that the assessment process was ‘on hold’ and that they would revisit their plans for a 2010-11 start. Programs that had external industry accreditation responsibilities, or were required to monitor progress for other funding sources, did continue their assessments through the 2009-2010 year.

The postponement of the new assessment planning process delayed outcomes and actions prior to the fall 2010 visit. However, over spring quarter 2009 and summer quarter 2010, the input from faculty and staff received in the 2009-10 year was utilized to further refine the process.

Consequently, the programs completing assessment plans in 2010-11 are no longer considered ‘pilots’ and the process is officially underway. In spring 2009, sixteen programs and eight departments began year one planning for the 2010-11 year (in addition to the programs and departments previously mentioned that were able to continue existing work). However, in spring 2009-10 and summer 2010-11 quarters, the College addressed significant budget reductions from the State, and four programs were closed. Other changes affected programs and departments as well; one Instructional Dean returned to an interim faculty position for the 2010-2011 year, and his programs were allocated (temporarily) to other Instructional Deans. Other faculty and staff changes took place over the summer quarter, and
after the resignation of the Vice President for General Services, some college departments were reallocated to other vice presidents.

Over spring and summer quarters 2010, the plan for rolling in programs and departments was adjusted to account for these changes, but as of Fall 2011 all programs and departments are scheduled to be fully integrated into the Assessment planning process by the end of the 2012-13 year, and some programs and departments will begin their second iteration of the cycle in that year.

Over the summer quarters the Dean of Institutional Research collects background data as requested by the Year One planning programs and departments. For most of the Year One plans, the first year will be used to collect data, set baselines, and identify the specific issues and challenges they want to address. For some areas, particularly programs, identifying these issues and challenges proved difficult until they had been able to collect data under the credit system for a few quarters. Many did identify the general nature of their concerns or areas they feel they could improve, but were unsure as to where the exact challenges lie until the credit curriculum and new student support structures were operational for one full year.

For these plans, the programs concerned worked with the Dean for Institutional Research during fall, winter 2010-11 quarters to collect and evaluate data and refine their area of focus, and are currently developing action plans. Other programs and departments, including those that were able to complete Year One plans in 2009-10, or those that do not require credit system data to develop their plans, have identified specific issue they will investigate, and have begun testing actions and interventions in 2010-11. In fall quarter 2011-2012, the Dean of Institutional Research will meet with each of the 2010-11 Year One and Year Two plans. These meetings will define the actions to be taken in the 2011-12 year for each plan.

The delays to the start of the assessment planning cycle caused by the clock to credit conversion have had some benefits and some disadvantages. The benefit – apart from freeing up necessary resources for the conversion – has been to allow more time to refine the process, and to be able to increase the number of plans able to start without the need for a pilot year. The disadvantage has been that outcomes were not available on a wide scale to inform the development of a 2010-13 Strategic Plan, although there are sufficient outcomes from the 2010-11 Year One and Year Two plans to inform and guide the 2011-14 plan.

Work has been done specifically on the framework by which assessment plan outcomes can inform cross-College planning. The role of the Assessment Committee has been changed. The Committee still meets monthly, but they no longer review plans for quality, since they have been developed and maintained by the Dean for Institutional Research in conjunction with the program or department. Instead, the Committee’s role is now to consider the experiences of the programs or departments, and to analyze the outcomes. The Committee specifically:

- Identifies areas of overlap, similarity, or potential synergy and makes recommendations on joint plans or sharing of data.
- Assesses planned actions and outcomes and identify priorities for the College, and communicate these recommendations to the Strategic Planning Council (2 members of the Assessment Committee are also members of the Strategic Planning Council).
- Identifies specific areas of good practice, and develops ways to share these outcomes with other areas of the College.
The Assessment Planning process is designed to align with and incorporate evaluation and self-assessment actions required by individual programs as part of industry certifications and accreditations. In previous assessment models, these outcomes had not been captured and were not applied to program, department or college level planning. Under the new system, these industry accreditations have been meshed with the assessment plans to maximize the available outcomes and consolidate data collection more efficiently. This affects 21 College programs, so it represents a significant source of additional self-evaluation data, and an important opportunity to ensure efficient and correlated assessment activities.

Outcomes from 2010/11 Assessments

Although most Programs and Departments participating in the Assessment Plan process in 2010-11 were in their first year, focusing on data collection, several outcomes have been identified and applied to wider college priorities. For example:

- A ‘Transition Task Group’ was developed in response to the identification of weaknesses in the transition of ABE and ESL students through the Basic and Developmental skills levels, loss of students within the testing process, and low numbers of students making the transition from Adult Basic Education to Developmental Education and from Developmental Education on to College programs. Changes to initial assessment and testing procedures are being implemented to streamline the initial testing requirements for students, and a new tracking system is being implemented to better monitor student persistence and progression.

- A ‘Non-traditional Student Task Group’ has been established in response to low participation and attainment of non-traditional students in some programs. These programs are working through the task group to access additional support from College Outreach and Marketing services. A ‘non-traditional’ student group is being developed for students in non-traditional programs at one campus to find peer support.

- In routine analysis of base data for programs, it was noted that several programs were scoring low on one aspect of student feedback; “I was kept informed of my progress”. In response to this, Programs in the assessment cycle were identified that had scored highly in this questions, and an investigation was conducted into innovations or instructional practices that were having a positive impact on students’ perceptions. As a result, one key component was identified; the use of on-line student progress reporting (e.g. Blackboard). The programs that had applied these technologies successfully are preparing training for colleagues’ in-service days on the successful application of Blackboard and other tools, particular in the context of supporting student success.

- In the assessment research of the Auto Mechanics programs, a specific curricular approach was reported by recent graduates of the program as being particularly helpful and effective. This approach involves a first year of general exposure to each of the components of auto mechanics, and an opportunity in the second year to investigate each component in more detail. Students found that this reinforced their prior learning, and enabled them to better understand
how the components of engines interacted. This is being expanded for dissemination to other programs where this approach could have comparable relevance and success.

2011-2012 plans

As mentioned above, by the end of 2012-13 all programs and departments will have moved into the new Assessment process. In 2011-12 19 programs will be in the second or third year of the process. The College will continue to work with all programs and departments to maintain the accreditation cycle. The College Assessment Committee will expand its function as a forum to evaluate outcomes, and as more programs and departments progress through the cycle, outcomes from assessment plans will continue to be integrated into College-wide interventions, focused training and dissemination of effective administrative or pedagogical practices, and to inform the College’s Core Themes as the College moves through the accreditation cycle. These outcomes will be included in the Year Three, Year Five, and Year Seven Reports.

Exhibits

Principles of the Assessment Planning Process
Assessment Plan Guidelines
Assessment Plan Schedule
New Assessment Plan

PROGRAMS

Objectives of the process

Assessment planning for programs moves from an annual snapshot, to a three year rolling process, with a comprehensive evaluation in the first year, and updates in subsequent years. The new process allows programs to assess their performance on a variety of levels, focus on combinations of factors that affect performance, and allows more time to implement and evaluates interventions and improvements. Overall, assessment plans will include regular evaluation for:

- quality and effectiveness of teaching and learning,
- industry relevance and impact,
- and procedural compliance.

Most programs already collect data and complete evaluations against each of these three criteria as part of external accreditation, Bates policies and procedures, and the instructors’ own procedures. The intention of the new plan is to support programs to capture existing data and evaluation information, to devise efficient means to capture additional relevant data and information, and to integrate these findings into continuous improvement processes.

What are programs evaluated for?

Program evaluation outcomes are based on a combination of elements. These include student recruitment and achievement, community and industry impact, and contribution to Bates operational objectives. Most importantly, programs are evaluated on their contribution to the Bates overall mission.

Aspects of the program assessment include:

- Content is appropriate for industry requirements, and will adequately prepare students for a career at an appropriate industry level
- Students are learning effectively, and achieving the learning outcomes set for them within an appropriate time
- Teaching methods and pedagogies are appropriate to the typical student cohort and the material
- Students of diversity, with disability, or facing personal hardship are appropriately supported
- Programs are viable and enrolment is stable or growing
- Programs have the necessary equipment and facilities for students to learn effectively and progress to the workforce/further education
- Instructors have the necessary skills, knowledge, and resources for students to learn effectively and progress to the workforce
- Students are meeting all curricular requirements, including related education and college readiness courses
Students are being appropriately advised and correctly placed onto the program, and have met prerequisites.

Students are supported and encouraged to develop the soft skills and career planning they need to succeed in the workplace.

General structure

Each program will conduct a full self-assessment every three years between April and June, supported by a member of the assessment committee. The self assessment will evaluate performance of the program against the bullets listed above. The full self assessment will also include development of a program improvement plan, where specific areas of weakness, or where other issues or potential for improvement have been identified. The program improvement plan will be led by the Instructor, but may include several elements, such as:

- External research or environmental scans, industry surveys, etc
- Internal research with students or alumni
- Resource development plans
- Piloting of new materials, instructional methods, or teaching technologies
- Required developments for industry certification

Each program will complete a brief update on progress at the end of each of the next two years, in June.

Program selection

Programs selected for the first year of self assessment (2008/09) were based on a combination of factors, including:

- Programs with an instructor in the tenure process
- Programs preparing for industry certification in 0809 or 0910
- Programs with below 70% enrollment for Spring 0708, Summer 0809, and Fall 0809 quarters
- New programs
- Volunteers

Assessment Process, First Year

In the first year, for the comprehensive assessment, Programs will have the support of an assessment committee member.

Again, it is up to the Committee Liaison and the Instructor to devise the details of each plan, but in general, the following steps are suggested.

1. Collection of core performance data

   Programs should collect the evaluative data they have for the previous two to three years. Much may already be available. This data may be quantitative and qualitative, and includes:
• Advisory committee minutes
• Area validations and industry scans, employer surveys
• Student surveys (routine and commissioned) or focus groups/interviews
• Alumni surveys, and ROI evaluations
• Curriculum materials
• Recruitment, enrolment, retention, achievement, and progression data
• Evaluations for industry certification
• Evaluations for grant funded initiatives (e.g. UDL or STEM)
• Any other information and data relevant to identified issues

The outcome from this step is an overall program evaluation, from which specific issues or areas for improvement can be identified.

2. Issues evaluation

The next step is to review the data to identify problems, issues, and challenges faced by an individual program, as well as areas of expertise or success. As part of this step, the instructors’ perception is valid, and there may be areas of concern that an instructor witnesses or perceives, but which isn’t supported by available data. These too should be recorded, and if additional data collection is required, a note made at this stage.

3. Improvement initiatives

Once data collection and analysis has been completed, and issues/challenges have been identified, the assessment should develop improvement plans. There is no requirement for a program to develop any plans, if there are no issues to address (although this is not expected), nor is there a limit to the number of plans (although plans should be prioritized). There is no requirement on programs to develop plans for every issue they identified in the previous step; two to five are plenty, and there is no requirement for these to remain fixed throughout the three year period.

Improvement plans may include, for example:

• Specific research with the IR office to investigate a particular issue
• Changes to marketing strategies and materials
• Implementation of alternative teaching methods
• Opportunities for instructors to refresh skills and knowledge
• Mentoring arrangements with other staff to address particular challenges
• Reviews of curriculum

Plans should align to existing program assessments as far as possible, such as external accreditation activities and routine reporting complementing data collection for the assessment
process. At this stage, programs should work with their assessment committee liaison and their deans to identify the resources they need and which are available to them to complete their plans. There may be potential for programs with comparable issues to combine activities to maximize resources, or to build on findings from programs further along in the process.

4. Annual reviews

The annual review process for years two and three will include brief updates on each initiative, including:

- Activities undertaken and changes made (what you did)
- Data collected and measured impact (did it work)
- Changes to plans and/or focus (are you trying something else)
- Dissemination and recording (how you are sharing your findings and successes)

**Resources for improvements**

In the current financial climate of the College, there are limited resources available to assist with program improvements; yet high quality teaching and learning are integral to the college mission. The assessment committee will endeavor to facilitate innovative approaches for support wherever possible. These may include, for example:

- A mentoring ‘bank’ of identified skills, knowledge, experience, and good practice available within the college employee base
- A program with the IT department to maximize portability and sharing of equipment for UDL, such as white boards
- An intranet-based system to report on outcomes from assessment planning activities to share good practice
- Implementation of targeted training such as disability awareness, global citizenship, etc

**Principles of the process**

It is not the intention of the assessment planning process to create an additional paper burden on Faculty. Rather, the process should build on existing and available data, and improvement actions should reflect issues identified by Faculty and important to them. Other evaluation processes, such as industry certification, should take the place of self-assessment as far as possible.

Outcomes from assessment plans should be shared widely across the college, to enable research, pilot activities, and innovative practices to be disseminated across programs. It is important that outcomes are shared to maximize the potential impact on other programs and reduce duplication of efforts.
The IR office and the assessment committee will be responsible for:

- Supporting Programs through each year step of the process
- Monitoring and managing the Assessment calendar
- Reviewing plans collectively, and communicating trends, issues, and successes to other groups (including Councils) as appropriate to influence cross-college planning and maximize improvement resources
- Updating and improving the Assessment Planning Process in response to feedback from faculty.
New Assessment Plan

DEPARTMENTS

Objectives of the process

Assessment planning for departments moves from an annual snapshot, to a three year rolling process, with a comprehensive evaluation in the first year, and updates in subsequent years. The new process allows departments to assess their performance on a variety of levels, focus on combinations of factors that affect performance, and allows more time to implement and evaluates interventions and improvements. Overall, assessment plans will include regular evaluation for:

- support of teaching and learning,
- impact on college operations,
- and procedural compliance.

Most departments already collect data and complete evaluations against each of these three criteria as part of Bates policies and procedures, and the instructors’ own procedures. The intention of the new plan is to support departments to capture existing data and evaluation information, to devise efficient means to capture additional relevant data and information, and to integrate these findings into continuous improvement processes.

What are departments evaluated for?

Department evaluation outcomes are based on a combination of elements. These include support for students and teaching, efficiency and responsiveness, and contribution to Bates operational objectives. Most importantly, departments are evaluated on their contribution to the Bates overall mission.

Aspects of the program assessment include:

- They are supporting teaching and learning effectively
- They are achieving the outcomes set for them by their operational requirements and the college strategic plan
- Operational practice and resources are appropriate to the needs of the Department, the College and its students
- Students and/or employees of diversity, with disability, or facing personal hardship are appropriately supported
- Departments are viable and efficient and making a valid contribution to the College
- Employees have the necessary skills, knowledge, and resources to function efficiently and effectively
- They are meeting all State, Regional and Federal requirements

General structure
Each department will conduct a full self-assessment every three years between March and May, supported by a member of the assessment committee. The self assessment will evaluate performance of the department against the bullets listed above. The full self assessment will also include development of a department improvement plan, where specific areas of weakness, or where other issues or potential for improvement have been identified. The improvement plan will be led by the employees of the department, but may include several elements, such as:

- External research or environmental scans, industry surveys, etc
- Internal research with students, employees or alumni (or others)
- Resource development plans
- Piloting of new materials, methods, or technologies
- Required developments for State, Regional, or Federal certification/accreditation

Each department will complete a brief update on progress at the end of each of the next two years, in June.

**Department selection**

Programs selected for the first year of self assessment (2008/09) were based on a combination of factors, including:

- Departments already undergoing self-directed evaluations
- Volunteers

**Assessment Process, First Year**

In the first year, for the comprehensive assessment, Departments will have the support of an assessment committee member.

Again, it is up to the Committee Liaison and the Department liaison to devise the details of each plan, but in general, the following steps are suggested.

1. **Collection of core performance data**

   Departments should collect the evaluative data they have for the previous two to three years. Much may already be available. This data may be quantitative and qualitative, and includes:

   - Council and committee minutes
   - industry scans, employer surveys
   - Student surveys (routine and commissioned) or focus groups/interviews
   - Alumni surveys, and ROI evaluations
   - Employee surveys
   - Recruitment, enrolment, retention, achievement, and progression data
   - External evaluations and audits
   - Existing performance data
- Data relating to relevant strategic plan objectives
- All self assessments should include a structured discussion with the contact(s) to identify ‘hidden’ issues
- Any other information and data relevant to identified issues

The outcome from this step is an overall department evaluation, from which specific issues or areas for improvement can be identified.

2. Issues evaluation

The next step is to review the data to identify problems, issues, and challenges faced by an individual department, as well as areas of expertise or success. As part of this step, the employees’ perceptions are valid, and there may be areas of concern that an employee witnesses or perceives, but which isn’t supported by available data. These too should be recorded, and if additional data collection is required, a note made at this stage.

3. Improvement initiatives

Once data collection and analysis has been completed, and issues/challenges have been identified, the assessment should develop improvement plans. There is no requirement for a department to develop any plans, if there are no issues to address (although this is not expected), nor is there a limit to the number of plans (although plans should be prioritized). There is no requirement on departments to develop plans for every issue they identified in the previous step; two to five are plenty, and there is no requirement for these to remain fixed throughout the three year period.

Improvement plans may include, for example:

- Specific research with the IR office to investigate a particular issue
- Changes to marketing strategies and materials
- Implementation of alternative or innovative methods (e.g. technology)
- Mentoring arrangements with other staff to address particular challenges

Plans should align to existing departments assessments as far as possible, such as external activities and routine reporting complementing data collection for the assessment process. At this stage, departments should work with their assessment committee liaison to identify the resources they need and which are available to them to complete their plans. There may be potential for departments with comparable issues to combine activities to maximize resources, or to build on findings from departments further along in the process.

4. Annual reviews
The annual review process for years two and three will include brief updates on each initiative, including:

- Activities undertaken and changes made (what you did)
- Data collected and measured impact (did it work)
- Changes to plans and/or focus (are you trying something else)
- Dissemination and recording (how you are sharing your findings and successes)

**Resources for improvements**

In the current financial climate of the College, there are limited resources available to assist with departmental improvements; yet efficient and effective support from Departments is integral to the college mission. The assessment committee will endeavor to facilitate innovative approaches for support wherever possible. These may include, for example:

- A mentoring ‘bank’ of identified skills, knowledge, experience, and good practice available within the college employee base
- A program with the IT department to maximize portability and sharing of equipment
- An intranet-based system to report on outcomes from assessment planning activities to share good practice
- Implementation of targeted training such as disability awareness, global citizenship, etc

**Principles of the process**

It is not the intention of the assessment planning process to create an additional paper burden on Faculty. Rather, the process should build on existing and available data, and improvement actions should reflect issues identified by Staff and important to them. Other evaluation processes, such as audits, should take the place of self-assessment as far as possible.

Outcomes from assessment plans should be shared widely across the college, to enable research, pilot activities, and innovative practices to be disseminated across Departments. It is important that outcomes are shared to maximize the potential impact on other Departments and reduce duplication of efforts.

The IR office and the assessment committee will be responsible for:

- Supporting Programs through each year step of the process
- Monitoring and managing the Assessment calendar
- Reviewing plans collectively, and communicating trends, issues, and successes to other groups (including Councils) as appropriate to influence cross-college planning and maximize improvement resources
- Updating and improving the Assessment Planning Process in response to feedback from Departments.
Guidelines for preparing three-year assessment reports

Programs

The sections below describe what you need to include to complete each question. The questions create a progressive review of the program, enable a clarification and prioritization of the key issues, and help you to begin to develop a plan for improvements and developments. At the end of the form, you should have a comprehensive review of your program, a clear statement of the issues you plan to address, and have defined the initial steps you plan to take to address those issues. You do not need to complete the plan all at once; you may want to obtain additional data to identify issues, and this can be included in your plan.

Part One: Existing data available

List below available data for program evaluation and assessment, and where the data is held or can be found. Data may be quantitative (such as enrollment numbers) or qualitative (such as external accreditation reports).

Some likely data sources include:

- Advisory committee minutes
- Employer surveys
- Area validations
- Student or alumni surveys
- Curriculum materials
- Enrolment, retention, and achievement data
- Outcomes assessment (employment of recent graduates)
- Industry data, such as new technology, employment predictions etc.
- Evaluations for external accreditation, grants, etc.

In this section you will collect data and information about the program overall. This data will help to justify and inform the actions you describe later in the plan. It should be possible for someone unfamiliar with the program to formulate a picture of how effective the program is, and where some issues might arise.

As a minimum, you should include recent enrollment patterns (numbers and the ‘mix’, or relevant gender/ethnic/age/etc ratios), observations on retention and achievement of students, and employment patterns of graduates. Many instructors will have this data, if not, much of it can be obtained from IR. Other data may be available from recent industry accreditation visits, routine investigations by the instructor, or investigations requested by advisory committees. Instructors may also include outcomes form the Student Input Forms if they wish, but this is not required. Curricular documents, industry or area reviews, external accreditation reports or expected industry changes may also be cited.

You should also include here any anecdotal evidence available that can be provided, such as student comments, individual cases of student behavior or achievement, etc.
Part Two: Data required

Taking into account the data available listed above, is there data or information that you do not have but which you feel would significantly help you in assessing the effectiveness of your program?

*In this section, identify any missing data that might be helpful in formulating an opinion of the issues and challenges within the program. Some data may be necessary before you can identify the issues that you want to address – if this is the case, you can build this initial research into your plan, and return at a later date to complete any questions you could not answer without that data and information.*

Who holds this data or how will you obtain it?

*Contact IR to see if any of this data is available or can be obtained. Many instructors will be aware of other data sources specific to their industry; this may need to be updated or accessed.*
Part Three: Review of data and information

Working with your committee support, consider the data available, and answer the following questions. For each question, identify the data source you are using as evidence.

Complete the questions as far as they are relevant to the particular program. Data sources may include industry accreditation reports or data collected for them, quantitative data such as enrollment figures, or qualitative data such as student comments.

Is the content in your curriculum appropriate for industry requirements, and does it adequately prepare students for a career at an appropriate industry level?

Review the current curriculum; and compare to advisory committee observations, employment outcomes of students, and employer surveys if available to assess whether the current curriculum is appropriate and updated to prepare students for the workplace. Valid curriculum should show a pattern of researching and responding to industry developments. Students should show a good history of finding employment in their field. Curriculum should meet the requirements for industry certification, if necessary.

Are your students learning effectively, and achieving the learning outcomes set for them within an appropriate time?

Examine here the pattern of student achievement. Are students completing the program within the expected time (as advertised in the catalog)? Are they progressing through CASRs at an expected pace? Are they completing – and achieving - general and related education requirements in a timely fashion? If the program has a transfer or articulation option, are students progressing on to the relevant transfer option? Is the balance of students in different stages of the program reasonable – for example, does the program show students taking too long to progress from first to second year, creating backlogs?

Are teaching methods appropriate to the students and the material?

Do students have a clear and up to date handbook, with a syllabus included? Are learning outcomes (the rubric) clearly stated so that students know what they have to achieve and by when? Is the equipment available up to date, comparable to that used in the industry, and available in sufficient quantities for all students to progress at the expected rate? Is the balance of lecture and lab appropriate to the material? How much are new technologies (e.g. UDL, blackboard, etc) applied to the instruction, and does this seem appropriate? Are students regularly informed of their progress, and EPs reviewed with students?
Are students of diversity, with disability, or facing personal hardship appropriately supported and achieving outcomes at a rate equal to or greater than other students?

*Instructors may collect and review this information, but data is available from IR. If any group of students is not achieving at a rate equal to or greater than other students, define any observations you have as to why that might be.*

Is the climate in the instruction areas positive and supportive? Do students feel safe, encouraged, and motivated to learn?

*Describe your impressions of student motivation. Are there factors you can identify that positively or negatively affect your students’ motivation to learn? Do you feel your students are able to take full advantage of relevant support services (e.g. tutoring, diversity center, advising, etc.)?*

*Do you have any concerns about student safety, either inside or outside the instructional areas? Have students spoken to you about concerns?*

*Are there action you or others could take to improve your students’ motivation and capacity to learn?*

Is the program viable and enrolment is stable or growing?

*Using enrollment figures for the previous two to three years, does enrolment show a stable pattern of increase? If enrolment has been below 70% at any point what explanation do you have, and what actions were taken? Do you expect significant industry or other economic developments to affect enrolment in the upcoming years?*

Does your program have the necessary equipment and facilities for students to learn effectively and progress to the workforce/further education?

*Is the equipment available up to date, comparable to that used in the industry, and available in sufficient quantities for all students to progress at the expected rate? Has there been sufficient investment in the program over recent years? Are there any essential items missing that are limiting students’ ability to achieve, and if so, what is being done about that?*

Do the instructors have the necessary skills, knowledge, and resources for students to learn effectively and progress to the workforce?

*Do you feel that you continue to have the skills you need to teach your students effectively? Are there areas where you would like to improve your skills and/or knowledge (e.g. industry involvement,*
professional practice, use of IT for teaching, awareness of administrative responsibilities, etc.)? Has your confidence in your level of knowledge and skills for teaching increased or decreased in recent years?

Are students meeting all curricular requirements, including related education and college readiness courses?

Does student achievement data indicate that students have the necessary skills, prerequisites, or COMPASS scores to begin the course at enrolment? Are students completing all related and general education requirements in a timely fashion, and are these requirements appropriate for the program? Are students who need remedial academic courses completing these courses and progressing to college readiness, and ultimately completing their program on time? Are established prerequisites appropriate, or do they need to be reviewed, updated, or expanded? Are students progressing through courses and completing their programs within the expected (and advertised range)?

Does your program result in students actively employed in the industry, and earning a wage appropriate to their industry? Or are students progressing on to further education?

Do program graduates go on to employment at a medium or high wage in the program area? Do students on programs with transfer options taking up this option and completing their degrees successfully?

Are there any other specific questions or issues you would like to investigate or address? How have you identified these issues?

Use this space to identify any issues you feel are relevant to your program that have not been covered above. Include any data or information you have to support your suggestions, whether quantitative, qualitative, or intuitive.
Part Four: Three year priorities

Reviewing the answers in part three, work with your assessment committee advisor to identify those issues which you would particularly like to address in the three year assessment period. Many issues may overlap. Be sure that you can reasonably investigate and address the issues you choose, as you will need to identify the resources you need in the upcoming steps. There is no limit to, or requirement for, how many issues you choose to review. You may also identify some issues to address now, and put others ‘on hold’ for a subsequent year.

Briefly describe the issues your assessment plan will evaluate over the upcoming three years.

Look back over the information you provided in Part Three. On the basis of your answers identify the issues you feel your program is facing and which you would like to address at some point. You need not include all of these issues in any actions of plans, and can use this space to record issues that you don’t feel you have the resources to address now, but want to keep ‘on hold’. Identify the issues you do want to address and take action on. Try to identify only those issues that you can reasonably address over the next three years, and which you feel are most significant in their impact on student learning. Up to three issues is normally recommended, although as these are completed you may want to return to others that had been ‘on hold’. If you choose a very complex issues, or one requiring substantial research, you may opt to focus on only that issue, at least for the first year.

It is important to list all of the issues however – even those you won’t deal with now. The Assessment Committee may be able to identify some similarities or overlaps across issues identified by other programs, and it may be possible to provide you with information or support from the outcomes from other programs’ assessment plans if we are aware of your ‘on hold’ issues.
**Part Five: Program development plans**

Feel free to copy these pages for each plan you wish to develop.

*For each issue you plan to address copy this and the following pages and complete a plan for each one.*

5.A Define the issue. What is the problem? Why is it important? How will fixing it improve the effectiveness of your program, and inspire, challenge and educate your students?

*Summarize the information in Part Three to give a brief explanation of the issue. Explain why you chose this issue, and describe how improvements will support the college mission.*

5.B If you improve your program in relation to the issue you’ve identified, what would the outcome look like? For example, do you want to see more students in employment after graduating from your program? Or do you want to offer instruction in new, updated industry technologies? Do you have issues with classroom management or behavior? Describe what ‘success’ would look like.

*If you successfully address the issue, what will the outcome look like? You can place targets here if you like, although they are not required. The challenge is to be sure to identify the ultimate outcome you are aiming for. For example, you may set out to ‘engage a new industry partner in my program’, but the real outcome might be something like ‘students have the opportunity to experience real-life work scenarios to be better prepared for the workplace’.*

5.C What is your starting point or baseline? What data have you used or will you collect?

*Describe here the current conditions affecting your baseline. This may be data, such as enrolment figures, student assessment outcomes, or responses from student input forms, or information such as your observations, impressions, or comments from students.*

5.D Are you setting specific targets or improvement indices (e.g. a percentage improvement in something)? If so, what are they?

*It is not required to set specific targets, and any targets set are not mandatory to achieve. However, targets do give an idea as to what level of success you feel is reasonable to attain, although there may be factors outside of your control that inflate or restrict success. If you choose to set targets to help you measure your performance, describe them here, and identify and external factors you may know of now that could affect success.*
5. E Use and expand the table below to show how you intend to develop your program. Include the resources you require (including materials, training, support from others).

*Use the table below to describe the first steps you want to take to deliver your plan. You do not need to complete the table through to the final completion of your plan. It is sufficient to describe initial steps, especially if those include further research that may affect how you proceed. You will be able to go back to the table and add steps later, so that you can use outcomes and experience to allow you plan to develop. Generally, it is advisable to describe 6-12 months’ worth of actions at this stage.*

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5.F How might the improvements you make and the success you have benefit other parts of the College? How would you envisage sharing and disseminating your outcomes? List here departments or Councils that you think would benefit from hearing about your Assessment Plan outcomes.

The Assessment Committee will review all plans initially and at regular intervals. They will look for areas of overlap across the issues identified by Programs (and Departments) to identify potential for sharing of outcomes and information, or where interventions may be combined. If you are aware of other areas that may have similar issues to those you’ve identified, please include them here. Also, identify any committees, councils, or other groups that may be interested in your plan and its outcomes. Finally, do you expect that the actions you take may result in benefits of other areas, either programs or departments (for example, if you are conducting work focused on high school students, would you be willing to share your outcomes with other programs or the high school administrators)?
Guidelines for preparing three-year assessment reports

Departments

The sections below describe what you need to include to complete each question. The questions create a progressive review of the department, enable a clarification and prioritization of the key issues, and help you to begin to develop a plan for improvements and developments. At the end of the form, you should have a comprehensive review of your department, a clear statement of the issues you plan to address, and have defined the initial steps you plan to take to address those issues. You do not need to complete the plan all at once; you may want to obtain additional data to identify issues, and this can be included in your plan.

Part One: Existing data available

List below available data for department evaluation and assessment, and where the data is held or can be found. Data may be quantitative (such as enrollment numbers) or qualitative (such as external accreditation reports).

Some likely data sources include:

- Council and committee minutes
- Employer surveys or industry scans
- Employee surveys
- Student or alumni surveys
- Enrolment, retention, and achievement data
- Data for strategic planning
- Evaluations for external accreditation, grants, etc.

In this section you will collect data and information about the department overall. This data will help to justify and inform the actions you describe later in the plan. It should be possible for someone unfamiliar with the department to formulate a picture of how effective the department is, and where some issues might arise.

The data you choose to use will depend on your department. For some it will include enrolment information, student or employee surveys, and for others it may include internal performance data such as audit reports, or budget management information. You can work with your assessment committee advisor or IR to determine the data sources you should use.

You should also include here any anecdotal evidence available that can be provided, such as student or staff comments, individual descriptions of events or actions, etc.
Part Two: Data required

Taking into account the data available listed above, is there data or information that you do not have but which you feel would significantly help you in assessing the effectiveness of your department?

In this section, identify any missing data that might be helpful in formulating an opinion of the issues and challenges within the department. Some data may be necessary before you can identify the issues that you want to address – if this is the case, you can build this initial research into your plan, and return at a later date to complete any questions you could not answer without that data and information.

Who holds this data or how will you obtain it?

Contact IR to see if any of this data is available or can be obtained. Many departments will be aware of other data sources specific to their area; this may need to be updated or accessed.
Part Three: Review of data and information

Working with your committee support, consider the data available, and answer the following questions. For each question, identify the data source you are using as evidence.

Complete the questions as far as they are relevant to the particular department. Data sources may include audit or accreditation reports or data collected for them, quantitative data such as enrollment figures, or qualitative data such as customer comments.

Is your department supporting teaching and learning effectively?

How does your department, directly or indirectly, affect student learning? Do you feel your department is operating effectively toward this contribution to student learning? Are there ways in which your department could improve its impact on student learning and achievement?

Is your department achieving the outcomes set by its operational requirements and the college strategic plan?

How has your department performed in terms of meeting department and institutional expectations? Refer to your own plans and the college strategic plan, as well as your regular operational requirements (such as audits and reports).

Are operational practice and resources are appropriate to the needs of the Department, the College and its students?

Do you have the resources you need to deliver your department’s responsibilities and functions? Are resources a significant factor in your impact on students? Are your own internal operating procedures effective and efficient?

Are students and/or employees of diversity, with disability, or facing personal hardship are appropriately supported?

Can you provide evidence that recruitment to your department is ethical and equitable? Are all employees treated fairly, and with respect and dignity? Has additional support, where requested, been made available?

Is your department viable and efficient and making a valid contribution to the College?

Is your department operating effectively and within budget? Is your impact on students and your contribution to the college mission visible, whether direct or indirect?
Do employees have the necessary skills, knowledge, and resources to function efficiently and effectively?

Are your employees appropriately skilled and/or trained to do their jobs effectively? Are there areas of training or development that you think are important and needed? Do your staff actively seek out training opportunities where relevant, affordable, and available? Have you considered alternative and innovative professional development (such as mentoring)?

Does your department provide employees with safe, comfortable, and sufficient resources to deliver their responsibilities?

Is your department meeting all State, Regional and Federal requirements?

Do you have evidence that your department meets all of the requirements and expectations of any external agencies, and if not what steps are being taken to meet those requirements and expectations?

Are there any other specific questions or issues you would like to investigate or address? How have you identified these issues?

Use this space to identify any issues you feel are relevant to your department that have not been covered above. Include any data or information you have to support your suggestions, whether quantitative, qualitative, or intuitive.
Part Four: Three year priorities

Reviewing the answers in part three, work with your assessment committee advisor to identify those issues which you would particularly like to address in the three year assessment period. Many issues may overlap. Be sure that you can reasonably investigate and address the issues you choose, as you will need to identify the resources you need in the upcoming steps. There is no limit to, or requirement for, how many issues you choose to review. You may also identify some issues to address now, and put others ‘on hold’ for a subsequent year.

Briefly describe the issues your assessment plan will evaluate over the upcoming three years.

Look back over the information you provided in Part Three. On the basis of your answers identify the issues you feel your department is facing and which you would like to address at some point. You need not include all of these issues in any actions of plans, and can you this space to record issues that you don’t feel you have the resources to address now, but want to keep ‘on hold’. Identify the issues you do want to address and take action on. Try to identify only those issues that you can reasonably address over the next three years, and which you feel are most significant in their impact on student success. Up to three issues is normally recommended, although as these are completed you may want to return to others that had been ‘on hold’. If you choose a very complex issues, or one requiring substantial research, you may opt to focus on only that issue, at least for the first year.

It is important to list all of the issues however – even those you won’t deal with now. The Assessment Committee may be able to identify some similarities or overlaps across issues identified by other departments, and it may be possible to provide you with information or support from the outcomes from other departments’ assessment plans if we are aware of your ‘on hold’ issues.
Part Five: Department development plans

Feel free to copy these pages for each plan you wish to develop.

For each issue you plan to address copy this and the following pages and complete a plan for each one.

5.A Define the issue. What is the problem? Why is it important? How will fixing it improve the effectiveness of your department, and inspire, challenge and educate employees and/or students?

Summarize the information in Part Three to give a brief explanation of the issue. Explain why you chose this issue, and describe how improvements will support the college mission.

5.B If you improve your department in relation to the issue you’ve identified, what would the outcome look like? For example, do you want to see more students in employment after graduating from your program? Or do you want to offer increased staff development opportunities? Do you have issues within management procedures or department requirements that affect efficiency or effectiveness? Describe what ‘success’ would look like.

If you successfully address the issue, what will the outcome look like? You can place targets here if you like, although they are not required. The challenge is to be sure to identify the ultimate outcome you are aiming for. For example, you may set out to ‘provide more training opportunities for employees in my department’, but the real outcome might be something like ‘students receive correct information and accurate referrals at the first point of contact’.

5.C What is your starting point or baseline? What data have you used or will you collect?

Describe here the current conditions affecting your baseline. This may be data, such as enrolment figures, audit reports, or responses from input forms, or information such as your observations, impressions, or comments from others.

5.D Are you setting specific targets or improvement indices (e.g. a percentage improvement in something)? If so, what are they?

It is not required to set specific targets, and any targets set are not mandatory to achieve. However, targets do give an idea as to what level of success you feel is reasonable to attain, although there may be factors outside of your control that inflate or restrict success. If you choose to set targets to help you measure your performance, describe them here, and identify and external factors you may know of now that could affect success.
5.E Use and expand the table below to show how you intend to develop your department. Include the resources you require (including materials, training, support from others).

*Use the table below to describe the first steps you want to take to deliver your plan. You do not need to complete the table through to the final completion of your plan. It is sufficient to describe initial steps, especially if those include further research that may affect how you proceed. You will be able to go back to the table and add steps later, so that you can use outcomes and experience to allow your plan to develop. Generally, it is advisable to describe 6-12 months’ worth of actions at this stage.*

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5.F How might the improvements you make and the success you have benefit other parts of the College? How would you envisage sharing and disseminating your outcomes? List here departments or Councils that you think would benefit from hearing about your Assessment Plan outcomes.

The Assessment Committee will review all plans initially and at regular intervals. They will look for areas of overlap across the issues identified by Departments (and Programs) to identify potential for sharing of outcomes and information, or where interventions may be combined. If you are aware of other areas that may have similar issues to those you’ve identified, please include them here. Also, identify any committees, councils, or other groups that may be interested in your plan and its outcomes. Finally, do you expect that the actions you take may result in benefits of other areas, either programs or departments (for example, if you are conducting work focused on high school students, would you be willing to share your outcomes with programs or the high school administrators)?
<table>
<thead>
<tr>
<th>Program</th>
<th>Lead</th>
<th>Dean/VP</th>
<th>Start (Fall)</th>
<th>Progress</th>
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<tbody>
<tr>
<td>Paraeducator</td>
<td>Kurlinski</td>
<td>Brewer</td>
<td>2009/12</td>
<td>Linked to grant, complete</td>
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<tr>
<td>Professional-Technical Education</td>
<td>Kurlinski</td>
<td>Brewer</td>
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<td>Linked to grant, complete</td>
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<td>Patricia Chase</td>
<td>IG</td>
<td>2009/12</td>
<td>Some data collected. Review due. Report complete</td>
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<td>Kym Pleger</td>
<td>LQ</td>
<td>2009/12</td>
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<td>Tiger</td>
<td>Haushka</td>
<td>2010</td>
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<td>Basic Studies/ABE</td>
<td>Neal</td>
<td>Brandstetter</td>
<td>2010</td>
<td>Year One data started, more to collect, report in progress</td>
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<td>Dziedziak</td>
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<td>Kelley</td>
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<td>2010</td>
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<td>2010</td>
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<td>Watley</td>
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<td>2010</td>
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<td>Merriman/Howard</td>
<td>Brewer</td>
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<td>Contact Person</td>
<td>Year</td>
<td>Notes</td>
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<td>Fire Service</td>
<td>Anderson/Piper/Taylor</td>
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<td>blackboard data needed. Base data collected. Linked to non trad group, and preparing training for dissemination. Report complete</td>
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<td>Leong</td>
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<td>Nauer</td>
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<td>Kat Flores</td>
<td>IG</td>
<td>2010</td>
<td>Combined w/ diversity, report complete</td>
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<td>Dave Montgomerie</td>
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<td>Tom George</td>
<td>LQ</td>
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<td>2011</td>
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<td>Byrn/Yarborough</td>
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<td>Barber/Stylist</td>
<td>Olson</td>
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<td>Denney/Toth</td>
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<td>Griffee/Huston/Wolfe</td>
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<td>Montgomerie</td>
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<td>Knapp</td>
<td>Watley</td>
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<td>Carpenter/Gablehouse/McGuire</td>
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<td>Home &amp; Family Life</td>
<td>Jacque Banks</td>
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<td>2012</td>
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