Year Seven Peer Evaluation Report

Bates Technical College
Tacoma, Washington
October 23-25, 2013

A confidential report of findings prepared for the
Northwest Commission Colleges and Universities
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II. Introduction

Bates Technical College is a public two year institution with three campuses. The central office and most administrative offices are located on the main campus in downtown Tacoma, WA. The main campus also houses a library, catering facilities, allied health programs, engineering, and other office based programs. The south Tacoma campus houses Fire Service, Bio-technology, and a variety of shop based programs such as welding, construction technology, and auto-body. The south campus also has a library. A third campus is also downtown where a college affiliated TV station and media technology programs are located.

The college offers 53 program areas resulting in certificates of competency, AA degrees, AAS degrees, and AAS-transfer degrees. In 2012-13 the college enrolled 8473 full and part time students. Of students with a declared intent, 40% were vocational prep and developmental education, 28% were vocational programs, 12% apprenticeships, 9.6% were vocational home and family life, and 5.1 were high school and GED.

Bates employs 165 teaching faculty of which 67.3% are full time. Additionally, the institution is supported by 117 classified staff, and 32 exempt professional and technical staff.

Bates Technical College is governed by a five member Board of Trustees appointed by the Governor. Currently, they have a vacancy on the Board.

The college’s president is Dr. Ron Langrell. He has been president for approximately 18 months. Bates Technical College has had a high rate of turnover with nine presidents over the past thirteen years. As many colleges have, Bates has also weathered significant financial difficulties beginning in 2008. In 2011 the NWCCU requested that the college submit a Financial Resources Review. An additional complication was the institution’s recent clock hour to credit hour conversion. Such a change necessitated a redesign of instructional plans and designs.

Finally, it is important to note that as a result of compression issues related to the NWCCU’s switch from a ten year to a seven year accreditation cycle; Bates Technical College’s comprehensive Year Seven Report comes only two years after their Year One Report. This fact coupled with a change in leadership as well as recovery from financial issues creates a challenging evaluative context.

III. Assessment of Self-Evaluation Report and Support Materials

While the report demonstrated a conscious effort by the college to fairly respond to the Standards, it is clear that Bates Technical College is in transition. New leadership coupled with a significant reorganization has created a significant state of change. Many of the responses to the standards attempted to bridge the “old” with a description of new plans and activities.

The team did struggle with locating specific documents. Copies of all syllabi, for example, were not available in the workroom. The reason for this is partly explained by their recent conversion
from clock hour to credit hour. The college reported still being in the process of updating all course syllabi.

The institution was very responsive to all team requests and through interviews questions were resolved.

**IV. Topics Addressed as an Addendum to the Self-Evaluation Report**

The issues raised from the previous Year One report focusing on course, program, and core theme assessment are also issues raised in this report. While the institution shows evidence of working on general assessment issues, the evaluation team recommends that the institution take a step back and reconsider its mission statement as a clearer statement of institutional purpose and to ensure that the statement is both comprehensive and measurable. Since all further assessments emanate from the mission statement, it is important that the statement be a measurable statement of institutional purpose. The institution will have the opportunity to reconsider its mission statement as part of its Year One submission in 2014.

**V. Eligibility Requirements**

The evaluator’s responses to the Standards satisfy concerns raised by Eligibility Requirements. For example ER Three, Mission and Core Themes is covered by Standard 1.A.1 and 1.B.1.

**VI. Mission, Core Themes, and Expectations**

**1.A Mission**

1.A.1 The institution has a widely published mission statement—approved by its governing board—that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.  
1.A.2 The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.

**1.B Core Themes**

1.B.1 The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.  
1.B.2 The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.
The evaluator had a lengthy discussion with the president and the Board regarding the institution’s mission statement and whether it sufficiently described the purpose of Bates Technical College and whether it was measurable. They came to the conclusion that the current mission statement did not sufficiently articulate the purpose or the “ends” of the college. They also recognized the connection between the mission statement and the core themes and how the core themes flow logically from the mission statement. In discussion with the president regarding objectives and indicators, it was concluded that changes to the mission statement and core themes would also likely result in a reconsideration of objectives and appropriate indicators. It was discussed that an institutional review of the mission statement and core themes would coincide with the submission of their Year One report in 2014.

Recommendations:

The Evaluators recommend that the College review its mission statement to ensure that the mission statement comprehensively defines the college’s purpose and is measurable (Standard 1.A.1).

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

VII. Resources and Capacity

2.A. Governance

2.A.1 The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.

2.A.2 In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.

2.A.3 The institution monitors its compliance with the Commission’s Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.

Standard being met.

Governing Board

2.A.4 The institution has a functioning governing board* consisting of at least five voting members, a majority of whom have no contractual, employment, or financial interest in the institution. If the institution is governed by a hierarchical structure of multiple boards, the roles,
responsibilities, and authority of each board—as they relate to the institution—are clearly
defined, widely communicated, and broadly understood.

2.A.5 The board acts only as a committee of the whole; no member or subcommittee of the board
acts on behalf of the board except by formal delegation of authority by the governing board as a
whole.

2.A.6 The board establishes, reviews regularly, revises as necessary, and exercises broad
oversight of institutional policies, including those regarding its own organization and operation.

2.A.7 The board selects and evaluates regularly a chief executive officer who is accountable for
the operation of the institution. It delegates authority and responsibility to the CEO to implement
and administer board-approved policies related to the operation of the institution.

2.A.8 The board regularly evaluates its performance to ensure its duties and responsibilities are
fulfilled in an effective and efficient manner.

The college has an active and supportive Board. The two Board members that the evaluator met
with were well-informed and clearly supportive of the president and his leadership. They clearly
articulated that while they often debate issues, once decisions are made that they speak with one
voice. They expressed an understanding of the line between policy and operations. They
expressed confidence in the leadership of their president. They are looking forward to an era of
presidential stability. In terms of Board evaluation, that appears to be a work in progress. They
have used some evaluation methodology from ACCT and appear willing to self-evaluate on a
more systematic basis. An interesting discussion on the Board’s role in assessing institutional
outcomes revealed that improvement is needed in that area.

**Recommendation:**

The Evaluators recommend that the College engage the Board of Trustees in a regular
systematic review and assessment of mission fulfillment (Standard 2.A.6 Standard 5).

**Leadership and Management**

2.A.9 The institution has an effective system of leadership, staffed by qualified administrators,
with appropriate levels of responsibility and accountability, who are charged with planning,
organizing, and managing the institution and assessing its achievements and effectiveness.

2.A.10 The institution employs an appropriately qualified chief executive officer with full-time
responsibility to the institution. The chief executive officer may serve as an ex officio member of
the governing board, but may not serve as its chair.

2.A.11 The institution employs a sufficient number of qualified administrators who provide
effective leadership and management for the institution’s major support and operational
functions and work collaboratively across institutional functions and units to foster fulfillment of
the institution’s mission and accomplishment of its core theme objectives.

The college has had significant financial issues in the past. In 2011 the NWCCU required the
college to submit a Financial Resources Review. The effort to reduce their deficit resulted in
reductions in staff that the college is still adjusting to. However, it is evident that progress is
being made. I would judge that the overall morale of the institution is positive. The Board as
well as faculty and staff expressed confidence in the leadership of the president and hopefulness
that the college has entered into an era of leadership stability. The president actively engages staff in planning and problem-solving. In turn, it seems clear that faculty and staff are engaged with the president.

Policies and Procedures

Academics

2.A.12 Academic policies—including those related to teaching, service, scholarship, research, and artistic creation—are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.

Standard being met.

2.A.13 Policies regarding access to and use of library and information resources—regardless of format, location, and delivery method—are documented, published, and enforced.

The general Bates Technical College Library policies are included within the Bates Technical College Bylaws and Policies which are publicized on the college website. These policies include general guidelines for services, customer responsibilities, confidentiality, intellectual freedom, and partnerships. Circulation policies are available on the Library LibGuides webpage. A Collection Development Policy was provided to the evaluators but was not found to be publicized or available to the public. The Library’s Collection Development Policy was found to contain outdated information. The written policy should be updated to reflect current practices, which in conversation with library staff was found to be systematically defined and followed. Evidence found Standard 2.A.13 to be met.

2.A.14 The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.

Standard being met.

Students

2.A.15 Policies and procedures regarding students’ rights and responsibilities—including academic honesty, appeals, grievances, and accommodations for persons with disabilities—are clearly stated, readily available, and administered in a fair and consistent manner.

2.A.16 The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution’s expectations. Its policy regarding continuation in and termination from its educational programs—including its appeals process and readmission policy—are clearly defined, widely published, and administered in a fair and timely manner.

2.A.17 The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.
Students expressed significant support for their experiences at the college. The issues related to the clock hour credit hour conversion were seemingly transparent to the students.

Standard being met.

**Human Resources**

2.A.18 The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students.

2.A.19 Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

2.A.20 The institution ensures the security and appropriate confidentiality of human resources records.

Standard being met.

**Institutional Integrity**

2.A.21 The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services.

2.A.22 The institution advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair and timely manner.

2.A.23 The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or world views, it gives clear prior notice of such codes and/or policies in its publications.

2.A.24 The institution maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.

2.A.25 The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms “Accreditation” and “Candidacy” (and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.
2.A.26 If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services—with clearly defined roles and responsibilities—is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission’s Standards for Accreditation.

Standard being met.

Academic Freedom

2.A.27 The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.
2.A.28 Within the context of its mission, core themes, and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.
2.A.29 Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.

The college demonstrates the appropriate policies and documents supporting academic freedom. Standard is being met.

Finance

2.A.30 The institution has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources—including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds.

Standard being met.

2.B Human Resources

2.B.1 The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position.
2.B.2 Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.
2.B.3 The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities. 2.B.4 Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered. 2.B.5 Faculty responsibilities and workloads are commensurate with the institution’s expectations for teaching, service, scholarship, research, and/or artistic creation. 2.B.6 All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member’s roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.

Bates Technical College has been through numerous reorganizations in recent years in both administrative and academic areas. In some instances, the restructuring included reductions in the number of administrators and support staff.

The perception of the adequacy of staffing levels varied. Student forum participants commented that there were “not enough people on that side of the building” and “they need to cross-train” in reference to student support and administrative services at the Downtown Campus. Financial aid and veteran’s services were mentioned most frequently. Student support staff indicated challenges addressing student needs with limited personnel and that this was particularly difficult at the South Campus.

In contrast, students did not indicate that the number of faculty was insufficient. They praised faculty for their technical expertise, delivery of quality instruction and advising assistance.

Employment opportunities, criteria for posted positions and application process procedure guidelines are among the resources available on the Human Resources website. The reviewed job announcements and descriptions adequately represented the positions. Human Resources utilizes the subject matter expertise of faculty from the hiring program when screening applicant qualifications for some faculty positions. Transcripts and industry certification documentation are maintained in personnel files for hired faculty.

All employees are evaluated annually as prescribed by Board policy and/or collective bargaining agreements. An interview with the Chief Human Resources Officer confirmed that supervisors are notified of this responsibility and the evaluation process. An evaluation tracking sheet which includes the evaluation completion date is maintained by Human Resources as well as copies of all evaluations.
Tenured employees are formally evaluated every three years and informal evaluations occur in “off” years. Workloads and performance evaluation criteria are detailed in the Collective Bargaining Agreement. Although the link provided in the self-evaluation report was to an agreement that ended in June 2013, the evaluator located a Memorandum of Understanding expanding the agreement through June 2014.

The college demonstrates a strong commitment to faculty and staff professional development. Faculty forum participants described personal and professional benefits from completing program and industry specific training. Several faculty expressed the importance and college support to “stay current” in their fields to prepare students for today’s changing work environment. One staff member attending the forum credited Bates for her degree completion since she was able to complete courses for a lower price at the college.

Concern: Students and employees did not confirm that a sufficient number of personnel are employed to support student services. (2.B.1)

2.C  Education Resources

2.C.1 The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.

The evaluators met with the Curriculum Committee, Strategic Planning Committee, ABE team, Executive Deans, Deans, Dean of Assessment/Curriculum, faculty members, and students.

A lack of evidence was found, both in the written report and in materials presented during the visit that all programs culminate in achievement of clearly identified learning outcomes and are being regularly reviewed for appropriate content, rigor, and consistency with the college mission. However, clear verbal evidence was found that quality instruction is being delivered. Students are receiving industry-driven curriculum in programs that meet workforce needs. The dedication to superior instructional delivery was evident both in the passion and commitment of the instructors in their descriptions of building technical /assessable skills which support students in their ability to excel in their field. This sentiment was echoed by over 100 students, as they expressed that they were receiving what they needed to be successful.

2.C.2 The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.

Learning outcomes for course and programs were not published and made available to all students.

Recommendation: The Evaluators recommend that the College develop, deliver and publish course, program, and degree student learning outcomes (Standard 2.C 1, 2C.2, 2C.3, 2.C.4, 2C.5, 2.C.9, 2.C.11, and 2.C.17)
2.C.3 Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.

Students are awarded credit and degrees based upon completion of courses and programs. However, the outcomes for these awards were missing or incomplete.

2.C.4 Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.

Standard being met.

2.C.5 Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.

The evaluators found little evidence that student learning outcomes assessment at BTC is a faculty-driven process. BTC lacks a clear framework to support faculty in curriculum design, revision, and learning outcomes assessment.

Suggestion: the college should continue with the re-institution of the Curriculum Committee, which was placed on hiatus during the clock hour to credit hour conversion, while continuing to promote a campus-wide culture of assessment.

2.C.6 Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Library and information resources are integrated into the learning process in a variety of ways. Face-to-face information literacy sessions, librarian-led instructional sessions tailored to student assignments, reference desk services, and online LibGuides uniquely designed for specific career training programs or general education. Faculty voiced their gratitude for the willingness of library personnel in aiding their students with their informational and research needs. Through interviews with faculty it was found that Standard 2.C.6 is being met.

2.C.7 Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution’s regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students’ transcripts and may not duplicate other credit awarded to the student in fulfillment of
Some programs allow credit for prior learning if they meet the requirements of a challenge test. The student is limited to no more than 25% of their credits to be earned by experiential learning.

2.C.8 The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students’ programs, and integrity of the receiving institution’s degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.

Standard is being met.

Undergraduate Programs

2.C.9 The General Education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.

2.C.10 The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution’s mission and learning outcomes for those programs.

2.C.11 The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.

The evaluators found little evidence to support consistent implementation of a recognizable set of general education or related instructions outcomes in all programs containing 45 or more credits. See Recommendation for 2.C.2

Continuing Education and Non-credit Programs
2.C.16 Credit and non-credit continuing education programs and other special programs are compatible with the institution’s mission and goals.
2.C.17 The institution maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Continuing education and/or special learning activities, programs, or courses offered for academic credit are approved by the appropriate institutional body, monitored through established procedures with clearly defined roles and responsibilities, and assessed with regard to student achievement. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution’s continuing education and special learning activities.
2.C.18 The granting of credit or Continuing Education Units (CEUs) for continuing education courses and special learning activities is: a) guided by generally accepted norms; b) based on institutional mission and policy; c) consistent across the institution, wherever offered and however delivered; d) appropriate to the objectives of the course; and e) determined by student achievement of identified learning outcomes.
2.C.19 The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.

The standard is largely being met with the exception of published learning outcomes. This is a consistent issue with all college courses and the evaluators have recommended that all college courses and programs have published learning outcomes accessible to students and used to assess the effectiveness of the instruction.

Course records for non-credit courses kept in the Student Management System and are maintained by the Office of Continuing Education, Program, and Business and Management Training Center

Student Support Resources

2.D.1 Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.

Walk-in computer services and support are available at the Downtown and South Campus libraries.

2.D.2 The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.
2.D.3 Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.
2.D.4 In the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption.

2.D.5 The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes:

a) Institutional mission and core themes;
b) Entrance requirements and procedures;
c) Grading policy; d) Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings;

e) Names, titles, degrees held, and conferring institutions for administrators and full-time faculty;
f) Rules, regulations for conduct, rights, and responsibilities;
g) Tuition, fees, and other program costs;
h) Refund policies and procedures for students who withdraw from enrollment;
i) Opportunities and requirements for financial aid; and
j) Academic calendar.

2.D.6 Publications describing educational programs include accurate information on:

a) National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered;
b) Descriptions of unique requirements for employment and advancement in the occupation or profession.

2.D.7 The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records.

2.D.8 The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

2.D.9 Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution’s loan default rate.

2.D.10 The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.

2.D.11 Co-curricular activities are consistent with the institution’s mission, core themes, programs, and services and are governed appropriately.

2.D.12 If the institution operates auxiliary services (such as student housing, food service, and bookstore), they support the institution’s mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning environment. Students, faculty, staff, and administrators have opportunities for input regarding these services.

2.D.13 Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution’s mission and conducted with appropriate
institutional oversight. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students.

2.D.14 The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

College facilities, a broad range of student services, student access to industry comparable equipment, and knowledgeable highly qualified faculty - individually and collectively support student learning. The services (i.e. dental, barber, automotive repair, etc.) available through the college career training programs are a low-cost option for students with additional needs. Adequate safety and security provisions are in place. Campus Public Safety monitors locations on foot, patrol and through surveillance cameras. The Campus Public Safety website lists services offered, a daily crime log of campus incident statistics and a link to the U.S. Department of Education site of Clery Act Statistics. The evaluator confirmed the college data were accessible on this site.

The college is an open admissions public institution although some career training programs require completion of prerequisites before enrollment. The evaluator found the “Getting Started” website informative and student user friendly. The “six step” process guides prospective students from “how to get started” at Bates to making an appointment (step five) with a career advisor. The evaluator viewed the new student orientation video (step six) and found it to be helpful and informative.

Academic advising supports the development and success of all students by addressing the unique needs of new, transfer and continuing students. Student forum participants indicated they knew “which courses to take and when” through individual degree plans referred to as “delivery models.” They mentioned working with staff advisors when first applying and enrolling at Bates and then mostly relying on program faculty for guidance and advising through the completion of their degrees.

At least eight certificate and degree programs were eliminated over the last three to four years. Faculty were retained to continue to teach those students to allow time for “in progress” students to complete the programs. New students were prevented from entering these programs and the evaluator confirmed the programs are no longer listed in the catalog.

The evaluators verified the information listed in Standards 2.D.5 and 2.D.6 is available in the online comprehensive catalog and/or detailed in various college resource pages.

Employee training and scheduled backups of the Student Management System support the security of student records. All new faculty and staff are required to complete Family Education Rights and Privacy Act (FERPA) training. The evaluator noted the “All Staff Day” September 19th, 2013 agenda included a FERPA information session for continuing employees as well. Per
the college catalog, student directory information is not released for commercial purposes. Students are directed to the registration office to complete a non-disclosure form if desired. Financial aid in the form of grants, scholarships, work study, loans and Bates Foundation funded scholarships are described on the college website. A financial aid student portal enables students to track their aid application process, view cost of attendance, financial aid awards and loan history. Students are informed of loan repayment obligations in writing and receive financial counseling prior to, during and after leaving the college. The college monitors the loan default rate, reported by interviewed financial aid staff to be in the 23% range. A financial literacy and debt management program for students through the nonprofit American Student Assistance agency is newly available this year.

Auxiliary services operate food service, vending machines, and a campus store. Substantial budget cuts significantly reduced business days and hours. With the exception of vending, food service was eliminated at the South Campus. Student forum participants complained about the limited campus store hours and the online book purchasing process. Students on financial aid and veterans expressed added difficulties. The evaluator did not find evidence that students or staff had opportunities to provide input about these services.

The Associated Student Government (ASG) encourages student participation in college clubs, organizations and other college engagement activities. The group develops the student fee budget, allocates funds to student clubs and provides the student perspective to several college committees and the administration. A coordinator and assistant in the Diversity Center provide oversight to the ASG. The evaluator confirmed a summary of student services and activities fee expenditures by category was available on the college website. Intercollegiate athletic programs are not offered by the college.

Distance learning is available in math, psychology, sociology and continuing education subjects. Washington Online provides access to additional courses. Online students are held to the same Student Rights and Responsibilities standards as on-campus students and follow the same enrollment identity verification process. A consultant worked with the college over the summer and is completing a report of action items intended to improve distance learning offerings and strengthen the identity verification process.

**Recommendation:**

The Evaluators recommend that the College expand the campus store business hours and improve the online book purchasing, payment, and delivery process to enhance the quality of the learning environment (Standard 2.D.12).

Library and Information Resources

2.E.1 Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution’s mission, core themes, programs, and services, wherever offered and however delivered.
Because of library budget constraints, the library personnel must sustain a tight balance between the value of the materials and the demand for materials. The library attempts to maintain and provide access to library and information resources with an appropriate level of currency, depth, and breadth to support Bates Technical College’s programs and services wherever offered and however delivered with a minimal budget, but has been unsuccessful in acquiring adequate information resources. The library website provides access to a narrow insufficient range of electronic resources. Computers and media technology at the Downtown and South library areas are made available to staff and students during the limited hours which the libraries are open. Over the last five years the library staff has been cut from 6 positions to 3.5 positions to cover both the Downtown and South library locations. Providing coverage for the open hours of the libraries has been found to be challenging. With such few library personnel, the hours the libraries are open are insufficient in providing student access to physical resources, study areas, and computers. Standard 2.E.1 has not been met.

2.E.2 Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators.

The Collection Development Policy includes outdated information (i.e. referring to Dean of Library Services when this position no longer exists) and needs to be updated to reflect current practices. The evaluator found faculty and library staff worked together cohesively in the decision making process of selecting appropriate library and information resources for students. Standard 2.E.2 has been met.

2.E.3 Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.

Face-to-face information literacy sessions, librarian-led instructional sessions tailored to student assignments, reference desk services, and online LibGuides uniquely designed for a specific career training program or general education. In general, faculty voiced their gratitude for the opportunities for their students to participate in library orientations. The Standard 2.E.3 has been met.

2.E.4 The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.

The librarians work closely with faculty to ensure the currency and appropriateness of existing information resources and services which meets the requirements of Standard 2

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

Financial Resources

2.F.1 The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities

Standard being met.

2.F.2 Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources

Standard being met.

2.F.3 The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.

Standard being met.

2.F.4 The institution ensures timely and accurate financial information through its use of an appropriate accounting system that follows generally accepted accounting principles and through its reliance on an effective system of internal controls.

Standard being met.

2.F.5 Capital budgets reflect the institution’s mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the institution’s mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.

Standard being met.

2.F.6 The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.

Standard being met.
2.F.7 For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and the governing board.

The last external audit performed on the financial statements of Bates Technical College was executed by the Washington State Auditor’s Office. The audit covered the dates from July, 2007 to June, 2009. It was dated as of May 10, 21010.

Recommendation:

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

2.F.8 All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization.

Standard being met.

Physical and Technological Infrastructure

2.G.1 Consistent with its mission, core themes, and characteristics, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution’s mission, programs, and services.

Standard being met.

2.G.2 The institution adopts, publishes, reviews regularly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.

Standard being met.

2.G.3 The institution develops, implements, and reviews regularly a master plan for its physical development that is consistent with its mission, core themes, and long-range educational and financial plans.

Standard being met.
2.G.4 Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution’s mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.

Standard being met.

2.G.5 Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered

Standard being met.

2.G.6 The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Standard being met.

2.G.7 Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.

Standard being met.

2.G.8 The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.

Standard being met.

VIII. Planning and Implementation

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

The college conducts its planning through a group named the Strategic Planning Council. This is a college wide committee with representatives from all college groups including student government. The college recently went through a series of campus-wide activities supporting what they refer to as “a reorganization of its budget processes to better integrate with the planning function, and ensure that budget allocations are directly correlated to Core Themes, and therefore to the college mission.” The president has developed a framework for applying information/data to the planning sequence that he calls “CODE”: compliance, organization, development, excellence.
The college’s budget and planning process for 2013-14 begin in November including a review of core theme goals and objectives. Planning appears to be a strong functional area for the college.

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

Compliment: College is doing an excellent job engaging appropriate constituencies in institution wide planning,

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

The college has improved its data collection process supported the hiring of an institutional researcher. How effective these changes will be in the college’s effort to “create a culture of evidence,” will be determined in the coming years. However, it is important to note that the system pieces appear to be in place.

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

The college has the planning framework in place. The application for the coming cycle is still in progress and should appropriately coincide with their Year One review of mission statement and core themes.

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

Standard is being met.

Core Themes

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

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

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

The evaluators have previously recommended that the college review it core themes:
The Evaluators recommend that the College review its core themes and ensure that they are supportive of a comprehensive mission statement that distinguishes the College’s purpose from the means to carry out that purpose (Standard 1.B.1).

As the college reviews its mission statement for the Year One report, it would seem likely that revisions will be made to ensure that the core themes articulate in greater detail the activities that define the college’s purpose. A planning framework is also in place that would logically support the college’s further refinement of programs and services needed to carry out the college’s mission.

As a concern, the college is urged to identify appropriate indicators that will measure in a straightforward manner the accomplishment of objectives and provide the basis from which to ultimately assess mission fulfillment.

IX. Effectiveness and Improvement

4.A.1 The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.

4.A.2 The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.

4.A.3 The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.

4.A.4 The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.

4.A.5 The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.

4.A.6 The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.

4.B.1 Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.

4.B.2 The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.
The college needs improvement meeting the requirements of Standard Four. The evaluation team recognizes that for a number of reasons, institution-wide assessment is a work in progress. Course level assessment, while reflected in student performance evaluation, does not systematically include learning outcomes. Student learning assessment outcomes were not available for all courses and programs. Review of findings for core theme assessments are scheduled for this fall. The team recognizes that these are systems and processes that take time to put into place and institutionalize. On a positive note, the team recognizes that the college has hired an institutional researcher, has an effective planning model in place, and has committed to a review of its mission statement and core themes. Additionally, a previous recommendation encourages the institution to systematically involve the Board of Trustees in review and assessment of core theme assessment (mission statement.)

The Evaluators recommend that the College engage the Board of Trustees in a regular systematic review and assessment of mission fulfillment (Standard 2.A.6 and Standard 5)

The Board is the final authority related to mission fulfillment. Their regular review of core theme outcomes and feedback to the president and staff closes the loop on institutional assessment. The closing of this feedback loop should help the college create a culture of evidence that will lead to continuous improvement at the course, program, and institutional level.

The key to having a culture of evidence is having clearly articulated outcomes at all levels as recommended in a previous recommendation:

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

Then based on those outcomes, a program of meaningful assessment is possible.

Recommendation:

The Evaluators recommend that the college fully implement student learning outcomes assessment across all courses, programs, degrees, and general education and systematically use the results of assessment to influence planning and resource allocation for improvement of the College’s instructional and student support programs (Standard 4.A.2 and 4.A.5; this Recommendation is also carried over from the College’s Fall 2011 Year One Peer-Evaluation Report Recommendation #1).

X. Mission Fulfillment, Adaptation, and Sustainability

5.A.1 The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.
5.A.2 Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public.

5.B.1 Within the context of its mission and characteristics, the institution evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered.

5.B.2 The institution documents and evaluates regularly its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. It uses the results of its evaluation to make changes, as necessary, for improvement.

5.B.3 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, core themes, core theme objectives, goals or intended outcomes of its programs and services, and indicators of achievement.

The college needs improvement in meeting the requirements of Standard Five. However, given the nature of the transitory state the college is experiencing it is not surprising that much of the institution’s response to Standard 5 is expressed in the context of the future. Since the hiring of a new president a year and half ago, a number of achievements have been accomplished that should set the stage for a more stable and assessment focused future. In their self-study they write in response to 5.A.1., “Bates Technical College has been through an extraordinary period of change over the last five years. The clock to credit hour conversion, significant budget cuts, and reduction in force, and four presidents have resulted in a challenging environment for Bates to grow and excel. Some recent accomplishments include:

…Approval of capital funds for a major new building scheduled to open early 2015
…A reorganization of administrative and instructional leadership for more effective growth and which will foster partnerships and innovation
…Focused efforts in improving and documenting curriculum and assessment now that clock hour to credit conversion is closed
…A positive budget outlook at the state level resulting in the first time in four years the college has not faced significant state budget reductions
…A revised planning and budgeting process that applies resources more effectively to support strategic goals”

Other accomplishments such as a new budget and planning model, reinstatement of the College Councils and the appointment of a full time research analyst should help the college make progress at all levels of institutional assessment.

Recommendation:

The Evaluators recommend that the College engage the Board of Trustees in a regular systematic review and assessment of mission fulfillment (Standard 5).
XI. Summary

There are some important contextual factors that have impacted Bates Technical College’s reaccreditation evaluation. The transition from a ten to a seven year accreditation sequence has required that some institutions compress the time of their first cycle. In the case of Bates, their Year Seven Report comes two years after their Year One Report. In 2014, the college will submit another Year One Report and then will begin a normal seven year cycle. Another contextual factor is that the college is recovering from a significant period of financial instability as well as the leadership instability of having nine presidents during the past thirteen years.

The good news is that the college finances appear stable and a new president appointed a year and half ago continues to have full support of the Board of Trustees, faculty, and staff. Additionally, students exuberantly expressed satisfaction with their educational experiences lending credence to the idea that even in the worst of “administrative times”, faculty are still educating and students are still learning in the classroom.

The college is aware that significant work is needed in the areas of outcomes and assessment. Recommendations are clear on the need for the college to review their mission statement and core themes to ensure that they explain the purpose of the college in terms that are measurable. At the course and program level, learning outcomes need to be articulated, published and assessed. Clearer feedback loops need to be identified and activated in order to ensure that the data/evidence collected is used effectively for improvement. Clearly the Board of Trustees should systematically review and assess core themes outcomes in their role in assessing mission fulfillment.

The president stated that he is committed to creating an evidence based institutional culture of assessment. The college will have an opportunity to prove such a claim in the upcoming Year One and Three reports.

XII. Commendations and Recommendations

Commendations:

1. The Evaluators commend the College for its commitment to student success through dedication to the individual student while ensuring that graduates are prepared for the workforce.

2. The Evaluators commend students for their engagement and commitment to their programs of study and for recognizing partnerships in instructional methods that reflect realistic work environments.

3. The Evaluators commend the College for its community outreach and partnerships that benefit its programs and students.
4. The Evaluators commend the College for its progress in financial liquidity, capital planning, and inclusive budgetary process.

5. The Evaluators commend the College for its engagement and support of advisory committees.

6. The Evaluators commend the College for its commitment to professional development for staff and faculty.

Recommendations:

1. The Evaluators recommend that the College review its mission statement to ensure that the mission statement comprehensively defines the college’s purpose and is measurable (Standard 1.A.1).

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

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

4. The Evaluators recommend that the College engage the Board of Trustees in a regular systematic review and assessment of mission fulfillment (Standard 5).

5. The Evaluators recommend that the College expand the campus store business hours and improve the online book purchasing, payment, and delivery process to enhance the quality of the learning environment (Standard 2.D.12).

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

7. The Evaluators recommend that the College fully implement student learning outcomes assessment across all courses, programs, degrees, and general education and systematically use the results of assessment to influence planning and resource allocation for improvement of the College’s instructional and student support programs (Standard 4.A.2 and 4.A.5; this Recommendation also appeared in the College’s Fall 2011 Year One Peer-Evaluation Report Recommendation #1).

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

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