Northwest Commission on College and University (NWCCU)
Annual Update for WSQA
Academic Year 2017-2018
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Accreditation recommendations to the College and year of recommendation	Actions taken by the college to address recommendations	Improvement results
BTC submitted its *Year One Self-Evaluation Report* in September 2015. NWCCU notified BTC in February 2016 that the college had satisfied the Commission's expectations regarding three recommendations from 2014 (to improve governance design, strengthen the Human Resources staffing structure, and use data more intentionally for assessment and improvement purposes) and two recommendations from 2011 (to improve student learning outcomes and better link	The college has no outstanding recommendations, but continued to implement improvement plans developed in response to prior recommendations. Recommendations from 2014: 1) *Continue to implement an effective and widely understood system of governance.* Initial implementation of the college's new governance structure included establishment of a College Assembly in 2016-17. This cross-constituency group provides input, policy direction, general advice and recommendations to the Administration and Board of Trustees. This group also sets the institutional agenda for the college, monitors the college's progress toward achieving its goals, serves as a communication	The college has implemented a variety of improvements based on its ongoing efforts to address all prior recommendations. Improvements and future plans based on work done to address recommendations from 2014: 1) In 2017-18, the college continued full implementation of a participatory governance structure. While this development and implementation has moved BTC towards a collaborative, transparent governance structure, work remains to be done in assessing the impact and efficacy of this model. To evaluate the effectiveness of this new structure, BTC will begin assessment planning for its

strategic planning to resource allocation).

The college submitted an ad hoc report in March 2016 in response to the final remaining 2014 recommendation (to undergo external fiscal audits), and NWCCU notified BTC in July 2016 that the college had satisfied expectations.

The college submitted its Mid-Cycle Self-Evaluation Report in September of 2017 and hosted a site visit in October 2017. No recommendations resulted from that report or visit. | network, and helps maintain consistency of major college processes. BTC also developed or revitalized eight governance committees, each with new operating guidelines and broad representation, and a variety of operational committees, throughout the 2016-17 academic year.

The College Assembly and eight governance committees were in full operation throughout the 2017-18 year. Major activities implemented and approved through the participatory governance structure in 2017-18 included development and finalization of BTC's new 2018-2023 Strategic Plan, approval of new professional technical programs, and development and approval of the 2018-19 institutional budget. | participatory governance model during the 2018-19 academic year. |
| | 2) *Employ qualified human resources personnel to maintain and support the operational functions of the college.* BTC filled the previously vacant position of Executive Director of Human Resources in January of 2015. The college filled this role with an employee qualified to maintain and support BTC's operational functions in the area of human resources. (Note: BTC's Executive Director of Human Resources left the college in July 2018, and the search for a replacement began in Fall 2018. BTC's Associate Director of Human Resources, who has worked in the college's human resources department since 1991, is currently serving as Interim Executive Director.)

In 2017-18, BTC created a flowchart to help employees understand the policy and procedure update/change process. Staff initiated many updates and improvements to policies and procedures which were reviewed and approved by College Assembly, ranging from BTC's Running Start tuition waiver policy to leave guidelines for grant-funded personnel. | 2) The college continues to see more updates for existing policies and practices, and increased consistency regarding application of BTC policies and procedures, across areas such as hiring practices and employee performance reviews. |

3) *Undergo and consider the results of an external financial audit for each year of operation*. The college began a regular schedule of full financial audits in Fall 2016. The 2015, 2016 and 2017 auditor's reports included no management letters or findings.	3) The college continues to improve its financial controls and quality of financial reporting as a result of these regular audits. The college plans to continue these audits on a yearly basis, with the next external audit scheduled for Fall 2018.
4) *Regularly use evaluation results to support planning, practice, resource allocation, application of institutional capacity, and improvement as needed*. The college's Institutional Effectiveness department has built a wide variety of online data dashboards and reports, and performs quarterly analyses (e.g., in the form of Student Enrollment and Success Reports) of relevant institutional data. The dashboards allow faculty and staff to explore data by factors such as instructional program, student demographics, and specific timeframe. In 2017-18, the college's cross-representational Student Access and Success (SAS) governance committee worked with the Institutional Effectiveness department to pilot projects such as a student progression analysis to help identify student groups who are at highest risk of departure between quarters, craft a campaign to identify and outreach to early leavers on a quarterly basis, and create data dashboards for specific student success initiatives.	4) Employee access to, confidence in, and engagement with college data resources continues to improve. BTC's Institutional Effectiveness staff maintain and continuously improve a robust data management and access system to facilitate campus-wide, data-informed planning and decision-making. Moving forward, the college will focus on building and refining systems that facilitate data-informed decision-making, such as refining a student progression chart to identify gaps, building a customized predictive model to inform early student interventions, and continuing to refine student success initiative dashboards. In 2018-19, staff will engage in a project to document historical information (e.g., major changes in coding practice) that will provide context for current and future data-informed decisions. Additionally, the college's Planning & Resource Allocation (PARA) Committee will build on previous work to develop and implement a college-wide unit planning, assessment and evaluation model and process.

	Recommendations from 2011:	Improvements and future plans based on work done to address recommendations from 2011:
	1) *Continue to make progress in fully completing the assessment cycle by "closing the loop" to demonstrate that student learning has been achieved as stated.* As part of the college's ongoing focus on development of effective student learning outcomes (SLOs) and continuous improvement, an updated SLO reporting process was piloted in the 2016-17 academic year, based on input from and collaboration with faculty members. Faculty participated in multiple workshops and full-day training events throughout the year with the goals of (1) revisiting and updating program and course SLOs, (2) reviewing and reflecting on a selected set of program and course SLO results, and (3) working towards "closing the loop" regarding their assessment of and planning for student learning achievement and program effectiveness. In 2017-18, the college continued and improved its SLO assessment processes, combining course- and program-level SLO reports to emphasize the integration of SLOs across the curriculum, streamline the reporting process, and make the resulting data more accessible for analysis.	1) The new process for SLO development and assessment ensures that faculty—working in conjunction with the VP of Academic Affairs & Student Learning, deans, and Institutional Effectiveness staff—will continue to identify specific, measurable SLOs, define effective assessment methods to measure student achievement across each SLO, and engage in meaningful use of assessment results to improve the teaching and learning process. BTC anticipates that, by 2022, all program and course learning outcomes will have been reviewed and updated through this new, incremental process.
	2) *Improve connection between mission (core themes and strategic planning) and the allocation of resources.* BTC's Planning and Resource Allocation (PARA) Committee was established as one of the college's eight governance committees in Winter 2017. This cross-constituency group develops, implements, and assesses annual and multi-year institutional strategic planning and resource allocation processes. The group also provides input, policy direction, and general advice to the College Assembly; serves as a campus-wide communication network centered on planning and resource allocation	2) A primary aim of the PARA committee work is to build stronger connections between strategic planning and resource allocation. In 2018-19, the committee will fine tune a college-wide planning and resource allocation process model and related materials. Moving forward, this group will engage campus areas and departments in the planning and resource allocation process. This more formalized approach will move the campus toward a continuing full cycle of institutional

	activities; and maintains consistency of major planning and resource allocation processes. In 2017-18, the PARA Committee continued collaborative processes to complete several major activities such as developing BTC's 2018-19 budget proposal, evaluating annual equipment and project requests based on alignment with strategic planning goals, and developing the college's new 2018-23 Strategic Plan, which was finalized in March 2018. This plan will help guide BTC's resource development and allocation—and college unit planning and assessment—processes over the next five years.	assessment that translates annual planning and outcomes assessment into practice.