SBCTC
WASHINGTON STATE BOARD FOR COMMUNITY & TECHNICAL COLLEGES

Northwest Commission on College and Universities (NWCCU)
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Accreditation recommendations to the College and year of recommendation	Actions taken by the college to address recommendations	Improvement results
Recommendation 1 (2014): The evaluation committee recommends the institution continue to implement an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities; and implement decision-making structures and processes that 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. (Standard 2.A.1)	The college has taken several steps to better facilitate faculty input into decision-making. Monthly faculty meetings were restructured during the 2014-15 year to allow more time for faculty to present best practices to and discuss issues with their peers, and faculty play a major role in planning these meetings. Prior to 2014-15, BTC's Instruction Council membership included one faculty member. In 2014-15, that number increased to seven voting members. An advisory committee to the Vice President of Instruction, including nine faculty members, was established in 2014-15. Additionally, a solutions-creation task force, including five faculty members, was convened to develop a college-wide approach to annual scheduling. In spring 2014, the college established a Commitment and Collaboration Committee (CCC) to help open new and improve existing lines of communication between all departments and work groups at BTC. This group continued to meet throughout the 2014-15 academic year. CCC	The college has begun a collaborative process to re-examine its governance structure, and anticipates that this process will result in substantive changes in college decision-making processes and governance structure over the next few years. Assessment of these changes will be captured through a

	members, including the president, vice presidents, faculty and staff, reached out to members of their constituent groups through email, discussions and gatherings to collect input and ideas and bring them back to the committee. Committee actions included encouraging the campus community to participate in a climate survey and co-hosting a series of informational brown-bag conversations. BTC's administrative team began discussing possible changes to the college's decision-making structures in the 2014-15 academic year, but did not implement any substantive changes, anticipating that the new president would want to be a part of these critical discussions and process in the 2015-16 academic year.	variety of tools and venues.
Recommendation 2 (2014): The evaluation committee recommends in the area of human resources, the institution employ qualified personnel to maintain and support the operational functions of the college. (Standard 2.B.1)	Due to budget cuts during the recession, the position of Director of Human Resources was not filled after the resignation of the former Director in 2010. Duties of this position were distributed among several administrators, including the President, Vice Presidents, and Associate Director of Human Resources. The college reinstated the director role in 2014, posting an Executive Director of Human Services position in fall quarter. Camille Gatza assumed this role on January 7, 2015. Ms. Gatza is qualified to maintain and support BTC's operational functions in the area of human resources, as evidenced by her over 14 years of progressively responsible experiences in human resources and labor relations.	While Ms. Gatza has been in place for less than a year, some changes are already evident, including increased consistency of BTC hiring processes and development of Core Competencies for employees. The college will continue to track and assess related improvements as a result of this change.
Recommendation 3 (2014): The evaluation committee recommends 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	The college has already taken corrective action in response to Recommendation 3, undergoing a full financial audit of the 2013-14 fiscal year in early 2015. The college is committed to undergoing annual financial audits.	BTC's audit took place in January 2015, and the college received an auditor's report in March 2015. The report included no management letter or findings. The Board of Trustees reviewed and approved BTC's 2013-14 financial statements

Board of Trustees. (Eligibility Requirement 19 and Standard 2.F.7)		during its March 2015 meeting.
Recommendation 4 (2014): The evaluation committee recommends the institution move beyond the gathering of data and use the results of its evaluation, on a regular basis, to support its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to make changes, as necessary, for improvement and strategic planning. (Standard 5.B.2)	Recent improvements in BTC institutional effectiveness resources have set the stage for progress on this recommendation. With strategic planning, accreditation, institutional research, and grant development combined under the Institutional Effectiveness department, the college can now better link implementation and assessment, strategically prioritize grant opportunities, align a number of planning and assessment processes, and build a culture of evidence.

Institutional research staff have focused on developing a robust data management and access system to facilitate campus-wide, data-informed planning and decision-making. These efforts resulted in a revamped Institutional Effectiveness Intranet site that was fully launched in summer and fall 2014. Through this site, any faculty or staff member is able to easily access consistent, accurate data across areas such as student enrollment, satisfaction, service utilization (e.g., advising), retention, transition, course success, and completion; graduate placement and wages; and employee satisfaction with campus climate. A series of interactive dashboards allows faculty and staff to view current (i.e., live) and historical data, as well as to filter the data to answer their own research questions. Institutional research staff provided introductory dashboard sessions and hands-on consultation and training in response to research questions identified by faculty and staff throughout the 2014-15 academic year.

BTC also develops a State of the College Report each August. This report includes an environmental scan, activity success evaluation, and Key Performance Indicator (KPI) success evaluation. This report is shared with the Board of Trustees during their annual summer retreat, with the college community as part of the annual Opening Day meeting in the fall, and on BTC's Intranet site. The college revisits its Strategic Plan annually based on evaluative data from the State of the College Report and priorities for the upcoming academic year, and makes changes as needed. | BTC employee access to and use of consistent, accurate data has increased substantially. Discussions on how to better 'close the loop' on the college's institutional effectiveness and planning cycle have begun and will continue throughout the 2015-16 year. |
| **Continued Recommendation 1 (2011):** Although the college has gathered significant data, the Evaluation Committee did not find sufficient evidence to support that | All BTC faculty continuously assess student accomplishment of course learning outcomes, identifying consistent, negative patterns of performance and adapting courses, course content, assessments or the outcomes themselves to meet the needs of the students as well as discipline/industry standards. In order to maintain this balance and to explore different | The college is beginning a collaborative process to re-visit its approach to continuously assessing, |

the campus has fully completed the assessment cycle by "closing the loop" to demonstrate that student learning has been achieved as stated. The Evaluation Committee recommends the College continue to make progress in this area. (Standard 4.A.3)	teaching and learning strategies, faculty seek input from a variety of sources to help address issues with course outcomes. Faculty may consult advisory committee representatives, administrators or peers in order to adjust course outcomes, content or delivery strategies to ensure that learning outcomes can be successfully met by students.

Over the past few years, BTC course syllabi have been updated to include a "Course Outcome Assessment" section in order to document the assessments used to determine the most appropriate method for assessing student outcomes within each individual course. The course outcome assessments are a foundation to assist in the organization of course content. Regular course reviews help ensure that curriculum not related to the outcomes is expunged or critical curriculum components are adjusted. In addition to including these course outcome assessments in their syllabi, faculty use the outcomes to create course materials such as activity and grading rubrics, formative and summative assessment guides, and in assignment guidelines.

This explicit identification of course outcome assessments on syllabi has assisted faculty in ensuring that these outcome assessments are clearly communicated to students in accessible formats (all syllabi are now accessible via electronic readers for students with disabilities). In addition to including these outcome assessments in their syllabi and referencing industry standard guides upon which the assessments are based, instructors have incorporated course outcome assessments into course materials such as grading rubrics, objective completion tables, testing guidelines and processes, and in course outlines. Students must show skills mastery through these assessment tools in order to successfully complete coursework.

During spring 2015, the college began identifying potential strategies through which to better document student learning outcomes at the course and program levels, formalizing discussion and decision-making processes based on those results, and assessing the impact of any resulting actions. | documenting, and improving student learning outcomes, and anticipates that this process will result in substantive changes in these processes over the next few years. Assessment of these changes will be captured through a variety of tools and venues, including through annual student learning outcomes reports. |
| **Continued Recommendation 2 (2011)**: The College made several changes to their core themes since their first year visit, resulting in refined core themes that are clearer and better connected to their | The college has begun exploring models to better connect its mission to the allocation of resources, and will devote substantial effort to accomplishing this task in the 2015-16 year. | Discussions on how to better 'close the loop' on the college's institutional effectiveness and planning cycle |

institution's strategic plan. It was noted the College made a significant effort to connect goals to performance, outcomes and baselines. The evaluation team commends them on their successful efforts. However, the team did not find sufficient evidence that the College made adequate improvement in connecting its mission – core themes and strategic planning – to the allocation of resources. The evaluation committee recommends the college continue to make progress in this area. (Standards 1.A.2, 2.F.3)		(including resource allocation) have begun and will continue throughout the 2015-16 year.