



Northwest Commission on College and Universities (NWCCU)
Annual Update for Washington State Quality Awards (WSQA)
Academic Year 2021 - 2022
Due October 28, 2022

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Accreditation recommendations to the College and year of recommendation	Actions taken by the college to address recommendations	Improvement results
<p>BTC submitted its <i>Year One Self-Evaluation Report</i> 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 strategic planning to resource allocation).</p> <p>The college submitted an ad hoc report in March 2016 in response to the final remaining 2014 recommendation (to undergo external fiscal audits), and</p>	<p>Although BTC’s prior recommendations have been cleared, the college continued to prioritize and make progress in these areas over the 2021-22 academic year.</p> <p><u>Recommendations from 2014:</u></p> <p>1) <i>Continue to implement an effective and widely understood system of governance.</i> Since 2017, BTC has fully implemented the participatory governance model it began developing in 2014-15, with its College Assembly (CA) and all of its eight governance committees in operation during the 2021-22 academic year.</p>	<p>The full implementation of BTC’s participatory governance structure, with committee representatives sharing information with and gathering input on committee decisions from their constituent groups, has greatly assisted in increasing campus decision-making transparency and communication levels. To increase the effectiveness of its participatory governance structure and support the process of continuous improvement, governance committees participate in a biannual evaluation process, and each committee reviews and updates operating guidelines at least annually.</p>

<p>NWCCU notified BTC in July 2016 that the college had satisfied expectations.</p> <p>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.</p> <p>BTC submitted its Year 6 Policies, Regulations & Financial Review report in Fall 2021. The college also submitted its Year 7 Evaluation of Institutional Effectiveness report and hosted a remote evaluation site visit in Spring 2022. BTC will report on its progress on the seven recommendations resulting from that visit in its 2022-23 WSQA.</p>	<p>2) <i>Employ qualified human resources personnel to maintain and support the operational functions of the college.</i></p> <p>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. BTC's Executive Director of Human Resources left the college in July 2018 and 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.</p> <p>3) <i>Undergo and consider the results of an external financial audit for each year of operation.</i></p> <p>The college began a regular schedule of annual, full financial audits in Fall 2016. Since these audits were implemented, auditor reports have included no management letters or findings.</p> <p>4) <i>Regularly use evaluation results to support planning, practice, resource allocation, application of institutional capacity, and improvement as needed.</i></p> <p>The college uses a variety of technologies to collect, analyze, and share program performance data, including Tableau software</p>	<p>In the Spring 2022 employee survey, 88% of employees who responded felt at least somewhat represented by the college's participatory governance structure in the 2021-22 academic year.</p> <p>Over the past few years, with assistance from the Interim Executive Director, HR staff and BTC employees, BTC's College Assembly has approved a substantial number of new and updated policies. The Interim Executive Director worked closely with BTC's new Diversity, Equity and Inclusion staff and governance committee in 2021-22 to assess and improve college hiring practices. As part of its 2018-23 Strategic Plan, BTC prioritized employee professional development as one of its 12 Key Performance Indicators (KPIs). The Interim Executive Director co-leads this KPI workgroup: some highlights of this group's 2021-22 work included a proposal to expand campus-wide professional development opportunities, draft of a BTC professional development webpage, and continued pilot of a faculty mentoring program through the Teaching and Learning Academy (TLA).</p> <p>The college has improved its financial controls and quality of financial reporting as a result of these regular audits.</p> <p>Systems for internal and external data collection, access, and analysis have improved substantially over the past two years. BTC's Data & Research staff have added and recently updated comprehensive data dashboards that are accessible to all employees. As part of the college's Guided Pathways initiative, the Data &</p>
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	<p>and other tools to create multiple online dashboards, which are developed and maintained by BTC’s Data & Research team using a number of different state and college data sources. These interactive, real-time dashboards are aligned with the college’s Key Performance Indicators, and allow faculty and other campus employees to explore college and program-level data. Dashboard topics include enrollment, retention, course success, transition, completion, and graduate outcomes. Additional dashboards help employees track progress on special BTC student success initiatives. Data & Research staff also regularly work with members of the campus community to conduct specialized studies to inform planning and decision-making.</p> <p><u>Recommendations from 2011:</u></p> <p>1) <i>Continue to make progress in fully completing the assessment cycle by “closing the loop” to demonstrate that student learning has been achieved as stated.</i></p> <p>The college has made significant strides in refining learning assessment processes for both courses and programs; faculty across many professional technical programs and academic disciplines have built and sustained a culture of assessment. Recent work has centered on ensuring that assessment processes in both courses and programs are explicitly identified in syllabi and that all major activities are strongly aligned to and help students achieve success in those outcomes.</p>	<p>Research area is developing new and enhancing existing data dashboards and other tools to enable employees to analyze non-traditional student outcomes in order to identify and respond to barriers and service gaps for student populations. The area is also creating an employee data literacy program with focus on understanding equity data to inform practice. Some delays in this work did occur in 2021-22, however; after ctclink implementation in October 2021, current data systems “froze” (i.e., BTC still had access to all of its old data, but nothing new could be added). Data & Research staff spent much of the year beginning to rebuild nearly all data systems (including dashboards) from scratch.</p> <p>The BTC website identifies Student Learning Outcomes (SLOs) for each of its degree and certificate programs, and the college catalog, available online and in hard-copy, also lists program-level SLOs. Syllabi are provided to each student for each individual course offered at the college and contain course-level SLOs. Individual programs also may provide program handbooks for each student, which include SLOs for each course or unit. Both course- and program-level SLOs are assessed and evaluated by faculty as part of the annual SLO Report completed by each professional technical certificate and degree program. In the 2021-22 academic year, 91% of students included in these reports achieved their course-level SLOs. One of BTC’s Key Performance Indicators focuses on SLO achievement at the course, program, and institutional levels. In 2021-22, an Instruction Council (IC) workgroup identified college-level SLOs (CLSLOs), developed a CLSLO policy, and began developing assessment processes focused</p>
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	<p><i>2) Improve connection between mission (core themes and strategic planning) and the allocation of resources.</i></p> <p>BTC established a cross-constituency Planning and Resource Allocation (PARA) governance committee as one of BTC’s eight governance committees in Winter 2017. The charge of this group is to develop, implement, and assess strategic planning and resource allocation processes, which enhance alignment between the college’s strategic planning and resource allocation efforts. The PARA committee led a collaborative, campus-wide development process that resulted in the college’s 2018-23 Strategic Plan. As part of this process, BTC prioritized strategic planning and resource allocation as one of its 12 Key Performance Indicators.</p>	<p>on improving BTC practices. The college’s new CLSLOs were approved in Spring 2022.</p> <p>The PARA committee work has built stronger connections between strategic planning and resource allocation while enhancing collaboration and transparency around BTC budgeting and planning processes. For example, in 2021-22, the committee continued to refine its new Resource Request process, which enhances transparency and record-keeping regarding all campus resource requests, and requires each requesting program or department to describe how the specific budget request supports the achievement of BTC strategic goals. Although work in this area was slowed by the COVID pandemic and resulting prioritization of health and safety responses, the committee also continued to work on plans for implementation of a college-wide, unit-level planning and resource allocation process model.</p>
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