COMMUNITY AND
TECHNICAL COLLEGES
Washington State Board

Northwest Commission on College and University (NWCCU)
Annual Update for WSQA
Academic Year 2019-2020

College Name: Renton Technical College

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Accreditation recommendations to the College and year of recommendation	Actions taken by the college to address recommendations	Improvement results
Overview Renton Technical College (RTC) received a formal notification and official record of action taken concerning the Fall 2017 Ad Hoc Evaluation of RTC by the NWCCU on February 1, 2018. The Commission took the following actions: **Action** • Accept the Fall 2017 Ad Hoc Report • Grant accreditation at the baccalaureate level effective September 1, 2015 **Future Evaluations** • Year Seven Evaluation to include an Addendum to again address Recommendations 2, 3, and 4 of the implementations of the Bachelor of Applied Science degree programs in Spring 2012.		

Recommendation 1: *The evaluation committee recommends 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).* This recommendation was addressed in an Ad-Hoc Report dated December 15, 2015, as well as in a Special Report dated March 11, 2016. RTC received an acceptance letter on July 19, 2016, from NWCCU for the submission of the Special Report that addressed recommendation one.	**Recommendation 1:** The 2014-15 audit was completed, and the Board of Trustees approved the final audit report on October 20, 2015.	**Recommendation 1:** RTC has been cleared by the Commission with regard to this recommendation.
Recommendation 2: *The evaluation committee found evidence of multiple planning processes that appear confusing, lack meaningful evidence, and are not broadly understood across the institution. The evaluation committee recommends that the College evaluate its planning cycle to ensure it is effective and systematic, allows for constituent input and broad communication, encourages self-reflection, and results in evidence-based assessment of its accomplishments (Standards 3.A.1., 3.A.2, 3.A.3., and 5.A.1.)*	**Recommendation 2:** RTC developed a systematic and consistent planning cycle/process including a specific budget and planning calendar. The systematic planning cycle is designed to allow constituent input and broad communication, self-reflection, and results in evidence-based assessment. RTC reviewed its budgeting process and aligned its planning efforts to the budgeting and resource allocation process in a process informed by relevant and timely indicators, as well as a rigorous program review process. As part of that, the college refined its Key Performance Indicators (KPI) to better measure institutional effectiveness. The College continues to enhance integrated planning, budgeting and assessment process.	**Recommendation 2:** The President and VP of Administration and Finance provided educational sessions on budgeting to the College community and implemented the systematic planning cycle and alignment of planning and budget allocation. This cycle includes unit leaders submitted their unit plans in spring. The Office of Institutional Research then provides a GAP Analysis in the fall to see the alignments of unit plans with the Strategic Plan of RTC. Next, unit leaders reflect and report their unit plan activities in the winter based on their unit plans. They finalize the unit plan assessment in their closeout surveys at the end of the year.

Recommendation 3: *The evaluation committee recommends that the College ensure that planning is informed by meaningful and verifiable indicators which are evaluated and analyzed at the program, department, and direct service level, as well as within the context of the core themes, in order to determine areas of improvement, to inform decision making, and to prioritize the allocation of resources (Standards 1.B.2, 3.A.3., 3.B.3., 4.A.1., and 4.B.1.).*	**Recommendation 3:** The core themes and objectives established by the College in 2013 has continuously served as a systematic and consistent foundation for planning, assessment and progress toward the College's mission fulfillment. The Board of Trustees also reaffirmed the College's core themes during a board study session in fall 2017. Based on the foundation and support the College has used refined strategic indicators to monitor the success of strategic plan implementation. The College Council met used a strategic indicator scorecard to review and measure each strategic indicator result and to assess the overall success of its mission fulfillment.	**Recommendation 3:** RTC was commended for its development of measurable, verifiable indicators during its Mid-Cycle Self-Evaluation visit in October 2016 and NWCCU accepted the Fall 2017 Ad Hoc Report in February 2018. The College continues to share meaningful and verifiable indicators in the four strategic goals (i.e. learning, equity, community, and institutional strength) with the campus community to understand the status and direction of the College's mission fulfillment and to adjust as needed to meet the institutional goals. Additionally, the College improved its annual assessment report by requiring more direct measures.
Recommendation 4: *The evaluation committee recommends that the College engage in an evidence-based evaluation of assessment processes to ensure that student learning outcomes are clearly identified, consistently provided to students and that the assessment results are used to enhance teaching and learning and to inform the planning process for academic programs and services (Standards 2.C.10., 4.A.6., and 4.B.2.)*	**Recommendation 4:** All programs successfully developed program learning outcomes that are aligned to one or more of the college-wide outcomes in 2017 and updated some program learning outcomes in 2018. Course learning outcomes were also completed in 2017. The College has worked to develop a systematic assessment plan and process for meaningful learning outcomes assessment. A cross-departmental assessment committee has been organized and it serves to facilitate the assessment process and to develop the culture of assessment. A student self-reflection assessment project has been implemented and used for improving student success. In September 2019, a faculty self-reflection assessment project was also implemented.	**Recommendation 4:** All professional-technical programs at RTC have begun the three-year program review process. We have experienced positive results to date. The deans and faculty have met to discuss the results of the program review process and have engaged their advisory board members in the process as well. As a result, the deans and faculty have developed a plan to move forward based on individual program reviews to ensure that programs are addressing any areas that need attention. Centering student success in the process has been important when reviewing program level data so that curriculum and pedagogy can be adjusted to better serve students. Learning outcomes data including student self-reflection have been used to improve teaching and learning as well as a resource data for overall program improvement. Because of the overall learning outcomes assessment efforts, the College is developing a culture of assessment by analyzing and discussing learning outcomes and documenting the assessment process and outcomes for continuous improvement.