AQIP Systems Portfolio

Wisconsin Indianhead Technical College

October 2016

WISCONSIN INDIANHEAD TECHNICAL COLLEGE

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P = Processes   **R = Results**   **I = Improvements**

Institutional Overview

WITC is a two-year public education institution; it is one of 16 colleges in the Wisconsin Technical College System (WTCS) and is the largest geographical district (see **figure O.1**) in the System. The district covers 10,500 square miles serving a population of 316,923; 286 towns, villages, and cities; and 45 K-12 school districts.

Comprehensive Campuses are in Ashland, New Richmond, Rice Lake, and Superior. Outreach centers serve Hayward and Ladysmith. The Administrative Office is located at the center of the district in Shell Lake. In addition, WITC has embraced a One-College identity in order to better serve its communities effectively and efficiently.

The College's heart lies in its Mission, Vision, and Values (MVV). They are:

Figure O.1: WITC District Map

Mission - Learning First - Learning is our passion. As Northwest Wisconsin's leader in technical education, WITC creates dynamic opportunities for career preparation and personal effectiveness. We are committed to making each and every experience with us meaningful and professional.

Vision - An Innovative Journey - Education is a lifelong journey of learning and discovery. We embrace innovative theories, techniques, and technologies to ensure success in a changing world.

Values - Empowerment, Excellence, Innovation, Integrity, Collaboration

The College's 2015-2018 **Strategic Goals** are:
- Provide Support and Opportunities for Student Learning and Success
- Create and Strengthen Partnerships that Benefit our Stakeholders
- Foster a Learning and Working Environment that Encourages Trust, Respect, and Professional Growth
- Demonstrate Effective Leadership through Collaboration with Clear and Consistent Communication

Each year nearly 20,000 (1 in 16) residents take a class through WITC. In 2015-2016, WITC credit students in over 60 programs ranged in age from 14-83 and non-credit from 3-95 and an average age of 27 for credit students. A 1000-employee team serves over 5,000 (2,214 FTE) credit students with a diverse mix of offerings and programming to meet a majority of stakeholders' needs.

Table O-2: Board Approved staffing data

Faculty		Support Staff		Management	
Full-Time	177	Full-Time	147	Full-Time	91
Part-Time	145	Part-Time	37	Part-Time	9
Total	322	Total	184	Total	100

Credit programming at WITC is separated into seven academic divisions shown in Table O-3. For Wisconsin Technical College career programs, the General Studies division provides general education coursework to support all occupational programming.

Table O-3: WITC Credit Programming Divisions

Allied Health	Nursing
Business	Public Safety
Family/Consumer Services	Trade/Technical
General Studies	

Offerings for professional continuing education units (CEUs), Adult Basic Education (ABE), contract training and technical services for business and industry, personal and skill enrichment courses, and a variety of other offerings in non-credit programming meet stakeholders' full range of need.

To ensure full access in the geographic range, WITC utilizes appropriate technologies and services to help students reach their goals including in-person, interactive television (ITV), hybrid/ITV, hybrid, web-enhanced, flex, online, work-based learning and independent study.

In response to a strategic issue in the Spring 2013 Systems Appraisal and prior to the October 2013 Quality Check-up visit, WITC initiated an AQIP action project, Developing Divisional and Collegewide Measures, to more strategically measure and benchmark. As an outcome of this project, College Effectiveness Measures were finalized and communicated to the WITC staff in Fall 2014 with Divisional Metrics finalized during the 2014-2015 school year and full staff communication during the Fall 2015 inservice. Staff now are seeing the tie from their division's metrics to the college effectiveness measures, the strategic plan and the MVV. Two other action projects have also been completed since the Quality Check-up visit (**Table O-4**). The action projects are addressed throughout the portfolio.

Table O-4: AQIP Action Projects completed since Spring 2013

AQIP Category	Action Project Title	Summary
Helping Students Learn	Aligning our Student Learning Assessment Initiatives	This project integrated academic program review, technical skills attainment (TSA) and collegewide outcomes assessment into one process, academic program review.
Valuing People	Fostering a Culture Where all Employees are Valued	The action project team focused on highlighting the college's tenets, researched an instrument, developed a process, and administered the first Noel-Levitz College Employee Satisfaction Survey (CESS).
Measuring Effectiveness	Developing Divisional and Collegewide Measurements	This action project team researched and selected Divisional and College measurements.

Category One: Helping Students Learn

As stated in our Mission, WITC focuses on providing opportunities for career preparation and personal effectiveness. WITC Strategic Goal 1: Provide Support and Opportunities for Student Learning and Success; Item 1: Develop a systematic approach that will raise students' level of essential skills for success in both employment and life, emphasizes learning and prepares students for future employment.

To ensure the career opportunities and program outcomes are identified, developed, validated, and revised as faculty work with advisory committee members and through the WTCS Technical Skills Attainment (TSA) initiative. In addition, WITC is part of Wisconsin's Comprehensive School Counseling Model which includes a Career Pathway plan based on 16 Career Clusters. These pathways allow a student to see a direct correlation between high school and the postsecondary experience. Shorter credentials are also available. While each shorter credential has outcomes and is focused on a particular skill set, the skills only represent a portion of the entire program.

WITC's AQIP journey began with its attendance at 2007 AQIP Assessment Academy. The initial AQIP action project the College implemented, "Collegewide Outcomes Assessment Plan" began in January 2008. As noted in the 2012 System Portfolio Feedback Report, the assessment process has an opportunity to be expanded to focus on additional outcomes. Although initiatives were established to collect college data there were many overlapping initiatives. An AQIP action project, Aligning our Student Learning Assessment, was implemented to integrate the academic program review, TSA and collegewide outcomes assessment processes. The project was completed in June 2016. Data will be gathered and analyzed as the result of the project and be used to continue to make improvements in student learning.

Another opportunity provided in the feedback report was alignment of co-curricular activities. Student activities and student organizations are considered part of the WTCS and WITC total educational mission and a process handbook has been developed. Co-curricular activities are not currently assessed as to how the activities help students learn. This will be addressed by WITC in the future.

The processes and results for "Helping Students Learning" fall consistently into the area of "aligning" on the stages of maturity.

1P1 Common Learning Outcomes

Aligning common outcomes to the mission, educational offerings, and degree levels of the institution

WITC has Collegewide Outcomes (CWO) that are universal in nature and are intended to develop personal awareness, career effectiveness, and professionalism in the College's graduates (3.B.2, 3.E.2). The universality of the CWO aligns with WITC's mission for creating "dynamic opportunities for career preparation and personal effectiveness." For programs with 30 or more credits, students are expected to demonstrate knowledge, understanding, and skills in Communication, Critical Thinking, Mathematics, Science/Technology, Social Interaction, and Local/Global perspectives. For Wisconsin Technical College career programs, the General Studies division provides general education coursework to support all occupational programming (3.B.1).

As demonstrated by figure 1P1-1, the CWO are aligned with program outcomes and course competencies and assessed together frame the overall effectiveness picture.

Figure 1P1-1: Student Learning Assessment Wheel

WITC uses the Worldwide Instructional Design System (WIDS) curriculum model to integrate current learning theory and practice into a performance-based instruction system (PBI). PBI focuses the learning experience on a particular course's learning outcomes rather than on its instruction.

Determining common outcomes

The current CWO were adopted in 2007 after college staff attended an HLC Assessment Academy. An outgrowth of the work on a current AQIP project, entitled Aligning our Student Learning Assessment Initiatives, is a review and proposed revamping of the CWO. A subcommittee, consisting of members from the AQIP action team and from the collegewide Assessment Committee, was formed. They reviewed the existing CWO, gathered feedback from a variety of stakeholders including faculty, program advisory groups, academic administrators, and PC, and drafted a proposal for a new model. The revised model was revealed to the campus at an all-staff inservice in February 2016. The new model, called Employability Essentials, focuses on four key areas: Communicate Effectively, Think Critically, Be Socially Responsible, and Be Professional. The final version of the model was revealed to the college community in fall, 2016 and will go into full implementation in spring 2017 (4.B.4).

Articulating the purpose, content, and level of achievement of the outcomes and incorporating into the curriculum opportunities for all students to achieve outcomes

The CWO are listed in the college catalog and explained in terms of the college's mission as a "Learning First" institution; each program page in the catalog list the program outcomes and reference the CWO as additional outcomes (3.B.2). WITC's mission does not include scholarly research and publication for its faculty and students; therefore, these activities are not included as outcomes (3.B.5). Table 1P1-2 summarizes catalog and webpage information outlining components of student academic achievement and tools for assessment (4.B.1).

Table 1P1-2: Components of student academic achievement and tools for assessment

	Course Competencies	Program Outcomes	Collegewide Outcomes
Associated Skills	Major skills, knowledge, attitudes, or abilities needed to perform a task effectively and efficiently	Field specific skills, attitudes, and abilities expected to be mastered by learners completing a program	Universal in nature and are intended to develop personal awareness, career effectiveness, and professionalism
Tools/Methods	Direct measures such as collaborative projects; clinicals and internships; written and oral presentations/papers; examinations	Direct measures such as capstone projects; national/licensure certification scores; and program statistics Indirect measures such as Graduate Survey and Employer Survey; Advisory committee input; and program retention rate	Direct measures using rubrics to score artifacts of assignments
Data Analyzed By/Responsible for Outcomes	Faculty & Academic Affairs administration	Faculty, Academic Affairs administration, Advisory Committees, & College administration	Faculty, Assessment Committee, & Academic Affairs administration
Analysis & Use of Data	Results used to improve classroom learning and teaching practices	Results ensure continuous improvement is taking place and demonstrates accountability to constituents	Results facilitate improvements in skill set acquisition necessary for career and personal effectiveness

Assessment of CWO occurs at the course, program, and college level to ensure that graduates have the skills necessary for career and personal effectiveness. The process is overseen by the Curriculum Design Specialist and the Assessment Committee. The committee, comprised of faculty, staff and administrators, meets twice a semester to develop, implement, and review the assessment plan. The assessment process identifies: 1) what students should be learning, 2) what ways students are growing intellectually, 3) the gaps in the learning process, and 4) what we should be doing to facilitate student learning and growth. The data are analyzed and changes implemented in course activities and assessment techniques.

Because WITC believes that CWO instruction happens both in general education classes and in program classes, faculty in each program is creating a Program Assigned Outcomes Matrix that is housed in WIDS (3.B.3). This effort is led by the Curriculum Design Specialist. For each course a code is assigned that explains how the CWO is addressed in that course; the codes are (I)Introduced, (P)Practiced, (A)Assessed, X(Linked), with "linked" referring to courses where all three levels of learning are present. The matrix documents that CWO are incorporated into the program curriculum and that students have several opportunities to learn about and practice each outcome. The matrix is created when programs are in Phase II of the TSA process (1P2). The matrices will be revised during the 2016-2017 year.

Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs

By incorporating the CWO into all phases of review and by ensuring that program courses address the CWO, WITC is able to constantly review and align the outcomes.

The recent review of the CWO gave WITC the opportunity to evaluate the relevance of the outcomes and make changes accordingly. One document that was integral to the review process was the feedback summaries from the Strategic Planning Forums (4P2). The forums pointed to the need for more focused attention on soft skill training.

Supporting the College's commitment to teaching students to function in a global and multicultural society, the current and the new model for CWO includes valuing diversity as an outcome for all students (3.B.4).

Designing, aligning, and delivering co-curricular activities to support learning

Student activities and student organizations are considered part of the WTCS and WITC total educational mission. WITC's administrative policy J-250 defines co-curricular student organizations as those whose "goals consist of professional enrichment, personal growth, and occupational skill development that are related to the instructional goals and career objectives of the program(s) in which the members are enrolled." Co-curricular classification is determined by whether or not the major portion of an organization's activities focuses directly on supplementing the curriculum and enhancing the learning process (3.E.1). A Student Organization Advisor's Handbook details requirements, includes an organization application form and process, and provides guidance for staff advisors.

Co- curricular student organizations listed in the 2016-2017 Student Handbook are as follows:

- Ag Power Club
- American Institute of Architects
- Automotive Club
- Broadband Technologies
- Business Management Club
- Business Professionals of America (BPA)
- Campus Activities Board (CAB)
- Collegiate DECA Wisconsin
- Computer Club
- Cosmetology Club
- Criminal Justice Club (CJC)
- Diversity Club
- Early Childhood Association (ECA)

- Human Service Associate Club (HSAC)
- Industrial Society of Automation
- Institute of Packaging Professionals (IOPP)
- National Association of Homebuilders (NAHB)
- National Student Nursing Association (NSNA)
- Nursing Club
- Science Club
- Skills USA
- Student Ambassadors
- Student Occupational Therapy Association
- Veterans' Club
- Welding Club
- Wisconsin Collegiate DECA

Currently, co-curricular activities are not assessed as to how the activities help students learn (4.B.2). This will be addressed by WITC in the future.

Selecting tools/methods/instruments used to assess attainment of common learning outcomes

The CWO assessment process is used for selecting tools, methods, and instruments. For assessing the individual outcomes rubrics have been created for Communicating Effectively in Writing, Demonstrating Critical Thinking, and Applying Mathematics. During the 2016-2017 year, instruments will be developed to assess the new outcomes.

One instrument addressing the infusion of the CWO throughout the curriculum is the Program Assigned Outcomes Matrix which is embedded in the TSA Phase II process (Figure 1P2-1).

Assessing common learning outcomes

The CWO assessment process, called for implementing the CWO one at a time with a one-year pilot in a limited number of programs. A rubric used collegewide was developed for the selected outcome and included parameters for assignments. This was followed by three years of collegewide assessment of programs with 30 or more credits. This plan allowed faculty to develop and modify assessments to embed in their programs. The first CWO to be assessed was Communicate Effectively, followed by Demonstrate Critical Thinking Skills, and then Apply Mathematics.

Collegewide assessment occurred from spring 2010 through 2015. Program faculty sent a random sample of artifacts from the course where the summative assessment occurred. Review teams of faculty and deans assessed the artifacts using the collegewide rubric and provided feedback to the program faculty regarding student performance and the assessment tool itself. Action plans were created to make improvements as needed.

Once the process was started, it was evident that the original timeline was too long to be an effective tool for change. Based on feedback from the HLC site visit and with start of the AQIP project to align academic assessment, the College stopped the original Academic Program Review process in fall 2015. The 2015-2016 year was devoted to revising the model, and 2016-2017 is the transition year for developing new rubrics for the outcomes and revising the process to correct identified weaknesses.

1R1 Results for determining if students possess the knowledge, skills, and abilities that are expected at each degree level

Outcomes/measures tracked and tools utilized

Each program will complete the Assigned Outcomes Matrix to track the connection of CWO to the program. Rubrics for each CWO criterion are based on a four-point scale (4=highest). Associate degree students need an average score of 3, and technical diploma students need an average of 2. Action plans are documented as needed.

Summary results of measures

Out of 74 total programs, embedded diplomas, and apprenticeships, 40 have completed the Program Assigned Outcomes Matrix. Another 19 matrices are in process for programs that completed TSA Phase I and the final 15 have not finished TSA Phase 1 and are not ready to complete the matrices.

Tables 1R1-1 through 1R1-4 summarize the CWO assessment results to date. As a point of clarification, the smaller number of artifacts reviewed in 2015 results from a decline in overall college enrollment resulting in fewer courses offered.

Table 1R1-1: Written Communication Results

Written Communication Results					
Year Assessed	# of Artifacts Reviewed	Criterion			Total Avg
		1	2	3	
2010	77	2.81	2.99	2.83	2.88/4
2011	82	2.81	3.36	3.03	3.07/4
2012	80	2.09	2.90	2.27	2.42/4
2013/2014	No data available.				
2015	64	3.12	3.2	3.0	3.11/4

1=Organization, 2= Content, 3=Style

Table 1R1-2: Oral Communication Results

Oral Communication Results											
Year Assessed	# of Artifacts Tallied	Criterion									Total Avg.
		1	2	3	4	5	6	7	8	9	
2010	156	3.32	3.6	3.6	3.6	3.41	3.22	3.2	3.36	3.37	3.39/4
Rubric Revised and Criterion 5 changed from Posture to Active Listening.											
2011	127	3.4	3.6	3.5	3.3	3.5	3.3	3.3	3.4	3.4	3.41/4
2012	141	3.5	3.6	3.7	3.5	3.4	3.3	3.3	3.3	3.4	3.44/4

1=Tone, 2=Pronunciation, 3=Volume, 4=Vocabulary, 5=Clarity, 6=Posture, 7=Facial Expression, 8=Eye Contact, 9=Gesture

Table 1R1-3: Critical Thinking Results

Demonstrate Critical Thinking Results									
Year Assessed	# of Artifacts Reviewed	Criterion							Total Average
		1	2	3	4	5	6	7	
2012	55	3.32	3.6	3.6	3.6	3.41	3.22	3.2	1.94/3
Rubric Revised and Criterion 4 removed.									
2013	72	2.9	2.31	2.21		2.27	2.75	2.52	2.49/4
2014	101	3.31	2.52	2.46		2.67	2.78	2.67	2.73/4
2015	80	3.10	2.88	2.76		2.68	2.84	2.80	2.84/4

1=Problem/Issue/Situation, 2=Key Assumptions, 3=Perspectives/Positions, 4= Other Perspectives, 5= Quality of Evidence, 6=Resolution, 7=Conclusion

Table 1R1-4: Apply Mathematics Results

Apply Mathematics Results								
Year Assessed	# of Artifacts Reviewed	Criterion						Total Average
		1	2	3	4	5	6	
2013	134	3.68	3.61	3.60	3.52	3.36	2.93	3.45/4
2014	159	3.05	3.56	2.72	3.61	2.51	2.83	3.05/4
2015	62	3.20	3.24	3.08	3.36	3.04	2.88	3.13/4

1=Select/Devise a strategy for solving, 2=Extract relevant data, 3=Apply the strategy: units, 4=Apply the strategy: calculations, 5=Communicate results/relevance & accuracy, 6=Communicate results/precision

Table 1R1-5: Action plans results from CWO assessment results

Communicate Effectively Action Plans		Status
2010	Focus on program faculty training on the oral and written communication rubrics; create training video in oral communication and create detailed guidelines for using the written communication rubric	Material created and posted on assessment webpage
2011	Results shared with all faculty during inservice and individual program results distributed to programs	NA
2012	Results of three years of assessment were presented to all faculty; facial expressions (oral) and organization (written) were below average all three years; recommend communication instructors to work more closely with program faculty and show rubric to students to increase understanding; recommend created training video for written communication rubric	Video created and posted on the assessment webpage
Demonstrate Critical Thinking Action Plans		**Status**
2012	Assessment team reviewed results from initial implementation; revised the rubric to move to a 4-point scale, revised criterion on the rubric; and created a structured template for faculty to use to review and improve assignments chosen for assessment	Rubric revised and template posted on assessment webpage
2013	Assessment team reviewed results and that the revised rubric and templates did help, all indicators were below established benchmark; faculty requested a detailed feedback report to help understand the results	Reports created and distributed
Apply Mathematics Action Plans		**Status**
2013	Assessment team noted the training and mentoring of faculty during the two pilot years helped with full implementation; all scores are above the benchmark except communicate results/precision; create feedback reports for program faculty	Reports created and distributed

Comparison of results with internal targets and external benchmarks

Only aggregate data was collected for each cycle of the CWO assessment process; therefore, the internal benchmark for Associate of Applied Science (AAS) students to have a minimum score of 3 and technical diploma students have a minimum score of 2 was not tracked. This will be addressed as the new model and process are developed.

Interpretation of the results and insights gained

While WITC has moved ahead in its understanding of the assessment process, the existing CWO assessment plan is too complex to demonstrate this forward momentum. The analysis of results for the past few years has remained at the Assessment Committee level and not flowed out as the process indicated. This communication breakdown hampers the ability of faculty to create meaningful action plans that will improve student learning. The new CWO process will be designed to address this area of concern.

A final insight is the lack of a meaningful benchmark to assess each CWO at the collegewide level. At the program level, the benchmarks were established but WITC is lacking an overview metric that sets a collegewide benchmark.

1I1 Improvements have been implemented or will be implemented in the next one to three years

As a result of the assessment subcommittee the CWO were revised. The new model, called Employability Essentials, focuses on four key areas: Communicate Effectively, Think Critically, Be Socially Responsible, and Be Professional. The new model will be implemented in Spring 2017. (4.B.3)

WITC's 2015-2018 strategic plan includes an outcome that all areas of the college will incorporate the new CWO into their units. Each area of the college has a part to play in helping students learn. With the CWO embedded into all divisions in the College, WITC will be able to measure the CWO for co-curricular clubs and other student activities designed to enrich the student experience.

1P2 Program Learning Outcomes

Aligning learning outcomes to the mission, educational offerings, and degree levels of the institution

Career preparation and personal effectiveness are part of WITC's mission, and as noted in 1P3, programming ideas are generated from a variety of sources, and program offerings are tied to the workforce needs of the service area. Key components of the program development process (PDP) include analysis of labor department data, a survey of employer's needs, development of curriculum, and an analysis of implementation costs. As noted in 1P3, the AAS degrees, technical diplomas, and the new focus on career pathways ensure the educational offerings meet the mission of the college.

Determining program outcomes

As documented in 1P3, faculty work with advisory committees annually to identify, develop, validate, and revise program outcomes (4.B.4). Another key process in determining program outcomes is the WTCS TSA initiative. TSA targets federal Carl Perkins IV requirements is illustrated in figure 1P2-1:

Figure 1P2-1: WTCS TSA Approval and Reporting Process
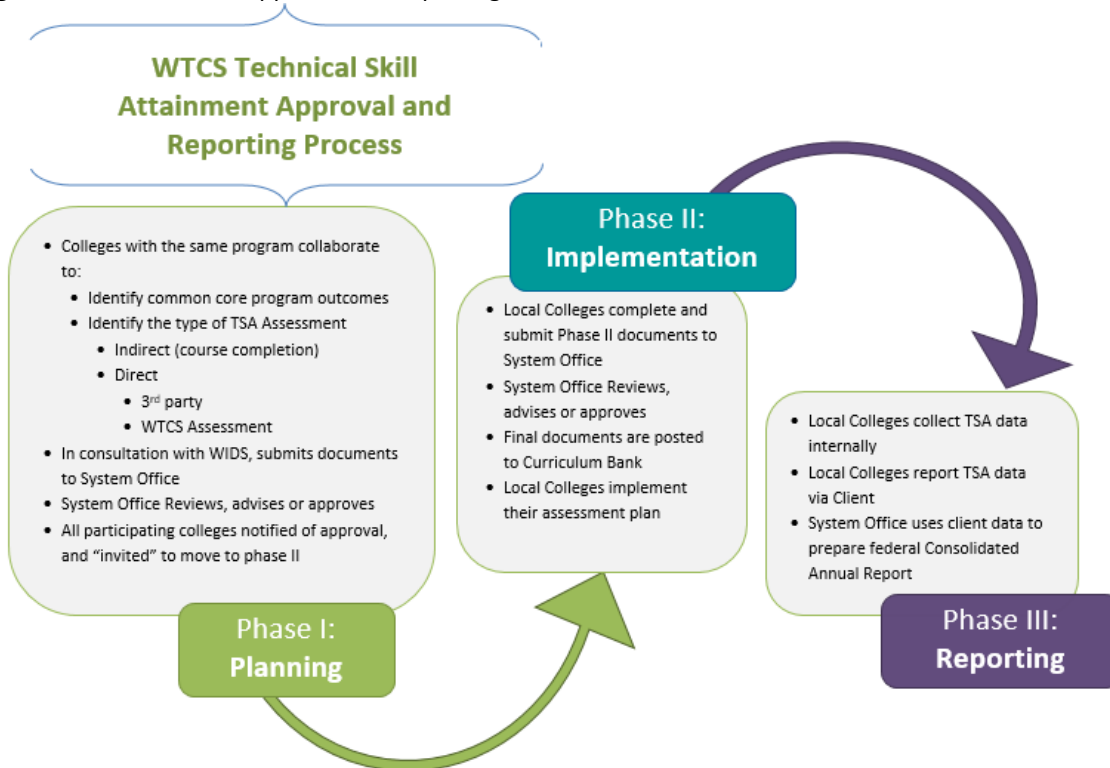
In Phase I WTCS faculty collectively identify common core program outcomes and assessments for the outcomes that are linked to industry standards and meet state criteria including validity, reliability, and fairness (4.B.4). For unique programs, the college independently works through the Phase I process.

Articulating the purpose, content, and level of achievement of the outcomes

Phase II of the TSA process links program outcomes to program courses by outlining how students will achieve the program outcomes and detailing how students are informed about the assessment format and criteria as well as how they will receive feedback. The WITC Academic Program Review process also analyzes student achievement data as part of the self-study that each program completes. Official college communications such as the WITC web site and the college catalog detail the program outcomes and any additional program-specific information (4.B.1). Outcomes are communicated to students on course syllabi, including the various types of assessment which will occur in each program course; all syllabi are recorded in WIDS.

Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs

The program advisory committees are the primary vehicle by which program outcomes are reviewed for relevancy and are aligned with program workplace needs. Membership on the advisory committees reflects the diversity of the workplace, and the membership advocates for program needs (3.B.4). The Academic Program Review process, with a focus on identifying strengths and challenges of existing programs, determines strategies for continuous improvement to ensure WITC meets the student and business needs. Valuing diversity is both a WITC tenet and CWO, so diversity themes run throughout courses and programs (3.B.4).

Designing, aligning, and delivering co-curricular activities to support learning

As explained in 1P1, co-curricular activities are governed by college policy. Co-curricular classification is determined by whether or not the major portion of an organization's activities focuses directly on supplementing the curriculum and enhancing the learning process. The integration of co-curricular activities for program learning outcomes is the same as it is for CWO.

Selecting tools/methods/instruments used to assess attainment of program learning outcomes

During Phase I of TSA, faculty select assessment methods that include indirect measures (course completion) and direct measures (3rd party assessment or WTCS created assessments). As part of the academic review process faculty identify projects, assignments and course activities to evaluate competence in program outcomes and develop rubrics to access the outcomes. Students complete the assessments during their final semester which aligns with completion of the TSA process.

A degree audit is completed for all students to ensure program requirements have been met. Surveys are also used to ensure graduates have the CWO, program outcomes and learning expectations. (4.B.2)

Assessing program learning outcomes

The WTCS started the TSA process in 2008. As diagramed in Figure 1P2-1, the TSA process is divided into three parts, and all WITC programs are moving through the phases according to a timeline established by the WTCS. As described in 1P1, Phase I reviews the program outcomes; Phase II documents the alignment of the outcomes to the program courses and creates the Program Assigned Outcomes Matrix, and Phase III requires programs to follow the assessment plan and submit student assessment results to the WTCS (4.B.1).

The WITC Academic Program Review process, which was adopted in 2009 and updated in 2016, operates on a five-year cycle. WTCS curriculum guidelines require all credit courses to be connected to an instructional program. Figure 1P2-2 shows the Academic Program Review process.

Figure 1P2-2: WITC Academic Program Review Process

WITC Academic Program Review Process
2017-2021
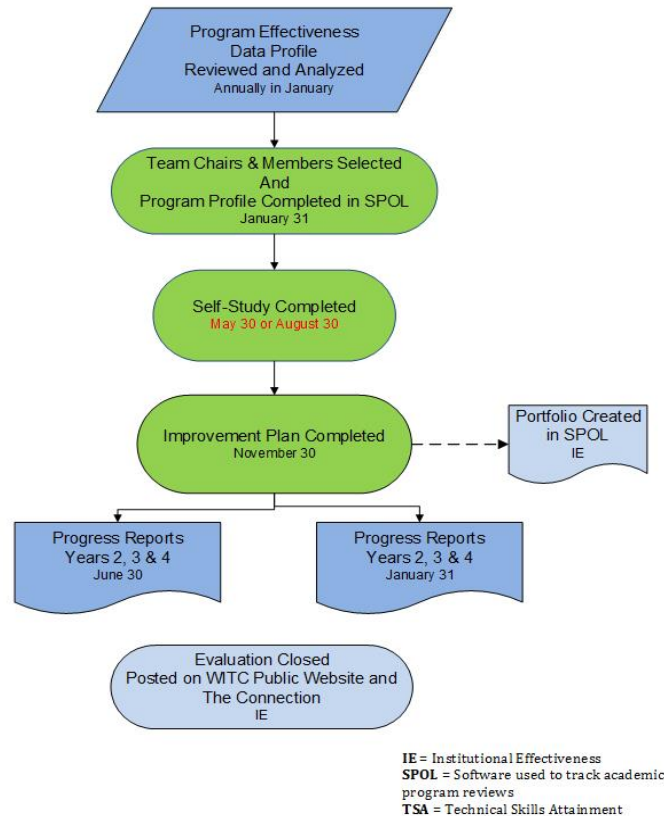
The program dean selects a faculty team chair/co-chair for the process (4.B.4). The team membership includes representation from program and General Studies faculty, counselors, advisory committee members, students and staff. The self-study includes seven categories: program statistics, curriculum, assessment of student learning, advisory committee review, equipment and facilities, faculty professional development, and collaboration across the college. The review also includes WTCS data, or quality review process (QRP) scorecards. QRP data includes indicators that are based on priorities of the college, WTCS, and/or federal grant requirements. A multi-year improvement plan is the final product of this process (4.B.1). Progress reports are submitted bi-annually until the improvement plans are completed.

A major analysis of the overall Academic Program Review process had not occurred since its inception. The current AQIP Action Project, Aligning our Student Learning Assessment Initiatives, is synthesizing the TSA, CWO assessment, and Academic Program Review into one streamlined process. Beginning in January 2017, all programs will review their Program Effectiveness Data Profile. The profile is a complication of TSA data, QRP data, program statistics, and Perkins data. The College will move to a five-year cycle for a full program review; the cycle will operate on a calendar year to align with planning and budgeting. The self-study will have three required elements: analysis of trends from the Program Effectiveness Data Profile, analysis of results from the previous program review improvement plan, and progress/results from TSA and CWO. The program selects two additional areas for study that are

relevant and meaningful. Selected topics include advising, specialized accreditation work, advisory committees, assessment of student learning, budget, career outlook/future occupational trends, career pathways, collaboration/partnerships, curriculum, delivery methods, dual enrollment, equipment, facilities, faculty credentialing/development needs, online/technology, and recruitment.

1R2 Results for determining if students possess the knowledge, skills, and abilities that are expected in programs

Outcomes/measures tracked and tools utilized

Each program in TSA Phase III has its own assessment plan and scoring rubric. Program learning outcomes are scored either Met or Not Met and submitted to the WTCS. Each program going through the Academic Program Review process analyzes QRP data compiled by WTCS. The Academic Program Review Executive Summary documents program improvement plans and work completed on those plans.

Overall levels of deployment of assessment processes within the institution

Of the 71 programs in the TSA initiative, 34 percent have completed Phase I and are ready for or are in process for Phase II; 17 percent have not yet started Phase I, and 49 percent have completed Phase II. Of the 35 programs that have completed Phase II, 74 percent are reporting data through Phase III client reporting with the remaining programs scheduled to begin reporting Phase III data in 2017 or later.

All programs have completed or are completing the 2012-2015 Academic Program Review rotation. The 2017-2021 rotation has been established.

Summary results of assessments
Comparison of results with internal targets and external benchmarks

WITC uses exam pass rates as an indicator of student's skills and abilities for programs with national accreditation (Table 1R2-1).

Table 1R2-1: Results of National Council Licensure Examination (NCLEX) - RN

Year	# of Program Graduates	# of first-time test takers	# of first-time test takers who passed the exam	% of first-time test takers who passed the exam
2013	87	64	57	89%
2014	106	108	88	81%
2015	110	100	86	86%
Total 3-year	303	272	231	85%

WITC establishes a threshold and target for each indicator based on the four lowest actual percentages (threshold) and the four highest actual percentages (target) for each indicator. The threshold and target for each indicator provides program staff the opportunity to compare their program students' performance in relation to the college as a whole for each indicator. The target and thresholds are based on the three highest and three lowest percentages for WTCS. The information included on a QRP scorecard that programs use during academic program review, is shown the tables below for welding (Table 1R2-2) and nursing (Table 1R2-3).

Table 1R2-2: Welding QRP Scorecard

Welding Technical Diploma					
WTCS State Indicator	2014				
	Total In Cohort	Total Achieved	Actual	WITC Threshold	WITC Target
C200 Course Completion	112	96	85.7%	52.8%	100%
C400 Special Populations Course Completion	92	77	83.7%	38.5%	100%
C600 Minority Course Completion	7	7	100%	NA	100%
F200 Second Year Retention	74	54	72.9%	27.9%	96.4%
F251 Fall to Spring Retention	98	89	90.8%	34.2%	100%
F651 One Year Graduation	105	69	65.7%	NA	100%
F851 Second Year Graduation	74	52	70.2%	29.4%	93.9%
I300 Job Placement - All Employment	44	40	90.9%	62.9%	100%
I600 Job Placement - Related Employment	44	33	75.0%	13.0%	100%
J500 Non-Traditional Gender	112	3	2.68%	NA	43.8%
J650 NTO Graduation	76	2	2.63%	NA	38.9%

Welding Technical Diploma						
WTCS State Indicator	2013			2012		
	Total in Cohort	Total Achieved	Actual	Total in Cohort	Total Achieved	Actual
C200 Course Completion	80	63	78.7%	53	46	86.7%
C400 Special Populations Course Completion	69	53	76.8%	38	31	81.5%
C600 Minority Course Completion	6	6	100%	1	1	100%
F200 Second Year Retention	45	39	86.6%	56	52	92.8%
F251 Fall to Spring Retention	70	63	90.0%	43	43	100%
F651 One Year Graduation	74	45	60.8%	45	30	66.6%
F851 Second Year Graduation	45	38	84.4%	0	0	0%
I300 Job Placement - All Employment	29	25	86.2%	48	44	91.6%
I600 Job Placement - Related Employment	29	23	79.3%	48	38	79.1%
J500 Non-Traditional Gender	80	5	6.25%	53	4	7.56%
J650 NTO Graduation	53	3	5.66%	37	3	8.1%

Table 1R2-3: Nursing QRP Scorecard

Nursing Associate Degree					
WTCS State Indicator	2014				
	Total In Cohort	Total Achieved	Actual	WITC Threshold	WITC Target
C200 Course Completion	683	566	82.8%	52.8%	100%
C400 Special Populations Course Completion	550	456	82.9%	38.5%	100%
C600 Minority Course Completion	29	21	72.4%	NA	100%
F200 Second Year Retention	312	184	58.9%	27.9%	96.4%
F400 Third Year Retention	279	154	55.2%	30.9%	81.3%
F600 Third Year Graduation	279	34	12.1%	16.1%	78.6%
F800 Fifth Year Graduation	217	88	40.5%	10.2%	65.8%
I300 Job Placement - All Employment	72	70	97.2%	62.9%	100%
I600 Job Placement - Related Employment	72	68	94.4%	13.0%	100%
J500 Non-Traditional Gender	683	93	13.6%	NA	43.8%
J650 NTO Graduation	92	9	9.7%	NA	38.9%

Nursing Associate Degree						
	2013			2012		
WTCS State Indicator	Total in Cohort	Total Achieved	Actual	Total in Cohort	Total Achieved	Actual
C200 Course Completion	704	608	86.3%	587	521	88.7%
C400 Special Populations Course Completion	570	485	85.0%	395	350	88.6%
C600 Minority Course Completion	27	19	70.3%	28	20	71.4%
F200 Second Year Retention	279	196	70.2%	144	85	59.0%
F400 Third Year Retention	144	87	60.4%	217	119	54.8%
F600 Third Year Graduation	144	21	14.5%	217	31	14.2%
F800 Fifth Year Graduation	214	97	45.3%	205	97	47.3%
I300 Job Placement - All Employment	83	79	95.1%	94	91	96.8%
I600 Job Placement - Related Employment	83	79	95.1%	94	90	95.7%
J500 Non-Traditional Gender	704	82	11.6%	587	71	12.1%
J650 NTO Graduation	89	10	11.2%	99	11	11.1%

Each score card has the two previous year's data as well as established benchmarks for comparison. This data shows trends for quality checkpoints such as graduation rate and completion. Annual Executive Summaries present an overall snapshot of the review outcomes for the year (2014 and 2015 reports).

Interpretation of assessment results and insights gained

One of the major goals of the AQIP action project was to eliminate redundancies in academic program review and TSA and to create a mechanism and time for faculty to systematically review all relevant program data. When the WTCS instituted the TSA process and the timeline for implementation, WITC added the TSA processes and made no changes to the Academic Program Review process at that time. By moving to a process that incorporates both TSA and Academic Program Review, efficiencies will be gained and the loop closed on all reviews.

Currently there is no reporting mechanism from the WTCS that summarizes the TSA data. WITC is working on generating its own report so program faculty will be able to see a summary of all program outcomes, criteria, and percentages of Met/Not Met.

1I2 Improvements implemented or will be implemented in the next one to three years

The streamlined Academic Program Review process is set for implementation in January, 2017, and should move WITC forward another step along the quality improvement journey.

1P3 Academic Program Design

Identifying student stakeholder groups and determining their educational needs

The Wisconsin state statute 38.001 establishes the student stakeholder group and mission for all technical colleges: "provide occupational education and training and retraining programs, including the training of apprentices, that enable residents to obtain the knowledge and skills necessary for employment at a technical, paraprofessional, skilled or semiskilled occupation." WITC implements this statue through its mission as a "Learning First" institution by "creating dynamic opportunities for career preparation and personal effectiveness" for those who attend the institution.

WITC embraces a variety of student stakeholder groups; recent high school graduates, adults, dual-enrollment high school students, incumbent workers, and displaced workers who attend the college for job retraining, new skill development, career preparation, or personal enrichment; as part of its mission.

Building on the commitment to diversity and valuing individuals, current and past students are a part of the program design process. Current students and program graduates are included on all program advisory committees and are included in processes such as strategic planning forums. Current students and past graduates complete surveys to assist with program development and assessment of educational needs. A CWO component focuses on local and global perspectives which is designed to analyze the impact of personal actions on local and global issues. Each program explores how the program of study is influenced by local and global markets and issues so that all stakeholder groups have their viewpoints acknowledged and considered (1.C.1, 1.C.2).

Identifying other key stakeholder groups and determining their needs

Another key stakeholder group is businesses and industries, and their needs are determined through participation in advisory committees. Program faculty work with advisory committees to annually identify, develop, validate, and revise programs and program outcomes. These advisory committees are required by the WTCS for each approved program. Each advisory board meets once or twice per year.

Program advisory committees are governed by WITC policy I-210 and procedures I-210A. The policy states that "The membership of all advisory committees should include equal representation of employers and employees and be representative of geographic location and racial and gender diversity" (1.C.1, 1.C.2).

The Employer Satisfaction Survey process is another mechanism for obtaining feedback from the business and industry community regarding the effectiveness of technical education in preparing individuals for employment. WITC conducts the survey every four years, and the survey enables employers to rate graduates on an expectation scale according to various questions regarding mastery of skill and knowledge to overall preparedness for the job.

Developing and improving responsive programming to meet all stakeholder's needs

WITC uses a PDP to identify and prioritize the development of new programs and/or embedded pathway credentials.

Figure 1P3-1: Program Development Process
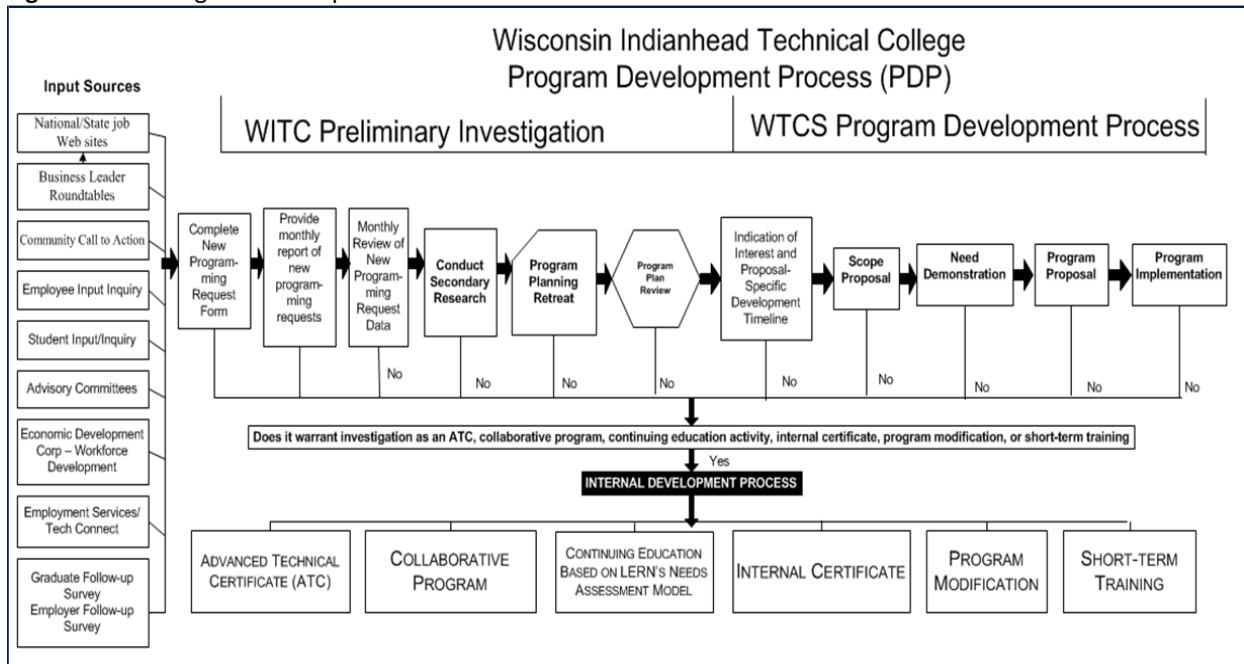
As demonstrated in Figure 1P3-1, WITC incorporates the views from external and internal sources. The PDP is a data-driven process that has multiple evaluation points that determine if a program should be developed. The Scope Proposal and the Program proposal must be reviewed and approved by the WITC Board of Trustees (The Board) and the WTCS Board before development and implementation begin.

The program modification process (Figure 1P3-2) is included in the PDP. The modification process is required for any changes to a credit course included in a program and/or certificate that impacts course title and/or course credits. All general studies course changes are included in this process.

Figure 1P3-2: Program Modification Process
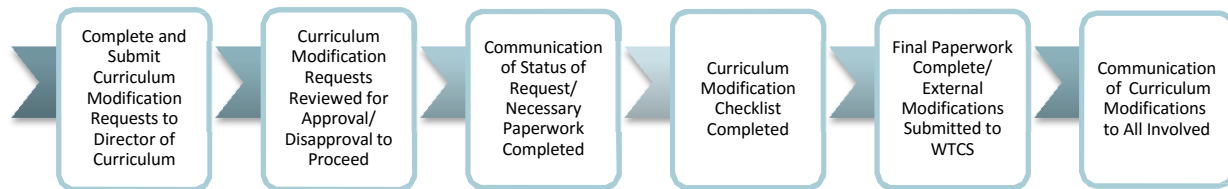
The basis for curriculum modifications can come from academic program review recommendations, TSA process information, statewide curriculum revisions, the need to incorporate new and emerging technologies, student learning assessment recommendations, or program advisory committee input. When less than 20 percent of the program credits change and only course changes are being made, an internal modification is completed. For modifications where more than 20 percent of the credits and/or program level changes, the WTCS process must be completed and approved before the changes are implemented (4.A.1).

As a way to be more responsive to employers seeking trained staff and students who may need to stop their education to work, WITC has embraced Wisconsin's strategy of career pathways. Career pathways have multiple entry and exit points, each with varying skill levels to correspond with educational attainment.

Figure 1P3-3: Wisconsin Career Pathways

WISCONSIN CAREER PATHWAYS
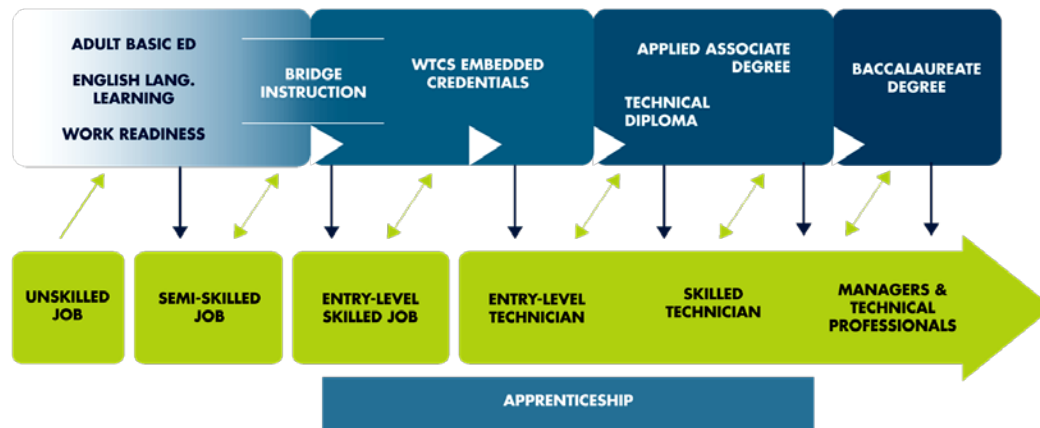
As noted in Figure 1P3-3, students from diverse backgrounds and varying educational attainment levels can enter into the educational system and earn a credential leading to employment and potentially to additional education.

Selecting tools/methods/instruments used to assess the currency and effectiveness of academic programs

Both the TSA process and the Academic Program Review process help WITC faculty assess the currency and effectiveness of academic programs (1P2).

The Employer Satisfaction Survey is used to gather input from businesses and industries who hire WITC graduates. Employers rate graduates on the following items:

- Mastery of skill and knowledge in the field
- Ability to perform technical skills of the profession
- Ability to communicate effectively with co-workers and/or customers
- Relevancy of graduates' skill and/or knowledge base in relationship to real world applications within the industry
- Mastery of science, technology, engineering or math skills needed in the field
- Overall preparedness for employment at your company

Within the WITC annual Graduate Follow-up Survey, graduates are asked to rate their satisfaction with the training received on a four-point scale from Very Satisfied to Very Unsatisfied and have the opportunity to suggest improvements or make comments about their program of study. These data are reviewed annually and incorporated into the Academic Program Review process.

Reviewing the viability of courses and programs and changing or discontinuing when necessary

The Program Viability Process was formed around the concept of a coordinated, data-informed institutional planning process. This process includes both data on the most recent year and historical trends. The process includes an analysis of enrollment trends as well as WTCS comparative data on FTE costs, retention and graduation data (4.A.1). Initial data addressing program FTE, faculty costs, other personnel costs including overload, adjuncts, and teaching assistants, cost per FTE, and quality measures such as retention rates is compiled by the Office of Institutional Effectiveness (OIE) and validated by program deans. Once validated, a viability score is calculated for each program. For General Studies

viability enrollments, faculty costs, cost per FTE, and retention data are analyzed. The end result is a final program score. Based upon this data, further qualitative information may be requested and reviewed. President's Cabinet (PC) uses program viability information in reviewing and determining WITC's future program mix and resource allocations. All findings are shared with the college community through email and are posted on the College's intranet site, The Connection, for all employees to review.

Program modification, as discussed earlier, follows a structured process (4.A.1).

Program discontinuance is governed by WITC policy I-830 (4.A.1). Program discontinuance policies are an effort by the WTCS and the colleges to maintain high quality, relevant programming. This policy sets forth the following criteria for discontinuance of programming:

- The program has been modified or combined with another program, which resulted in at least a change in the program number.
- Evaluation findings indicate the program is not meeting its stated objectives.
- Labor market projections indicate a decrease in occupational needs.
- The enrollment, ability to attract students, retention, placement, and other variables indicate the program is not meeting objectives.
- When College staff, the local Board, or the WTCS Educational Director has recommended discontinuance.

1R3 Results for determining if programs are current and meet the needs of the institution's diverse stakeholders

Outcomes/measures tracked and tools utilized

WITC tracks responses on the Employer Satisfaction Survey and the Graduate Follow-up Survey in order to assess how the programs are meeting the needs of graduates and employers. The data are reviewed by PC and Academic Affairs and actions are taken as warranted.

Data related to program completion is gathered and reviewed by PC and Academic Affairs. Persistence and retention rates are tracked and monitored as part of both collegewide measures and Academic Affairs metrics. Program viability results are updated yearly, discussed, and actions taken as needed by PC and Academic Affairs.

Advisory committee memberships are reviewed each year by program deans. Program development and modifications are tracked on a yearly basis by the Curriculum Office.

Summary results of assessments

The most recent Employer Satisfaction Survey was conducted in 2014, and table 1R3-1 summarizes the findings for traits associated with program skills and expected level of competency.

Table 1R3-1: Program skills and expected level of competency

2014 and 2009 Employer Satisfaction Survey Results	Percent of Employers Indicating Exceeds or Meets Expected Level	
Expected Level	**2014**	**2009**
Mastery of skill and knowledge in the field	87%	93%
Ability to perform technical skills of the profession	90%	92%
Ability to communicate effectively with co-workers and/or customers	89%	93%
Relevancy of graduates' skill and/or knowledge base in relationship to real world applications within the industry	89%	86%
Mastery of science, technology, engineering or math skills needed in the field	86%	94%
Overall preparedness for employment at your company	91%	92%

For the 2015 Graduate Follow-Up Survey, of the 1,122 graduates who responded to the question "How do you feel about the training your received at WITC?", 98 percent indicated they were very satisfied or satisfied with their training. Graduates are encouraged to leave comments and suggestions as a part of the survey; the comments are gathered and given to the Vice President (VP), Academic Affairs who distributes the comments to program deans for review.

Program graduation and retention data are collected by the OIE and is distributed to each program dean; the data for all programs is given to the VP, Academic Affairs. As the new streamlined Academic Program Review process is implemented (1P1), all programs will review this data along with several other indicators on a yearly basis during a campus Data Day. A sample portion of a data sheet is shown in table 1R3-2.

Table 1R3-2: Medical Assistant Data Sheet

Program Name: Medical Assistant Graduates/Credential Completions: *(Research & Data)*	2010-11	2011-12	2012-13	2013-14	2014-15
Number of Program Graduates	42	49	52	48	37
Percent of Graduates Employed	97%	96%	98%	93%	100%
Percent of Graduates Employed Related	75%	82%	83%	73%	93%
Graduate Satisfaction	97.3%	97.8%	97.8%	93.3%	96.4%
Average Annual Graduate Reported Wages	$28,548	$29,196	$28,248	$29,328	$28,940
Retention: *(Research & Data)*					
Fall to Spring (All)	71%	70%	80%	71%	80%

Currently, WITC has 85 advisory boards with 705 members. In keeping with the WITC policy review cycle, the advisory board policy and procedure, I-210 and 1-210A, were reviewed and revised in 2015.

Table 1R3-3 shows data related to the frequency of course and program modifications.

Table 1R3-3: Frequency of course modifications, program modifications, program creations, or program deletions

	2016-2017	2015-2016	2014-2015
Programs with revised course descriptions	9	11	16
Programs with curricula modifications	9	11	18
New program creation	0	4	0
Deleted programs	0	1	0

Career Pathways are a major focus for WITC. Embedded credentials are added to student records at the end of each term. Students will receive a diploma for each credential, and all awarded credentials will appear on student transcripts (Table 1R3-4).

Table 1R3-4: Programs and created pathways

Career Cluster	First Credential Program Title	Second Credential Program Title	Third Credential Program Title
Agriculture, Food and Natural Resources	Dairy Feeding Management Dairy Genetics and Reproduction Dairy Cattle Management	Dairy Herd Management	
Architecture and Construction	Construction Essentials	Residential Construction and Cabinetmaking	
Business Mgmt/ Administration	Microsoft Office Office Technology Assistant	Office Support Specialist	Administrative Professional
Business Mgmt/ Administration	Healthcare Receptionist Medical Billing Specialist	Health Office Professional	
Finance	Accounting Assistant	Accounting	
Health Science	Nursing Assistant	Practical Nursing *(cannot apply directly into this program)*	Nursing – Associate Degree
Health Science	Medical Coding Specialist	Health Information Technology	
Health Science	Patient Services Specialist	Medical Assistant	
Human Services	Community-Based Residential Facility (CBRF) Caregiver Healthcare & Service Provider Dementia Care	Gerontology – Aging Services Professional	
Education & Training	E-Connect - Child Care Services	Early Childhood Education and E-CHILD	
Information Technology	IT Network Technician	IT – Network Specialist	
		IT - Systems Administration Specialist	
		Industrial Automation, Controls and Networking	
Information Technology	Broadband Technician	Broadband Technologies	
Law, Public Safety and Security	Emergency Medical Technician	EMT - Paramedic	Paramedic Technician
Manufacturing	Shielded Metal Arc Welding (SMAW) Gas Metal Arc Welding (GMAW) Flux Cored Arc Welding (FCAW) Gas Tungsten Arc Welding (GTAW)	Welding/Maintenance and Fabrication	Welding
Manufacturing	Manufacturing Production Technician	CNC Technician	CNC Machine Tool Operation
Manufacturing	Entry Level Machining	Multi Axis CNC Milling	Machine Tooling Technics
Manufacturing	Mechatronics Basics	Automated Packaging Systems Technician	
Manufacturing	Composite Technician	Composite Technology	

The grey highlighted boxes indicate where students can be admitted to the lower level credential as a stand-alone option.

The Program Viability Process recognizes high achieving programs every year. For example, data from 2015 recognized the strength of the Human Services Associate program which achieved a viability score of 5.34 with a three-year average score of 5.36. In the same year, the Dairy Herd Management program achieved a viability score of 5.02 with a three-year average of score of 4.65. At the other end of the scale, viability scores provide a description for capturing program improvement. The Architectural Commercial Technician program in 2014 had a viability score of 2.91 with a three-year average of 3.16. With extensive program revisions and changes to the teaching model, the program moved to a viability score of 4.05 and a three-year average of 3.28 by the next cycle.

Comparison of results with internal targets and external benchmarks

WITC compares the newest Employer Satisfaction Survey with the previous results to determine if the College is maintaining an expected level of performance (Table 1R3-5).

Table 1R3-5: Employer Satisfaction Survey Comparison

Employer Satisfaction Survey Comparison		
Expected Level	**2014 Expected Level N=218 52% Return Rate**	**2010 Expected Level N=189 48% Return Rate**
Mastery of skill and knowledge in the field	87%	93%
Ability to perform technical skills of the profession	90%	92%
Ability to communicate effectively with co-workers and/or customers	89%	93%
Relevancy of graduates' skill and/or knowledge base in relationship to real world applications within the industry	89%	86%
Mastery of science, technology, engineering or math skills needed in the field	86%	94%
Overall preparedness for employment at your company	91%	92%

In addition to comparison with the previous results, a collegewide effectiveness measurement for employer effectiveness is measured by the percentage of Very Satisfied/Satisfied on "overall satisfaction with the technical college education." The College established signal metrics as an internal benchmark. The signal ranges are 95%+ for Green; 90-94% for Yellow; Below 90% for Red. The College considers the metric achieved when the percentage is Green. For the last two cycles of this survey, 97 percent of employers rated a WITC education as Very Satisfied/Satisfied. Therefore, while the most recent percentages on individual traits declined slightly from the previous survey, the overall metric is unchanged and is rated Green indicating success.

The most recent Graduate Follow-Up Survey is also compared to the previous year's results. As indicated, the overall satisfaction rate was 98% while the previous year's rate was 97%. The same response in 2013 was 97%. Both sets of results indicate WITC is meeting the needs of students in their chosen programs.

Graduate effectiveness is measured by the percentage of Very Satisfied/Satisfied on with regard to the training received. The College established signal metrics as an internal benchmark. The signal ranges are 95%+ for Green; 90-94% for Yellow; Below 90% for Red. The College considers the metric achieved when the percentage is Green, which is the case for the past two survey cycles.

A collegewide metric for retention and persistence has been established (Table 1R3-6).

Table 1R3-6: Collegewide metric – Persistence/Retention

Metric	Data Definition	Data	Signal Values
Persistence/Retention	Retention – Fall to Fall (UGRD)	73.6% (FY15)	Green 75%+, Yellow 71% -74.9% Red <70%
		73.7% (FY14)	
		73.4% (FY13)	
	Retention – Fall to Spring (UGRD)	78.9% (FY16)	Green 80%+, Yellow 75%-79.9%, Red <75%
		78.2% (FY15)	
		78.3% (FY14)	
	Persistence – credits successfully (C or better) completed/credits attempted (UGRD)	83.1% (FY16)	Green 85%+, Yellow 80%-84.9%, Red <80%
		83.0% (FY15)	
		77.8% (FY14)	

The signal values for these metrics were established by the collegewide retention committee. All the indicators are Yellow, suggesting that the College investigate this issue more and begin to plan intervention strategies.

As a point of comparison for retention rates, even though WITC's internal signal value indicates a potential retention issue, WITC has a higher rate of retention based on Integrated Postsecondary Education Data System (IPEDS) data when compared with other colleges in the WTCS as indicated by Figure 1R3-7.

Figure 1R3-7: IPEDS Fall 2013 and Fall 2014 Retention Rates of First-Time Students
WITC Compared to 15 Other WTCS Colleges
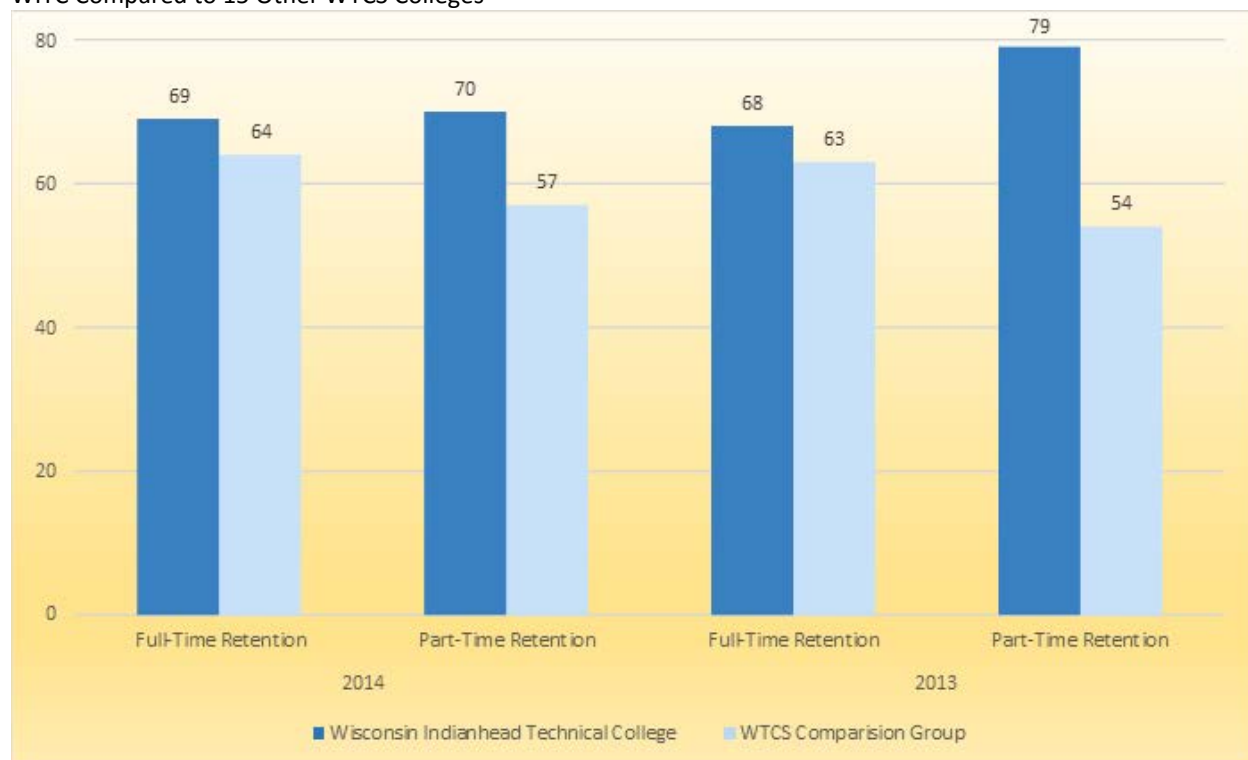
The program viability data incorporates two benchmark data points: cost per FTE and retention/ graduation rates. The WTCS collects Cost per FTE information based on divisions. Even though the

divisions may differ slightly from how WITC divides programs into divisions, the Cost per FTE metric provides a benchmark for a percentage over or under cost that WITC can compare its cost result too. The WTCS benchmarks of retention and graduation rates is utilized by WITC as a comparison point for program quality. These statistics are benchmarked against programs of like degree level (associate degree, technical diplomas of two-year, one-year, and short-term). These benchmark points validate WITC internal data and provide a measure of comparison.

Interpretation of results and insights gained

As WITC moves ahead with pathway certificates and diplomas, how these smaller credentials are assessed by surveys like Graduate Follow-Up and Employer Satisfaction is yet to be determined. While each shorter credential has outcomes and is focused on a particular skill set, the skills only represent a portion of the entire program. It is important that students and employers are educated on the difference between the smaller credential and program degree.

Another insight is the quantity of changes that Academic Affairs makes to its programs. The time involved is extensive, and a more selective process that connects changes with the Academic Program Review process is needed.

1I3 Improvements implemented or will be implemented in the next one to three years

In an effort to be more efficient and focused with program development and modifications, Academic Affairs is creating a Five-Year Program plan (Table 1I3-1). The creation of this plan is an action item in the 2015-2018 strategic plan and will include all areas of program development including dual enrollment outreach, program and pathway creation, online/hybrid programs expansion, and the development of articulation agreements. To date the plan includes program and pathway creations as well as initiatives in General Studies targeted at remedial education; further additions to the plan are in process.

Table 1I3-1: Abbreviated Five-Year Program Plan example

1 = Investigation, 2 = Internal Approval, 3 = External Approval, 4 = Final Approval, 5 = Implementation, 6 = Assessment, 7 = Status											
Programming	**Type**				**2016-2017**						
	New	**Exp**	**Pathway/ Cert.**	**Other**	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Bus Mgmt Tracks	x	x	x				x	x			
Business Track Healthcare Mgmt (w/Allied Health)	x			x		x	x	x			
Healthcare Career Certificate (w/Allied Health)	x		x			x	x	x			
Autism - TBD	x		x	x	x	x	x	x			
Gero - CBRF Caregiver Fundamentals Emb Diploma			X						X	X	
Gero - NCCAP Activity Director/Assistant Credential			X		X	X	X	X			
Gero- Dementia Care Embedded certificate			X						X	X	

Link to full document

A final change that is in place is the implementation of the new Academic Program Review process (1P2). This project will impact program development and creation by tightening the connection between these major processes.

1P4 Academic Program Quality

Determining and communicating the preparation required of students for the specific curricula, program courses, and learning they will pursue

The PDP (1P3) determines the preparation required for each program and all courses. As faculty and deans work with industry partners and advisory committees on program requirements, they also work with general studies faculty to select appropriate courses designed to round out the educational experience.

WITC publishes a student handbook (1P5) with policies and procedures to assist students in navigating the college system. All program courses, prerequisites, and requirements are published in the catalog and are available in print and online. Course syllabi contain the course learning outcomes and other course related information. Incoming students work with counselors to complete required assessments and facilitate the entrance process (4.A.4).

Evaluating and ensuring program rigor for all modalities, locations, consortia, and when offering dual-credit programs

As stated in Administrative Policy I-401, Associate degree and Technical diploma courses must be assigned credit and be approved by the Wisconsin Technical System Office before offering to students. Further details related to program and course credit can be found in Administrative Procedure I-401A (3.A.1).

Regardless of the modality, location, or dual enrollment, all WITC courses use the same syllabi and course learning outcomes, and all faculty have the same credentialing standards. The Curriculum Design Specialist works with faculty to create course learning outcomes that link to the program outcomes, and all course outcomes are stored in WIDS. Curriculum and Assessment Mentors assist WITC in maintaining course rigor by assisting faculty and deans with the design and development of course and program information in WIDS to include Course Outcome Summaries, Learning Plans, Performance Assessment Tasks, Syllabi, and Program Assessment Plans.

WITC's course delivery planning system is a collaborative effort between the divisions of Academic Affairs, Student Affairs, and Instructional Technology and is summarized in Table 1P4-1. The delivery system is an attempt to provide sufficient access and choice to students while remaining cost effective. Keeping educational rigor in mind, WITC has developed a balanced approach to the variety of course delivery types including in-person, hybrid, online, ITV, independent study, accelerated, and transcripted credit (dual enrollment).

Table 1P4-1: WITC Course Scheduling Process

Academic Affairs	Student Affairs	Instructional Technology
• Review students need and course offerings. • Consult with faculty for feedback regarding courses, scheduling, location, and delivery mode. • Consult with other divisions to determine overlap implications. • Train faculty on alternative delivery methods. • Monitor enrollments and course completions.	• Complete data entry of course scheduling information. • Ensure seamless student registration. • Monitor enrollments. • Provide information to Deans regarding enrollment and student Blackboard Requests/feedback. • Enter course adjustments. • Promote enrollment with current and prospective students.	• Oversee the College's software, CollegeNet R25. • Manage the College's student accounting system, PeopleSoft. • Manage the College's learning management system (LMS), Blackboard.

Transcripted credit agreements provide high school students with the opportunity to take WITC courses taught by their high school instructors and receive WITC credit if they complete the course with a grade of C or better based on the WITC grading scale. High school instructors, who are credentialed by the same process as WITC faculty, deliver the course to high school students with a WITC mentor serving as a guide, reference, and resource to assure the content is comparable to courses offered at the college (3.A.3, 4.A.4).

As specified on the WITC website, for a course to be considered for transcripted credit, it must meet the following criteria:

- o Same content, competencies, and learning objectives (4.A.4).
- o Same student mastery expectations, assessment standards, and grading standards. WITC grades given through transcripted credit need to reflect the same assessment strategies and level of rigor. WITC grades are determined by achievement of the course objectives only – attendance, effort, and extra credit should not factor into a grade (4.A.4).
- o Same or an agreed upon equivalent textbook, software, and equipment/facilities (4.A.4).

Awarding prior learning and transfer credit

Credit for prior learning is divided into three processes: challenge exams, experiential learning, and national exams.

A challenge exam allows a student to demonstrate proficiency in the competencies of the course and are available for selected courses. A student is not able to take a challenge exam if there is a previously received grade in the same course (4.A.2, 4.A.3). Experiential learning credit may be awarded for a specific course or courses based on previous work experience, business and industry training, military education or experience, or other prior learning which is judged by the appropriate Dean as comparable in content and level of rigor to the specific course or courses (4.A.2, 4.A.3). To earn this credit, a student must create a portfolio that documents the learning of the course competencies. For national exam credit, WITC staff review test results from the College-Level Examination Program (CLEP), American College Testing Proficiency Examination Program (ACT PEP), and Advanced Placement (AP) exams for possible credit toward a credential. Credit toward a degree or diploma completion is awarded only for courses that fulfill published WITC coursework or acceptable degree electives at WITC (4.A.2, 4.A.3). College staff use guidelines published by the testing agencies to identify appropriate test scores for credit recognition. Students must request a sealed transcript of test results from the testing agency for a review to occur.

Previous credits a student earns from other accredited colleges and universities are eligible for transfer credit. Credit is given for courses if they fulfill either required or elective courses in the chosen program at WITC. The courses must contain the same content as the WITC courses, and the grades must be a 2.0 or better. Selected programs may adhere to higher grade standards for transfer credit if specified by program faculty, a statewide curriculum regulation, and/or program accreditation standards (4.A.2, 4.A.3).

Selecting, implementing, and maintaining specialized accreditation(s)

Specialized accreditations are pursued by faculty and staff when licensure standards for the profession require graduates to have a credential from an accredited program. Specialized accreditations reflect industry standards and holding these accreditations acknowledge higher standards of rigor and quality that set WITC graduates apart from graduates from other colleges (4.A.5).

The Dean works collaboratively with program faculty to submit reports and self-studies to ensure that the required standards for specialized accreditations are met. The OIE keeps an active list of specialized accreditations and houses the official communication related to each accreditation.

Assessing the level of outcomes attainment by graduates at all levels

Completed every four years, the Employer Satisfaction Survey asks employers about their satisfaction level with WITC graduates. Completed every year, the Graduate Follow-up Survey gauges how graduates feel their education prepared them for employment. These surveys are managed by the OIE and provide insight into the preparedness of the graduates which in turn informs faculty and staff about how the curriculum is meeting the needs of the profession (3.A.2, 4.A.6).

Passing the licensure exam, which is required prior to working in the field of nursing and other health professions, is monitored by the program Dean and faculty. Reviewing these pass rates, especially over time, alerts faculty to trends that may need correction and validates the performance of the graduates upon completion of course work.

The TSA process (1P2) evaluates if program outcomes are met by students preparing to finish their coursework and allows faculty to monitor attainment of skills at the course and program level.

Selecting the tools/methods/instruments used to assess program rigor across all modalities

The WTCS requires institutions administer the Employer Satisfaction Survey and the Graduate Follow-Up Survey (1P3); this data are integral to closing the loop on the assessment of program rigor. Monitoring the pass rate on state licensure exams is often a requirement for maintaining specialized program accreditations. The TSA process (1P2) is a state-mandated review and includes assessment rubrics designed by faculty.

1R4 Results for determining the quality of academic programs

Outcomes/measures tracked and tools utilized

Noel-Levitz SSI measures student satisfaction through two questions related to the course schedule (Table 1R4-1). The survey is administered in even years by the OIE. The Employer Satisfaction Survey and the Graduate Follow-Up Survey (1P3) track how employers and graduates rate the satisfaction with the education received.

The Curriculum and Instructional Mentors keep time logs to document their working hours on a variety of different tasks (Table 1R4-2).

WITC tracks the number of high schools participating in transcripted credit and the courses represented by the agreements. WITC has 171 transcripted credit agreements with 15 different high schools. The courses are in the Trade and Technical, Business, Health, General Studies, and Early Childhood areas.

Nursing and allied health programs track the number of graduates and the pass rates for those taking licensure exams. The data comes to WITC from external accreditors or the applicable state agencies and often lags a year behind.

TSA program data are tracked and submitted (1P2) to the WTCS.

Summary results of assessments

Table 1R4-1: SSI data related to the student course schedule

	Classes are scheduled at times that are convenient for me.								
	2016			2014			2012		
	Imp.	Satisfied	Gap	Imp.	Satisfied	Gap	Imp.	Satisfied	Gap
WITC	6.49	5.92	0.57	6.45	5.77	0.68	6.40	5.52	0.88
	There is a good variety of courses at this campus.								
	2016			2014			2012		
	Imp.	Satisfied	Gap	Imp.	Satisfied	Gap	Imp.	Satisfied	Gap
WITC	6.41	6.24	0.17	6.46	6.20	.26	6.36	6.03	0.35

The most recent Employer Satisfaction and Graduate Follow-Up survey data are summarized in 1P3.

Table 1R4-2: Hours for Curriculum and Assessment Mentors

Area of Assistance	Spring 2015	Fall 2015	Spring 2016
WIDS open lab facilitation	16 hours	24.5 hours	26.5 hours
Syllabus development	30.75 hours	31.25 hours	15 hours
Course Development	12.5 hours	4 hours	46 hours
Meetings	30.5 hours	13.5 hours	6 hours
WIDS to Blackboard Syllabus Integration Pilot	n/a	n/a	3 hours
Total	89.75 hours	73.25 hours	96.5 hours

WITC has 11 programs that hold specialized accreditations; the programs are listed on the [WITC website](#) along with the year of initial accreditation and the year of the next reaffirmation. Tables 1R4-3 through table 1R4-6 summarize the licensure pass rate data for nursing assistant, medical assistant, occupational therapy assistant, and dental assistant.

1R4-3: Results of National Nurse Aide Assessment (NNAAP) Results

Year	# of Program Graduates	# Tested Written Exam	# Passed Written Exam	% Passed Written Exam	# Tested Skills Exam	# Passed Skills Exam	% Passed Skills Exam
2013	601	354	344	97%	415	290	69%
2014	587	368	362	98%	526	350	66%
2015	527	264	261	98%	344	250	72%
3-year Total	1,715	986	967	98%	1,285	890	69%

1R4-4: Results of American Association of Medical Assistants (AAMA) Exam Results

Year of Graduation	Total # of Program Graduates	Total # of Exam Passers	Exam Pass Rate of All Graduates
2012	43	41	95%
2013	44	42	95%
2014	42	42	100%
3-year Total	129	125	96%

1R4-5: Results of National Board for Certification in Occupational Therapy (NBCOT) Examination

Year	# Program Graduates	# first-time test takers	# who passed the exam	% who passed the exam
2013	21	14	14	100%
2014	19	20	20	100%
2015	19	19	19	100%
3-Year Total	59	53	53	100%

1R4-6: Results of National Board for Certification in Dental Assistant Examination (DANB)

Year	# of Program Graduates	# of first-time test takers	# who passed Radiology component	% who passed the Radiology component	# who passed the Infection Control component	% who passed the Infection Control component	# who passed the Chairside component	% who passed the Chairside component
2015	5	5	5	100%	5	100%	5	100%
2014 (first year students were eligible)	8	8	5	63%	8	100%	8	100%
Total	13	13	10	77%	13	100%	13	100%

TSA data are detailed in 1P2.

Comparison of results with internal targets and external benchmarks

WITC reviews current Noel-Levitz SSI results with the previous results to compare how the institution is doing. WITC also benchmarks against two cohorts—the WTCS results and the national results (Table 1R4-7).

Table 1R4-7: Noel-Levitz SSI Results

Classes are scheduled at times that are convenient for me.								
	2016			**2014**			**2012**		
	Imp.	Satisfied	Gap	Imp.	Satisfied	Gap	Imp.	Satisfied	Gap
WITC	6.49	5.92	0.57	6.45	5.77	0.68	6.40	5.52	0.88
WTCS	6.47	5.42	1.05	6.45	5.38	1.07	6.46	5.39	1.01
National Benchmark	6.47	5.55	0.92	6.46	5.52	0.94	6.45	5.48	0.97
There is a good variety of courses at this campus.								
	2016			**2014**			**2012**		
	Imp.	Satisfied	Gap	Imp.	Satisfied	Gap	Imp.	Satisfied	Gap
WITC	6.41	6.24	0.17	6.46	6.20	0.26	6.36	6.03	0.35
WTCS	6.38	5.91	0.47	6.37	5.86	0.51	6.36	5.85	0.51
National Benchmark	6.37	5.76	0.61	6.35	5.67	0.68	6.20	5.62	0.70

As detailed in 1P3, WITC compares the newest Employer Satisfaction and Graduate Follow-Up surveys with the previous results to determine if the College is maintaining an expected level of performance. In addition, a collegewide effectiveness measurement for employer effectiveness is measured by the percentage of Very Satisfied/Satisfied on "overall satisfaction with the technical college education," and a collegewide effectiveness measurement for graduate effectiveness is measured by the percentage of Very Satisfied/Satisfied with regard to the training received.

Interpretation of results and insights gained

It is important for WITC to assess its scheduling process and evaluate the Curriculum and Instruction Mentors. The credit for prior learning process is being revised to engage more students and develop assessments to measure the effectiveness of the process.

1I4 Improvements that have been implemented or will be implemented in the next one to three years

Even though the Noel-Levitz SSI data indicated a favorable trend for course schedules, during the spring of 2016, a cross-functional team surveyed current and future students about the effectiveness of the current schedule of courses. The survey results provided a rich data source and has identified areas of improvement. A special team has been convened to review the data, make changes to the scheduling process, and to revise the schedule to meet the needs of the students.

A task force was created during the 2015-2016 year to review and revise the parameters for submitting and assessing experiential learning portfolios, develop templates for portfolios, and develop tools to assist students in completing portfolios. Changes based on the findings will be implemented in 2016-2017.

1P5 Academic Student Support

Each program at WITC requires a minimum level of proficiency in writing, reading, and math; some programs have additional requirements such as background checks or previous coursework. Entrance requirements are determined by the program faculty and staff with advisory committee input and are aligned with certification and/or program accreditation standards.

Identifying underprepared and at-risk students, and determining their academic support needs

WITC administers the ACCUPLACER Arithmetic, Elementary Algebra, Reading Comprehension, and Sentence Skills tests to determine a new student's readiness for program placement. Depending upon the scores obtained, a student will be placed in basic education, general college, or program courses.

After students complete the assessment test, they meet with a counselor who utilizes a collegewide interview form to discuss and document placement status, program requirements, transfer credits, educational goals, finances, and personal items such as housing, child care, job conflicts, and other areas that could affect their class schedule. Referrals to other services are made if appropriate. Counselors provide students with a curriculum checklist for the selected program and a list of the best courses to take in the first semester. After the initial semester of enrollment, students are assigned and referred to a faculty advisor as the source for additional program information (3.D.1).

Deploying academic support services to help students select and successfully complete courses and programs

Upon acceptance to a program, students receive an Academic Advisor Profile Sheet which includes contact information and photograph of the student's assigned faculty advisor. Academic Advisement is a faculty function and an important tool for student retention. Advisors provide assistance to students with completing academic requirements, receiving timely information about their programs, determining a student's course load, and receiving relevant insights about their chosen careers (3.D.3). Students that are undecided on a major are assigned a general education faculty advisor.

Through new student orientation and/or program orientation, students are instructed on how to log into the student portal where they can see their assigned advisor, advisor's contact information, which classes they have completed, which classes are in progress, and which classes need to be taken. Starting with the 2015-2016 school year, all curriculum checklists are available through an electronic process. The electronic curriculum checklist also includes any embedded credentials for the parent program. The electronic checklists are automatically updated when changes to the curriculum are made. The checklist allows faculty advisors and students to see progress toward graduation and facilitates conversations about selecting the next courses to take.

If students are identified, either through self-declaration or counselor determination, as needing disability accommodations, Accommodations Specialists at each campus assist students in receiving equal access opportunities to all programs, courses, and services in alignment with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. A range of services is provided including support for admissions, academic needs, and acquisition of special equipment and materials. Auxiliary aids and accommodations can include any of the following but are not limited to, guided study, alternative testing, audio textbooks, readers/writers, extended time on assignments, note takers, enlarged print material, and assistive technology devices. The Accommodations Specialists remain in contact with students who are using these services throughout the students' academic careers.

After completing the ACCUPLACER assessment, the student meets with a counselor to interpret the results and discuss the appropriate level of course and program placement (3.D.2). Should the student not meet the required score to be accepted into a program, the counselor will guide the student toward assistance in the Student Success Center (SSC) and the Educational Technology Centers (ETC).

WITC offers developmental courses in writing, math, and reading. These courses are after the basic education offerings and will prepare students to enter college-level courses. Each discipline has a

specific score based on a variety of assessment tests that are used to place a student into the appropriate course. As an example, table 1P5-1 shows the placement scores for writing.

Table 1P5-1: Writing Course Placement

Course Placement	Accuplacer	TABE LEVEL A FORM 9/10	Compass	Asset	ACT
Basic Education Communication	≤67	≤555	≤32	≤37	≤13
Introduction to College Writing	68-80	556-585	33-59	38-40	14-17
Written Communication	≥81	≥586	≥60	≥41	≥18

For a student who places into Introduction to College Writing and earns a final grade of 2.0 or better, the student moves on to Written Communication. As with writing, reading and math also have a minimum grade that must be earned before advancing to the next course.

WITC is changing its processes for student placement to offer more accurate and streamlined placement. In spring 2016, WITC piloted an Accelerated Learning Program (ALP) where students take Introduction to College Writing and Written Communication concurrently. Students progress through remediation more quickly while solidifying needed core skills. WITC plans to offer this model in subsequent semesters and expand the program to include mathematics.

WITC has an "early alert" system designed to connect struggling students with appropriate interventions before academic failure occurs. Faculty complete the WITC Student Retention Alert Form for behavioral, academic, and personal issues noted and submit the form to the counselor. After the referral, the counselor will contact the student via phone, email, and/or letter or the counselor will have the faculty member send the student to the counselor for an appointment. After contact is made, the counselor creates an action plan for the student and documents the plan in the student's record. The counselor follows up with the faculty who initially made the referral.

Ensuring faculty are available for student inquiry

The WITC Employee Handbook, section 6.01 Instructional Assignment, states that all full-time faculty members are required to hold eight office hours per week. Both full-time and adjunct instructors include their name, phone, email, location, times available, and methods available (online, phone, Skype) within the required class syllabi (3.C.5).

Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty

Academic student support is housed in the Learning Commons (LC) found at each WITC campus. The LC consists of the SSC, Learning Resource Center (LRC), and the ETC. Students are referred to these services by faculty or they self-determine the need for assistance. Table 1P5-2 summarizes the services of each component (3.D.1, 3.D.4, 3.D.5).

Table 1P5-2: Learning Commons Services

Student Success Center	Learning Resource Center	Educational Technology Center
Staffed by faculty and teaching assistants	Staffed by LRC technicians	Staffed by technology teaching assistants
Gives assistance with program assignments and projects	Helps students find the resources for research papers, class projects, and group presentations	Assistance with Online Learning Instruction: Blackboard, MyWITC, Email, SkyDrive, Atomic Learning, Microsoft Lync
Provides services for ABE, high school equivalency, and language skill building for non-native speakers of English	Manages the library collections and all virtual resources such as journal databases	Instruction in basic computer topics such as file management, storage, and navigation
Arranges for peer tutoring	Assistance with formatting APA documentation	Lessons in Microsoft Office applications
Offers career exploration services	Check out of equipment for student use such as LCD Projectors, Digital Cameras, Web-Cams, Laptops, PC and Presentation Audio, DVD/VCR Decks, Flip Cams, Portable LCD Monitors, microphones, and iPads	Support for and instruction about computer hardware and software troubleshooting, accommodation services software, and iPad and mobile devices
Instruction on study strategies, time management, test taking/test anxiety, and note taking tips		

Ensuring staff members who provide student academic support services are qualified, trained, and supported

Counselors and academic support staff who work in the LC are deemed qualified for their positions as described in 3P1. They have access to ongoing and timely training opportunities provided throughout the year.

Faculty are deemed qualified to teach in their disciplines as described in 3P1. They are trained in advising during New Faculty Orientation and training continues on an as-needed basis. WITC offers support to faculty related to student learning, often with faculty trainers/facilitators. Needs are identified through surveys and evaluations, and training opportunities are provided throughout the year (3.C.6).

Communicating the availability of academic support services

New student orientation, provided both in-person and online, includes information or training in Blackboard, student email, LC, and financial aid. A Student Handbook which includes the College's policies and procedures is given to each student attending the in-person orientation. Students attending the online orientation have access to the handbook on the College website. Students also have access to course syllabi, program orientations, and their academic advisor. Information about all academic support services is published on the WITC webpage.

Determining goals for retention, persistence, and program completion

The TSA process and the Academic Program Review process help WITC faculty assess the currency and effectiveness of academic programs (1P2) including retention, persistence and program completion. Data related to program completion is gathered and reviewed by PC and Academic Affairs. Persistence

and retention rates are tracked and monitored as part of both collegewide measures and Academic Affairs metrics. All data is benchmarked and/or has a college-determined signal value for tacking purposes (4.C.1, 4.C.4). Academic Affairs uses the information on these metrics to make programmatic changes as indicated by the data.

Selecting the tools/methods/instruments used to evaluate the effectiveness and comprehensiveness of support services

WITC selected the Community College Survey of Student Engagement (CCSSE) and the Noel-Levitz Student Satisfaction Inventory (SSI) to measure the effectiveness of support services offered to students. CCSSE is administered on odd numbered years and Noel-Levitz SSI in even years. These surveys have specific questions related to academic services that provide feedback which in turn points to potential areas for improvement. The data from these surveys is reviewed by PC and by teams in the appropriate unit.

The AQIP action project, Developing Divisional and Collegewide Measurements, led the College through a collaborative process to define collegewide metrics as well as departmental metrics for Academic Affairs and Student Affairs. These metrics are reviewed and assist the departments in an ongoing review of support services.

1R5 Results for determining the quality of academic support services

Outcomes/measures tracked and tools utilized

The College tracks the quality of academic support including tutoring, advising, library and computer lab services through the use of the Noel-Levitz SSI. The identified services are college or program orientation, advising, peer tutoring, computer labs, disability services, and library services.

Summary results of measures
Comparison of results with internal targets and benchmarks

Based on the last three cycles of Noel-Levitz SSI results, WITC student satisfaction in the areas of academic advising and counseling rate high for the college and are above the national and small school cohort benchmarks (Table 1R5-1).

Table 1R5-1: Student satisfaction in academic advising and counseling
Noel-Levitz Student Satisfaction Inventory (SSI)
2016 compared to 2014 and 2012

Student Satisfaction Score (Scale of 1 to 7 – 1=Not Satisfied—7=Very Satisfied)	Spring 2016			Spring 2014	Spring 2012
	WITC	WTCS	National	WITC	WITC
Overall Academic Advising/Counseling	5.99	5.44	5.36	5.96	5.86
My academic advisor is approachable	6.09	5.59	5.52	6.14	6.10
My academic advisor helps me set goals to work toward	5.70	5.15	5.18	5.66	5.62
My academic advisor is concerned about my success as an individual	5.96	5.32	5.22	5.94	5.88
My academic advisor is knowledgeable about my program requirements	6.25	5.71	5.52	6.26	6.16
My academic advisor is knowledgeable about the transfer requirements of other schools	5.86	5.28	5.28	5.74	5.57
Counseling staff care about students as individuals	6.06	5.56	5.39	6.00	5.84
This school does whatever it can to help me reach my educational goals	5.98	5.51	5.39	5.91	5.80

The college also has students assess the online new student orientation via an online survey through SurveyMethods. The results show that nearly 100 percent of students know where to find information resources to support their education at WITC.

Table 1R5-2: Noel-Levitz SSI Results on new student orientation services

New student orientation services help students adjust to college.								
	2016			**2014**			**2012**	
	Imp.	Satisfied	Gap	Imp.	Satisfied	Gap	Imp.	Satisfied	Gap
WITC	6.19	6.00	0.19	6.10	6.02	0.08	5.98	5.84	0.14
WTCS	6.10	6.02	0.08	5.85	5.43	0.42	5.85	5.42	0.43
National Benchmark	5.98	5.84	0.14	5.89	5.43	0.56	5.84	5.27	0.57

The Noel-Levitz SSI also has questions related to academic advising. WITC strives for close alignment between importance and satisfaction as measured by the gap as well as meeting or exceeding the WTCS and national benchmarks. Table 1R5-3 summarizes the past three cycles of Noel-Levitz SSI for three aspects of advising and measures importance and satisfaction with each aspect and indicates an overall positive outlook for academic advising.

Table 1R5-3: Noel-Levitz SSI Results on aspects of advising

My advisor is approachable								
	2016			**2014**			**2012**	
	Imp.	Satisfied	Gap	Imp.	Satisfied	Gap	Imp.	Satisfied	Gap
WITC	6.47	6.09	0.38	6.51	6.14	0.37	6.45	6.10	0.35
WTCS	6.32	5.59	0.73	6.31	5.61	0.70	6.28	5.60	0.68
National Benchmark	6.32	5.52	0.80	6.28	5.44	0.84	6.24	5.40	0.64
My academic advisor is concerned about my success as an individual.								
	2016			**2014**			**2012**	
	Imp.	Satisfied	Gap	Imp.	Satisfied	Gap	Imp.	Satisfied	Gap
WITC	6.43	5.96	0.47	6.45	5.94	0.51	6.36	5.88	0.48
WTCS	6.21	5.32	0.89	6.20	5.31	0.89	6.17	5.33	0.84
National Benchmark	6.22	5.22	1.00	6.18	5.11	1.07	6.13	5.05	1.08
My advisor is knowledgeable about my program requirements.								
	2016			**2014**			**2012**	
	Imp.	Satisfied	Gap	Imp.	Satisfied	Gap	Imp.	Satisfied	Gap
WITC	6.60	6.25	0.35	6.64	6.26	0.38	6.52	6.16	0.36
WTCS	6.45	5.71	0.74	6.44	5.37	0.71	6.43	5.74	0.69
National Benchmark	6.39	5.52	0.87	6.35	5.43	0.92	6.31	5.36	0.95

The Noel-Levitz SSI also examines the importance and satisfaction with library services, tutoring services, and orientation programs. Table 1R5-4 summarizes these results for the past three Noel-Levitz SSI cycles, including benchmarks and gap analysis and demonstrates continual improvement and overall satisfaction with the identified services.

Table 1R5-4: Noel-Levitz SSI Results on library services, tutoring services and orientation programs

	2016			2014			2012		
Library resources and services are adequate.									
	Imp.	Satisfied	Gap	Imp.	Satisfied	Gap	Imp.	Satisfied	Gap
WITC	6.36	6.19	0.17	6.35	6.23	0.12	6.23	6.01	0.22
WTCS	6.12	5.76	0.36	6.11	5.70	0.41	6.13	5.69	0.44
National Benchmark	6.20	5.80	0.40	6.18	5.70	0.48	6.10	5.64	0.52
Library staff are helpful and approachable.									
	Imp.	Satisfied	Gap	Imp.	Satisfied	Gap	Imp.	Satisfied	Gap
WITC	6.36	6.38	-0.02	6.39	6.33	0.06	6.18	6.12	0.06
WTCS	5.97	5.77	0.20	6.64	6.26	0.38	5.97	5.72	0.25
National Benchmark	6.07	5.75	0.32	6.02	5.62	0.40	5.98	5.57	0.41
Tutoring services are readily available.									
	Imp.	Satisfied	Gap	Imp.	Satisfied	Gap	Imp.	Satisfied	Gap
WITC	6.15	5.91	0.24	6.21	5.97	0.24	5.97	5.66	0.31
WTCS	5.92	5.51	0.41	5.88	5.43	0.45	5.89	5.41	0.48
National Benchmark	6.14	5.65	0.49	6.10	5.55	0.55	6.04	5.47	0.57
New student orientation services help students adjust to college.									
	Imp.	Satisfied	Gap	Imp.	Satisfied	Gap	Imp.	Satisfied	Gap
WITC	6.19	6.00	0.19	6.10	6.02	0.08	5.98	5.84	0.14
WTCS	6.10	6.02	0.08	5.85	5.43	0.42	5.85	5.42	0.43
National Benchmark	5.98	5.84	0.14	5.89	5.43	0.56	5.84	5.27	0.57

Academic Affairs, on a divisional level, tracks academic services in aggregate and has established an internal benchmark for success based on National Community College Benchmarking Project (NCBBP) ranking.

Table 1R5-5: Academic Services Metrics

Metric	Definition/Calculation	Data Source/ Signal Values	Result
Academic Services	Noel-Levitz SSI Score	NCCBP Green 90+ percentile Yellow 75-89 percentile Red <75 percentile	6.1 (97th percentile - 2016 NCCBP)

Table 1R5-6: Student Affairs divisional metrics related to academic services and the internally established benchmarks

Metric	Definition/Calculation	Signal Values	Result
Accommodations	Number of students served per term. (Signal values are based upon an average served each term.)	Green 200+ Yellow 150-199 Red <150	294 (FY14)
LRC – Resources and Services	Noel-Levitz SSI, Question #14-Library resources and services are adequate.	Green 6+ Yellow 5-5.99 Red <5	6.19 (2016) 6.23 (2014) 6.01 (2012)
LRC – Staff	Noel-Levitz SSI, Question #26-Library staff are helpful and approachable.	Green 6+ Yellow 5-5.99 Red <5	6.38 (2016) 6.33 (2014) 6.12 (2012)

Course completion is vital when considering how academic student support contributes to student course and program completion (4.C.2, 4.C.4).

Table 1R5-7: WITC Persistence: Total credits attempted vs. total credits successfully completed – C or better grade – Including Undeclared

Undergraduate	FY14			FY15			FY16		
	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer
# Credits Attempted	4,311	35,006	31,685	3,330	30,630	28,477	2,597	29,340	27,604
# Credits Passed	3,600	28,599	26,656	2,663	25,408	23,776	2,068	24,138	23,289
% Passed	83.5%	81.6%	84.1%	80%	83%	83.5%	79.6%	82.3%	84.4%
Yearly Summary	55,255/71,002 = 77.8%			51,847/62,437 = 83.0%			49,495/59,541 = 83.1%		

Degree completion is vital when considering how academic student support contributes to student program completion success (4.C.2, 4.C.4).

Table 1R5-8: IPEDS Graduation Rate – First Time, Full-Time Cohort in 100%, 150% and 200% Normal Time

Percentage of Normal Time Completion	2010		2009		2008	
	WITC	Comparison Group Median	WITC	Comparison Group Median	WITC	Comparison Group Median
100%	41%	12%	34%	22%	35%	13%
150%	50%	26%	40%	36%	41%	26%
200%	53%	31%	44%	41%	46%	31%

Interpretation of results and insights gained

The data indicate that WITC is responsive to students by providing quality and readily available academic support services. It is clear that WITC sets aggressive and high benchmark standards for effective support services.

1I5 Improvements have been implemented or will be implemented in the next one to three years

Over 50 percent of potential students who assess using the ACCUPLACER do not place high enough for program admission. Creating access to the programming that is offered is a critical component of meeting the mission of the college. A strategic initiative was developed for the 2015-2018 Strategic Plan, 1.1.2 Access and Retention, which will lead to a more "open admissions philosophy," meaning there will be more academic remediation options and other student support built into program curriculum to

allow the college to admit students that demonstrate lower academic skills than the current placement scores allow.

Both national and institutional research suggests that using "multiple measures" to assess the academic skill level of incoming students results in more accurate placement. The College has developed "counselor discretion" guidelines to help place students. These guidelines take into consideration other academic skill indicators such as high school GPA and the completion of related classes. The strategic initiative, 1.1.2 Access and Retention, includes the steps to further analyze, access, and improve placement accuracy.

In fall 2015 academic coaches were hired to assist ABE students transitioning into post-secondary education. Since their inception, the role expanded to include other at-risk program students who are identified to have lower expected retention rates. The coaches work with the students in order to ensure those students are staying on pace with their educational goals. From fall 2015 to spring 2016 86 percent of the students who worked with academic coaches returned for the second semester. The results led WITC to pursue additional funding to expand academic coach hours for the next academic year.

IP6 Academic Integrity

Ensuring freedom of expression and the integrity of research and scholarly practice

Integrity, which is an established WITC college value, is defined by the College as "honesty, accountability, and diversity in an open and ethical environment."

The WITC Employee Handbook, section 5.04, states that "The successful operation and reputation of the College is built upon the principles of fair dealing and ethical conduct of WITC employees" (2.D). The section also states that the College will "comply with all applicable laws and regulations and expects its employees to conduct business in accordance with the letter, spirit, and intent of all relevant laws and to refrain from any illegal, dishonest, or unethical conduct."

Several College policies also address integrity of operations both inside and outside of the classroom (2.E.1). Table 1P6-1 summarizes these policies and any accompanying procedures.

Table 1P6-1: WITC Policies and Procedures related to integrity of operations

Number	Title
G133	Reporting Relationships—Employment of Relatives
G160	Whistleblower
G183	College Code of Ethics
G191 & G191A	Ownership, Use, Copyright and Control of Coursework and Instructional Material
G192 & J182	Staff/Student Conflict of Interest
G195	Receipts of Gifts or Gratuity Policy
I510	Academic Standards

WITC encourages academic freedom in "teaching, investigating, and publishing findings in an atmosphere of freedom and confidence" (WITC Employee Handbook, Section 6.29). Section 6.29 also says that "freedom of every instructor to present the truth as he/she understands it in relation to his/her areas of competence, consistent with course outlines."

The Academic Standards policy (I-510) states that "To ensure the College's academic integrity and in order to support a successful learning experience for all students, WITC will maintain academic standards for progress in and completion of associate degree and diploma programs, as well as

certificates." This policy is the foundation to ensure that all academic endeavors are conducted to the highest standard (2.E.3).

The College encourages the creative and intellectual efforts of its staff and faculty. Although WITC does not include research as part of its mission, it is interested in the pursuit of research that will improve student learning and/or organizational development. Most often, research requests are by faculty and staff pursuing higher credentials; however, requests also occur for programmatic purposes as well as through partnerships with external institutions and agencies. (Policy C-500: Research Activities and Procedure C-500A: Research Activity Procedure). This process supports beneficial research while assuring that institutional research and surveys are not compromised and are in compliance with FERPA regulations and statutes (2.E.1).

The WITC Foundation also encourages scholarship by awarding Learning First Grants to assist faculty or staff in developing and implementing innovative ideas, strategies, and technologies that will promote learning at WITC.

Ensuring ethical learning and research practices of students

The College maintains a student code of conduct that is referenced in every course syllabus. WITC policy J-305: Student Code of Conduct outlines the rules and regulations governing student conduct. In order to enforce the student code of conduct, J-305A: Student Code of Conduct Procedures outlines the enforcement of the policy, lists sanctions for conduct violations, and includes an appeal process (2.E.3).

During new student orientation, all students receive a Student Handbook that contains the College's policies and procedures, including the code of conduct. Additionally, course syllabi and program handbooks contain sections explaining the code of conduct and sanctions (2.E.2).

Ensuring ethical teaching and research practices of faculty

WITC's hiring process for faculty includes a reference check and background check. This pre-employment screening establishes WITC's commitment to integrity as an expectation of employment. In addition, the WTCS defines expectations for effective and ethical teaching and learning for all colleges through the competencies of the required certification in the Faculty Quality Assurance System (FQAS) (Table 1P6-2). These expectations are communicated to faculty members during the new staff orientation, and all faculty undergo systematic professional development in these areas.

Table 1P6-2: Key places in the FQAS system that speak to ethical behavior by the faculty or in a classroom.

FQAS Competency	Applicable Standard	Applicable Criteria
Assessment	Create a performance based assessment	Describe how performance assessment task ensures fairness
Behavioral Management	Demonstrate professional behavior to support teaching and learning	Act in an ethical manner
Course Design	Design a learning plan	Learning activities and support materials reflect respect for diversity and freedom from bias
Diversity	Assess your effectiveness in embracing diversity based on the lenses through which you view yourself and your students	Your self-assessment demonstrates awareness of the short term and long term consequences of ethnocentrism, stereotyping, prejudice, discrimination, racism, homophobia, and sexism

Annually, faculty read and sign a form stating they have read the WITC Employee Handbook. Information about integrity in teaching is included in the document in sections 5.04 and 6.29 (2.E.3).

Selecting the tools/methods/instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity

WITC has a policy review and update process for the WITC Employee Handbook that are used to evaluate the policies and procedures that support academic integrity. The College uses the CCSSE and the Noel-Levitz SSI as tools to evaluate the effectiveness of supporting academic integrity.

1R6 Results for determining the quality of academic integrity

Summary of results of measures
Comparison of results to internal targets and external benchmarks

WITC has a policy review process that states all policies and procedures are reviewed at least every five years (Table 1R6-1).

Table 1R6-1: WITC Policies and Procedures – When last updated

Number	Title	Last Update
G-133	Reporting Relationships—Employment of Relatives	September, 2014
G-160	Whistleblower	June, 2016
G-183	College Code of Ethics	June, 2016
G-191 & G-191A	Ownership, Use, Copyright and Control of Coursework and Instructional Material	May, 2013
G-192 & J-182	Staff/Student Conflict of Interest	June, 2015
G-195	Receipts of Gifts or Gratuity Policy	May, 2015
I-510	Academic Standards	June, 2015
J-305 & J-305A	Student Code of Conduct	December, 2014

Since the College implemented Policy C-500 in early 2016, the College has approved six research projects in the beginning stages. When finished, results of the projects will be presented to PC.

In the CCSSE results, students are asked if their experience at WITC contributed to "developing a personal code of values and ethics." Responses rated as "Very Much" and "Quite a Bit" were combined in Table 1R6-2.

Table 1R6-2: CCSSE results – section Student Experience, question 12(l)

Developing a Personal Code of Values and Ethics			
	2015	**2013**	**2011**
WITC	58%	60%	55%
Small College Cohort	51%	49%	46%
National Benchmark	49%	47%	46%

Item 29 of the survey asks students to rate if "Faculty are fair and unbiased in their treatment of individual students." Response rates for importance, satisfaction, the gap between the two, are summarized below; Table 1R6-3 also includes the scores for the other WTCS schools and the national scores which are used by WITC as benchmarks.

Table 1R6-3: CCSSE results – Item 29

Faculty are fair and unbiased in their treatment of individual students								
	2016			2014			2012		
	Imp.	Satisfied	Gap	Imp.	Satisfied	Gap	Imp.	Satisfied	Gap
WITC	6.47	5.96	0.51	6.55	5.91	0.64	6.40	5.80	0.60
WTCS	6.39	5.65	0.74	6.63	5.58	0.78	6.36	5.54	0.82
National Benchmark	6.33	5.53	0.80	6.29	5.45	0.84	6.26	5.39	0.87

Interpretation of the results and insights gained

Two identified policies that govern ethical behavior of all employees, G-160 and G-183, will be reviewed in the 2016-2017 year per the College's review cycle.

Under current policy, misconduct, such as cheating and behavioral issues, is addressed as part of the student code of conduct. In order to deal effectively with any incidents of academic misconduct, two separate polices are needed so that conduct issues and academic issues are addressed by qualified professionals.

CCSSE data reveal that WITC is surpassing both identified benchmark cohort groups in helping students develop an ethical core to guide behavior. Likewise, Noel-Levitz SSI data indicate that WITC students are satisfied with how faculty treat students as indicated by satisfaction percentages that are above both benchmark groups.

1I6 Improvements have been implemented or will be implemented in the next one to three years.

During the 2015-2016 academic year, the VP, Institutional Effectiveness wrote and submitted policy C-500 and C-500A, Research Activity Policy and Research Activity Procedure to formalize the process used to approve research by faculty and staff.

The VP, Academic Affairs, in collaboration with faculty, deans, and Student Affairs personnel, drafted a separate policy for addressing cheating and other forms of academic misconduct (Policy I-520: Academic Misconduct). The new policy is approved by PC and will go into effect in the 2016-2017 year.

Category Two: Meeting Student and Other Stakeholder Needs

As stated in Goal 2: Create and Strengthen Partnerships that Benefit our Stakeholders of the WITC Strategic Plan the college is committed to meeting the needs of our students and key stakeholders. WITC provides services and collaborates with a diverse group of constituents including adults, recent high school graduates, dual-enrollment high school students, ABE students, incumbent workers, veterans, and displaced workers. New student and stakeholders are identified through demographics, and occupational and industry trends.

Processes and results for Meeting Student and Other Key Stakeholder Needs are at the "aligning" maturity level. The College processes and results are in place and reviewed on a regular basis.

An opportunity noted in the 2011 Systems Portfolio was providing opportunities for both traditional and online students. A key challenge identified by the College is the fluctuating definitions of "online" and "traditional" students. Demand for online delivery and services range from students who prefer all classes and services online to those that want just one or two classes or services to be available online. An AQIP action project, Enhance and Implement Web-based Student Services, was implemented to address this need. The project was completed May 2016.

Another opportunity noted in the last portfolio was to establish a formal centralized process for student complaints. WITC takes student and stakeholder complaints seriously and has revised the complaint process. A spreadsheet is now used to track complaints and actions taken. In addition, an Academic Misconduct Procedure (I-520A) has been developed.

An opportunity identified in the 2012 Portfolio Feedback Report is the need to use tools in addition to the Employer Satisfaction Survey to provide data and benchmark and compare stakeholder satisfaction. The Employer Satisfaction Survey, Noel-Levitz SSI and CCSSEE are used to compare to previous years and other institutions.

2P1 Current and Prospective Student Need

Identifying key student groups

WTCS defines the student groups to be served by WTCS colleges as those seeking occupational education and training in associate degree programs, apprenticeships and technical diploma programs. WITC identifies key student groups as adults, recent high school graduates, dual-enrollment high school students, ABE students, incumbent workers, veterans, and displaced workers.

Determining new student groups to target for educational offerings and services

The College determines new student groups through the environmental scanning report completed by the OIE. The report includes county demographics, occupational and industry trends, labor market trends, inflow and outflow of students, occupations with most growth, unemployment, internal FTE/headcount trends, and external benchmarking.

New student groups are also identified through federally funded Trade Adjustment Assistance Community College and Career Training (TAACCCT) grants.

Continuing Education Managers work with business & industry to provide customized training. A needs assessment survey is used to identify current training needs. Short-term work force training needs are determined by plant closings, plant openings, and workforce data from local agencies.

Analysis for the feasibility of proposed offerings for new student groups occurs within academic teams for credit offerings and through the continuing education division leadership teams for short-term workforce training and continuing education. New programming that requires additional funding is analyzed by PC.

Meeting changing student needs

Table 2P1-1 shows the variety of methods the college uses to identify the changing student needs.

Table 2P1-1: Identifying and Analyzing Student Needs

Identify	Analyze and Select Action
Emerging Issue Process	Process for staff to submit an issue to be analyzed for a possible strategic initiative or quick fix. The issues are reviewed by Quality Improvement Steering Committee (QISC) and PC.
Graduate Follow-up Survey	Data are reviewed by college leadership and analyzed to identify student needs.
Strategic Forums	QISC coordinates student forums and develops corresponding themes to be addressed in strategic planning.
Student Complaint Process	Contacts are published in the student handbook and the website. Contacts resolve complaint or forward issues to the appropriate manager for follow-up and resolution. Complaints are summarized and reviewed by Student Affairs Managers and PC.
Relationship between student & faculty	Current students meet with faculty advisors and instructors to discuss issues. Past students contact faculty to share information on current trends in the workplace.
Student Senate/Student Life	Students identify issues and bring forward ideas to Student Senate. Student Life Advisors survey students after events and use analysis to design future activities.

Identifying and supporting student subgroups with distinctive needs

The WTCS has identified student subgroups as minority (non-white) students, Pell grant recipients, veterans, incarcerated, dislocated workers, and persons with disabilities. Successfully serving these subgroups is an essential part of training the workforce within the WITC region.

WITC uses the environmental scanning and EMSI Software to identify student subgroups. Student populations with specific needs based on demographics self-identify during the registration process.

Support for subgroups is provided through focused initiatives such as grant programs designed to provide additional support. Employees are dedicated to serve specific populations. Existing support structures allow for an individual focus. For example, Academic Coaches work to ensure underprepared learners have the tools needed to be successful. Information about accommodation and disability services is available on the College website and is also included on all course syllabi. Students with learning or physical challenges meet with accommodation specialists to determine special services and assistive technology needed. Student success for those subgroups is tracked via WTCS client reporting (3.D.1).

Deploying non-academic support services to help students be successful

Academic and non-academic services needed are identified in the admissions process. Information about the non-academic support services is available on the website, student handbook, and provided to students during admissions counseling sessions, student orientation and course orientations.

Table 2P1-2 shows the variety of non-academic support services at WITC that are designed to help students be successful.

Table 2P1-2: Non-academic support services (3.D.2)

Service	Description
Admissions Counseling	Required admissions interview by counselors for all program students designed to proactively identify potential barriers to success.
Career Counseling	Offer multiple career counseling options including the use of Myers-Briggs Type Indicator and Strong Interest Inventory.
Financial Aid	Financial aid advisors at all four campus locations provide personal assistance and support.
Health Services	College Health Nurse at all four campus locations provide a variety of health services.
Employment Services	Assistance with job search, interviewing, resumes, and job postings.
Financial Wellness - Inception	Program designed to improve financial literacy.
Transition Services	Accommodation specialist work with community and K-12 resources to help students with disabilities transition to college.
Online Student Services	Online services available including live chat, new student orientation, student portal, tutoring, career assessment, employment services, bookstore and academic support.
Educational Technology Center	Technology support for students to assist with Blackboard, Microsoft Office, online services and other technology used in classes.
Student Life	Student Senate, Campus Activity Board, student clubs, student organizations.
Foundation	Scholarships available at each of the four campuses.

Ensuring non-academic student support staff members are qualified, trained, and supported

Non-academic support services are facilitated by staff who have earned the credentials required to provide identified services (3P1) (3.C.6). Each position has job descriptions with minimum education and work experiences. Professional development funds are available and staff discuss individual training needs during an annual review and development of an Individual Learning Plan (ILP). Further development and systemization of professional development is an initiative on the current strategic plan (3.3.1). Many positions have counterparts at all four campuses along with a designated manager.

All current positions listed in Table 2P1-3 meet the required qualifications as outlined.

Table 2P1-3: Non-academic support service position required qualifications (3.C.6)

Position Title	Required Qualifications
Counselors	1. Master's degree in Guidance and Counseling or Counseling including practicum experience. 2. Two years (4,000 hours) of occupational experience outside of education. 3. Two years (4,000 hours) experience counseling persons regarding vocational and career concerns. 4. Demonstrated experience and leadership that promotes the knowledge, respect, and inclusion of culturally diverse populations.

Counselor/ Accommodations	1. Master's degree in Guidance and Counseling or Counseling including practicum experience. 2. Two years (4,000 hours) of occupational experience outside of education. 3. Two years (4,000 hours) experience counseling persons regarding vocational and career concerns. 4. Demonstrated experience and leadership that promotes the knowledge, respect, and inclusion of culturally diverse populations. 5. Previous work experience involving provision of direct accommodation services to students, including but not limited to: seating, positioning, augmentative/alternative communications, keyboard emulation, and assistive technologies. 6. Knowledge of state and federal laws regarding disability services in post-secondary education. 7. Knowledge of services available for students with disabilities in a post-secondary environment. 8. Demonstrated ability to work with people of diverse economic, social, racial, and ethnic background.
Financial Aid Advisor	1. Two years related post-secondary education/training or five years related business experience, OR a combination of related education and work experience totaling five years. 2. Ability to provide a high level of customer service under stressful conditions. 3. Ability to interpret and apply laws, rules and policies affecting financial aid programs. 4. Strong computer skills including word processing, spreadsheet, and database applications. 5. Excellent interpersonal skills in working with a variety of constituencies including students, faculty and staff.
Dean of Students	1. Master's degree in education, management, counseling, student personnel administration or closely related field. 2. Two (2) years occupational experience in any field except education. 3. Two (2) years counseling, supervisory or teaching experience in addition to the above occupational experience. 4. Experience supervising professional staff.
Registrar	1. Bachelor's degree required. Master's degree in student services, education administration or a related area preferred. 2. Three (3) years supervisory experience in post-secondary educational setting required; technical or community college experience preferred. 3. Three (3) years of leadership experience in a registrar's office preferred. 4. Demonstrated understanding of the application of technology to delivery Records and Registration services. 5. A proven record in working successfully with diverse populations. 6. A positive attitude and ability to plan and adapt to change. 7. Ability to collaborate effectively with college departments and cross-functional teams as well as multi-campus settings. 8. Strong interpersonal, oral and written communication skills.
Enrollment Manager	1. Associate degree in Supervisory Management or related field; bachelor's degree preferred. 2. Two (2) years experience in college or university student services or related institution. 3. Two (2) years supervisory experience preferred. 4. Excellent communications skills. 5. Ability to effectively use the collegewide integrated administrative information system as an essential tool in the performance of daily work. 6. Strong analytical and problem-solving skills.

Admissions Advisor	1. Two years related post-secondary education plus two years related work experience OR a combination of related work experience and education totaling four years. Associate degree preferred.
	2. Excellent customer service, critical thinking, and interpersonal skills.
	3. Outstanding personal presentation skills.
	4. Demonstrated organizational skills, dependability, and ability to work independently.
	5. Knowledge and proficiency in the use of a personal computer, computer applications, and software.
	6. Ability to learn and apply complex policies and procedures.

A strategic initiative (3.4.1) of the Strategic Plan is designed to specifically develop and expand leadership, mentorship, and professional development opportunities for non-academic student support staff.

Communicating the availability of non-academic support services

The availability of non-academic support services is communicated through a variety of mechanisms. Support services are highlighted in marketing communications to prospective students through the "communication flow" letters and e-mails. An e-brochure exists on the website that allows potential students to customize a brochure to include any support services of interest, and the website includes a student services section that includes all services provided. In addition, campuses hold a variety of events such as "admitted students' day" and open houses that provide an opportunity for students and potential students to learn about the non-academic support services (3.D.2).

Support services are highlighted during the in-person and online new student orientation. Academic advisors connect with students in class (both in-person and online), via e-mail, and phone calls. Facebook pages set up for each campus are utilized to promote and highlight support services especially those related to student life events. An "early alert" system exists for faculty to identify and reach out to students who are at risk for struggling academically and those students are offered a variety of non-academic services by counselors based on their specific need (3.D.2).

Through the Enhance and Implement Web-Based Student Services AQIP Action Project, WITC created or improved online access for orientation, Bookstore, Tutoring, Career Planning and Assessment, Health Services, Online Readiness, Admissions, Registration, Safety & Security and Employment Services giving new options to all WITC students.

Selecting tools/methods/instruments to assess student needs

The tools used to assess the needs of students are identified at the college and division levels. The College uses the Noel Levitz SSI, CCSSE, Student Senate, QISC, Strategic Planning forums and customer satisfaction surveys to assist the college in meeting the needs of the students. Potential unmet student needs are communicated through the Emerging Issues process.

Assessing the degree to which student needs are met

The Noel Levitz SSI and the CCSSE results are reviewed and analyzed by The Board, PC, and work groups throughout the college. The college is a member of the National Community College Benchmark Project (NCCBP) and uses that information to benchmark outcome data and CCSSE results with other colleges.

2R1 Determining if current and prospective students' needs are being met

Outcomes/measures tracked and utilized

Table 2R1-1: Noel-Levitz SSI Results

Student Satisfaction Score	WITC			Spring 2016	
(Scale of 1 to 7 – 1=Not Satisfied—7=Very Satisfied)	Spring 2016	Spring 2014	Spring 2012	WTCS	National
Adequate financial aid is available for most students.	5.98	5.98	5.77	5.53	5.40
Financial aid awards are announced to students in time to be helpful in college planning.	5.93	5.92	5.57	5.23	5.17
Financial aid counselors are helpful.	5.91	5.88	5.68	5.33	5.24
Personnel in the Veterans' Services program are helpful.	5.71	5.35	4.94	4.87	4.92
This campus provides effectives support services for displaced homemakers.	5.79	5.48	5.06	4.99	4.96
The career services office provides students with the help they need to get a job.	5.81	5.78	5.45	5.28	5.19
There are adequate services to help me decide upon a career.	6.05	5.96	5.79	5.54	5.36

Summary results of measures
Comparison of results with internal targets and external benchmarks

The College uses CCSSE, Noel-Levitz SSI, and the Graduate Follow-up Survey to measure student satisfaction with support services provided. The results demonstrate the students are satisfied with the support services provided (Table 2R1-1). Changes are also implemented based on feedback from Student Senate, student forums and the Emerging Issues process (Table 2R1-2)

These tools provide insight on the level of importance of various services as well as satisfaction levels from a student perspective. Using tools that are utilized by hundreds of community colleges across the nation allows WITC to benchmark results and identify potential gaps in services.

Table 2R1-2: Example of improvements from input

Identify	Example of Improvements
Emerging Issues Process	Application fee waiver process (J-242A: Student Fees) developed.
Graduate Follow-up Survey	Changes to curriculum, development of certificates, and program name changes.
Strategic Forums	Strategic plan has multiple initiatives focused on meeting student needs including changing course scheduling and improving access for students with low academic proficiency.
Student Complaint Process	Development of an Academic Misconduct Procedure (I-520A) that supplements the Student Code of Conduct.
Student Senate/Student Life	Foodservice changes made to reflect student needs related to price and menu.

Interpretation of results and insights gained

The fact that enrollment has declined while the results show relatively high completion rates and high satisfaction levels has led the College to focus on the development of new programming and parts of the admissions process that might be negatively impacting access. This analysis of data led to a strategic initiative (1.1.2) designed to streamline the process for incoming students needing academic support and improving access.

2I1 Improvements have been implemented or will be implemented in the next one to three years.

A strategic initiative was developed to improve the placement and remediation process for potential students who lack strong academic skills. A five-year program plan has been developed to guide the investigation and development of new programming.

WITC noticed an increase in veterans throughout the College. Internal processes will be revised to better serve changing student needs.

2P2 Retention, Persistence, and Completion

Collecting student retention, persistence, and completion data

Data for student retention, persistence, and completion is collected and reported for IPEDS and NCCBP. The student life cycle (applied, admitted, accepted, registered) is tracked through the ERP system (PeopleSoft). Semester information is tracked using PeopleSoft, TSA and QRP scorecards.

The submitted client reporting data are utilized by both the WTCS and WITC (4.C.2). The WTCS uses this data when administering grants and specifically sets goals related to completion of student populations that are tied to the Perkins grant. In addition, the WTCS has recently defined the ability to retain students (persistence, retention, graduation) and students starting and completing a certificate, diploma or degree (completion). The student success measurements are provided to all WTCS colleges based on data that is submitted as part of client reporting. WITC has a Retention Team that helps analyze retention data, set retention benchmarks and develop initiatives for improvement.

Determining targets for student retention, persistence, and completion

The WITC College Effectiveness Measures include targets for persistence, retention, and graduation. These targets were developed utilizing feedback from a variety of sources including the Retention Team, QISC, and PC. These metrics are posted on The Connection and discussed at collegewide meetings and inservices. The College benchmarks this data utilizing the NCCBP (4.C.4). If a program does not meet the threshold, the program faculty develop an improvement plan with targeted efforts to improve student performance (4.C.1).

Table 2P2-1: Persistence/Retention College Effectiveness Measures

Metric	Data Definition	Data	Data Source/Signal Values
Persistence/Retention	Retention – Fall to Spring (UGRD)	78.9% (FY16)	Green 80%+ Yellow 75% - 79.9% Red <75%
	Retention – Fall to Fall (UGRD)	73.6% (FY15)	Green 75%+ Yellow 70% - 74.9% Red <70%
	Persistence – credits successfully (C or better) completed/credits attempted (UGRD)	83.1% (FY16)	Green 85%+ Yellow 80% - 84.9% Red <80%

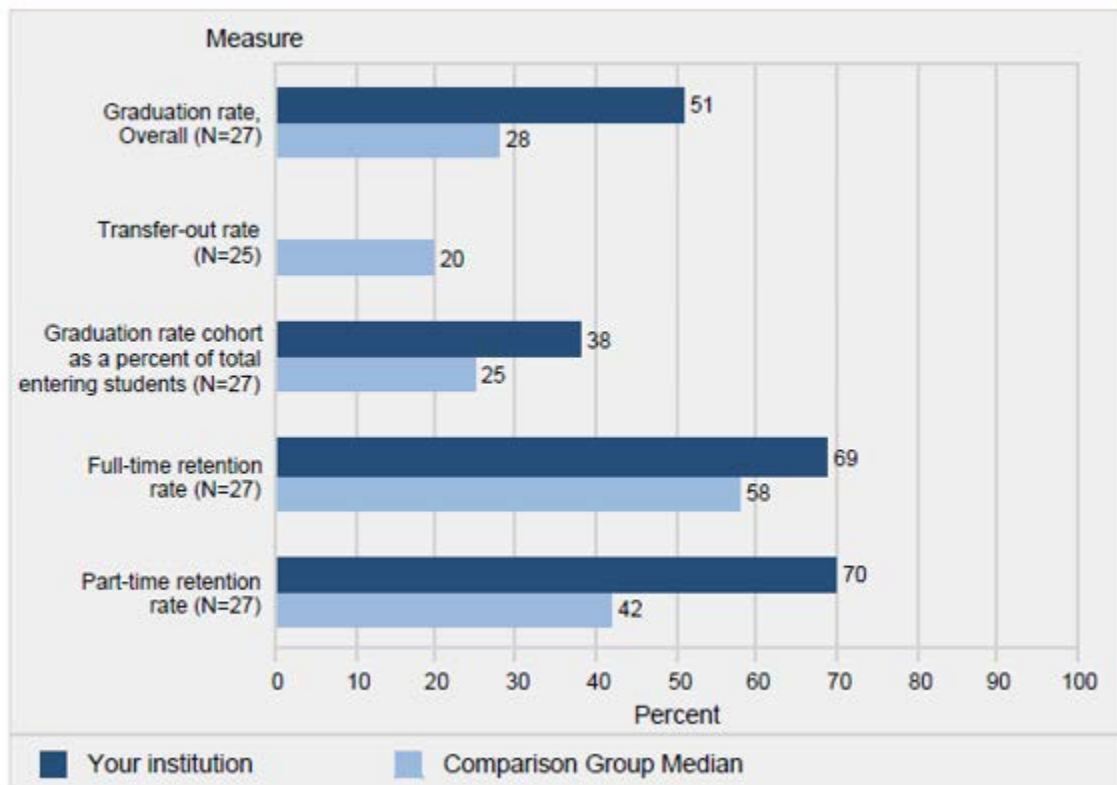The WTCS develops goals for each college in the areas of technical skill attainment, academic skill attainment, credential, certificate, or diploma attainment, student retention or transfer, student placement, nontraditional participation, and nontraditional completion. Colleges that do not meet the goals in those areas are required to develop an improvement plan. Goals are also developed by program.

Analyzing information on student retention, persistence, and completion

Student retention, persistence and completion are analyzed as part of the Academic Program Review process (1P1). This information is used as part of the Program Viability process. The Retention Team (a cross-functional team) analyzes information on student retention, persistence and completion on a collegewide basis. PC analyzes retention, persistence, and completion information during regularly scheduled updates by the VP of Institutional Effectiveness. See Table 1R2-2 for a sample of measures tracked.

Meeting targets for retention, persistence, and completion

The College incorporates a variety of strategies to meet the targets for retention, persistence, and completion. Data compiled during the Academic Program Review process (1P1) is utilized to identify best practices and areas for improvement. The College and campus retention teams meet regularly to analyze retention data, set retention benchmarks and develop initiatives for improvement.

Collegewide Effectiveness measures and initiatives on the strategic plan have been developed to improve areas identified as having the largest potential impact on student success.

The WTCS tracks retention data for all 16 technical colleges and calculates benchmarks. In addition to being part of data analysis during Academic Program Review, these benchmarks are integrated into retention strategies funded by the federal Perkins IV grant. Of the eight WTCS goals, WITC has only been required to submit one improvement plan (for the area of nontraditional completion) over the past four years.

Selecting tools/methods/instruments to assess retention, persistence, and completion

NCCBP was selected for benchmarking because it provides an opportunity for comparison data to colleges within the WTCS as well as similar colleges across the country. The method for defining student retention, persistence and completion was determined through a combination of aligning with WTCS definitions and the recommendations from the collegewide Retention Team (4.C.4).

2R2 Student retention, persistence, and completion

Outcomes/measures tracked and tools utilized

Retention, persistence, and graduation rates are tracked through the WITC Collegewide Effectiveness Measures and are made available collegewide. Faculty, deans, and staff have access to program effectiveness measures through a data reporting system called Cognos.

Summary results of measures

Although the internal results for student retention fall slightly below the desired result, the external benchmark indicates that the College is meeting the national benchmarks (Table 2R1-1).

Comparison of results with internal targets and external benchmarks

Table 2R2-1: College Retention, Persistence and Completion measures

Metric – Data Definition	Data by Year	Signal Values
Retention – Fall to Spring	78.9% (FY 16)	Green 80%+
	78.2% (FY 15)	Yellow 75% - 79.9%
	78.3% (FY 14)	Red <75%
Retention – Fall to Fall	73.6% (FY 15)	Green 75%+
	73.7% (FY 14)	Yellow 70% - 74.9%
	73.1% (FY 13)	Red <70%
Persistence – credits successfully (C or better) completed/credits attempted (UGRD)	83.1% (FY 16)	Green 83%+
	83.0% (FY 15)	Yellow 78%-82.9%
	77.8% (FY 14)	Red <78%

Figure 2R2-2: Graduation rate and transfer-out rate

Graduation rate and transfer-out rate (2011 cohort); graduation rate cohort as a percent of total entering students, and retention rates of first-time students (fall 2014).

Table 2R2-3 shows the results from the WTCS goals for each college in the areas of technical skill attainment, academic skill attainment, credential, certificate, or diploma attainment, student retention or transfer, student placement, nontraditional participation, and nontraditional completion.

While the college collects and utilizes a wide variety of data related to enrollment, retention, persistence and completion there is a need to better track students as they progress through the enrollment funnel and to have easy access to data that can be sorted by individual student characteristic.

Table 2R2-3: WITC Report Card from WTCS

Indicator	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09	Year Three 7/1/09-6/30/10	Year Four 7/1/10-6/30/11	Year Five 7/1/11-6/30/12	Year Six 7/1/12-6/30/13	Year Seven 7/1/13-6/30/14	Year Eight 7/1/14-6/30/15	Year Nine 7/1/15-6/30/16
1P1 Technical Skill Attainment	L: 69.84% A: 83.26%	L: 74.19% A: 79.55%	L: 74.63% A: 76.17%	L: 74.78% A: 74.68%	L: 74.88% A: 75.95% 843/1110	L: 74.98% A: 78.61% 735/935	L: 75.08% A: 81.22% 813/1001	L: 75.18% A: 80.48% 800/994	L: 76.11% A:
Improvement Plan Required					NO	NO	NO	NO	
1P2 Academic Skill Attainment	L: 61.37% A: 81.05%	L: 67.65% A: 81.71%	L: 68.00% A: 69.45%	L: 68.08% A: 69.95%	L: 68.16% A: 70.80% 759/1072	L: 68.24% A: 70.35% 631/897	L: 68.32% A: 75.77% 716/945	L: 68.40% A: 75.24% 717/953	L: 68.48% A:
Improvement Plan Required					NO	NO	NO	NO	
2P1 Credential, Certificate, or Diploma Attainment	L: 57.00% A: 60.43%	L: 57.00% A: 53.06%	L: 57.00% A: 61.44%	L: 57.00% A: 58.10%	L: 57.00% A: 57.64% 656/1138	L: 57.00% A: 60.63% 576/950	L: 57.00% A: 62.64% 637/1017	L: 57.50% A: 61.54% 632/1027	L: 58.50% A:
Improvement Plan Required					NO	NO	NO	NO	
3P1 Student Retention or Transfer	L: 8.89% A: 12.07%	L: 9.45% A: 16.75%	L: 14.98% A: 22.05%	L: 15.32% A: 9.98% 100/1002	L: 15.78% A: 21.18% 241/1138	L: 16.28% A: 19.16% 182/950	L: 16.78% A: 17.70% 180/1017	L: 16.78% A: 20.74% 213/1027	L: 17.28% A:
Improvement Plan Required					NO	NO	NO	NO	
2P1 + 3P1 Combination of Graduation and Retention/Transfer	L: 65.89% A: 72.50%	L: 66.45% A: 69.81%	L: 71.98% A: 83.49%	L: 72.32% A: 68.08%	L: 72.78% A: 78.82% 897/1138	L: 73.28% A: 79.79% 758/950	L: 73.78% A: 80.34% 817/1017	L: 74.28% A: 82.28% 845/1027	L: 75.78% A:
Improvement Plan Required					NO	NO	NO	NO	
4P1 Student Placement 113(b)(2)(B)(iv)	L: 92.00% A: 92.49%	L: 92.00% A: 92.89%	L: 92.00% A: 94.15%	L: 92.00% A: 91.33%	L: 92.00% A: 93.07% 564/606	L: 92.00% A: 92.07% 604/656	L: 92.00% A: 94.44% 544/576	L: 92.00% A: 94.03% 599/637	L: 92.00% A:
Improvement Plan Required					NO	NO	NO	NO	
5P1 Nontraditional Participation	L: 7.37% A: 9.25%	L: 7.63% A: 9.77%	L: 7.91% A: 9.01%	L: 7.95% A: 8.50%	L: 9.26% A: 10.28% 226/2198	L: 9.31% A: 10.35% 258/2492	L: 9.41% A: 10.11% 249/2463	L: 9.66% A: 10.90% 267/2449	L: 9.76% A:
Improvement Plan Required					NO	NO	NO	NO	
5P2 Nontraditional Completion	L: 5.53% A: 8.12%	L: 6.46% A: 8.19%	L: 7.19% A: 7.94%	L: 7.29% A: 6.51%	L: 8.21% A: 8.91% 62/696	L: 8.31% A: 8.16% 59/723	L: 8.36% A: 7.48% 56/749	L: 8.82% A: 10.42% 91/873	L: 8.36% A:
Improvement Plan Required					NO	NO	YES	NO	

Indicates you missed the target, but no improvement plan required

Interpretation of results and insights gained

Review of the data indicates that WITC performs in the 90th percentile of signal values set for persistence and retention on the Collegewide Effectiveness Measures for NCCBP, yet according to established signal values the results were coded "yellow." Signal values will be reviewed for validity and adjustments made if necessary.

2I2 Improvements have been implemented or will be implemented in the next one to three years

One improvement is the implementation of Academic Success Coaches. These grant-funded positions were developed to provide support for students who have been identified as having academic skills in math, writing, and/or reading that are below the college level. These positions fill a gap that was identified by the Retention Team and others at the College. Students who do not initially score well enough on placement assessments to take college-level courses are at a higher risk for low retention, persistence and completion. As part of the grant process, the effectiveness of those positions will be evaluated and further staffing decisions will be based on the results (4.C.3, 4.C.4).

WITC has purchased a Constituent Relations Management (CRM) system that will be implemented during the 2016-17 school year. The determination of the need and selection of the system that was purchased was completed through the collaboration of a collegewide cross-functional team.

2P3 Key Stakeholder Needs

Determining key external stakeholder groups (e.g., alumni, employers, community)

The college has developed many systems for identifying key stakeholders to align with the College's mission. Examples of these systems are program advisory committees, economic development organizations, county board meetings, business & industry training course evaluations, education meetings, alumni meeting, and strategic planning sessions.

Determining new stakeholders to target for services or partnership

The College determines new stakeholder groups as part of the strategic planning process through the environmental scanning process, focus groups, and feedback from various surveys. New stakeholder groups include: Businesses, Law Enforcement and Emergency Services Agencies, K-12 School Districts and Donors.

Table 2P3-1: Stakeholder Relationships

Stakeholder	How Relationships are Built and Maintained
Alumni	• Outstanding alumni award • Alumni Association meetings and events • Facebook
Employers/ Business and Industry	• Community and service clubs and events (e.g. Chamber of Commerce events, Rotary) • Advisory committees • Classroom speakers • Strategic Planning Forums • Advanced Manufacturing Network membership and Northwest Wisconsin Manufacturing Outreach Center (NWMOC) partnership • Health program clinical sites and other program internships sites • Faculty/student visits to area business • Employment Services and Open House participation (Let's Get to Work Day, Employment Services Week, Career Days)
Community Agencies	• Strategic Planning Forums • Grant partnerships with Northwest Wisconsin Workforce Investment Board (NWWIB), Northwest Wisconsin Concentrated Employment Program (NWCEP) • TAC –Transition Action Councils • Partnerships and working relationship with Department of Workforce Development (DWD) • Continuing education for emergency response agencies (i.e. Fire, Ambulance, Police)
Legislators	• Gubernatorial and other statewide economic forums • Legislative Days in Madison (students and staff participation) • Candidate debates held on campus • State Legislature invitations to WITC Board meetings

Stakeholder	How Relationships are Built and Maintained
WTCS	• Statewide program, dean, and faculty meetings, Workforce Training and Economic Development (WTED) group, Student Services Administrators, Instructional Services Administrators, Presidents, Institutional Research Council, Administrative Services Administrators, Human Resource Directors, etc. • Postsecondary grant and event partnerships (UW-Stout, Northcentral Technical College (NTC), Chippewa Valley Technical College (CVTC) • WTC District Boards Association
K-12	• Counselor Inservice/Spring Counselor Workshop • Career Specialist guidance office visits and classroom presentations • Articulation agreements • Campus Career Days, 8th Grade Career Days, Exploration Days, shadowing activities • Northwest Wisconsin Tech Prep School to Work Consortium (K-12 schools, workforce development, and Colleges through activities designed to promote technical education) • Flexible delivery mode to high school students
Other Postsecondary Institutions	• Transfer agreements between WITC and other colleges • College visits to WITC campuses to provide student information on furthering their education
Students	• Identified in 3P2
Taxpayers	• Community Member Strategic Planning Forums • Continuing Education classes • Campus conference centers for community meetings and events • Career Impact Magazine

Meeting the changing needs of key stakeholders

Through feedback from our external stakeholders the college has been able to respond to changes in program curricula, and the need for more instruction to be delivered in non-traditional ways such as through workshops and conferences, and offering programming in the evenings and on weekends.

Selecting tools/methods/instruments to assess key stakeholder needs

The College uses listening sessions, internal enrollment data and the Learning Resource Network (LERN) to help establish divisional metrics such as Customer Repeat Rate, Course Cancellation Rate and Course Half-Life Rate.

The Foundation has used the Council for Resource Development (CRD) to help establish benchmarks and best practices. They also use data from the scholarship application process to help determine needs.

The College has recently joined the Education Advisory Board (EAB), an organization that conducts, collects, and distributes relevant research to its members. This new service is available to all college employees and is just now starting to make inroads into the College's operations.

Assessing the degree to which key stakeholder needs are met

National benchmark data, student engagement surveys, staff opinion surveys, student satisfaction surveys, graduate follow-up surveys are utilized to compare data to other similar institutions throughout the state and the country.

WITC's Continuing Education division designs training, educational activities, and technical assistance to enhance the success of business and industry and the lives of residents. Course offering decisions are

determined by analyzing course enrollments and evaluations, needs assessment of current students, informal environmental scanning, and suggestions from staff and community members.

WITC Foundation supports the promotion, development, and expansion of quality education and College services. It designs and operates scholarship programs and fundraising events which connect alumni with former classmates and faculty.

The College demonstrates its commitment to the rural communities and regions by making College facilities available for the use of stakeholders.

Table 2P3-2: CE Divisional Metrics related to open enrollment

Metric	Definition/Calculation	Signal Values	Result
Open enrollment – Classes	Total number of open enrollment classes that ran. (Aid codes 42, 47, 60) (filtering out contract classes)	Green 2,518+ Yellow 1,846-2,517 Red <1846	2,281 (FY15) 1,846 (FY14)
Open enrollment – Registrations	Increase from previous year in total number of open enrollment registrations from open enrollment classes ran (see above).	Green 886+ Yellow 0--885 Red < 0	17,299 (FY15) 18,352 (FY14)
Open Enrollment – Course Cancellation Rate	Percent of total courses cancelled divided by total courses scheduled. (filtering out contract classes)	Green <29% Yellow 30-35% Red 36%+	25.4% (FY15) 32.6% (FY14)
Open Enrollment – Customer Repeat Rate	Percent of students enrolling in another open enrollment course within a two-year period.	Green 24%+ Yellow 20-24% Red < 20%	26.0% (FY14) 27.2% (FY13) 28.5% (FY12)
Open Enrollment – Income	Percent increase/decrease of gross revenue compared to prior year from class fees including adjustment for senior fees.	Green +3.3% Yellow 0-3.2% Red <0	939,700 (FY14) 972,586 (FY13) 1,110,415 (FY12)

2R3 Determining if key stakeholder needs are being met

Outcomes/measures tracked and tools utilized

Each of the College's division has established formal metrics to measure results. Frequently these metrics are enrollment driven and can be used to measure the response to stakeholders' needs. Strategic planning listening sessions and short-term and customized course evaluations are also used.

Summary results of measures
The results of many of our strategic planning listening sessions and other responses from our stakeholders included:
- An extreme shortage of available welders
- The need for more short-term programming, conferences, and workshops and programming offered "off hours"
- The disparity of 100+ employee businesses in the southern half of our College compared to the northern half
- The lack of individuals holding a Commercial Driver's License (CDL) who are actively seeking employment
- The critical need for additional emergency funding available to our students through loans and grants

- A focus to increase interactions with alumni by creating regional alumni associations at each of the four campuses

Comparison of results with internal targets and external benchmarks

The Continuing Education division uses LERN metrics to analyze programming and operations. These provide comparables for both institutions of higher education and other training organizations through a benchmarking system. The three priority measures in Continuing Education are shown in Table 2R3-1. WITC is both above and below benchmarks. The division is determining operational strategies to target any deficiencies.

Table 2R3-1: Continuing Education: Programming and Operations/Marketing

Measure	WITC Score	LERN Benchmark
Average Participant per Course	10.79	10-20
Brochure: Participant Ratio	4.67:1	<50:1
Course Cancellation Rate	28.9%	15%

Table 2R3-2: 2008-09 Contract Comparison by WTCS College

	Wisconsin Indianhead	Chippewa Valley	Nicolet Area	Northcentral
Number of Contracts	187	184	126	209
Number of Students Served	4,384	5,416	2,506	8,813
FTE Generated	68	77	32	138
Number of Courses	472	454	308	557
Total Revenue Generated	$807,275	$800,779	$277,210	$1,094,174

Interpretation of results and insights gained

The majority of WITC stakeholders are primarily concerned with career preparation and/or benefit from developing a productive workforce. The College is tracking special initiatives being offered in response to our stakeholders' request and are monitoring the progress of each initiative. Business and industry training, emergency services training, continuing education offerings for all ages, and foundation events continue to grow.

2I3 Improvements have been implemented or will be implemented in the next one to three years

Based on the results the College has responded to the changing needs of stakeholders by adding additional sections of programs, offering new industry-driven training opportunities, and partnered with specific industries to expand the number of conferences and workshops we offer (Table 2I3-1). The WITC Foundation has increased the funding available for student emergency loans and grants. An e-newsletter has been developed to help the College stay connected with alumni. Based on graduate follow up reports the majority of its graduates remain within the College's service area after graduation, yet the College has not developed a formal outreach effort.

A grant that involves upgrading the much-needed distance learning technology of K-12 partners and local tribal college has been developed. The upgrade will improve the distance education experience from classes originating at WITC and being sent to these rural partners.

Table 2I3-1: Examples of Partnership Initiatives with Stakeholders

Initiative	Issue Identified
New, evening sections of WITC's Welding Program being offered at both the New Richmond and Rice Lake Campuses	• Workforce shortage identified by area manufacturers • Driven by the planning process • Grant funded
New welding courses offered to 8 high schools and being delivered at the New Richmond High School	• Workforce shortage identified by area manufacturers during off-planning process • Quick response and turnaround • Grant funded
Regional Caregiver Conference	• Responding to the needs of our communities
Holistic and Herbal Continuing	• Responding to the rapid growth in the field
Trades and Industry Continuing Education	• Responding to feedback from Program Advisory Committees
SHRM Essential of HR Management & Certification Prep Courses	• Area business partners, SHRM
Early Childhood Education Conference	• WITC Program Faculty; Childcare agencies
Leadership Conference	• UW-Barron County; Area employers
Social Media for Businesses	• Response to community input
Personal Trainer	• Response to community input
Certified Medical Assistant Conference-held at three WITC Campuses	• Response to advisory committee input
Safety Day	• Partnered with OSHA to serve our business partners
CDL-Class B Training- scheduled to be offered in 2016	• Responding to the needs of area businesses
Machine Tool-Evening section to be offered in 2016	• Responding to the needs of area businesses
Numerous CE courses for law enforcement	• Partner Wisconsin Department of Justice; area law enforcement agencies
Numerous CE courses for fire safety	• Responding to the needs of area fire agencies
Numerous CE courses for emergency	• Responding to the needs of area EMS agencies

2P4 Complaint Processes

Collecting complaint information from students

The student handbook directs students to the appropriate mechanisms and/or contact people for complaints. Each of the four campuses has a Dean of Students who serves as the central point for collecting and disseminating student complaints. The complaint information entered into a database is compiled, reviewed and analyzed semi-annually by the Student Affairs Team to look for trends or potential systemic issues.

The college processes for grade appeals and student code of conduct that are outlined in the student handbook. The process for complaints dealing with harassment and sexual violence is available in Right to Know information provided to all new students and also available on the WITC website. Detailed information about harassment complaints can be found on the safety and security area of the website. The Dean of Students at each campus serves as the resource to assist students with connecting with the appropriate person and/or complaint mechanism when students are unsure of which category their complaint falls under.

Collecting complaint information from other key stakeholders

Complaint information from key stakeholders is received through strategic forums, advisory committee meetings and meetings with external groups such as county board meetings and meetings of regional K-12 district administrators. Those complaints are analyzed and discussed with campus Leadership Teams and PC.

Learning from complaint information and determining actions

Student complaint information is analyzed by the Student Affairs Team and brought to PC on a periodic basis for review, discussion, and action. Each individual complaint is first responded to and analyzed at both the individual and aggregate level to identify potential patterns.

The VP of Human Resources (HR) and Risk Management is designated as the Title IX coordinator and oversees compliance with federal and state statutory and regulatory requirements related to equal employment and equal educational opportunities including Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments Act of 1972, as amended, Section 504 and Section 508 of the Rehabilitation Act of 1973, Title II of The Americans with Disabilities Act of 1990, as amended, and The Americans with Disabilities Act Amendments Act of 2008, Clery Act, as amended, Sexual Violence Elimination Act (SaVE Act) as authorized by Violence Against Women Reauthorization Act, Higher Education Act of 1965, §485(f) (20 U.S.C. 1092 (f)) and the guidance supplied by Department of Education, Office of Civil Rights and to handle inquiries, investigations and resolve complaints regarding the College's equal opportunity and non-discrimination/non-harassment policies for students, employees and student/employee applicants.

Communicating actions to students and other key stakeholders

Actions taken to improve a process or respond directly to a complaint are communicated through a variety of methods. The strategic plan is disseminated to student and stakeholders and is available on the WITC website. Responses to complaints brought through the Emerging Issues process are available on The Connection. New initiatives and programming are communicated through a variety of marketing strategies including social media. The College has a documented process and procedure for responding and communicating action for complaints related to student code of conduct, harassment, or sexual violence. Actions related to complaints in those instances are communicated back to the complainant in a manner that is consistent with federal, state statutory and regulatory requirements.

Selecting tools/methods/instruments to evaluate complaint resolution

The College currently uses an Excel spreadsheet to analyze and evaluate complaint resolution. This information is shared with the Student Affairs Team and PC to analyze the quantity, category, and resolution of complaints.

2R4 Student and key stakeholder complaints

Outcomes/measures tracked and tools utilized

A student complaint spreadsheet is used to track and analyze student complaints. This spreadsheet identifies the campus, nature of complaint and provides a summary of the action taken. The strategic planning forums track every comment received from participants and categorizes the comment based on the nature of the complaint or suggestion. The Emerging Issues process identifies the nature of the complaint and tracks and categorizes the resolution or response.

Summary results of measures

Table 2R4-1: Complaint results from the past two academic years

Complaint Category	2013-14	2014-15
General Student Concerns	22	14
Instruction/Grades	31	31
College Service	14	6
Other Students	14	8

Comparison of results with internal targets and external benchmarks

The results indicate that College receives very few complaints related to service. This is consistent with the high satisfaction levels on the Noel-Levitz SSI and the results from the customer service surveys provided through Student Services. While the largest percentage of complaints are related to instruction and/or grades, an analysis of the 31 individual complaints from that category did not reveal a pattern of discontent over similar issues but instead revealed a wide variety of disparate complaints. The College began tracking and analyzing complaints using this process in 2013.

Interpretation of results and insights gained

The analysis of complaints indicates that the College does not have a pattern of complaints that would indicate a pervasive issue related to student satisfaction. Instead, the thorough response and analysis of each complaint on an individual level has provided valuable insight into the variety of challenges students face and the need to continually analyze and improve processes and procedures.

2I4 Improvements have been implemented or will be implemented in the next one to three years

The follow up on individual complaints has led to process improvement efforts designed to address the root cause. For example, after a complaint related to the challenges a student had encountered while attempting to get readmitted into a program, the process was reviewed and subsequently revised for students who stop out and attempt to re-enroll.

2P5 Building Collaborations and Partnerships

Selecting partners for collaboration

WITC builds partnerships that enhance learning, promote economic development, and improve quality of life. The Continuing Education Division houses collaborating branches including the WITC Foundation, Career Prep and K12 Relations, and Customized Training.

WITC partners with businesses within the College district to assist in regional economic development through customized training. The WITC Foundation cultivates relationships with donors and foundation supporters, helps to provide student scholarships, emergency grants and loans, and other financial assistance. College administrators network with local school administration to ensure we are aware of the needs of our potential students. Wisconsin's K-12 schools are organized into Cooperative Educational Service Agency (CESA) areas.

The Wisconsin Technical College Purchasing Consortium was created by the 16 Wisconsin Technical Colleges to facilitate cost effective procurements by providing a central source of information about products and services, identifying opportunities for cooperative procurement, negotiation state-wide contracts with vendors, and providing effective contract administration. In addition, it pursues partnerships with business and industry where those relations are mutually beneficial in providing WTCS students access to cutting edge equipment and technology.

Field placement site partnerships are crucial to student success in some programs. The college has approximately 250 training agreements with clinical sites which we use for Nursing, Nursing Assistant, Occupational Therapy Assistant, Medical Assistant, Dental Assistant, and Health Information Technology programs. The Human Services Associate program partners with almost 200 observation and field sites.

Building and maintaining relationships with partners

The College partners with local workforce boards and agencies to determine regional economic and workforce needs and provide training to get people into high-demand jobs. Other partners include city and county economic development groups throughout WITC's district. Partnerships are developed based on mutual goals of economic and workforce development. WITC staff participates in Rapid Response teams which visit businesses to help affected workers with their next steps when jobs have been eliminated.

Career Specialists connect with students to provide information on options for post-secondary education. Part of Wisconsin's Comprehensive School Counseling Model is a Career Pathway plan based on 16 Career Clusters. These pathways allow a student to see a direct correlation between high school and the postsecondary experience. Utilizing these pathways, WITC works diligently to establish agreements for students to earn dual enrollment or advanced standing (1P4) for courses taken during high school.

High school students can earn WITC credits by participating in summer Youth Career Academies in health care and manufacturing. These academies are partnerships with Workforce Resources, CESA, and WITC's Career Prep grant.

WITC, in compliance with Wisconsin Statute 118.15, has a unique opportunity for partnership with the Compulsory Attendance Contract. The law helps students who require an alternative learning environment to be successful. Students who participate in this program have the goal of obtaining their state issued High School Equivalency Diploma (HSED) or completing credit remediation.

WITC partners with local CESAs to offer Facilitating the Future, a professional development workshop that encourages K-12 and technical college educators to collaborate through targeted learning communities.

Diva Tech is an event highlighting nontraditional careers in the trade and technical fields. Partners have included NWCEP, CESA, the Chamber of Commerce and the Career Prep Consortium. The College has held two well attended events and is planning more.

Selecting tools/methods/instruments to assess partnership effectiveness

Instructor, student, and Economic Impact Surveys are used to assess contract training and evaluate effectiveness. Written agreements with field placement site partners and annually assess for program fit, student fit, and site safety.

The Dual-Enrollment Welding Academy will be evaluated near the end of the spring term through a comprehensive survey instrument, followed by a forum with Academy students. Feedback will also be solicited by participating school district officials including superintendents, principals and counselors.

Continuing Education is currently piloting a Communications Conduit process. Staff are recording key information from visits and contacts. This process is the pre-cursor to the collegewide CRM program. The information collected and saved on The Connection is being reviewed and discussed to identify potential opportunities in all areas.

Evaluating the degree to which collaborations and partnerships are effective

The extent to which WITC can look to its key partnerships for its success is significant, and we continually look for ways to better serve our communities. For example, the College is a partner in the WTCS buying consortium allowing our external stakeholders, the taxpayers, savings on the College's purchases. Through collaborating with district K-12 schools, partnering with business and industry, maintaining a working relationship with advisory committees, and offering continuing education courses with resident faculty, WITC attributes its success to the communities we serve.

2R5 Determining the effectiveness of aligning and building collaborations and partnerships.

Outcomes/measures tracked and tools utilized

The effectiveness of partnerships with businesses is measured by the number of unduplicated companies, number of contracts, gross revenue, and net profit generated. The effectiveness of partnerships with agencies and organizations is measured by the number of successful programs run, grant opportunities participated in, and agency grant-funded students successfully completing courses and programs.

Raiser's Edge, fundraising software for a constituent database, is used by the Foundation to track number of donors, either employed by the College or private individuals or groups, and total giving

Summary results of measures

The Continuing Education Division currently tracks the following metrics and has an increase in both number of companies and number of contracts within the customized training area. This has directly affected the gross revenue and net profit as shown in the metric trend data in table 2R5-1.

Table 2R5-1: Continuing Education Divisional Metrics – Customized Training

Metric	Definition/Calculation	Signal Values	Result
Customized Training – Companies	Percent increase/decrease from previous year of unduplicated number of companies for which contracts were implemented. Includes all companies with contracts.	Green 1%+ Yellow 0-0.9% Red <0	168 (FY15) 160 (FY14) 144 (FY13)
Customized Training – Net Profit	Percent increase/decrease from previous year using net profit from all 38.14 contracts excluding those with a Short Service Description of "WITC will provide Driv" (drivers education)	Green 3%+ Yellow 0-2.9% Red <0	244,119 (FY15) 191,873 (FY14) 181,049 (FY13)
Customized Training – Gross Revenue	Percent increase/decrease from previous year using gross revenue from all 38.14 contracts excluding those with a Short Service Description of "WITC will provide Driv" (drivers education)	Green 3%+ Yellow 0-2.9% Red <0	611,971 (FY15) 495,972 (FY14) 461,403 (FY13)
Customized Training – Contracts	Percent increase/decrease from previous year of total number of 38.14 contracts implemented excluding those with a Short Service Description of "WITC will provide Driv" (drivers education).	Green 5%+/year Yellow 0-4.9% Red <0	190 (FY15) 173 (FY14) 173 (FY13)

Using Raiser's Edge, the WITC Foundation tracks number of donors, either employed by the College or private individuals or groups, and total giving (Tables 2R5-2 and 2R5-3).

Table 2R5-2: Continuing Education Divisional Metrics – Foundation Revenue and Donors

Metric	Definition/Calculation	Signal Values	Result
Foundation - Revenue	Total revenue from all donations and special events.	Green $381,807 Yellow $324,235-381,806 Red <$324,234	$484,794 (FY15) $324,234 (FY14) $298,319 (FY13)
Foundation – Donors	Includes WITC staff, alumni, previous staff, other individuals, and corporate/organization donors.	Green 700+ Yellow 561-699 Red <560	665 (FY15) 691 (FY14) 559 (FY13)

Table 2R5-3: Foundation Donors for last 3 years

	FY14	FY15	FY16
Donors total (incl Event Sales)	1030	1028	1029
Staff	277	332	295
Individuals (incl Alumni & Former Staff)	550	444	492

Campus Special Events including wine tastings, golf tournaments, art and holiday craft fairs, and a fishing tournament earned $55,071 in FY15.

Consistent grant partners include CESA, WTCS Consortium, NWCEP, Bellevue College, CAEL, and Workforce Resource. In collaboration, total grant dollars received has increased over the last three years by $395,828.

The number of agreements for dual enrollment and advanced standing has grown from 16 schools in 2011 to 35 schools in 2014-15. The number of high school teachers attending Dual Credit Day, when high school teachers are mentored by WITC faculty to develop and maintain Dual Credit agreements, has grown by 10 in the last three years.

Table 2R5-4: Number and locations of dual credit collaborations – Articulated Courses with High Schools

WITC Program Areas	AG/T & T	Business	Health	General Studies	Early Childhood	Advanced Standing	Dual Enrollment
Amery	3*	15*	1*	1*			20
Ashland	9	1*		2		11	1*
Baldwin-Woodville	2/4*	2		1*		4	5*
Barron	3	2		1		6	
Bayfield	4					4	
Birchwood			1*				1*
Bruce	1	5/2*				6	2
Butternut			2*				2
Cameron		4		2		6	
Chetek-Weyerhaeuser	4/1*	8*			1	5	9*
Clayton							
Clear Lake		7/4*				7	4

WITC Program Areas	AG/T & T	Business	Health	General Studies	Early Childhood	Advanced Standing	Dual Enrollment
Cumberland	1*	1/4*	1*			1	6
Drummond		4				4	
Flambeau	3/1*			3		6	1
Frederic	2		2*			2	2
Glenwood City	1*	3				3	1
Grantsburg		1*					1
Hayward	9	1/12*				10	12
Hudson	9/4*	1/6*	1*			10	11*
Hurley							
i-Forward		2*					2*
Lac Courte Oreilles							
Ladysmith	8	8	3*	1/1*		17	4*
Luck		2				2	
Mellen		2*	1*	2		2	3
New Richmond	9	3	2		1*	14	1

*Transcripted Credit

The dual-enrollment Welding Academy program filled with 18 students. Currently, 14 students are still enrolled with 12 of those students signed up for the one year Welding program in fall of 2016.

WITC developed partnerships with the following schools: Amery, Baldwin-Woodville, Clear Lake, Drummond, Prairie Farm, New Auburn, New Richmond, Spooner, and Washburn. Students attended our campuses under a contract with the intent of obtaining their HSED.

- 15 students successfully obtained their HSED diploma
- 2 students transitioned and enrolled in the fall 2015 semester at WITC
- 4 student contracts were cancelled prior to completion

Tables 2R5-5 and 2R5-6 reflect results from the Collegewide needs assessment surveys which informed the development of the Gerontology-Aging Services Professional program.

Table 2R5-5: Employers Who Would Hire A Qualified WITC Graduate of the Gerontology Program

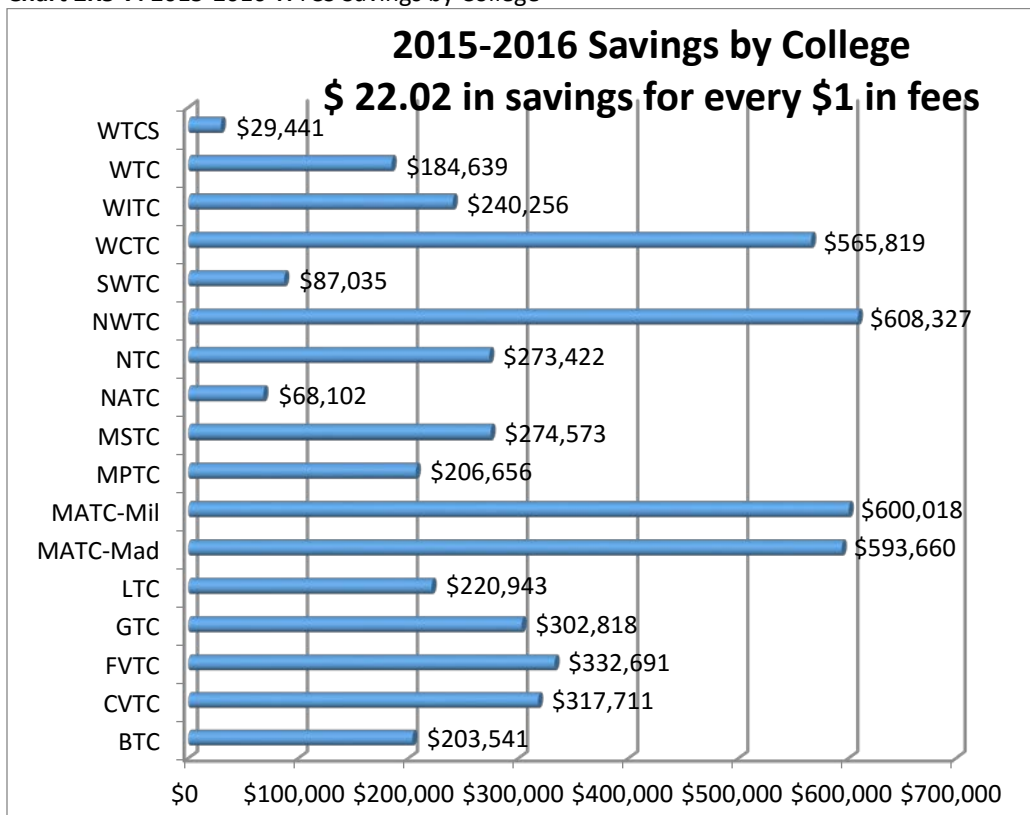| Would Hire WITC Graduate	In-District Respondents	Out-of-District Respondents	All Respondents
Yes	51, 91%	13, 87%	64, 90%
No	5, 9%	2, 13%	7, 10%

Table 2R5-6: Respondents Willing to be of Assistance in Developing Gerontology Programs at WITC

Area of Assistance	In-District Respondents	Out-of-District Respondents	All Respondents
Serve in an advisory capacity to the program.	26	5	31
Provide internship opportunities for students.	36	6	42
Assist with funding student scholarships.	1	-	1
Assist in seeking potential grant funding.	-	-	-
Provide relevant presentations and program resource materials.	15	2	17
Assist in the recruitment of students.	7	3	10
Assist in the ongoing evaluation of the program.	24	5	29

The WTCS Purchasing Consortium collaborates on various purchasing opportunities in an effort to reduce costs. Chart 2R5-7 represents cost savings for members. $200,837 plus represents what WITC saved due to working collaboratively with the consortium versus contracting with vendors independently.

Chart 2R5-7: 2015-2016 WTCS Savings by College

2015-2016 Savings by College
$ 22.02 in savings for every $1 in fees

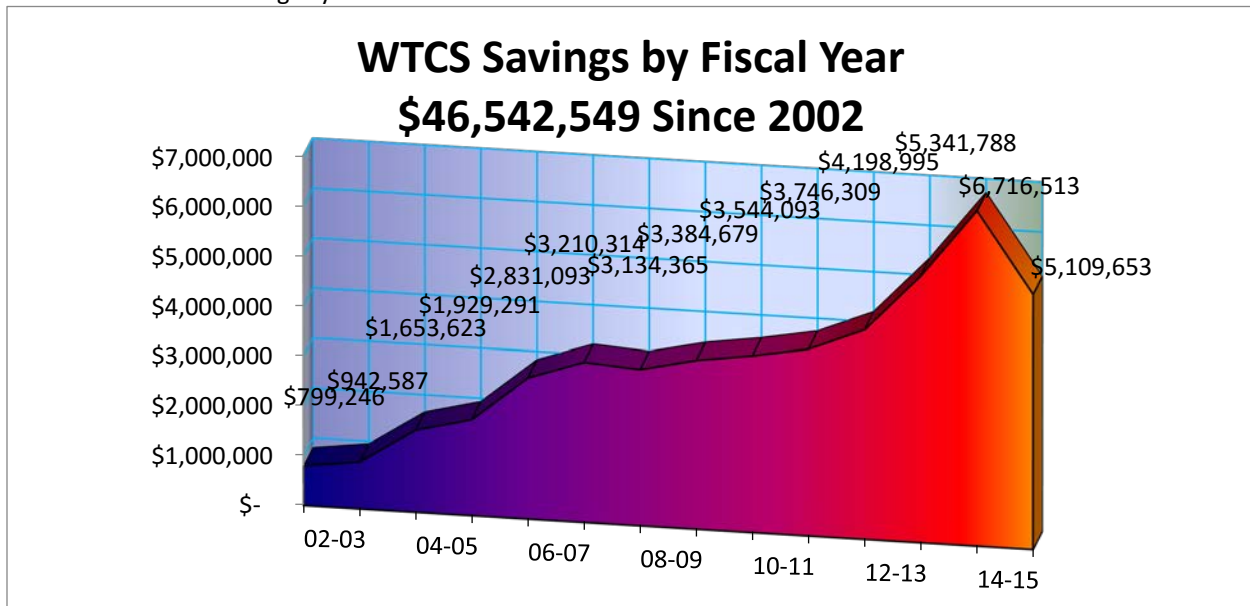| College	Savings
WTCS	$29,441
WTC	$184,639
WITC	$240,256
WCTC	$565,819
SWTC	$87,035
NWTC	$608,327
NTC	$273,422
NATC	$68,102
MSTC	$274,573
MPTC	$206,656
MATC-Mil	$600,018
MATC-Mad	$593,660
LTC	$220,943
GTC	$302,818
FVTC	$332,691
CVTC	$317,711
BTC	$203,541

Participants attending Diva Tech events range from middle to senior high school students. The College is tracking attendees to see if they attend WITC after high school graduation. Two have become WITC students as a result of the events. Another attended a different technical college's welding program.

Comparison of results with internal targets and external benchmarks

Chart 2R5-8 depicts how the WTCS Purchasing Consortium has steadily increased savings per fiscal year for the member colleges. Documented savings over the last thirteen years were $41,432,896, with a

cumulative return on investment over the same period of 20.21 to 1. Total savings for the past year increased to an all-time high of $6,716,513.

Chart 2R5-8: WTCS Savings by Fiscal Year

WTCS Savings by Fiscal Year
$46,542,549 Since 2002

(chart data points: $799,246; $942,587; $1,653,623; $1,929,291; $2,831,093; $3,210,314; $3,134,365; $3,384,679; $3,544,093; $3,746,309; $4,198,995; $5,341,788; $6,716,513; $5,109,653)

Interpretation of results and insights gained

The College has excellent working relationships with area employers and suppliers. The number of companies served, business and industry training contracts and dual-enrollment agreements continue to increase. Partnerships will continue to be developed.

2I5 Improvements have been implemented or will be implemented in the next one to three years

WITC has hired two Workforce Investment Board (WIB) liaisons with funding through TAACCCT grants. Their role is to bridge the gap between the College, NWCEP, Workforce Resource, and area businesses. The WIB liaisons are also providing outreach to Veteran agencies.

Continuing Education is currently piloting a Communications Conduit process. Staff are recording key information from visits and contacts to assist other college staff who may also have contacts in our communities. This process is the pre-cursor to the college-wide CRM program.

Additional Diva Tech events, and another non-traditional occupation event called, Try It at the Tech, are planned at three of the WITC campuses

The Gerontology-Aging Services Professional program initially emerged through multiple college location health and human services program advisory committees who identified community and workforce needs related to this content area. Upon program approval and implementation, each campus location will have its own local advisory committee created to guide and support program quality, assessment and continuous improvement.

Category Three: Valuing Employees

WITC demonstrates a commitment to the hiring, development, and evaluation of faculty, staff, and administrators. Meeting the College's strategic goal of "Foster a Learning and Working Environment that Encourages Trust, Respect, and Professional Growth" begins with talent acquisition activities. All talent acquisition activities follow the Guidelines for the Recruitment and Selection of Staff, and are designed to provide an equitable opportunity for all candidates, through an objective, comprehensive, legally compliant, recruiting, selection and hiring process. Within 30 days of hire, all new employees attend an Employee Orientation session in addition to other job specific, technology and administration/operation processes training. Based on employee orientation evaluations, 100 percent new employees are satisfied with the orientation program and find the information presented is useful, based on post-orientation surveys.

The College's employee evaluation process supports and encourages year round dialogue between employee and supervisor. All full-time and regular part-time employees are participating in the performance evaluation process. The process establishes goals, assesses performance in specific job functions, and collaboratively sets individual learning plans (ILP) for further professional development and aligns individual goals with WITC Strategic Plan goals. Although WITC provides funding for faculty and staff for personal and professional goals identified in the evaluation process, the CESS results suggest the College could improve upon its overall professional development employee satisfaction rating. In reviewing the overall performance evaluation process, the College recognizes the need to develop a performance evaluation tool for adjunct faculty to measure instructional effectiveness.

Employee surveys continue to provide in-depth employee perceptions. A recent AQIP action project, focusing on fostering a culture where all employees are valued, recommended continued use of the Noel-Levitz CESS every three years, starting in the fall, 2015. The data was analyzed and compared against the baseline survey that staff completed in the spring of 2013. Results of the survey show overall employee satisfaction has increased from 3.85 in 2013 to 4.15 in 2015. The QISC will analyze future CESS results and highlight key strengths and challenges that will then be used for targeted improvement.

Processes and use of results for Valuing Employees are currently "Systematic" with the opportunity to progress to "Aligned" through sustained momentum.

3P1 Hiring

Recruitment, hiring, orienting employees
Designing hiring processes that result in staff and administrators who possess the required qualifications, skills, and values
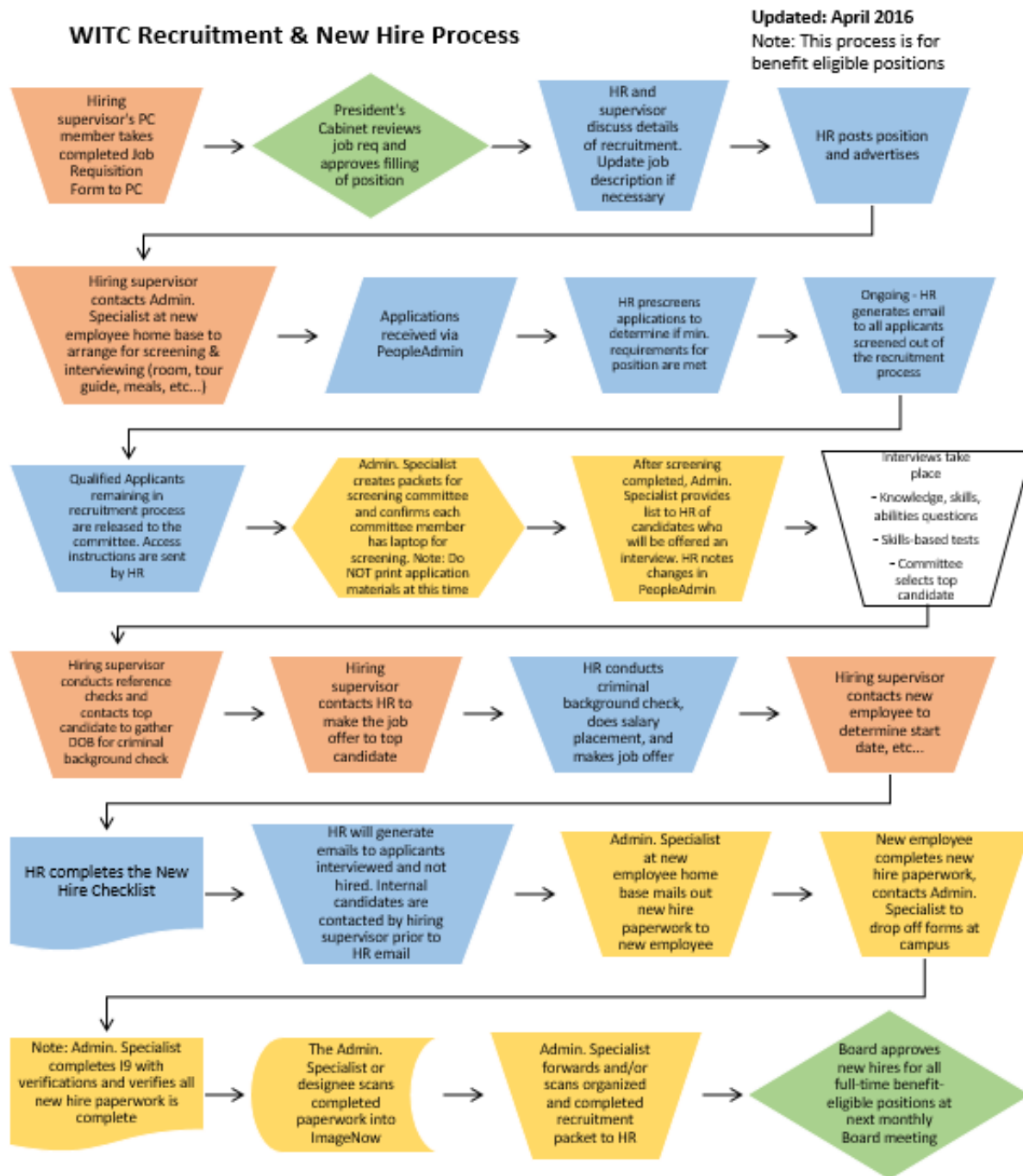
The hiring process is designed to provide an equitable opportunity for all candidates (Chart 3P1-1). The Guidelines for the Recruitment and Selection of Staff were developed in January, 2009 by the HR department in collaboration with cross-functional representatives from all College locations. These guidelines lead supervisors and selection teams through an objective, comprehensive, legally compliant, recruiting, selection and hiring process to ensure the acquisition of qualified employees needed for the College's programs and services. This design ensures that position descriptions identify the purpose and reporting relationship of the position, job responsibilities related to the core abilities that reflect WITC's MVV and Learning College Tenets, learner success, operational effectiveness, partnerships, and position qualifications (3.C.6).

The supervisor collaborates with HR to develop the job posting to ensure minimum and preferred qualifications of the position are accurately described. The position is posted externally for a minimum of three weeks utilizing a variety of local and regional newspapers, online job boards and social media resources. Vacant positions are announced to current staff via an email containing a link to the posting.

Applicants apply and are tracked through PeopleAdmin, the College's fully compliant, online applicant tracking system. HR reviews the applicant's material to determine salary placement according to salary placement policy and guidelines for the position, by utilizing the Management Compensation Program Procedure, the faculty salary placement form, and guidelines for salary placement of support and technical and custodian staff. HR conducts a survey of the selection committee following each recruitment to confirm that processes are timely and accurate and that the College is receiving an adequate number of qualified candidates to ensure positions are filled.

New employees attend Employee Orientation, and training is ongoing for employees at their respective campuses. Supervisors meet with new employees to provide training specific to the individual's job and to review the employee's job description, employment expectations, and establish performance goals (3.C.6). A separate, annual, four-day Faculty Orientation introduces College processes, technologies, and teaching/learning pedagogies. All new faculty are assigned a mentor by their Dean to assist with the transition to teaching and working at WITC.

Chart 3P1-1: WITC Recruitment & New Hire Process

WITC Recruitment & New Hire Process

Updated: April 2016
Note: This process is for benefit eligible positions

[Flowchart: Hiring supervisor's PC member takes completed Job Requisition Form to PC → President's Cabinet reviews job req and approves filling of position → HR and supervisor discuss details of recruitment. Update job description if necessary → HR posts position and advertises]

[Hiring supervisor contacts Admin. Specialist at new employee home base to arrange for screening & interviewing (room, tour guide, meals, etc...) → Applications received via PeopleAdmin → HR prescreens applications to determine if min. requirements for position are met → Ongoing - HR generates email to all applicants screened out of the recruitment process]

[Qualified Applicants remaining in recruitment process are released to the committee. Access instructions are sent by HR → Admin. Specialist creates packets for screening committee and confirms each committee member has laptop for screening. Note: Do NOT print application materials at this time → After screening completed, Admin. Specialist provides list to HR of candidates who will be offered an interview. HR notes changes in PeopleAdmin → Interviews take place - Knowledge, skills, abilities questions - Skills-based tests - Committee selects top candidate]

[Hiring supervisor conducts reference checks and contacts top candidate to gather DOB for criminal background check → Hiring supervisor contacts HR to make the job offer to top candidate → HR conducts criminal background check, does salary placement, and makes job offer → Hiring supervisor contacts new employee to determine start date, etc...]

[HR completes the New Hire Checklist → HR will generate emails to applicants interviewed and not hired. Internal candidates are contacted by hiring supervisor prior to HR email → Admin. Specialist at new employee home base mails out new hire paperwork to new employee → New employee completes new hire paperwork, contacts Admin. Specialist to drop off forms at campus]

[Note: Admin. Specialist completes I9 with verifications and verifies all new hire paperwork is complete → The Admin. Specialist or designee scans completed paperwork into ImageNow → Admin. Specialist forwards and/or scans organized and completed recruitment packet to HR → Board approves new hires for all full-time benefit-eligible positions at next monthly Board meeting]

Developing & meeting credentialing standards for faculty, including those in dual credit, contractual, and consortia programs

WITC has established minimum qualifications for faculty, including those in dual credit (3.C.2). Table 3P1-2 summarizes those minimums.

Table 3P1-2: Instructor credentialing requirements

INSTRUCTOR CREDENTIALING REQUIREMENTS		
DEGREE	**MINIMUM ACADEMIC REQUIREMENTS/ STANDARDS**	**WORK EXPERIENCE REQUIREMENTS/STANDARDS**
ONE-YEAR TECHNICAL DIPLOMA	Baccalaureate Degree OR	Twenty-four months (4,000 hours of verifiable occupational experience in each occupational area of which at least 2,000 hours must be within 5 years of the date of appointment).
	Associate Degree OR	Three and one-half years (7,000 hours) of verifiable occupational work experience to attain a total of 14,000 hours.*
	No Degree	A combination of work experience plus education or training equal to seven years (14,000 hours).*
TWO-YEAR TECHNICAL DIPLOMA	Baccalaureate Degree OR	Twenty-four months (4,000 hours of verifiable occupational experience in each occupational area of which at least 2,000 hours must be within 5 years of the date of appointment).
	Associate Degree OR	Three and one-half years (7,000 hours) of verifiable occupational work experience to attain a total of 14,000 hours.*
	No Degree	A combination of work experience plus education or training equal to seven years (14,000 hours).*
ASSOCIATE DEGREE:	Baccalaureate Degree	Twenty-four months (4,000 hours of verifiable occupational experience in each occupational area of which at least 2,000 hours must be within 5 years of the date of appointment).
GENERAL STUDIES	Master's degree in discipline or a master's degree in any field + 18 graduate level semester credits in the discipline being taught.	Twelve months (2,000 hours) of verified occupational experience in field other than education.
*Equivalent defined by WITC as verifiable apprenticeship in the skilled trades and successful experience as a journeyman for a combined total of 7 years of a combination of occupational experience combined with education and training preparing a person for the occupation totaling 7 years or 14,000 hours. A minimum of 4,000 occupational experience hours is required as part of the 14,000 total when combining college credit and occupational experience. To equate college credit to occupational experience, semester credits x 110 hours = occupational experience equivalency.		

Table 3P1-3: Educational level for all teaching faculty

Program Level	Faculty Degree Held			
	Education Specialist/ Doctorate	Master's	Bachelor's	Bachelor's Equivalent
General Studies (Master's Degree Required)	33%	77%	-	-
Associate Degree (Bachelor's Degree Required)	5%	89%	6%	-
Two-Year Technical (Bachelor's Degree or equivalent*)	-	27%	20%	53%
One-Year Technical (Bachelor's Degree or equivalent*)	1%	33%	11%	55%
Basic Education (Bachelor's Degree Required)	1%	99%	-	-

To accompany the hiring qualification, WITC is moving to the WTCS Faculty Quality Assurance System (FQAS). Faculty must demonstrate competency in the following areas: Assessment, Behavior Management, Course Design, Data & Evidence Analysis, Embracing Diversity, Student Success and Teaching Methods & Technology.

WITC currently does not have consortia or contractual programs. For high school instructors teaching dual credit coursework, the College requires the high school instructor meet the same minimum qualifications of full-time and adjunct faculty teaching credit coursework at the College (3.C.2). WITC verifies all potential faculty, including the high school instructor, possesses the required educational preparation, occupational experience, and teaching experience. Each high school instructor teaching dual credit coursework is paired with a WITC instructor teaching the same course to serve as a mentor.

Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities

Full-time faculty are contracted to work 35 hours per week on average, totaling 1330 hours per year, and the contract includes approximately 160 teaching days and 22 non-teaching days for other activities. The WITC Employee Handbook specifies the variety of duties assigned to faculty in addition to teaching; these duties are listed below.

- Collegewide, campus, department meetings and inservices
- Academic advising
- Advisory Committee meetings
- Course preparation
- Student learning assessment
- Curriculum activities
- Dual credit
- Selection committees

- Graduation
- Student orientation
- Office hours
- Travel, under certain circumstances
- Academic Program Review/TSA
- Maintaining certification requirements
- State called meetings
- Lab repair, maintenance or installation as required

With an average faculty service length of 9.5 years and a staff of 165 full-time and 158 adjunct faculty, the College maintains enough faculty to support the 60+ full-time programs and 25+ certificates offered at the College (3.C.1).

WITC's 2016 total credit enrollment headcount was 5,056. Class size for lectures is a 35 student maximum with consideration given to the number of Interactive Television (ITV) sites; laboratory class size is a 24 student maximum, and online class size is a 25 student maximum. The class maximums are

smaller in many of the skills programs to ensure safety and quality instruction. Approximately 75 percent of all credit courses are taught by full-time faculty (3.C.1).

Ensuring the acquisition of sufficient numbers of staff to provide student support services

The number of staff required to meet WITC's needs is determined from a variety of means. PC proposes staffing levels and justification for the placement of positions as well as the number of positions to align with various needs during the annual budget cycle. The Student Affairs division determines levels of staffing to accommodate the needs of WITC students. WITC has 190 staff supporting students including positions in the divisions of Academic Affairs, Student Affairs, Technology Services, and the LRC. Support positions include Counselors, Career Specialists, Accommodation Specialists, Teaching Assistants, LRC Technicians, Educational Technology Technicians, College Health Nurses, and Financial Aid staff.

3R1 Determining if recruitment, hiring, and orienting practices assure effective provision for programs and services

WITC uses CESS results to survey employees. Table 3R1-1 summarizes the results.

Table 3R1-1: CESS Results 2015 and 2013 comparison on selection, orienting & training new employees

Question		Importance	Satisfaction	Gap
WITC consistently follows clear processes for selecting new employees				
	2015	4.39	3.38	1.01
	2013	4.45	3.14	1.31
WITC consistently follows clear processes for orienting and training new employees				
	2015	4.47	3.23	1.24
	2013	4.45	3.13	1.31

Outcomes/measures tracked and tools utilized

The College utilizes the evaluation tools in PeopleAdmin for gathering data related to recruitment and hiring. Examples of the data are as follows:
- Number of applicants for each position posted
- Sources where applicants learn of WITC job opportunities
- EEOC data (gender and race) for each position posted
- Follow-up surveys and HR department metrics

HR also uses follow-up surveys in conjunction with departmental metrics to review orientation and selection committee satisfaction.

Examples of data utilized when analyzing sufficient numbers of staff to provide student support services are as follows:
- Ratio of counselors to students and comparisons by campus to determine the number of counselors needed at each campus
- Student support services staff position vacancies are reviewed to determine capacity needed to fill positions
- Customer satisfaction surveys indicating a service issue would be used to determine if staffing is appropriate within the department
- Student Affairs divisional metrics tracked on numbers of students served with accommodations
- Student Affairs divisional metrics tracked on numbers of student inquiries

The Student Affairs managers review staffing metrics at monthly meetings and develop recommendations for changes.

Summary results of measures

Comparisons of results with internal targets and external benchmarks

During the past two years the College has recruited for approximately 97 positions and attracted over 1900 applicants. In FY15, there were 911 applicants for 44 position vacancies of which 11 were full-time faculty. Of the 50 positions posted in 2015-2016, 16 were filled with internal staff.

Table 3R1-2: 2015 CESS Results WITC and Comparison Group

Question	Importance	Satisfaction	Gap
WITC consistently follows clear processes for selecting new employees			
WITC 2015	4.39	3.38	1.01
Comparison Group 2015	4.41	3.18	1.23
WITC consistently follows clear processes for orienting and training new employees			
WITC 2015	4.47	3.23	1.24
Comparison Group 2015	4.42	3.11	1.31

Table 3R1-3: 2015 CESS Results WITC and Comparison Group

	Importance	Satisfaction	Gap
WITC makes sufficient staff resources available to achieve important objectives			
WITC 2015	4.40	3.46	0.94
Comparison Group 2015	4.42	3.08	1.34
My department has the staff needed to do its job well			
WITC 2015	4.54	3.42	1.12
Comparison Group 2015	4.55	3.05	1.50

Table 3R1-4: Recruitment results and benchmarks

Results	Benchmarks
68.3% of 911 applicants were qualified (2015)	Internal benchmark of qualified applicants is 70%.
100% of 44 position vacancies filled	Fill all vacancies
9% WITC turnover rate	9% WTCS turnover rate
100% employee participation in orientation	100% WITC employees participate in orientation
15-18 recruitment resources utilized	Internal benchmark of 9 recruitment resources utilized

Each job posting was advertised in approximately 15 sources that included diversity websites, higher education websites, social media and print ads. In the review of applicants for all postings in the past two years, 100 percent of postings had at least one qualified applicant.

As a departmental metric, HR uses selection committee satisfaction and has set internal benchmarks. As noted, all respondents had a positive experience while serving on a selection committee.

Table 3R1-5: HR Divisional Metrics on selection committees

Metric	Definition/Calculation	Signal Values	Result
Selection Committees	Rating on HR customer service of responses by survey.	Green 4-5 Yellow 3.1-4 Red <3	5 (FY15)

Interpretation of results and insights gained

Taking into account situations of challenging recruitment for certain positions, the College has been able to find qualified applicants to fill positions despite entry level placement wages not significantly changing in five years. The College processes for recruiting, hiring, and orienting consistently produce strong results due to the continuous examination and refinement of process effectiveness. Based on employee orientation evaluations, new employees are satisfied with the orientation program and find the information presented is useful.

3I1 Improvements have been implemented or will be implemented in the next one to three years

HR is currently updating the Guidelines for Selection and Recruitment of Staff. Hiring managers who are recruiting for the first time will be assigned an online course designed to guide them through the selection, recruitment, and hiring process. In order to transition from the former Personnel Certification to FQAS, a Recruitment/Selection & Hiring work group comprised of faculty and managers has been established to develop the improved process. The work group will review current College recruitment and hiring processes for full-time and adjunct faculty and recommend process improvements to include revising the faculty job description based on subject matter expert input. These revisions will be included in the Guidelines and the new online recruitment training course.

On-demand, online orientation is under development for all new employees to provide consistency in the program materials all new employees receive. The program can be taken at the employee's own pace, test an employee's understanding of the delivered materials, provide video and other formats to enhance student learning, and provide more detailed information that can be completed in multiple sessions.

3P2 Evaluation and Recognition

Designing performance evaluation systems for all employees

The purpose of the WITC employee evaluation process is to support and encourage year around dialogue between employees and their supervisors related to job performance, individual, department, and College goals, and personal growth that will support attainment of those goals. The performance evaluation process for all employee groups was designed by the HR department in collaboration with cross-functional teams. The process establishes goals, assesses performance in specific job functions, and collaboratively sets individual learning plans (ILP) for further professional development. The Core Abilities, Goals, and ILP sections of the process are identical for all employees. A Job Areas section within each evaluation document differentiates between the responsibilities of each employee group.

Figures 3P2-1 and 3P2-2 illustrate the performance review process and timelines for employees.

Figure 3P2-1: Performance System Process for Office & Technical Support (OTS), Managers & Custodians

Figure 3P2-2: Performance System Process for Faculty

INSTRUCTOR PERFORMANCE APPRAISAL PROCESS
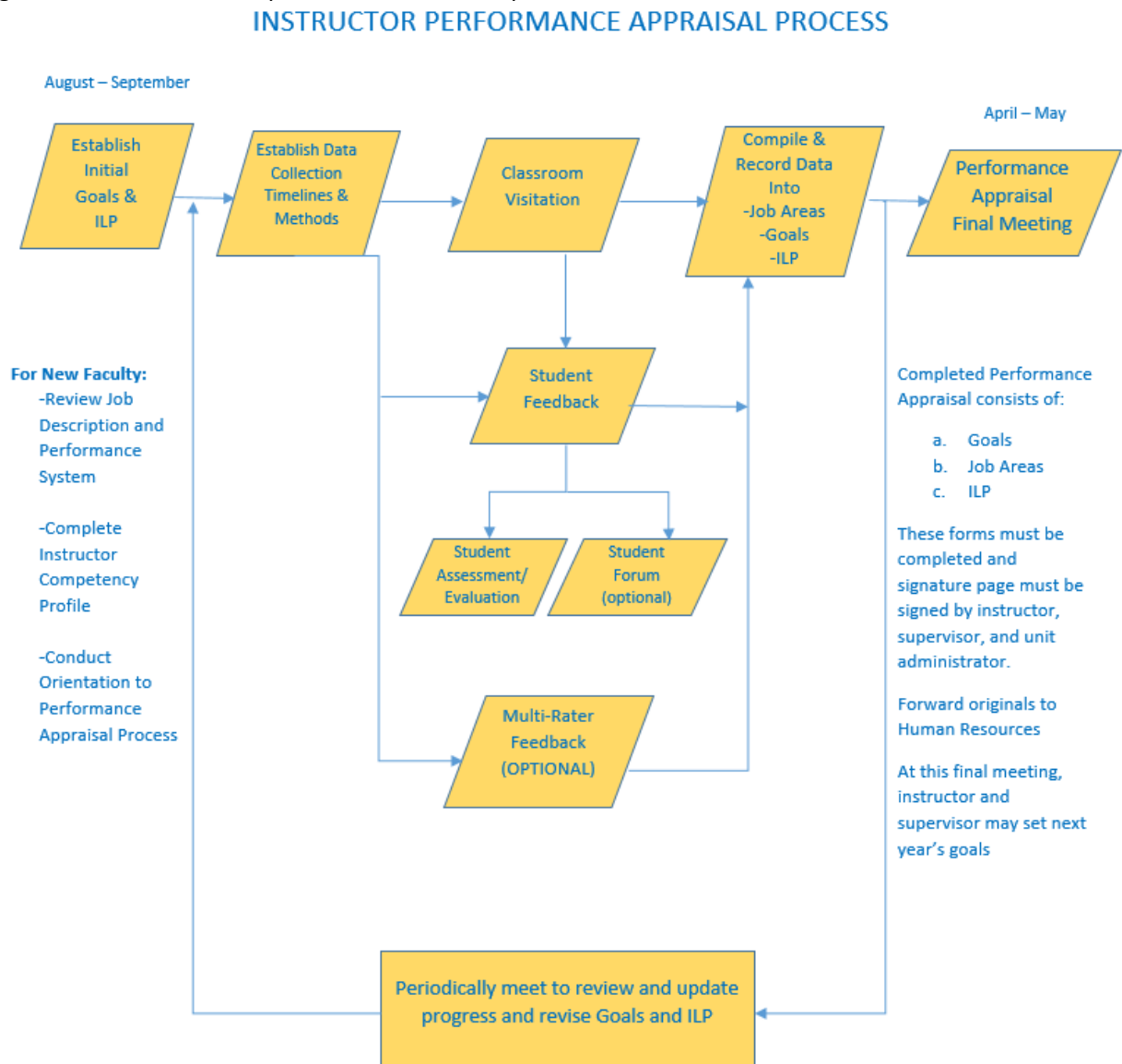
The President has a separate evaluation process which is established, designed, and conducted by The Board on an annual basis to assess the quality and substance of administrative performance in the context of the College's MVV, and strategic goals.

The President submits an annual Summary of Performance Highlights to The Board that supports the College performance and documents goal attainment. The Board members take notes and give ratings on the President's report and presentation. The ratings are compiled to determine the President's evaluation outcome. The Board provides feedback and the evaluation outcome at the June meeting. Any changes to the President's contract are announced during the public session at that meeting. The President's Evaluation Procedure is reviewed annually by a sub-committee of The Board.

Soliciting input from and communicate expectations to faculty, staff, and administrators

One of WITC's values is Collaboration and a College Tenet is "Dialog takes place in a safe, open, empathetic, and respectful environment." This value and the accompanying tenet encourage a positive

and engaged communication flow between all employees. A key responsibility of managers is to engage employees in a quest for optimal performance and to develop employees for future challenges and opportunities. The managers must also assist their employees in identifying strengths and areas for improvement and developing an ILP to achieve professional goals. The evaluation process is designed to assure regular, ongoing input and feedback between supervisor and employee regarding job expectations. The faculty evaluation process has a direct correlation to the instructor job description with the primary focus on the College objectives to foster learner success, assess learner achievement, and continually improve learning opportunities. Student input is part of the evaluation process and classroom visits could be included as part of the faculty evaluation. The instructor and supervisor also select courses each semester for students to complete an online survey about the course.

As part of the transition to FQAS, a work team of Academic Affairs managers, HR managers, and faculty are revising the instrument used during the faculty evaluation. This new instrument is based on input from faculty and deans and on best practice research into creating evaluation instruments. The new instrument will be piloted in the 2016-2017 year.

Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services

WITC has established Model Core Abilities that reflect WITC's MVV and Learning College Tenets which are included in every position description. All faculty and staff engage in professional activities such as collegewide meetings and inservices, campus meetings, department meetings, hiring selection committees, committees/taskforces, and input gathering forums. Faculty also participate in non-instructional professional activities that support the College's strategic objectives to support student learning such as academic advising, advisory committee meetings, student learning assessment, academic program review, curriculum activities, and graduation. WITC Strategic Plan goals are aligned with individual staff goals as part of the performance evaluation process annually.

Utilizing established institutional policies and procedures to regularly evaluate faculty, staff, and administrators

Faculty and staff are evaluated annually in accordance with institutional policy G-142 Employee Performance Development, and procedure as described in the WITC Employee Handbook 2015-2016 (3.C.3). The charts referenced in figures 3P2-1 and 3P2-2 outline the process.

Establishing employee recognition, compensation, and benefit systems to promote retention and high performance

Using the employee feedback from a Collegewide survey, the College updated its process of recognition for employee service to be consistent across campuses and divisions.

Employees are also recognized during Collegewide Inservices for achievements such as completing additional education, service to local business and industry, and completion of industry certifications.

To attract and retain talented individuals, WITC provides competitive compensation and benefits. Processes utilized by the College include the following:

- Formal surveys conducted by QTI Group and CUPA (College and University Professional Association for HR) provide the College with comparative data and informal surveys on areas such as operating budget, employee and student data, compensation and benefit information, faculty workloads, and recognition programs.

- Negotiation of base wages with all represented employees. Budget consideration and statutory limits are considered when negotiating wages, and increases are approved by PC and The Board.
- Review of pay levels and duties of position vacancies by the hiring supervisor and HR, and forwarded to PC for review and approval.
- Compensation for academic related activities such as curriculum development, overload, committee work, etc. determined as the result of faculty input to deans, and recommendations from Deans to VP, Academic Affairs, and approval by PC and The Board, if appropriate.
- Consideration of the input from the Benefits Review Committee to research and review trends in the marketplace and gain perspective on changes/rates/issues/current legislation affiliated with health benefits to gain an understanding of processes and decisions associated with benefits. All benefits changes are presented to and approved by The Board.
- Salary adjustment is provided to faculty when they complete university coursework toward an advanced degree and when an advanced degree is completed.

Promoting employee satisfaction and engagement

To promote employee satisfaction and engagement, employees are continually involved in the operation of the college and in the development and implementation of the Strategic Plan by representation on committees, task forces, and AQIP action projects.

Surveys/evaluations are completed by employees at the conclusion of internal inservices, trainings, and professional development activities to measure employee satisfaction. Input gathered from the survey instruments is analyzed by PC, HR and the planning committee of the specific inservice, training, or professional development activity being evaluated. Results are used in planning future activities.

3R2 Determining if evaluation processes assess employees' contributions to the institution

Outcomes/measures tracked and tools utilized

HR tracks the completion of all employee evaluations on a yearly basis to ensue all employees are evaluated.

The AQIP College Culture action project team recommended continued use of the Noel-Levitz CESS every three years, starting in the fall, 2015. The data are analyzed and compared against the baseline survey that staff completed in the spring of 2013. QISC analyzed the compiled results and highlighted key strengths and challenges that are then used for targeted improvement.

The HR Department, in conjunction with the Benefits Review Committee, analyzes benefit programs to stay current, to ensure comparability with like systems and to compare with other WTCS institutions. Additionally, HR uses departmental metrics to assess their outcomes.

Summary results of measures
Comparison of results with internal targets and external benchmarks

The College benchmark is 100% completion of employee performance evaluations from all divisions. In FY15, 100% of employee evaluations were completed and submitted. To date for FY 16, 53% of employee evaluations have been completed and submitted.

Scores for employee satisfaction are both tracked in the collegewide measurements and the HR divisional metrics. As noted in table 3R2-2, the benchmark is being met for employee satisfaction.

Table 3R2-2: HR Metric Employee Satisfaction

Metric	Definition/Calculation	Signal Values	Result
Employee Satisfaction (also on College Effectiveness Measures)	CESS Survey Overall Satisfaction rating with at least 60% of employees responding	Green 4.0-5.0 Yellow 3.0-3.9 Red 2.0-2.9	4.15 (2015)

Chart 3R2-3: CESS Overall Satisfaction with Employment

2015 and 2013 Means with Comparison Group Means
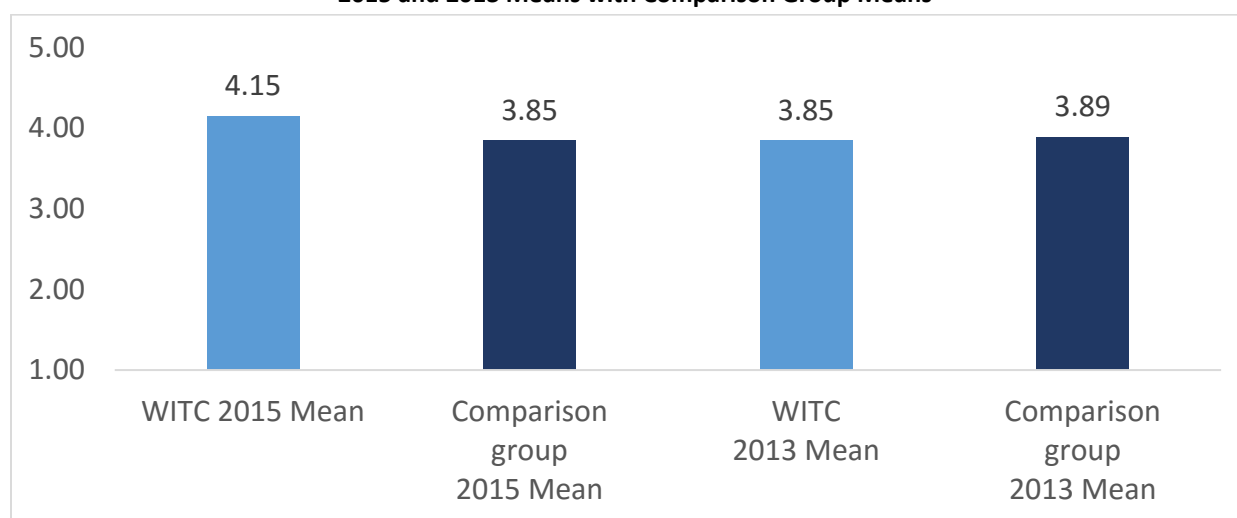
HR has two metrics that evaluate inservice programs. While the inservice satisfaction is in the yellow range, the overall satisfaction scores are trending up.

Table 3R2-4: HR Metric Training and Development

Metric	Definition/Calculation	Signal Values	Result
Training and Development – Collegewide Inservice Events	Four events surveyed for attendee satisfaction (satisfied or very satisfied)	Green 90.1-100% Yellow 80.1-90% Red < 80%	88.24% (FY15) 81.90% (FY14)
Training and Development – Collegewide Inservice Attendance	Percentage of unduplicated staff attending at least one Collegewide Inservice. 425 total staff.	Green 95.1-100% Yellow 90.1-95% Red < 90%	98.20% (FY15) 99.76% (FY14)

Interpretation of results and insights gained

All full-time and regular part-time employees are participating in the performance evaluation process, encouraging dialogue between the employee and his/her supervisor on job performance, individual, department, College goals, and personal growth and demonstrates nearly universal compliance.

In reviewing the performance evaluation process, the College recognizes the need to develop a performance evaluation tool for adjunct faculty to measure instructional effectiveness.

The adoption of the CESS survey every three years will ensure that WITC continues to monitor culture and will have data to recommend future improvements.

3I2 Improvements have been implemented or will be implemented in the next one to three years

WITC is in the process of developing a performance evaluation instrument for adjunct faculty. Over the next 2 to 3 years, the College will also review the Employee Performance process for managers, support staff, and custodians.

As part of its continuous improvement and based on input received from employees, the College will research additional recognition programs.

During 2015-2016, the College moved forward with a research study on educational compensation plans; what is rewarded and how employees (faculty, managers, staff) progress in their careers. The review of compensation mechanisms is included in the 2015-2018 strategic plan. A consulting firm has been engaged, and the College has established an employee Comp Study Taskforce to provide input in the process within statutory limits. The projected ending date is June, 2017 with recommendations implemented in FY 2018.

3P3 Development

Providing and supporting regular professional development for all employees

The College Professional Development program provides personal and professional growth opportunities for its employees and ensures the stakeholders of the College, particularly the WITC students, receive the highest, most effective learning experience. To that end, professional development is guided by policy G-121—Professional Growth Policy, which says that The Board "recognizes and supports the need for an ongoing program of professional growth and enrichment due to changing student and employee needs, rapid technological, shifting economic, and social changes" (3.C.4, 5.A.4). To improve upon the variety of professional development, Strategic Plan Goal 3/Action Item 1 is to "Launch a formalized professional development plan that is customized for each position utilizing Collegewide platforms such as Blackboard for delivery. The plan includes FQAS training for faculty (3.C.4), On Course training for all employees and specific management, support staff, and custodian development plans.

The College provides funding for professional development programs through four major sources: HR Collegewide Professional Development, General Purpose Revenue (GPR) grant for staff and professional development, Career Prep grant, and department or divisional budgets (3.C.4). Training programs and speakers are identified by PC in connection with the College Strategic Plan, other College initiatives, and departmental needs. Training needs are also defined by using employee feedback in focus groups and surveys. Employees complete an ILP with his/her supervisor during the annual employee evaluation process to identify learning opportunities that align with his/her job responsibilities and promote personal and professional growth.

WITC provides support and training in orientation, onboarding, mentoring, certification/faculty quality assurance, management and leadership skill building, safety, technology, teaching and learning sessions, inservice, academic days, participation in state and nationally sponsored programs, externships, and conference/workshop attendance.

Ensure that instructors are current in instructional content and in their disciplines and pedagogical processes

As discussed in 3P1, faculty participate in the FQAS, which provides training upon entering the teaching profession, and maintain ongoing professional development in a variety of areas associated with quality teaching. HR reviews faculty work and educational history as an initial assessment of skill level and

documents all findings and reports those findings to the faculty and the supervisor. Faculty work through courses and activities to meet all identified learning outcomes to achieve initial certification. Once initial certification is completed, all faculty must complete 40 hours of professional development annually to maintain certification (3.C.4).

Supporting student support staff members to increase their skills and knowledge in their areas of expertise

WITC student support staff positions include: Accommodation Specialists, Admissions Advisors, Career Specialists, College Health Nurses, Counselors, Custodians, and Office and Technical Support personnel. Support staff participate in an annual performance evaluation process with their supervisor during which they complete an ILP to identify learning opportunities that align with their job responsibilities and promote personal and professional growth (3.C.6). In addition to the selected training examples in the table below, these positions participate in applicable professional development activities that are offered to faculty.

Table 3P3-1: Training examples

Student Support Professional Development & Continuing Training (Selected)					
Accommodations Specialists	Admissions Advisors	Career Specialists	College Health Nurses	Counselors	Financial Aid Staff
Assistive technology training State-called meetings with counterparts	Admissions conferences In-house training on systems Excel and Word training	Strengths Quest training National Career Development Professionals organization participation	Wellness conferences Safety training Community health fairs	Webinars, conferences, and coursework related to counseling	State-called meetings with counterparts Webinars and conferences

As part of the professional development strategic plan action item, the College is creating a support staff professional development program. Focus group sessions have been conducted with support and technical staff to gather input. Based on the results, a survey was conducted with managers to gather their input on topics of interest and need. The input from focus groups and managers will be utilized in the design of a formal development program during the 2016-2017 year.

Aligning employee professional development activities with institutional objectives

Professional development is prominently featured in the strategic plan. WITC has chosen to have all personnel trained in the On Course (OC) principles. The framework of OC, developed by Skip Downing in the early 1990s, is built on the recognition that "People who are successful consistently make wiser choices than people who struggle" (p. xviii). Downing identified eight characteristics that lead to wise choices: personal responsibility, self-motivation, self-management, interdependence, self-awareness, lifelong learning, emotional intelligence, and believing in oneself. As a prevailing framework with a common language, the intention is to be comprehensive by customizing and integrating OC principles into the culture and practices of WITC, both in and out of the classroom. The OC principles are in direct alignment with the WITC Tenets. In October 2017, an all-staff inservice will feature Downing with specific live training.

The College utilizes Blackboard as the platform to deliver online courses to students. The College has determined that as it designs professional development opportunities for all positions it will begin utilizing Blackboard as the platform to deliver training and courses to staff.

3R3 Determining if employees are assisted and supported in their professional development

Outcomes/measures tracked and tools utilized

CESS is utilized to measure employee satisfaction related to professional development. Employees are asked if they have adequate opportunities for training to improve skills and if they have adequate opportunities for professional development.

HR tracks types, employee attendance, and satisfaction of Inservice and Academic Days which are two significant development opportunities that are provided for all employees.

Summary results of measures

The results of the 2015 CESS illustrate that on a scale of 1-5, employees rated they have adequate opportunities for training to improve skills 4.47 as important and 3.46 satisfied.

Training and Development supported 61 events/training sessions during the year in the areas of Academic Days, Certification, Facilitating the Future, Inservice, Management Professional Development, Orientation, Safety, and Technology. The combined events served a total of 2,749 staff members (duplicated count) with a total College and Professional Development grant budget of $96,000. The budget supports payment to trainers/presenters for training, salary reimbursement to faculty for participation in faculty orientation, and meeting expenses incurred for Collegewide Inservice events. Campus Divisional budgets supported Professional Development for staff in the amount of $102,807 for FY15.

Comparison of results with internal targets and external benchmarks

Table 3R3-1: CESS Staff Training and Professional Development

	Importance	Satisfaction	Gap
My supervisor helps me improve my job performance			
WITC 2015	4.55	4.01	0.54
Comparison Group 2015	4.45	3.74	0.71
I have adequate opportunities for training to improve my skills			
WITC 2015	4.47	3.46	1.01
Comparison Group 2015	4.39	3.41	0.98
I have adequate opportunities for professional development			
WITC 2015	4.43	3.51	0.92
Comparison Group 2015	4.37	3.43	0.94

A College metric has been established to achieve 90% or higher satisfaction rate for collegewide Inservices. Survey results indicated that 81.9% of employees were satisfied or very satisfied with the events.

Interpretation of results and insights gained

Overall, WITC faculty and staff are satisfied with the ongoing professional development that the College provides. Based on the processes that are in place to design the new professional development programs for faculty, staff, managers, and custodians, the College is prepared to create training that is based on employee feedback and collegewide initiatives. Based on the increased need to capture data to document the professional development activities of employees, WITC explored better and more efficient ways to track the activities.

The CESS results demonstrate that the responses within the College are similar to those within the CESS Comparison Group and suggest the College could improve upon its overall professional development employee satisfaction rating.

3I3 Improvements have been implemented or will be implemented in the next one to three years

An objective of the College is to expand on Leadership programming for all staff and develop an in-house program to promote and develop staff leadership skills. The College plans to formally establish a Leadership Academy led by WITC graduates of the Wisconsin Leadership Development Institute (WLDI) program. During the current year, divisions have the opportunity to utilize assessment tools such as StrengthsFinder and Dominance, Influence, Steadiness, Conscientiousness (DISC) personality test for staff to discover his/her personal leadership strengths and how they may best work collaboratively within divisional and Collegewide teams.

The tools utilized to track internal professional development activities require substantial manual data entry and lack reporting capabilities. The College evaluated current platforms and purchased a professional development LMS to track and maintain internal and external professional development activities for all staff. The LMS will integrate with internal and external platforms used to provide training specific to positions and expanded functionality for registration, completion of activities, assessment, and reporting.

Category Four: Planning and Leading

WITC's Mission of focusing on Learning First and its Vision of education as an Innovative Journey are reflective of the values of its stakeholders. By focusing on the Mission and Vision, the college efforts are targeted towards providing high quality and valuable post-secondary education experiences throughout Northwest Wisconsin.

Since the adoption of its current MVV in March 2002, The Board uses a Carver Policy Governance model to ensure the College is appropriately supporting its MVV. External and internal stakeholder input on the MVV is gathered during the Strategic Planning process. The College's MVV are communicated to new employees, shared on the website and in major print publications, and emphasized throughout planning and communications. They are reflected in WITC's Strategic Plan, Strategic Goals, AQIP Action Projects, and other initiatives. Clear connections between resource allocation and the vision and values are communicated to all stakeholders, making the decision making and planning processes transparent. Performance measures are aligned with the mission and values and WITC shares results collaboratively and communicates progress toward our vision.

The WITC strategic planning process is a driver in the College's approach to serving and engaging internal and external stakeholders from all geographic and programming areas. The process, an established five-year cycle of Plan Do Check Act (PDCA), is an explicit, predictable process. Input is gathered, strategic goals are defined, and operational plans are aligned through AQIP action projects, divisional planning, performance processes, and day-to-day activities. Strategic Metrics are a new addition in the current 2015-2018 strategic plan, as part of a recent AQIP Action Project. This assists in creating a focus on what metrics each of the objectives and action items should impact. The strategic planning process is aligned with the College's MVV and reviewed in the process through stakeholder input.

Processes in support of strong leadership are integrated into the fabric of the College's operations. Established committees comprised of faculty, staff, and administration offer opportunities for leadership, sharing and communications, and encourage innovation. In 2015, more than 175 staff members participated in committees, task forces, Program Academic Review teams, mentoring new faculty, or leading WITC groups in civic activities. The processes, decision-making, and progress of these committees are shared through formal and informal channels with interested stakeholders. Integrated into the culture are processes that encourage collaboration across the six functional divisions of WITC. Multiple channels exist to effectively communicate the priorities of the College's leadership and key strategic goals to stakeholders. The Board provides the foundation for this leadership through the utilization of the Carver Policy Governance model for establishing board-institutional relationships.

Finally, the College's Value of Integrity states, "We value honesty, accountability, and diversity in an open and ethical environment." WITC works diligently through policy development and leadership example to align and demonstrate this value in the way we conduct our organizational business. Internal and external tools are utilized to track the College's integrity, including the Carver Policy Governance model, fiscal audits, employee performance evaluations, and CESS results.

The processes and results we have shared throughout this section fall consistently into the area of systematic on the Stages in System Maturity Matrix.
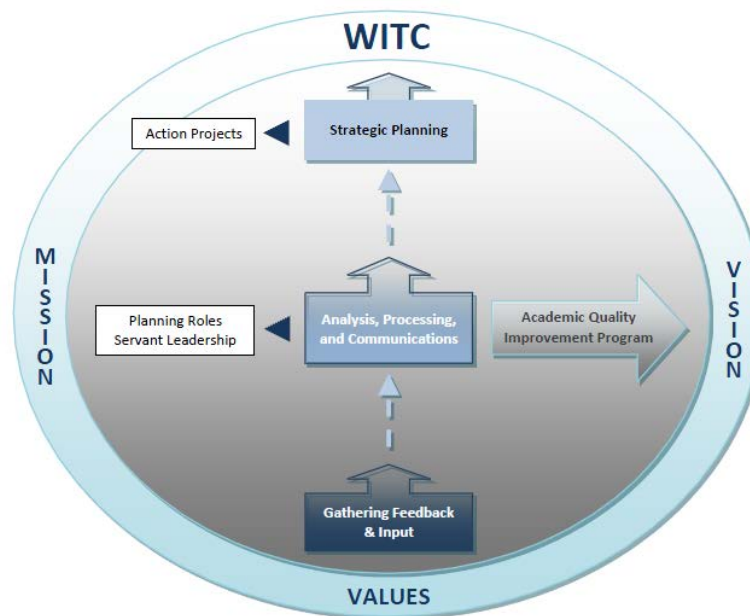
4P1 Mission and Vision

Developing, deploying and reviewing the institution's mission, vision and values

The Board adopted its current MVV in March 2002. Since original adoption, The Board has developed Governance Policies to ensure the College is appropriately supporting its MVV (1.A.1). This includes adoption of the MVV as The Board Governance Process Policy IIB: Mission, Vision, and Values. WITC's Mission of focusing on Learning First and its Vision of education as an "Innovative Journey" is targeted towards providing a high quality and valuable post-secondary education experience throughout Northwest Wisconsin (1.D.2, 1.D.3).

During each strategic planning cycle, the MVV are reviewed at public forums to solicit stakeholder input (1.A.1). This is a reflection of WITC's belief that it is a regional leader serving students and the public. Feedback is reviewed by QISC and PC for potential revisions. QISC and PC recommendations are considered by The Board during its regular review process (1.D.3).

WITC's Strategic Planning process drives the overall MVV, Strategic Goals, and AQIP Action Projects for the College. The figure below shows the overall process that is designed to be inclusive, responsive, and transparent.

Figure 4P1-1: WITC Strategic Planning Process

Ensuring that institutional actions reflect a commitment to its values

In addition to soliciting feedback regarding WITC's Mission and Vision, the initiatives in the Strategic Planning process are targeted towards the College's Mission and Vision (4P2). This process is based on feedback from a variety of stakeholders and is designed to help leadership and The Board understand how to best support learning and model an innovative institution. WITC has also developed Tenets to guide its continuous improvement efforts and support the Mission and Vision. These Tenets are communicated to staff and were recently reviewed, affirmed, and slightly modified as part of an AQIP Action Project focused on College Culture.

Many processes that are more operational in nature also support the MVV. The College's commitment to the CCSSE and SSI student survey instruments provide annual feedback and are used to benchmark the College's progress from the students' perspective. The regular use of these surveys allow them to be integrated into planning and continuous improvement efforts. In 2015, CCSSE and SSI measures were included on the Colleges Divisional Metrics, its operational dashboard. Examples of other Divisional Metrics that support the MVV include course completion, retention, and enrollment.

WITC utilizes Academic Program Review and Program Viability processes to establish continuous improvement opportunities in academics and to ensure that programs are meeting established financial and other benchmarks. For Continuing Education programming, the College has adopted the LERN framework.

Communicating the mission, vision, and values

WITC's Mission is communicated to internal and external stakeholders using a variety of methods. Figure 4P1-2 shows examples of how the College communicates its MVV both internally and externally. In addition, WITC's MVV are posted at various locations throughout the College (1.B.1) and on the WITC webpage (1.B.2).

Aligning with the current MVV, The Board created a Global Ends Statement: "WITC exists to provide the regional economy with an educated, skilled, diverse, and dynamic workforce that is worth the expenditure of resources committed." (1.B.3)

Figure **4P1-2**: WITC MVV Communication Tools

Forums	Tools/Publications	Processes
• All Staff Inservices • Strategic Planning Forums • President Cabinet Meetings • Management Meetings • Board Debriefings	• President's Blog • College Intranet (The Connection) • College website • Social Media • College Print Publications to include student handbook & college catalog	• New employee orientation • Performance reviews • Strategic Planning • Operational planning and budgeting • Program Advisory Committees • External meetings with county boards, civic organizations, and educational partners

Ensuring that academic programs and services are consistent with the institution's mission

Strategic initiative, Goal 1: Provide Support and Opportunities for Student Learning and Success, ensures that academic programs and services are consistent with The College's MVV. The Curriculum and Assessment Manager and the program faculty review the program outcomes and how they relate to the Program and mission during the Academic Program Review process (1.A.2).

WTCS requires that new programming requests are accompanied by creditable demand information before new programs are approved at the State level. WITC Program Viability tracks enrollment trends and benchmarks against comparables that help assess the future potential of individual programs along

with the section of the Academic Program Review process, which analyzes and reports Future Trends and External Factors that could affect the future of those programs.

Allocating resources to advance the institutions mission and vision while upholding the institutions values

WITC combines its strategic and operational planning efforts to ensure that resources are allocated appropriately and to confirm the educational mission and programs meet the expectations of the community that WITC serves. Every three years The Board affirms or modifies its MVV and Tenets as it begins its strategic planning process. The strategic planning process includes public forums in the creation of the plan (link to forum detail). The President develops the plan using this framework and additional direction from the Board ENDS statement(s) to create a collaborative set of planning initiatives that are driven by stakeholder feedback (1.D.1).

The most recently completed strategic plan was retired in June of 2015. One of its key components was the creation of "Divisional Metrics" that provide important information about the College's performance as benchmarked against key indicators. The College used this information to develop "strategic metrics" in the plan. The divisional metrics, strategic metrics, and collegewide effectiveness measures all represent another step in the College's continuous improvement. The connection between the budget and the College's mission is demonstrated by the use of the strategic initiatives (1.A.3). Both operational and longer-term, strategic initiatives use this information to steer resource allocation decisions to maximize the potential for improvement while minimizing the potential to lose ground in areas where the College is already performing well (5P2).

Supervisors at each division and campus annually develop prioritized programming, service, and budget requests. The requests are prioritized and reviewed by PC. A comprehensive facility plan is also reviewed on an annual basis and needs are identified. PC reviews divisional and facilities priorities and collaborates on final collegewide prioritization (Operational Planning site on The Connection, Facility Planning site on The Connection) (1.A.3).

4R1 Developing, communicating, and reviewing the institution's mission, vision and values

Outcomes/measures tracked and tools utilized

CESS results are used to review the overall employee perception and understanding of the College's MVV (Table 4R1-1). In addition, strategic planning forums are used to gather feedback from stakeholders.

Table 4R1-1: CESS Results 2015 and 2013 on MVV

Question		Importance	Satisfaction	Gap
The mission, purpose, and values of WITC are well understood by most employees				
	2015	4.24	3.70	0.54
	2013	4.23	3.35	0.89
Most employees are generally supportive of the mission, purpose, and values of WITC				
	2015	4.33	3.82	0.51
	2013	4.30	3.56	0.74

Summary results of measures

WITC's commitment to continuous improvement continues to influence its ability to deliver on its Mission and to strive towards its Vision in a way that is consistent with its Values. While the College has formally supported its MVV through its governance model, the College is only in its third iteration of the

current multi-year strategic planning model. The process has been an excellent venue to gather stakeholder feedback and has led to initiatives ranging from the formal development of systems to the utilization of data to inform the development of improvement initiatives. Examples of other processes and their result are included in Table 4R1-2.

Table 4R1-2: Other processes and results

Process	Results	Comments/Mission/Vision/Values
The Board Review	Affirmation/Adoption	The Board reviews Policy IIB: Mission, Vision, and Values every other year
Strategic Planning Forums	1,455 comments, 414 participants (opportunity to provide feedback on MVV)	QISC/PC organize into initiatives in support of MVV
AQIP Culture Action Project	Affirmation of Tenets	Tenets support continuous improvement efforts and MVV

Comparison or results with internal targets and external benchmarks

Since the development of the last Systems Portfolio, WITC has integrated its use of CCSSE and SSI to develop improvement strategies with clear results. Student satisfaction with services include measures that support WITC's MVV as well as its continued work towards making them better.

Interpretation of results and insights gained

While recent CCSSE results indicate a decline in student engagement benchmarks, the college still performs at 85% and above in those areas based on 2016 NCCBP rankings. Based on WITC's College Effectiveness Measures "signal values", the college recognizes the need for improvement in 3 of the 5 CCSSE benchmarks (Table 4R3-1).

While recent CESS results indicate a slight increase in both the perception and support of the mission, there is still a gap between importance and satisfaction in both areas.

4I1 Improvements have been implemented or will be implemented in the next one to three years

Both of these examples are supported by a recent improvement, which is the development of Divisional Metrics. The dashboard system not only provides valuable data, it includes signal values that indicate when a metric is out of alignment with a target. Many of the signal values are benchmarked externally, which adds strength to their validity. As the Divisional Metrics are regularly used, improvements and refinements are expected.

The College is focusing on enrollment in the current strategic plan, while recognizing that retention and graduation are a strength of the college. This recognition is leading the college down a path that will provide more opportunities for students by focusing on academic and other support services prior to registration and in their first semester with the college.

4P2 Strategic Planning

Engaging internal and external stakeholders in strategic planning

The WITC strategic planning process is a part of continuous improvement that is an overall driver in the College's approach to serving and engaging internal and external stakeholders. Execution timelines are a function of many factors including complexity of the action plan, staffing levels, budget and resource

flexibility, and facility and equipment availability. The QISC begins the strategic plan by coordinating the Strategic Planning forums at all WITC locations to obtain input from stakeholders (5.C.3). The following goals define the purpose of the strategic plan.

GOAL 1: Provide Support and Opportunities for Student Learning and Success
GOAL 2: Create and Strengthen Partnerships that Benefit our Stakeholders
GOAL 3: Foster a Learning and Working Environment that Encourages Trust, Respect, and Professional Growth
GOAL 4: Demonstrate Effective Leadership through Collaboration with Clear and Consistent Communication

Table 4P2-1: Identifying and Analyzing Stakeholder Needs

Identify	Analyze and Select Action
Strategic Forums	The QISC facilitates student and stakeholder forums and develops themes to be addressed in strategic planning.
Advisory Committees	Feedback is used to make additions and modifications to curriculum, equipment, and facilities. Approval is required for any WTCS curriculum modifications.
Community Contacts	Feedback is garnered through memberships in service organizations (e.g. Rotary) and discussed at Campus Leadership Team meetings for potential action.
Economic Impact Surveys	WTCS surveys are completed for each customized training contract.
Emerging Issues Process	Issues submitted by staff to be discussed and addressed by PC and QISC.
Employer Satisfaction Survey	Results distributed to program staff for analysis and action.
Enrollment Reports	Enrollment reports are made available to all staff by posting on The Connection bi-weekly to use to adjust enrollment capacities to best maximize College resources.
Job Centers of Wisconsin	County level employment partnership that links employers and job seekers including dislocated workers who may need retraining. Training assistance activities are created as needed (academies, boot camps, etc.).
Program Development Process	Includes identification of needs and criteria-based analysis. Input form is available online. (www.witc.edu/survey/newprogramming/)
Academic Program Review Process	Program data and content is analyzed by a cross-functional team including advisory teams, students, staff and community members.
Program Viability Process	Program effectiveness data analysis guides decisions on program offerings.
Wisconsin Indianhead Lakeshore Midstate (WILM) Consortium	Leadership Teams review issues and provide recommendations to WILM Board.
Department of Workforce Development	Continuing Education staff serve on workforce development boards to analyze and respond to area closings/layoffs and listen to the needs of employers.
WTCS Colleges	Issues are reviewed across the state and determined if statewide or local courses of action are appropriate.

The Strategic Goals become the platform on which collegewide and divisional short- and long-term strategies and action items are developed. The Strategic Plan identifies "what" needs to be accomplished and both the collegewide planning processes and divisional planning processes identify the "how," "who," and "when" portion of the plan.

Aligning operations with the institution's mission, vision, and values

The Board monitors the governance polices to insure the College is maintaining its focus and intended direction. These include Board governance process policy IIB: Mission, Vision, and Values. During each strategic planning cycle, the organizational MVV are provided at the forums for stakeholder input and reviewed by QISC and PC for potential revisions.

Because the strategic plan is based on feedback from students and other key stakeholders, all strategic directions target the needs of the students and/or stakeholders. Although structured as a three-year Strategic Plan, it is a working document that allows for changes and additions as new issues and needed initiatives arise. WITC's overall planning process follows a PDCA cycle (5.C.2).

Objectives and action projects, based on the strategic plan, collegewide or divisional metrics, and/or other assessment tools, are identified to meet the College goals. The members of PC assume primary responsibility for development of action items to include the identification of appropriate timelines and performance measures. Proposed strategies and action items are discussed with respective divisional staff to develop, modify, and plan for incorporation into operational planning processes (5.C.2).

Student assessment and Academic Program Review are used to identify and implement revised processes to improve assessment and develop effective strategies for increased learning (Strategic action item 3.2.1.).

Aligning efforts across departments, divisions and colleges for optimum effectiveness and efficiency

In July of 2014 key department and divisional leadership met for a Strategic Planning Summit with the goal of streamlining, and combining each division's strategic goals to collegewide, cross-divisional plans. Action items previously identified by each division through a thorough SWOT analysis with staff in respective areas were brought together in cross-divisional groups and discussed, combined, prioritized and further leveraged. Streamlined, cross-divisional, and collaborative strategic goals were identified. The QISC and PC reviewed the results for additional review of comments and suggestions. This iterative process continues until the action plans are complete and approved by PC.

Goals, objectives and action items created in the strategic planning process are championed by members of the PC and implemented by cross-functional/cross-divisional teams to represent internal stakeholders (5.B.3).

Capitalizing on opportunities and institutional strengths and countering in the impact of institutional weaknesses and threats

WITC assesses and addresses opportunities, threats and weaknesses in our planning processes through key stakeholder involvement. As evidenced above, WITC's planning processes are inclusive, transparent, and responsive. Inclusivity allows for a vast number of stakeholders to critique planning as it develops. This allows for necessary corrections that contribute to successful implementation. Transparency and responsiveness assessed through measurable outcomes also contribute to planning success.

Strategic directions and action items are reviewed at least quarterly and adjusted as needed to ensure organizational performance is on track to respond to any emerging opportunities, challenges or threats. Progress reports from the strategic plan are reviewed by The Board at least twice a year, additional data are analyzed regularly to ensure progress and to highlight any new opportunities (5.C.5).

Like many institutions of higher education, WITC is challenged by the overall resources available given current budget conditions. The strategic planning process assures that the College is pursuing the

correct priorities and not wasting resources on low-priority activities (5.C.4). WITC's budget planning process is aligned with the Strategic Plan to foster implementation success. In addition, a portion of WITC's budget is held in a "contingency fund" to help address unforeseen needs arising from the College's planning processes and to make certain that the resources available to the College are utilized in the most effective manner possible (5.C.4).

Creating and implementing strategies and action plans that maximize current resources and meet future needs

When action plans are developed, budget expectations are listed on the document. Plans are tempered against the existing and anticipated levels of resources available during the annual Budget Planning process (5.C.4). Two of the most significant impediments to implementation progress of the Strategic Plan are the people and funds available to accomplish the work set out in the plan (5.C.4). The Budget Planning Process (Figure 5P3-1), the Program Development Process (Figure 1P3-1) and Program Viability Process (1P3) help determine future program allocations and other necessary changes in resource allocation. (5.C.1). The Strategic Plan has a three-year implementation horizon and allows for flexibility in responding to changes in the environment and available resources.

4R2 Communicating, planning, implementing and reviewing the institutions operational plans

Outcomes/measures tracked & tools utilized

The measurable outcomes of the Strategic Plan are one of the primary tools The Board uses to annually evaluate the performance of WITC and the President. Performance of the vice presidents includes progress on the performance indicators listed for the strategic action items in their area of responsibility.

College leadership determined strategic metrics and themes; and goals were developed by QISC. The Board of Trustees approved the final 2015-2018 goals, objectives, and metrics on March 17, 2014. College and divisional leadership have collaborated in developing detailed action items and steps.

Summary results of measures

Figure 4R2-1 shows an example of a strategic action item and associated outcomes and metrics. The objectives, measures, and timelines are determined through collegewide and divisional planning. Each action item is monitored for progress against Key Performance Indicators (KPI) and shared with major stakeholder groups through a variety of venues including: 1) Board meetings, 2) Staff inservices and meetings, 3) Student forums and student government meetings, 4) County Board meetings, 5) The Connection, and 6) WITC's public website. The sharing of this information may result in modifications to compensate for performance gaps, emerging issues, and resource shortfalls. In addition, it brings stakeholders up-to-date so they are prepared for the next step of strategic planning, the forums, as the cycle begins again with Step 1.

Figure: 4R2-1: Example Strategic Action Item

Goal:	1 - Provide support and opportunities for student learning and success.						
Objective:	1-1: Develop a systematic approach that will raise students' level of essential skills for success in both employment and life.						
Action Item:	2	Identify enrollment, access, and academic support challenges challenges and develop practices and services to increase access to educational programs					
PC Champion(s):	VP, Academic Affairs		VP, Student Affairs				
Outcome:	Improve access to education and increase retention of current students						
Metric 1:	Enrollment- 2700 FTE and 25,000 Headcount						
Metric 2:							

No.	Activities (2015-2018)	Team Members	Start Date	End Date	Measure(s)	Status	Budget
1	Examine college program/course admission to move to an open admission philosophy with student success pathways based on individual assessment	Cross-function team with academic/divisional dean representation, counselor representation, faculty representation, registrar, senior director curriculum, and other representatives TBD	7/1/2015	6/30/2018	All programs will review and revise program admisson by 2018. All programs will review and establish course pre-requisits as needed and appropriate. All programs will adopt Accuplacer as a course placement tool instead of program entrance requirement; additionally, accuracy in placement is important and will be discussed throughout this transition. Students will have access to academic support. A written document to define terms and set parimeters for course placement will be created.	In Progress	

Comparison of results with internal targets and external benchmarks

Strategic metrics were developed as part of the 2015-2018 Strategic Plan. As the metrics are a new addition to the strategic planning process there are not benchmark results at this time.

Chart 4R2-2: 2015-2018 Strategic Metrics

2015-2018 Strategic Plan

STRATEGIC METRICS			
Enrollment -	2,700 FTE	**Employee Satisfaction** -	4.0 (Satisfied)
Enrollment -	25,000 Headcount (unduplicated)	**Employer Satisfaction** -	97%
Cost/FTE –	less than 115% of WTCS Cohort Average	**Student Satisfaction** -	6.0 (Satisfied)

Interpretation of results and insights gained

WITC is in the third iteration of strategic planning with the current structure, with each round the process is refined and adjusted. At WITC enrollment continues trending downward as is typical in a recovering economy and periods of low unemployment. Early in the 2015-2018 strategic planning cycle WITC has slowed, but not reversed, declining enrollment trends. This indicates strategic goals tied to enrollment are having some impact, but will need additional examination to clearly understand impact and outcomes to achieve strategic metric goals.

4I2 Improvements have been implemented or will be implemented in the next one to three years

In 2014 as part of the strategic planning process, the strategic planning summit (4P2) was added to the planning process to work toward common goals wherever possible. An example of this is employability skills. In the past, divisions would have two separate action plans to address employability skills of the students, one as out-of-classroom experiences/events, and another through the curriculum. As an outcome of the strategic planning summit, divisions will be working together to ensure better collaboration of in/out of classroom experiences in this area.

The new Strategic Metrics assist in creating a focus on what metrics each of the objectives and action items should impact. Every action item is tied to one of the six strategic metrics (Figure 4R2-2).

Performance-based state funding has helped shape strategic planning through new metrics tied directly to the strategic planning process.

4P3 Leadership

Establishing appropriate board-institutional relationships to support leadership and governance

WITC has a nine-member district board with members serving three-year staggered terms. Each year, three members are appointed by a committee consisting of the county board chairpersons of the counties belonging to the WITC District. Wisconsin Statutes require that The Board consist of two employer members, two employee members, three additional members, one elected official who holds a state or local office, and one school district administrator. The Board establishes the vision for the College, approves and monitors College goals and outcomes (ENDS statements), and is a liaison to our customers and the community.

Establishing oversight responsibilities and policies of the governing board

The Board provides oversight, administration, and control of the College. The Board functions under the Carver Policy Governance model for establishing board-institutional relationships. The model assures that the Board will focus on the College's goals and outcomes and also assures that WITC's administration and staff will focus on the specific strategies and action projects needed to satisfy the College's strategic goals (5.B.1).

A key principle of the model is that a governing board is accountable for the organization it governs and that it exists on behalf of a larger group of stakeholders who own the organization. The governance policies are organized into four broad sections, including Board Staff Relations, Board Governance, Executive Limitations, and Ends. Board Staff Relations govern how The Board will interact with staff. In Carver Policy Governance, the primary interaction is with the President of the College, who is responsible for developing an organization to support the College's Mission and Vision and accomplish its objectives (5.B.2).

Maintaining board oversight, while delegating management responsibilities to administrators and academic matters to faculty

All Board authority assigned to staff is delegated through the President (Board Policy III.A), so that all authority and accountability of staff is considered to be the authority and accountability of the President. (2.C.4)

The Board Monitoring Schedule, Governance Policy Board Staff Relations: IIIC Monitoring College Effectiveness, includes internal and external monthly reports in evaluation of the President. The President is required to report or facilitate reports that meet the requirements of the monitoring schedule.

Ensuring open communication between and among all colleges, divisions, and departments

Collegewide communications and shared documents are stored on The Connection. Program faculty and divisions utilize OneDrive to share and collaborate on program materials and Skype is used for instant messaging.

Open communication is also provided through cross-functional college committees. Responsibility for communicating the activities of the committees back to constituents belongs with the team members.

To facilitate an open communication avenue for staff to share new emerging issues, the Emerging Issues Process was created in March 2010. The flowchart below shows the revised flow process effective September 2016 (Figure 4P3-1).

Figure 4P3-1: Emerging Issues Process Flowchart
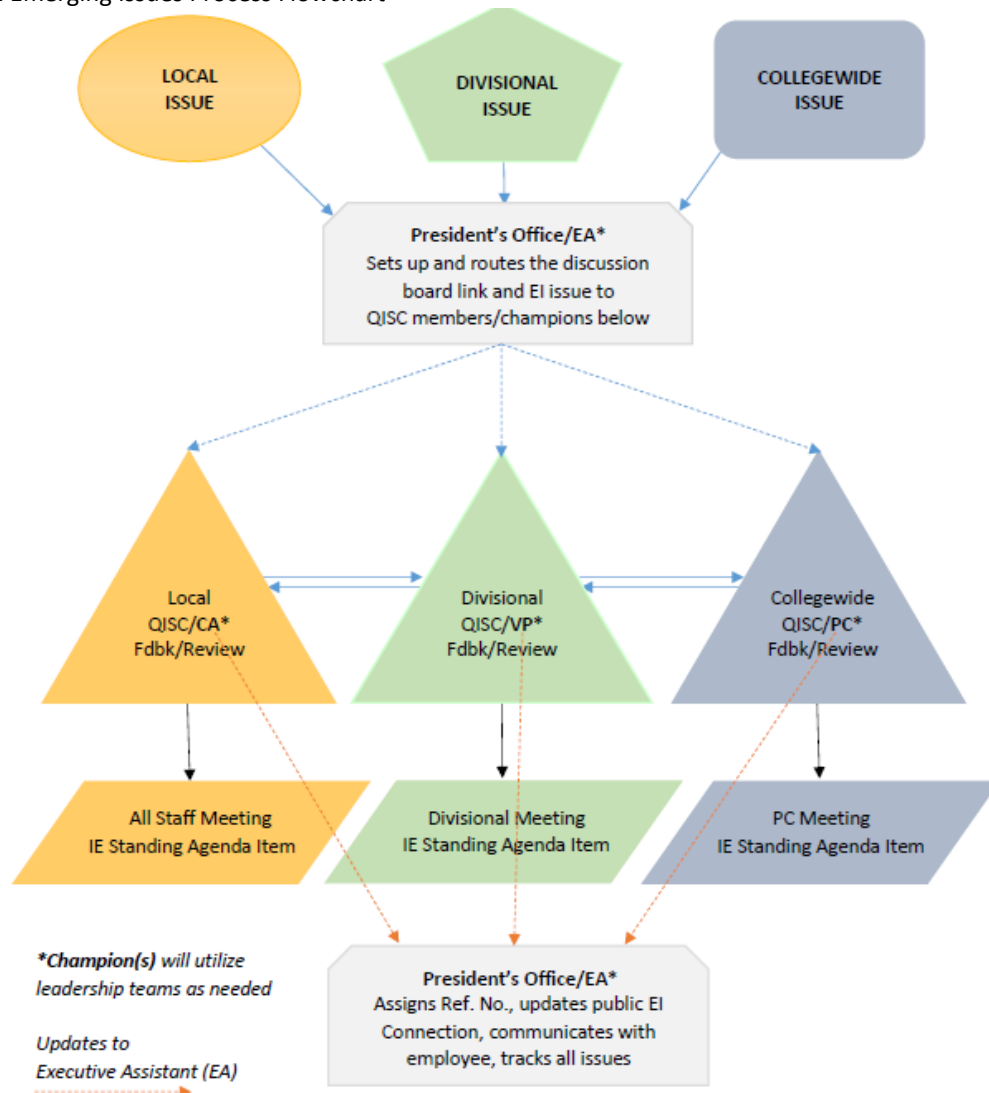
Collaborating across all units to ensure the maintenance of high academic standards

WITC is organized into six functional areas: Academic Affairs, Business and Technology Services, Continuing Education/Foundation, Human Resources, Institutional Effectiveness, and Student Affairs. Each of these functional areas, or Divisions, is led by a Vice President with membership on PC. The Divisions are responsible for carrying out the day-to-day operations of the College.

Official College Committees, Task Forces, and Work Groups follow an approval process through PC to ensure resources are appropriately focused on College goals. These committees are often cross-functional, which serves to align different aspects of the College. Currently the College has 20

collegewide committees consisting of 179 staff, faculty, and students. Through this involvement, WITC accesses leaders from each job classification, division, and campus. (5.B.3) Examples of this approach are included in Table 4P3-2.

WITC uses various means to create collaborative relationships between units. Staff, divisional, and academic meetings are held monthly to gather and share information. In addition, The Connection has a section available for teams to post activities. All of these activities strengthen the relationships essential to WITC's One-College concept by focusing on current issues and collegewide initiatives.

Table 4P3-2: Sampling of Collegewide Committees, Task Forces, and Work Groups

Group	Membership	Purpose
Assessment Committee	Faculty, Deans, VP Academic Affairs	Advance efforts to assess and improve student learning
Calendar Committee	Faculty, Student Affairs, Deans	Establish the annual student calendar
Customer Relationship Management Committee	Faculty, Deans, OTS, VP Con Ed, VP Student Affairs	Provide oversight in the leadership in the procurement and implementation of a CRM
Online Learning Task Force	Faculty, Deans, Student Affairs, IT	Provide oversight in the development and implementation of the College Online Learning Plan
Web Leadership Team	Faculty, Deans, IT, Marketing, Student Affairs, Con Ed	Provide leadership to improve access and communication of College information via witc.edu

Providing effective leadership to all institutional stakeholders

The College ensures that stakeholders are involved in establishing and assessing policies. The Board oversees the College mission while receiving input from multiple stakeholders and monitors the Governance Policies to ensure we are maintaining focus and intended direction. Strategic planning involves participation from both internal and external stakeholders. Strategic Goal 4: Demonstrate Effective Leadership through Collaboration with Clear and Consistent Communication will provide additional data to ensure the goal is met (2.C.1, 2.C.2).

Another initiative of the College was to implement a staff-development program based on On Course principles (3P3) so that all staff share a common framework and language with one another and with students.

Developing leaders at all levels within the institution

WITC's staff are encouraged to model leadership through modeling the College's Core Abilities, one of which is to "Effect change and demonstrate flexibility and positive leadership." This core ability is included in the Employee Performance process.

Staff are encouraged to develop leadership skills through leading and participating on committees and task forces, serving as New Faculty or Online Learning Mentors, chairing Academic Program Review teams, leading WITC groups in civic activities, and presenting at inservices. Involvement in quality improvement is encouraged through participation on QISC, Strategic Planning Forum teams, and AQIP Action Project teams.

WLDI as well as local and county leadership cohorts such as Leadership Barron County, Ashland-Bayfield County Leadership Program, and Leadership Superior/Douglas County provides external leadership development opportunities.

Finally, the College is piloting a Management Development Program as part of its 2015-18 Strategic Plan. The courses are being developed in Blackboard and are intended to formalize and reinforce WITC's leadership training efforts.

Ensuring the institution's ability to act in accordance with its mission and vision

The Board sets policies consistent with the MVV, and PC implements operational procedures consistent with Board policies. Programming is current and equipment is state-of-the art. Strategic Planning involvement involves internal and external stakeholders. The MVV are reviewed during the planning stage. The Board members operate under the code of conduct policy (II.I.) to ensure all decisions are in the best interest of the college (2.C.3).

4R3 Long-term effective leadership of the institution

Outcomes/measures tracked and tools utilized

The measurable outcomes of the Strategic Plan are one of the primary tools The Board uses to annually evaluate the performance of WITC and the President. Goal 4, Demonstrate effective leadership through collaboration with clear and consistent communication, of the strategic plan was developed to ensure the continued improvement of internal communication and decision making.

Summary results of measures

In the recently retired 2012-15 Strategic Plan, more than 90% of the 92 initiatives were either completed or continued in the subsequent plan.

WITC's team approach is primarily the mechanism used to work towards completion of initiatives and major projects, including AQIP Action projects. In 2015, more than 175 staff members participated on one of these teams.

Comparison of results with internal targets and external benchmarks
Interpretation of results and insights gained

Based on these results, WITC's approach to Strategic Planning has led to a Board-supported culture of continuous improvement with demonstrated success in completing major initiatives designed to move the College forward. Those initiatives have produced impressive results from students, as indicated by their engagement responses to the CCSSI and a course completion rate that ranks second in the WTCS (Table 4R3-1). These and other measures, combined with a 95% placement rate, have led to national recognition for WITC. The collective success of the College suggests that its governance and leadership processes and systems are functioning in a way to produce continuous improvement.

Table 4R3-1: Student Engagement on CCSSE

Metric – Data Definition	2016 Data		Signal Values
Active & Collaborative Learning	56.0	*(90%=56.0+)*	NCCBP Benchmarks (2016) on CCSSE data (2015)
Student Effort	51.6	*(90%=54.3+)*	
Academic Challenge	55.4	*(90%=53.0+)*	
Student-Faculty Interaction	54.4	*(90%=54.8+)*	Green -90th percentile +
Support for Learners	54.8	*(90%=55.3+)*	Yellow - 75th percentile to 89th
Active & Collaborative Learning	56.0	*(90%=56.0+)*	Red – Median to 74th percentile

4I3 Improvements implemented or will be implemented in the next one to three years

The AQIP College Culture Action Project Taskforce provided valuable leadership in the most recent planning cycle. The taskforce helped lead the implementation of the Noel-Levitz CESS. Based on the results, several strategies were implemented to improve culture. Comparative data suggests that these strategies were successful (Table 4I3-1).

Table 4I3-1: Overall Satisfaction with Employment - Collegewide and Campus Results - CESS

Overall Satisfaction	WITC 2015 Mean	Benchmark 2015 Mean	WITC 2013 Mean	Benchmark 2013 Mean
Rate your overall satisfaction with your employment here so far	4.15	3.85	3.85	3.89
Ashland	4.28		4.03	
New Richmond	4.02		3.73	
Rice Lake	4.09		3.81	
Shell Lake	4.26		4.40	
Superior	4.42		3.97	

(Scale: 5=Very satisfied; 4=Satisfied; 3-Somewhat satisfied; 2=Not very satisfied; 1=Not satisfied at all)

Another AQIP Action Project, Developing Divisional and Collegewide Measurements, is a key improvement that will help define future improvement efforts. The creation of signal values will help the College determine when it is meeting expectations, even if performance slips slightly. This context has already demonstrated its value in reviewing the CCSSE results. While results did not improve, the signal values helped the College understand that it is meeting its goals in spite of a decline. In other categories, the decline is more severe and warrants more immediate attention.

WITC has effectively evolved its Strategic Planning process. In the most recent cycle, an environmental scanning process was introduced to help develop Strategic Metrics that were aligned with key institutional priorities. This step placed more emphasis, for example, on a steep enrollment decline. Stakeholder feedback did not address this issue. The scanning process incorporates college knowledge with stakeholder feedback to provide high-level direction to an already strong process.

Finally, the number of initiatives in the current plan was reduced to 30. This will allow the College to focus on broader initiatives that relate to Strategic Planning. The previous plan had more than 92 initiatives.

4P4 Integrity

Developing and communicating standards

Standards of integrity for college personnel are developed within the Administrative Policies and Procedures review cycle and update plan (link to plan), and is communicated annually through the WITC Employee Handbook, initial Employee Orientation, and published annually on The Connection.

Training employees and modeling for ethical and legal behavior across all levels of the institution

New employees are trained at orientation, which includes a review of the WITC Employee Handbook, college policies, FERPA, harassment, computer use, and right to know. Ongoing training opportunities on legal and ethical issues are available during collegewide inservices. Ongoing training is conducted in harassment prevention for college employees to meet federal standards for Title IX, as well as diversity training embedded in the FQAS (3P1).

Operating financial, academic, personnel, and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty, and staff

The Board operates within the Carver Policy Governance model, which structures board policies including a Code of Conduct (Policy: Board Members' Code of Conduct). This policy outlines legal and ethical obligations of The Board. By policy, "this accountability supersedes any conflicting loyalty such as that to advocacy or interest groups and membership on other boards or staffs, it also superseded the personal interest of any Board member acting as a consumer of the organizations services." The policy clearly states that The Board members must avoid conflict of interest, not attempt to exercise individual authority over the organization and maintain the best interests of the entire College community. Furthermore, The Board is constrained in its public judgments of performance of the President or staff by policy.

Additionally, WITC administrative policy: Employee Code of Ethics (G-183) outlines a framework to assist employees in understanding expectations. This policy outlines compliance with State Statutes, board and administrative policy, conflict of interest, personal gain/profit, acceptance of gifts, use of confidential information, outside employment. This policy outlines standards of ethical conduct for employees; Administrative Policy G-160 Whistleblower outlines reporting and investigation responsibilities for alleged breaches/violations of the Code of Ethics. The policy is posted in The Connection, and included in the WITC Employee Handbook. All employees must acknowledge by signature that they have reviewed the WITC Employee Handbook (2.A.).

Administrative policies and departmental procedures outline ethical standards for specific areas. E.g. student services, financial management, Human Resources, Academic Affairs and others. Fiscal Audits are conducted on a regular basis.

Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships clearly available to all constituents

The WITC website serves as the repository for information about requirements, program offerings, costs, accreditation, and The Board. The Board information, including governance documents, are found on the "About WITC" link on the website. (2.B.).

4R4 Ensuring institutional integrity

Ongoing training and professional development is part of continuous improvement. Administrative Policies are reviewed at least every five years (Table 4R4-1). The WITC Employee Handbook is reviewed and updated on an annual basis.

Table 4R4-1: Administrative Policies & Procedures review statistics

Policy Category	Overall Responsibility	Policies, Procedures, and Addendums (older than 7/1/11)	Not Completed	Policies & Procedures (totals)	Completed
A - College Organization	President	0	0%	1	100%
C - General College Administration	VP, Business and Technology Services	11	41%	27	59%
D - Fiscal Management	VP, Business and Technology Services	11	25%	44	75%
G - Personnel	VP, HR & Risk Management	40	36%	112	64%
I - Academic Affairs	VP, Academic Affairs	12	40%	30	60%
J - Student Affairs	VP, Student Affairs	38	58%	65	42%

Outcomes/measures tracked and tools utilized

Internal and external tools are utilized to track the College's integrity. The Carver Policy Governance model is used to ensure operational integrity of the College. Fiscal audits measure the fiscal integrity of the College. Employee performance evaluations document integrity of employees.

Summary results of measures
Comparison of results with internal targets and external benchmarks

Table 4R4-2: 2015 and 2013 CESS results comparing the image of WITC in the community

Item	Importance	Satisfaction	Gap
The leadership of this institution has a clear sense of purpose			
WITC 2015	4.56	3.59	0.97
Comparison Group 2015	4.60	3.34	1.26
WITC 2013	4.51	3.03	1.48
Comparison Group 2013	4.58	3.40	1.18
This institution makes sufficient budgetary resources available to achieve important objectives			
WITC 2015	4.45	3.53	0.92
Comparison Group 2015	4.48	3.17	1.31
WITC 2013	4.45	3.15	1.31
Comparison Group 2013	4.45	3.23	1.22
This institution makes sufficient staff resources available to achieve important objectives			
WITC 2015	4.40	3.46	0.94
Comparison Group 2015	4.42	3.08	1.34
WITC 2013	4.40	3.05	1.35
Comparison Group 2013	4.37	3.12	1.25

Interpretation of results and insights gained

The College strives to have the highest integrity. Standards and policies are reviewed and revised to ensure integrity in all operational areas of the College.

4I4 Improvements have been implemented or will be implemented in the next one to three years

Recently WITC and the WTCS has switched from a "certification" model of continuing education/training to the Faculty Quality Assurance System, which continues some of the traditions of ongoing training for Faculty, and allowed the college to expand training opportunities to Management and Staff in a broader and more tactical approach. Courses and trainings are in process of being developed for ongoing opportunities.

Harassment and Title IX training are required annually by the college of all employees. WITC has purchased Workplace Answers, an online software platform, to offer consistent, streamlined training for all employees.

Category Five: Knowledge Management and Resource Stewardship

Management of the information, fiscal, physical, and technological infrastructure provides an environment at WITC in which learning thrives. WITC uses PeopleSoft and a centralized data warehouse which contains data from Student, Human Resources and Financial operations and is accessible to all staff. WITC's data and reporting capabilities are widely used by staff to analyze college performance on an ongoing basis. To address the need to more strategically examine, measure, and benchmark College performance using data, WITC initiated an AQIP action project, Developing Divisional and Collegewide Measures. The education and culture shift around setting metrics, targets and benchmarks tie divisional metrics to the college effectiveness measures, the strategic plan and to the MVV.

WITC takes seriously its commitment to be a responsible steward to the taxpayers of the College. The College plans comprehensively to ensure facilities and equipment which are used in its programming meet or exceed the need of those educational environments. Fiscal integrity is a hallmark of the Business Services operations with consistently high ratings from external auditors, state regulators, and federal granting agencies which annually and periodically scrutinize our accounting and fiscal management practices. The College's reputation for careful and compliant resource management relies upon investment in well-trained, high-quality staff members who work closely with colleagues across the College to streamline budgeting and reporting systems. WITC's 2015-18 strategic plan identified 3 specific goals aligned with management of resources. From these goals 13 specific initiatives have been developed and six strategic metrics developed.

With healthy reserves and a balanced annual budget, both operational and capital resources are thoughtfully directed to hire, maintain, and enhance quality of instructional and non-instructional staff to offer state-of-the-art technical education. This effort requires an ongoing investment in facilities, equipment, and infrastructure to keep in sync with the standards of the industries served. The fiscal management systems operate at the aligned level of maturity for both processes and results.

Information Technology (IT) staff members work closely with staff in all departments to support the overall technology of the college including all hardware, software and networking to support the College's mission. The WILM consortium enhances the quality and efficiency of college technology and related systems. Primary applications are PeopleSoft, Cognos, ImageNow, and SharePoint. IT actively monitors the performance of its communications systems, adheres to maintenance and release standards, leading to a stable data environment as demonstrated by uptime metrics.

In all areas, WITC's operational effectiveness is grounded in a universal commitment to the educational mission and vision of the College. The maintenance of our highly functional facilities and technology infrastructure that is prideful in its cleanliness, security, and comfort for students and staff speaks volumes to the students and stakeholders who come to us. This successfully occurs at WITC in an aligned maturity level for both process and results referred to in our College Effectiveness Measurements.

5P1 Knowledge Management

Selecting, organizing, analyzing, and sharing data and performance information to support planning, process improvement, and decision-making

The College selects data to ensure college operations are aligned with state and federal reporting guidelines. Factors considered when collecting data include validity, reliability, cost and feasibility.

Data selected to measure institutional effectiveness was identified through the AQIP Action Project, Developing Divisional and Collegewide Measurements.

WITC uses PeopleSoft and a centralized data warehouse which contains data from Student, HR and Financial operations and is accessible to all staff via Cognos. Users can access data real-time in PeopleSoft or through Cognos which is updated nightly via the data warehouse. Staff have access to the data based upon security level setup within the data warehouse.

Determining data, information, and performance results that units and departments need to plan and manage effectively

The management and distribution of data are determined based on units and departmental needs. Data used at the academic level include class enrollment, faculty loads, faculty overloads and student evaluations. Data used for student services include enrollment trends, changing demographics and student populations.

WITC as a member of WILM has emphasized the need to consolidate information from its main operating systems and applications into a single data warehouse. This centralized data warehouse ensures that the data are validated and secure and provides a streamlined access to data by its users. This consolidation has helped to reduce manual or redundant systems to track data such as financial budget versus actual spending. Also, by consolidating the information from these areas it will allow us to build cross-functional reports such as staffing per student FTE, cost per student FTE, and tracking of students through an enrollment funnel from application through graduation.

Making data, information, and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning, and improvements

The majority of data reporting is managed by the OIE. OIE staff collaborate with all College divisions to define the methodology for collection and to determine both use and distribution of the data. As part of the WTCS, a client reporting system is utilized that provides multiple reporting options. In recent years, WITC has aligned and automated many of its business processes so that data reflecting key performance measures is systematically gathered, stored, routinely shared and reviewed, and submitted to the WTCS as required.

To ensure transparency to College stakeholders, reported data are available to all staff on The Connection and reviewed via monthly divisional and departmental meetings. Direct query is also available to authorized staff through PeopleSoft and Cognos. Training and assistance in interpreting the data are provided through the Institutional Effectiveness department—either individually or in groups. The public can also view general reports   on the College web site at www.witc.edu/witc/reports.htm.

Ensuring the timeliness, accuracy, reliability, and security of the institution's knowledge management system(s) and related processes

WITC's Information Technology (IT) systems are largely decentralized, with the WILM data center located at Lakeshore Technical College (LTC) and most of WITC's data center deployed at the Chippewa Valley Technical College data center in Eau Claire, WI.

PeopleSoft and the data warehouse are housed internally at the WILM Data Center within securely locked, climate-controlled and monitored rooms. These systems are available 24/7 to authorized users. All reporting is subject to extensive validation and testing processes through WILM Decision Support and PeopleSoft teams and internally by WITC's research office.

The WILM Consortium has a Security Policy that is supervised by the WILM IT Team. Authorized users are assigned access and user profiles based on their position responsibilities and an annual confidentiality agreement. This policy applies to all equipment that is owned or leased within the WILM Data Center.

WITC has a Student Identity Theft Prevention Policy to detect, prevent, and mitigate identity theft. WITC also follows FERPA guidelines in maintaining confidential information.

5R1 Results for determining how data, information, and performance results are used in decision-making processes at all levels and in all parts of the institution

Outcomes/measures tracked and tools utilized

WITC is able to benchmark against the other 15 WTCS technical colleges through the use of the system-wide portal and data cube maintained by WTCS Administration Offices. Data submitted to the WTCS via these systems (client reporting, staff accounting, contracting and UFFAS) are available to member institutions to measure annual performance. These data are used by instructional and non-instructional staff at the College to guide future planning and to gauge progress and performance on goals.

The WILM Business Intelligence Team has developed a report that consolidates information collected at the WTCS portal for the purpose of allocating the portion of state aid developed in an Outcomes Based Funding formula. The results displayed allow WITC to compare to the other 15 institutions in the 9 categories of measurement by WTCS. This report helps the institution identify its strengths amongst its peers as well as areas needing improvement.

IT actively monitors the performance of its communications systems with the usage of internet bandwidth at the campuses to ensure the College is not exceeding capacity of the bandwidth. As bandwidth capacity demands increase the College allocates resources to identify and adjust for growth.

Summary results of measures

WITC's data and reporting capabilities are widely used by staff to analyze college performance on an ongoing basis. OIE is charged with compiling information and providing supporting data for several processes within the college.

Comparison of results with internal targets and external benchmarks

Internally, adherence to maintenance and release standards provides a stable data environment within PeopleSoft. IT has identified as one of its divisional metrics measuring IT accessibility as Peoplesoft uptime and is represented in table 5R1-1.

Table 5R1-1: IT Divisional Metrics

Metric	Definition/Calculation	Signal Values	Result
IT Access – Peoplesoft Uptime	Based on - 15 hours/day (7 am to 10 pm) - 6 days/week (Mon-Sat) - 4680 total hours/FY	Green 99%+ Yellow 98.5-98.9% Red <98.5%	99.6% (FY16)
Cost/FTE – Overall	WTCS UFFAS Operating Cost/FTE WTCS Cohort* Average Baseline = fiscal year Calc = above/below WTCS cohort average	Green = <115% Yellow = 115-120% Red >=120%	127.75% (FY15) 130.27% (FY14) 119% (FY13)

Interpretation of results and insights gained

Over the last two years, significant improvements have been made in collecting data. As shown in table 5R1-1 the overall cost for FTE is below the benchmark. The College is strategizing on how to reduce overall cost per FTE as represented on the divisional metric.

5I1 Improvements have been implemented or will be implemented in the next one to three years

WITC will be implementing a new tool for gathering budget requests and disseminating budget information beginning with the FY18 budget process which begins in October, 2016. Beginning with FY18, WITC will utilize Hyperion as a budget gathering tool. Hyperion compliments the Peoplesoft product, therefore the two systems will be able to interact to provide key information to stakeholders. The product is also web based which will allow budget managers to access the information as necessary and provide updates through the budgeting process.

WILM resources are being organized to develop multi-divisional reports to aid in the ability to perform academic program review analysis as well as divisional reviews (both instructional and non-instructional). The College is in the process of identifying personnel load factors for faculty so that accurate cost per FTE calculations can be made. These cross-divisional reports will allow leadership to develop more in-depth cause and effect or relational analysis and decision making.

5P2 Resource Management

Maintaining fiscal, physical, and technological infrastructures sufficient to support operations

With an annual operating budget of $47.1M (FY16) and an annual capital budget of $12.4M (FY16), WITC plans effectively for instructional resources needed to provide educational opportunities based upon stakeholder needs within the College.

Annually, supervisors at each division and campus are asked to develop prioritized programming, service, and budget requests for both support and administrative needs. Guidelines are communicated annually to all managers who, with staff and faculty input, submit requests for technology and other equipment, professional development, staffing, services, and supplies. The divisional VP prioritizes the requests between departments and presents the requests to PC to formulate a budget for all funds of the college. This budget reflects the operations of the College as well as capital and debt components. Personnel and related costs make up the majority of the College's budget. The Business Services Division issues a budget document that is presented to college staff and is acted on by The Board. A copy of the latest budget document can be found at this link WITC 2016-17 Budget Document.

IT supports the overall technology of the college to include all hardware, software and networking. The department is responsible for researching, purchasing, implementing and supporting technology to promote learning and administrative efficiencies.

Network Services provides support for the college computing equipment and software, printing, wide area networks, local area networks, wireless networks, phone system, Office 365 applications including Email and Skype, Blackboard LMS, Windows Active Directory, and backend server and storage support for applications used throughout the college. The Network Services mission is to provide and enable technology solutions that support the College's mission.

A comprehensive three-year facility plan has also been completed. The facility plan is part of the college strategic plan and reflects the results of the College's Facility Assessment and program monitoring and screening report. The assessment focuses on WITC's infrastructure as it exists today and provides a Project Sequencing Summary for maintaining, repairing, and improving current facilities. The plan includes an initial round of planning related to programmatic modifications. The plan is reviewed on an annual basis when facility support needs are identified and budgeted. PC reviews divisional and facilities priorities and collaborates on final collegewide prioritization (5.A.1).

Setting goals aligned with the institutional mission, resources, opportunities, and emerging needs

The priorities of the Strategic Plan govern resource allocation by PC and are adopted in finalization of the budget by The Board. VP's are leaders in organizational priority areas of Academic Affairs, Student Services, Continuing Education, Institutional Effectiveness, HR and Finance.

WITC's 2015-18 strategic plan identified three specific goals aligned with management of resources. From these goals 13 specific initiatives have been developed and six strategic metrics developed. Identification of resources to fund prioritized initiatives is accomplished through the budgeting process. Proposed operating, capital and debt expenditures are reviewed by PC for alignment and prioritization in moving strategic initiatives forward. The setting of flexible discretionary funds to allow for projects that surface during the fiscal year that emphasize these goals or to meet grant funding requirements is also part of the budgeting process.

The College's emerging issues process is overseen by a cross-functional collegewide committee, the QISC, which allows for stakeholders to identify areas of opportunities and emerging needs. The members of PC are also part of this committee to allow for leadership in allocating resources in a timely manner (5.A.3).

Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected

WITC's management of resources is delegated to budget managers. This management allows members the ability to move resources to areas of need during the fiscal year of operations. If the manager's budget does not allow for reallocation, the manager has a number of options including collaboration with other PC members to move budget or resources to cover the shortfall or the ability to request funding from the College contingency fund.

All purchases of supplies, materials, and equipment, which encumber College funds, shall be properly authorized, documented, and processed. They shall be obtained at the best value, and in a timely manner, while maintaining fairness to vendors, and abiding by college procedures (D-550A) (5.A.2). The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external

interests ([2016-2017 Budget Book](#)).

Figure 5P2-1: WITC Operating Budget Expenditures
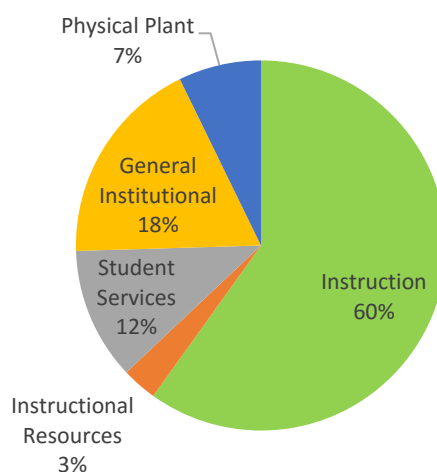
According to state statutes, the WITC annual budget must be balanced with revenues and expenditures being equal at the end of each fiscal year. Each year, this budget balancing is projected based on known revenue and expenditures. If a revenue shortfall is anticipated, the budget includes a potential draw on College reserve funds. A monthly budget versus actual financial statement is presented to The Board, which shows the status at the year to date and includes an explanation of substantial variances.

5R2 Results for resource management

Outcomes/measures tracked and tools utilized

To maintain long-term financial security, WITC also tracks a number of financial indicators or resource allocations as outlined in Table 5R2-1. The focus on these items allows management to navigate short-term fluctuations and incorporate long-term strategies and initiatives.

Table 5R2-1: Financial indicators and resource allocations tracked

	Outcomes/Measures	Tools Utilized	Responsible Group
Maintaining Tech Infrastructure	Quantity and duration of unplanned outages or disruptions and quantity of added equipment / services	Logs, monitoring applications, inventory tracking software and help desk ticket information	Technology Services
Setting Goals	List of Priorities	Technology plans Cross-functional project teams for exploring technical solutions to issues	Technology Services Management PC
Allocating Resources	Quantity and timing of equipment replacement, upgrades or improvements	Database Budgeting Process	Technology Services Management PC
Maintaining Physical Infrastructure	Quantity and duration of unplanned and planned projects	Comprehensive Facility Plan Utilization Reports	Facility Maintenance Supervisors Campus Administrators

	Outcomes/Measures	Tools Utilized	Responsible Group
		Project Sequencing Forecast Debt Schedules and Forecasts Logs, room scheduling application and maintenance request ticket information	Business Services Management
Setting Goals	List of Priorities	Ranking of campus and Collegewide priorities and cost	PC
Allocating Resources	Quantity and timing of facility replacement, remodels or additions	Comprehensive Facility Plan Project Sequencing Forecast	PC

Annual budget planning accounts for staffing the College with approximately 415 full-time equivalent positions with competitive compensation and benefits. Instructional cost constitutes approximately 60 percent of the annual operating budget (Figure 5.4). The 2015-16 capital budget of nearly $12.5M includes investment of $7.87M in facility improvements, $2.87M in equipment/furniture and $1.69M in computer technology/infrastructure. Budget planning includes all aspects of instructional delivery including traditional in-person or distance education programming via online, ITV or other technologies.

The College utilizes a software package called School Dude to monitor work orders and connect them to labor and material costs. School Dude has a reporting function that allows the Facility Manager to track the work orders tasked to individuals, the average time to process and close out, and the ability to schedule future work necessary for follow-up. This information is utilized to plan for necessary replacements or rebuilding of infrastructure components such as HVAC systems, roofs, safety equipment or monitoring systems, and parking lots.

Table 5R2-2: FY13 thru FY15 Summary of work order expenditures in School Dude

Fiscal Year	Total Costs	Work order Count	Avg Costs per Work order
2012-13	$26,497	1,710	$15.50
2013-14	$19,984	1,131	$17.70
2014-15	$23,874	1,540	$15.50

24/7 Help Desk serves both students and staff with technology issues. Each campus is staffed with technicians to assist with technology needs in classrooms, conference centers, student areas, and offices.

Table 5R2-3 shows a summary of the IT Help Desk service request tickets that have been opened and closed over the past three years. IT tracks these items to provide information on areas of possible improvements needed. The Help Desk is the first point of assistance. The table below reflects the number of calls resolved at Level 1 (Help Desk Operations Center) as well as those transferred to Level 2 (WILM and College Technical staff). Since Level 1 is the base level of service, this indicates movement towards a goal of the Help Desk to resolve more issues at the first point of contact.

Table 5R2-3: 2013-2016 WITC Help Desk Student Tickets

	2013-14 (July 1 – June 30)	2014-15 (July 1 – June 30)	2015-16 (July 1-June 30)
Level 1 Tickets	2,634	2,370	1545
Level 2 Tickets	1,188	1,175	949
Total Tickets	3,822	3,545	2494

Summary results of measures

Within the balanced budget environment, WITC's history of maintaining annual operating surpluses (Table 5R2-4) and the adequate College Reserve Funds (Figure 5R2-5) is key evidence of the effectiveness of our resource management positions and processes. In addition, WITC has identified seven key indicators of financial strength that it monitors and benchmarks with a WTCS cohort group (Table 5R2-6).

Table 5R2-4: Historical Annual Operating Surplus – General Fund

Year	Operating Surplus (Deficit)	Operating Revenues
2006	$(558,507)	$34,661,092
2007	$1,388,372	$36,809,480
2008	$107,568	$38,754,230
2009	$419,461	$40,744,545
2010	$918,124	$42,882,006
2011	$171,553	$43,787,297
2012	$294,565	$42,567,848
2013	$549,237	$43,205,408
2014	$651,804	$43,160,957
2015	$110,861	$42,772,273

Table 5R2-5: WITC's Benchmarked Fiscal Resource Management

Measures	FY2015	FY2014	FY2013	Internal Target	Benchmark (WTCS Cohort)
Bond Rating	Aaa	Aaa	Aaa	Aaa	Aa1
Cost / FTE	127.75%	130.27%	119.08%	115%	100%
Composite Financial Index	2.4	2.4	2.6	> 1.0	> 1.0
Facilities Capital Asset Condition	49.67%	51.94%	51.76%	<=50%	N/A
Equipment Capital Asset Condition	75.64%	78.57%	78.92%	<=50%	N/A
Reserve for Operations Fund Balance	99.50%	94.50%	57.50%	<=90%	N/A
Debt Ratio	50.65%	50.56%	47.80%	<=50%	N/A

Comparison of results with internal targets and external benchmarks

Results for fiscal measures show that WITC is financially stable and positioned to be able to efficiently and quickly deploy resources to implement proactive initiatives to achieve the institution's strategic goals. WITC maintains budget reserve funds consistent with other colleges at the highest level of reserve percentage of operating budget as shown in Figure 5R2-6. The fact that the College has earned an Aaa rating from Moody's Investor Service over the years confirms the effectiveness of WITC's resource management practices. Moody's most recent report (4/19/2016) noted, "The College's record of healthy reserves and operating surpluses points to the continuation of stable financial operations." Annual audits reflect positive opinions on the financial status and accounting practices of WITC.

Figure 5R2-6: Operating Fund Reserve to Operating Expenditures – General Fund

Fund Balance to Operating Expenditures
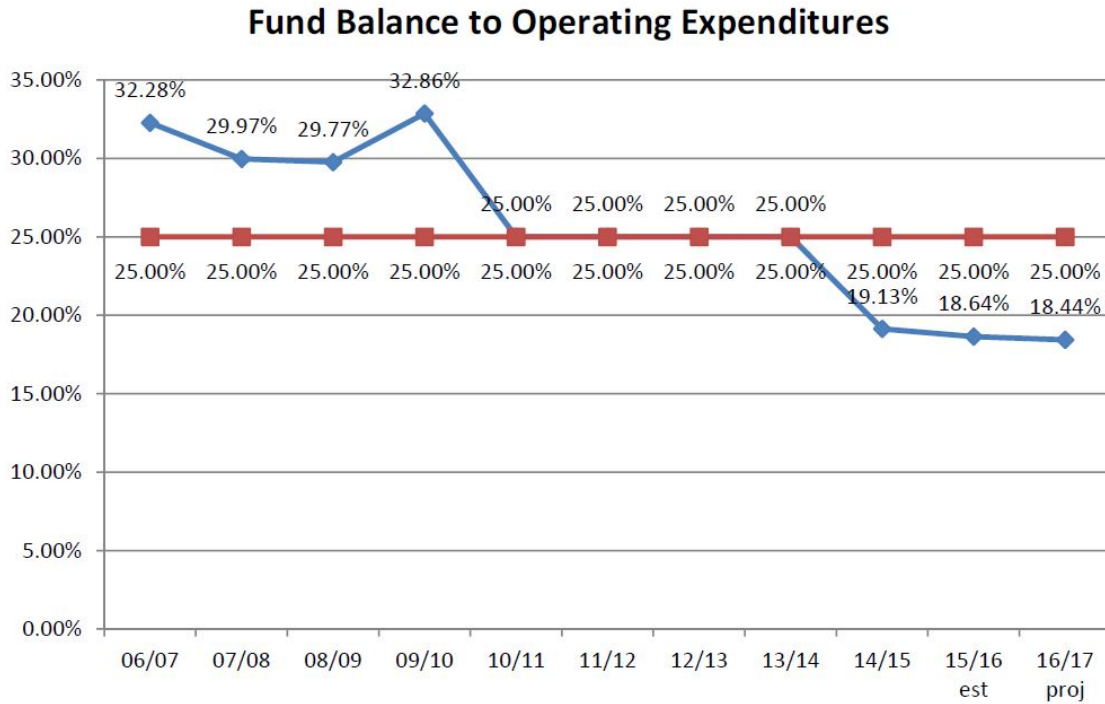
Interpretation results and insights gained

Use of financial resource management metrics has allowed WITC to remain fiscally stable in an environment of declining enrollment. This ability to effectively and efficiently utilize its resources has allowed the College to maintain and actually accelerate the plan of physical plant remodeling and upgrades of campus buildings and related systems. These upgrades included additions at the Rice Lake and New Richmond campuses in 2014 and 2016, respectively.

5I2 Improvements have been implemented or will be implemented in the next one to three years

In addition to the physical improvements, the College with its WILM partners has made improvements in the availability of real time operational expense versus budget information to its budget managers. The College has implemented a series of reports available from a data warehouse and presented within its Cognos platform.

Steps have been taken to improve data collection and analysis through the budgeting and reporting processes. Continued improvements that are planned in these areas include the implementation of an online budgeting software tool that will allow for various scenarios, assumptions and forecasts. This tool will provide the ability to determine flexible budgets based upon actual or forecasted activity instead of solely on historical information. It will also give us the ability to develop projected multi-year budgets for operations, capital outlays and debt issuance and repayments.

Finally, as part of the college's 2015-2018 Strategic Plan the college will replace the current three-year facility plan with a comprehensive master plan which not only will continue to track facility needs as outlined by HVAC, roofing and paving zones but will also incorporate improvements in lighting, technology and security.

5P3 Operational Effectiveness

Building budgets to accomplish institutional goals

The budget process is guided by the Strategic Plan and supported by the comprehensive facility plan. The College's operational budget is developed and controlled by all members of PC. The formal budget development process begins in October. Capital budgeting is facilitated on a calendar year to allow for a very short lag period between the budgeting cycle which begins in October and implementation.

The operational budgeting cycle occurs on a fiscal year beginning in July and ending in June. Initial forecasts of the budget are provided to The Board in the fall to gain input prior to divisions starting the budgeting process.

The Board conducts a budget hearing at its regular meeting in June. Following the budget hearing, The Board considers the budget for final adoption. These budget documents are recognized at the budget hearing, available on the WITC website, and have been recognized by the Governmental Financial Officers Association as meeting their standards to be awarded the Distinguished Budget Presentation Award consistently since fiscal year 2013.

Table 5P3-1: WITC Budgeting cycle

Month	Activities
October	• Budget templates disseminated to divisions • Budget instruction disseminated to divisions • Facility impact request templates disseminated to divisions
December	• Departmental budget meetings held • Staff begins developing their budgets
January	• New position requests received • Grant budgets developed • Salary and benefit budgets calculated • Capital equipment requests reviewed and prioritized at the department level
February	• Divisional budget meetings held with the VP of Finance • Capital requests reviewed with the VP of Finance • Revenue budgets calculated • Grant budgets reviewed
March	• New position requests reviewed • Salary and benefit budgets reviewed • Capital requests finalized
April	• Staff completes and submits budget templates to PC • Capital facility projects sequenced • Revenue budgets finalized • Grant budgets finalized • Comprehensive facility plan reviewed
May	• Preliminary budget information presented to WITC Staff • Preliminary budget document presented to the The Board • Public hearing notice published • Comprehensive facility plan updated
June	• Public hearing held • The Board adopts the budget • Budget submitted to the state
October	• The Board approves the tax levy bills and mill rates • Certified tax bills disseminated to municipalities

Monitoring financial position and adjusting budgets

The College maintains budgetary controls to ensure compliance with legal provisions embodied in the annual appropriated budget approved by The Board. At least two thirds of The Board membership must approve any budget modification. State statutes require that budget changes be published as a Class I notice within 10 days to be valid and that the state office be notified within 30 days. Because the budget is approved by fund and function, changes impacting these parameters require amending the budget. Monthly reports on the status of fund balances, revenues and expenditures are provided to The Board and open for public review.

WITC has a decentralized model for budgeting and financial management. Resources are allocated through the budgeting process to individual divisions headed by a corresponding VP. Full time salary budgeted positions are approved by PC but part time positions are at the discretion of the divisional budget the position reports to. Budget managers help develop the initial budget requests as well as monitor activity during the operating period. There are a number of reports available to budget managers to facilitate the oversight function. These include PeopleSoft generated reports, bi-weekly reports generated by Business Services, E-time entry information, ImageNow document retrieval and Cognos budget versus actual reports. Budget managers have the discretion to move budgets between accounts they control or between accounts within their division (5.A.5).

The College maintains an Aaa rating from Moody's Investors Service for its general obligation debt. This rating means the College has the least amount of credit risk in comparison to other debt. Wisconsin state statutes limit the amount of aggregate and bonded indebtedness that the College can incur, and the outstanding debt for the College falls well below these thresholds.

Maintaining a technological infrastructure that is reliable, secure, and user-friendly

Table 5P3-2: WITC Technology Infrastructure Security Systems

WITC Technology Infrastructure Security Systems	Efforts to maintain reliability and security
1. Automated Remote Cloud-Based Backups using Unitrends	This ensures that our data are backed up in remote locations and can be recovered in the event of a facilities disaster at the Shell Lake Data Center. Each campus is designed to be backed up at another remote campus.
2. Domain Controllers at each remote campus location	Each campus site has its own domain controller. This ensures individual facilities can access the network if an event occurs at a different location.
3. VPN access for staff	If the Shell Lake Data Center is not accessible, an administrator level VPN service is available for system and network administrators to access the WITC Network in a secure manner. Network Administrators must access our network resources through this secured VPN service while doing their day-to-day work, so this is always tested and reliable.
4. Redundant Environment	A redundant path using the Community Area Networks (CAN) is in place for use if a fiber connection fails within the WITC Network.
5. Remote access to systems through Remote Desktop	Students and staff can access many critical systems using Microsoft Remote Desktop (RD). The majority of WITC Systems are web based and do not require access to local IT resources.
6. Secured WITC Data Center	WITC uses the CVTC Hosted Data Center. The data center is secured and access is limited to those with access cards. All guests are required to sign an access log and enter the data center.

WITC Technology Infrastructure Security Systems	Efforts to maintain reliability and security
7. Cloud based email and messaging system.	Microsoft Office 365 is the email and instant messaging system. If a disaster occurs, email and messaging would still be accessible in the cloud.
8. Cloud based Learning Management System	Blackboard is the LMS. The system is hosted by Blackboard and would be accessible in the event of a disaster at WITC.
9. Remote PeopleSoft Data Center	PeopleSoft is hosted at the WILM Data Center, located at LTC.
10. Aristotle Insight Computer Management	Quantifies and measures risk data and usage trends of all computers at the college.

The College utilizes Aristotle, a software application, to monitor and report on computer hardware, systems and application usage, and policy compliance. Other key technological infrastructure components that it monitors to insure a reliable, secure, and user-friendly environment. These key areas include but are not limited to its Enterprise Resource Planning (ERP), LMS, communication systems including telephone and email and its Document Imaging and Management System.

The College and WILM have each developed disaster recovery plans as well as operational initiatives to protect and improve key components and has used various strategies to accomplish its goals.

Over the past couple of years, the College has partnered with several other Higher Education, K-12, City and County Government, and Health agencies to develop Community Area Networks (CANs) for both our Southern (Chippewa Area Community Network-CINC) and Northern (Superior Area Community Network) counties. CANs provide a high-speed communications network that is collectively designed and managed to promote innovation, competition, and economic viability in local communities that are meant to serve local units of government, state government, educational institutions, libraries, health care and nonprofits.

In August of 2015, we moved the majority of the WITC Data Center hardware to the Chippewa Valley Technical College Data Center. The CVTC Data Center provides high bandwidth, low latency connectivity, network redundancy, power generator backup, and state-of-the-art secure facilities.

Maintaining a physical infrastructure that is reliable, secure, and user-friendly

The campuses have a Facility Maintenance Supervisor which is a management position that reports to the Campus Administrator. Each campus has its own budget resources for maintenance supplies, repairs, minor and major capital remodeling.

The College has local campus-based safety and security teams as well as a collegewide committee for oversight to assist in insuring secure physical infrastructure. The campus-based teams are responsible for conducting internal audits of the facility, investigating and addressing concerns brought forward by staff and students, reviewing accident and incident reports from their location to determine if hazards exist that may be mitigated and to organize and conduct drills and instruction of procedures at the local campus. The collegewide committee focus is to insure the policy and procedures are standardized across the campuses, review of risk management related data including insurance claims and incident reports, compliance with federal and state regulations within the workplace and to make recommendations for improvements to facilities to improve security. The collegewide and the campus-based teams also work with outside agencies and organizations to make improvements or reviews.

The campus-based safety teams primarily work with the local emergency response teams such as the police chief, fire chief and fire inspector to insure that local protocol and procedure are communicated and are consistent with the response team's expectations. Any local concerns from the emergency response teams is elevated to the collegewide committee for consideration.

The College has a comprehensive facility plan that inventories each campus historical projects including renovations, additions, parking and heating and air conditioning systems and records the pertinent information necessary. This plan also records areas discovered of deficiencies and remediation solutions. From this plan the College develops a 10-year plan of improvements called a sequencing schedule. This schedule is updated on an annual basis during the budgeting process and priorities are set for the budgeted projects.

Managing risks to ensure operational stability, including emergency preparedness

The College works to ensure operational stability through a number of means. The College's risk management function is assigned to the VP, HR & Risk Management. The collegewide Safety and Security team meets on a quarterly basis to review various data including claims and incidents reported as well as to discuss necessary updates needed to the emergency preparedness plans. These plans include the Emergency Action Plans, the Business Continuity Plan and the Disaster Recovery Plan. This committee coordinates an annual calendar for periodic training to staff through monthly themes and related training resources are provided.

The College uses several tools to assist in rapid notification to constituents. An emergency notification system, provided by Rave Mobile Safety, can notify all constituents via text, multiple phones and multiple email accounts should an emergency occur on campus. Use of this system is restricted to time-sensitive emergencies or school closings to ensure that the receivers recognize the notifications as important. The College also utilizes a tool provided by Alertus Technologies to mass notify all individuals at specific locations through computer desktop alerts. This alert pops up as the primary screen in an event and allows the college to effectively notify on-site students and staff with minimal delay in the receiving the notification.

5R3 Ensuring effective management of operations on an ongoing basis and for the future

Outcomes/measures tracked and tools utilized

The financial measures tracked and tools used are discussed in 5P2. In addition to the internal fiscal processes and controls within the College, there is oversight of finances through an annual financial audit performed by an independent certified public accounting firm and reported to The Board each December. This audit report is submitted to various agencies including the Department of Education and WTCS.

The IT department maintains the College's technology infrastructure. The WILM help desk ticket issues are logged, assigned as needed and tracked.

Summary results of measures

WITC has always earned an unmodified audit opinion in its financial audit. Its auditor, Wipfli, noted the following highlights in its recent presentation to The Board (December, 2015):

- Overall increase in net position of $479,943 or 1.2% despite operating revenues declining 11.4% due to decreased enrollments.
- Unrestricted net position remained strong at $16,097,828.

- Strong cash flows including an increase in cash and investments of $10,826,820 to a June 30, 2015 balance of $28,390,043.
- A fully funded commitment to the Wisconsin Retirement System.
- A postemployment benefits trust set up to fund future liability payments for employee retiree health insurance payments with a balance of $6,246,392 as of June 30, 2015.

Chart 5R3-1: Network activity & Utilization sample
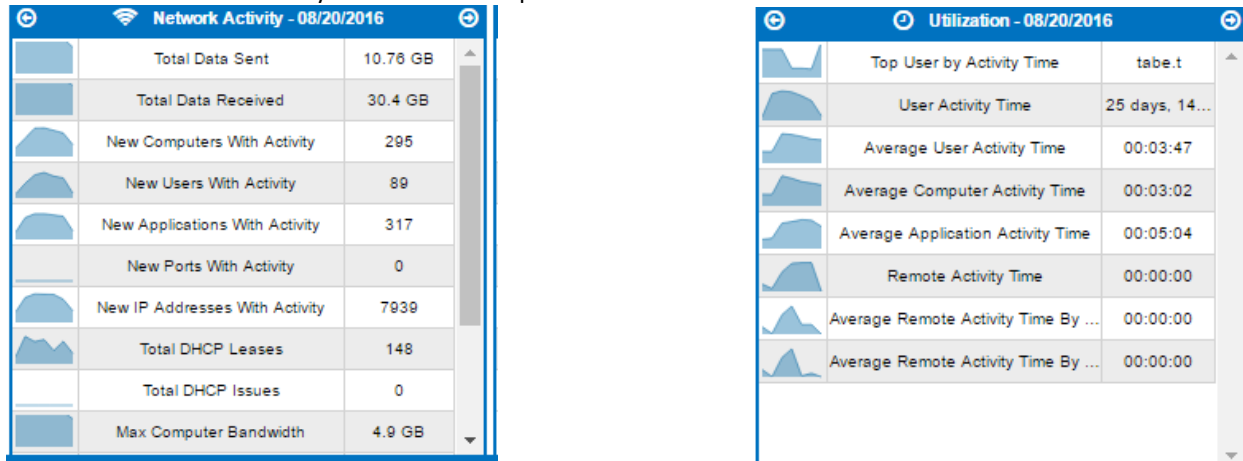
Comparison of results with internal targets and external benchmarks

Benchmarks for financial audit reflect industry standards. WITC strives in its operations to be in full compliance with all rules and regulations with external regulating bodies. Its pursuit of financial stability has allowed WITC to maintain a rating of Aaa with Moody's Investor Services which is the highest ranking that an institution may obtain. Finally, the designation of the Distinguished Budget Presentation Award from the Government Finance Officers Association reflects the commitment to operational transparency and data reliance.

The WTCS Business Officers Committee also compiles information from all 16 districts, including physical infrastructure, however due to the differences in district makeup, comparison between districts does not result in any better information than the divisional internal targets.

Chart 5R3-2 identifies two divisional metrics that measures investments in the College's physical facilities and equipment as implemented from the 10-year sequencing schedule.

Chart 5R3-2: College's physical facilities metrics

Metric	Definition/Calculation	Signal Values	Result
Facilities Capital Asset Condition	Baseline = fiscal year Calc = Facilities AD/Facilities Gross Fixed Assets	Green < 50% Yellow 50-70% Red > 70%	49.67% (FY 15) 51.95% (FY14)
Equipment Capital Asset Condition	Baseline = fiscal year Calc = Equipment AD/Equipment Gross Fixed Assets	Green < 50% Yellow 50-70% Red > 70%	75.64% (FY15)

Interpretation of results and insights gained

The move of the WITC Data Center to the CVTC Data Center has already provided network stability on several occasions over the past months. With power outages at the Shell Lake Administrative Office as

well as local Internet Network instability, the CVTC Data Center continued to provide uptime for the critical WITC applications.

WITC recognizes it has an opportunity to continually enhance data security within its operations. Recent breaches by larger institutions has prompted WITC to include network security as a job responsibility within the Network/Security Administrator's job description. Grant funding allows WITC to develop training videos regarding data security for the WTCS districts. A consultant has also reviewed its systems to ensure PCI compliance and to make recommendations to ensure its compliance with the regulations.

As a result of staff feedback, WITC implemented a calendar year purchasing cycle through the budgeting process. This process allows budget managers to gather procurement information (quotes, and other estimates of pricing) during the budgeting collection process and then actually procure the assets relatively quickly after the information has been gathered. This has resulted in fewer unspent budgeted dollars and more accurate projections.

5I3 Improvements have been implemented or will be implemented in the next one to three years

In the area of operational effectiveness, WITC has identified five initiatives within its Strategic Plan which will be implemented in the next one to three years.

- The College has identified a budgeting software tool, Hyperion, with its WILM partners which will allow improvements in the area of data collection within the budgeting process. This tool will allow for users to model various scenarios or tie funding of divisional initiatives to related outcomes.
- The Academic Affairs Division has identified a Program Plan which includes improvements to existing programs through various credentials (embedded certificates and diplomas) and pathways. It also includes the implementation of new programs to the College as well.
- WITC has evaluated and has moved its Blackboard LMS to a hosted environment to provide stability and redundancy to the environment along with 24/7 software support services.
- The College has launched a cross-divisional task force to review needs and develop specifications for a Customer Relations Management system. This system will collect and provide data regarding various student and business information.
- The College will implement a comprehensive facility master plan which not only will continue to track facility needs as outlined by HVAC, roofing and paving zones but will also incorporate improvements in lighting, technology and security. These needs will be developed through a comprehensive series of input gathering sessions from various stakeholders.
- The College has evaluated and will be focusing the college's website information towards marketing prospective students and Business and Industry Training opportunities.

Category Six: Quality Overview

For over 15 years, WITC has been committed to a continuous quality improvement model with the agreement in 1998 to become a "Learning College." A guiding tenet of a learning college is that "Quality and Continuous Improvement is expected in all aspects of the College - quality and continuous improvement in people, processes, services, initiatives and projects are valued, encouraged, assessed, and expected throughout the college." This is further supported by the college vision of – An Innovative Journey - Education is a lifelong journey of learning and discovery. We embrace innovative theories, techniques, and technologies to ensure success in a changing world.

In 2007 WITC developed the Quality Improvement Steering Committee (QISC), whose purpose is to guide the principles and practices of systematic quality improvement for WITC. This committee provided leadership as the College first joined AQIP and has since been instrumental in promoting and implementing many aspects of WITC's continuous improvement journey. Since the formation of QISC, the quality concepts continue to be embedded throughout the College. This is seen through:

- Completion of eight AQIP Action Projects in both the 2009-2012 and 2012-2015 strategic plans
- Development of the Institutional Effectiveness division
- Creating college measures and divisional metrics was in direct response to a strategic issue in the 2012 Systems Appraisal
- Institutional Effectiveness leadership has moved to a vice presidential level in the College and taken on strategic planning and resource development under the division. The division also added the positions of a quality improvement coordinator and institutional effectiveness assistant
- 2015-2018 strategic plan has Strategic Metrics that are a subset of the College Effectiveness measures.
- The College benchmarks on a regular basis now in order to inform our analysis of data, including benchmarks of the WTCS, cohorts as part of the CCSSE and SSI, and the National Community College Benchmark Project

A culture of documenting results and analyzing those against benchmarks and/or trends has been increasingly incorporated into the day-to-day work of the college. As staff and faculty continue to keep results at the forefront, it is expected that the plan-do-study-act cycle will continue to evolve into deeper analysis and continued improvement. This cultural and operational shift has significant momentum resulting in greater levels of data-driven, informed decision-making. Processes described in this category meet the criteria for the "Systematic" moving towards aligned stage of systems maturity. The clear alignment of MVV with the strategic plan, action plans, and the corresponding budget process is the foundational element for planning and quality assessment in the College.

6P1 Quality Improvement Initiatives

Selecting, deploying, and evaluating quality improvement initiatives

In 2007 WITC developed the QISC, whose purpose is to guide the principles and practices of systematic quality improvement for WITC. This committee provided leadership as the College first joined AQIP and has since been instrumental in promoting and implementing many aspects of WITC's continuous

improvement journey. QISC's three goals are: 1) Encourage and support a culture of continuous improvement throughout the College; 2) Provide leadership to the College on AQIP pathway and accreditation requirements; and 3) Elevate emerging issues. QISC includes employees from all departments and work groups within the college. Membership specifics are available on table 6P2-1.

Four main ways the College selects, deploys, and evaluates quality improvement initiatives include strategic planning forums, the emerging issues process, AQIP action projects feedback, appraisals, and strategy forums, and by analyzing Collegewide survey results. QISC members are involved with all of the processes, representing all areas of the college in the selection, deployment, and evaluation of College initiatives.

As part of its strategic planning process (Category 4), the College holds separate forums for business and industry, employees, students, and community and education partners. Upon completion of the forums, all members of the QISC review the notes and look for themes. These themes then lead into the development of the strategic goals and action plans. Discussion of progress takes place at each QISC meeting.

The Emerging Issues (Chart 4P3-1) process allows WITC employees to submit new or emerging issues that may arise between strategic planning cycles or in response to new influences. QISC members share feedback via a discussion board before action is determined. QISC members report updates on emerging issues at all-staff meetings. Documentation and action are recorded and viewable to WITC staff through The Connection. Since the number of issues submitted has decreased, QISC is currently evaluating this process for improvement.

All AQIP Action Project chairs are members of QISC. QISC regularly receives updates on action projects, assists in analysis of systems appraisals, and members are chosen to attend strategy forums. After the 2012 systems appraisal and QISC analysis, ten key strategic issues and areas of potential improvement were identified and breakout sessions were scheduled during a Collegewide inservice to allow for feedback on strengths and opportunities from all faculty and staff. The 2012 Strategy Forum team used that feedback to charter three action projects in the following categories Valuing People, Helping Students Learn, and Measuring Effectiveness. These action projects will all be completed and the April 2016 Strategy Forum used similar processes to identify action projects for the future. The team that attends the Strategy Forum will, through QISC, further develop the charters into declarations and project implementations.

WITC has a number of collegewide surveys that are administered and analyzed on a regular basis: The CCSSE, The Noel-Levitz SSI, The CESS, WTCS Graduate Follow-Up Survey, WTCS Employer Follow-Up Survey, and the WTCS Longitudinal Graduate Follow-Up Survey. As part the College Effectiveness Measures, metrics for these surveys were developed by utilizing benchmarks from national small school cohorts, the National Community College Benchmark Project (NCCBP), or WTCS target where appropriate. The College Effectiveness Measures are available on The Connection and updates are provided at QISC and at each collegewide inservice.

Aligning the Systems Portfolio, Action Projects, Quality Check-Up, and Strategy Forums

WITC values widely integrated versus separate planning processes. Therefore, AQIP is a valuable tool in assuring continuous improvement in all planning. For example, strategic planning forums input is categorized in general following the AQIP categories. Two full time positions at WITC, the Quality Improvement Coordinator and the VP of Institutional Effectiveness, provide leadership for alignment and efficiency in these areas. The VP level assures that this alignment occurs throughout all planning activities including strategic, operational, and professional development. This structure along with QISC,

which is tri-chaired by the VP for Institutional Effectiveness, assures integration of AQIP Action Projects into the strategic plan alongside other strategic items. All strategic action items have a champion designated from the PC; therefore, in keeping with this strategy, each AQIP Action Project has a PC member as a co-chair to ensure executive sponsorship. The other co-chair and team members are recruited from throughout the college faculty and staff.

WITC had its most recent AQIP Quality Check-Up in October 2013. This visit validated that WITC had acted upon the Systems Appraisal in selecting action projects that could best move the college forward and is aligning all of its AQIP processes as well as integrating them into institutional planning as is shown on the WITC Strategic Planning Page on the College website.

6R1 Continuous quality improvement initiatives

The 2012-2015 Strategic Plan, which is now retired, had five goals and 95 action items. Of those action items, 70% were completed, 9% nearly completed, 8% discontinued, and 13% moved to the 2015-2018 Strategic Plan. AQIP Action Projects are denoted with a red star on the action item detail and summary pages. A detailed list is available on the WITC Strategic Planning Page on the College website.

Chart 6R1-1: 2012-2015 Strategic Plan completion summary
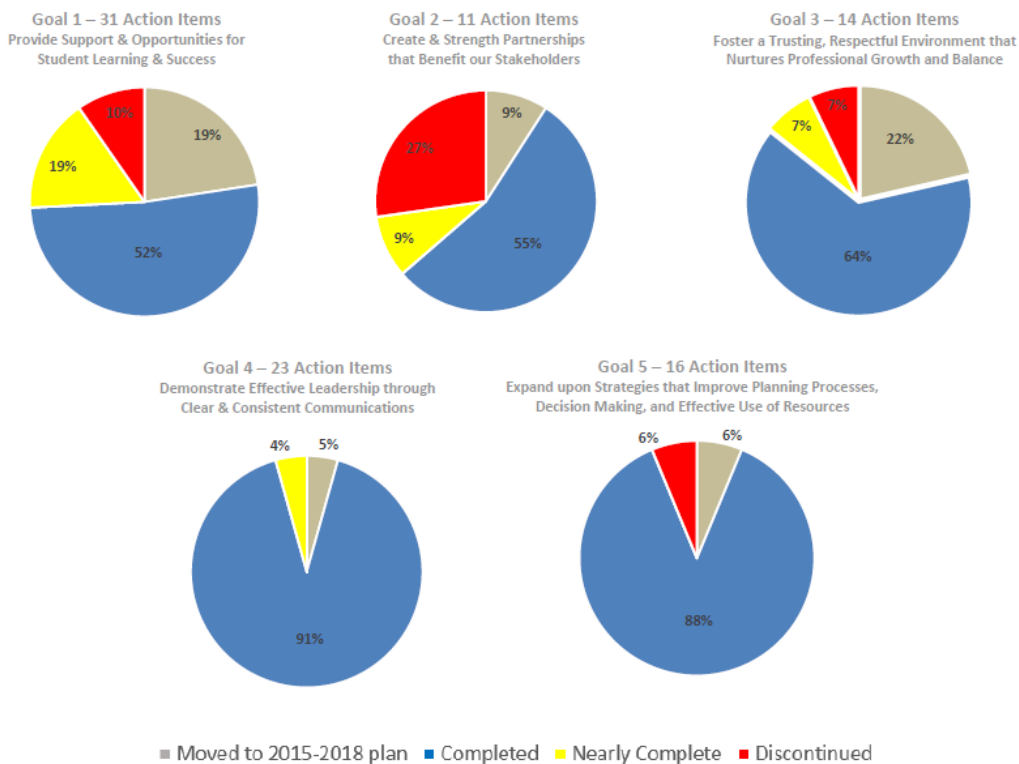
Through both the 2009-2012 and 2012-2015 strategic plans, WITC has completed eight AQIP Action Projects as shown in Table 6R1-2. An action project on creating college measures and divisional metrics was in direct response to a strategic issue in the 2012 Systems Appraisal. Ten areas of College Effectiveness Measures were determined (link to metrics on The Connection). Strategic Metrics for 2015-2018 (Chart 4R2-2), are a subset of these overall effectiveness measures. In addition, each of the six college divisions now have divisional metrics in place and have begun the process of regular monitoring by the associated VP and leadership team. The President now utilizes these metrics in divisional evaluation discussions.

The action project titled "Fostering a Culture Where All Employees are Valued," resulted in a re-focus on WITC on the Learning College tenets that were first adopted in 2002. In addition, WITC now has a standard measurement for employee satisfaction. The Noel-Levitz CESS was administered in March 2013 to establish baseline data, was administered in October 2015 to measure progress of action project goals, and in the future, will be administered on a three-year cycle with results being analyzed by QISC going forward.

In addition, as shown in 6R1-2, many initial action projects led into follow-up projects that came out as project results were analyzed and shared.

Table 6R1-2: AQIP Action Projects

AQIP Category	Action Project Title	End Date
Helping Students Learn	Aligning our Student Learning Assessment Initiatives	June 30, 2016
Valuing People	Fostering a Culture Where all Employees are Valued	December 30, 2015
Measuring Effectiveness	Developing Divisional and Collegewide Measurements	June 30, 2015
Leading and Communicating	E-Learning Training Resources for Faculty and Staff	June 30, 2013
Understanding Students and Other Stakeholders Needs	Enhance and Implement Web-Based Student Services	December 31, 2012
Helping Student Learn	Collegewide Outcomes Assessment Plan	January 1, 2012
Leading and Communicating	Develop Communication Strategies at WITC	June 30, 2011

Twenty-six items were submitted through the Emerging Issues process. As shown in Figure 6R1-3, 61% were resolved, meaning action may or may not have been taken, but consideration was given by QISC. Issues were submitted by all levels including support staff, managers, and faculty and five college divisions were represented. Some actions taken included a staff awards ceremony, a staff directory, an electronic scholarship management system, and business partnerships in St. Croix County.

Figure 6R1-3: Emerging Issues Summary

Emerging Issues 2010-2015

in Progress 8%
Not pursuing 23%
Monitoring 4%
Referred 4%
Resolved 61%
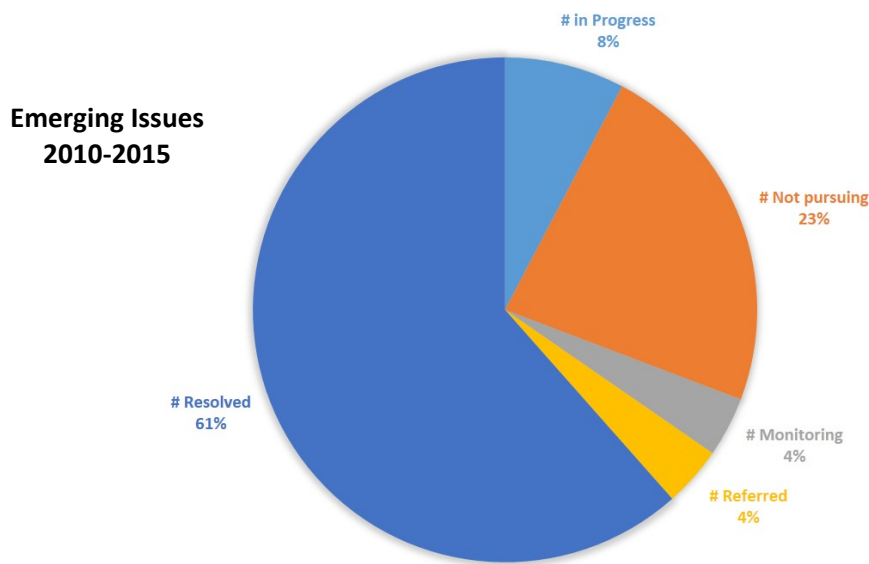
6I1 Improvement initiatives have been implemented or will be implemented in the next one to three years

Utilizing QISC and feedback from inservices has been crucial in prioritizing action plan items. This improvement allowed for more staff to have input on the direction of the action plan items and to have a better understanding of the strategic direction of the college. During our Strategy Forum in April, one new AQIP Action Project was developed and submitted (Table 6I2-1). As WITC continues the 2015-2018 WITC Strategic Plan, additional new AQIP Action Projects will be developed.

The 2015-2018 Strategic Metrics are new and came about under alignment of strategic planning and college effectiveness measures. These have been well received by the College as helping to provide prioritization to projects based upon their effect on strategic metrics. These six metrics and the three year targets are published on the WITC Strategic Planning webpage and progress is shared with WITC employees during each College inservice. The challenge to meet the enrollment goals aligned with these metrics will continue to be a focus of the College due to declining enrollment at the area high schools, along with lower unemployment, which tends to lead to lower enrollment.

As mentioned, the number of employees submitting emerging issues has decreased greatly from its inception. In 2010, the first year of implementation, 15 emerging issues came forward. In 2015, there was just one. This is recognized as a challenge that needs improvement. The Emerging Issues Taskforce, a subcommittee of QISC, designed and recommended an updated process that was approved by QISC in September 2016 for communication to all staff and will "go live" in December 2016.

Based on recommendation from the Action Project Committee, titled "Fostering a Culture Where All Employees are Valued," the College has created three learning modules that new managers will complete: Communication, Culture, and On Course for Managers. The committee also suggested and HR agreed, to a standing committee to address employee health care benefits.

6P2 Culture of Quality

Developing an infrastructure and providing resources to support a culture of quality

For over 15 years, WITC has been committed to a continuous quality improvement model with the agreement in 1998 to become a "Learning College." A guiding tenet of a learning college is that "Quality and Continuous Improvement is expected in all aspects of the College - quality and continuous improvement in people, processes, services, initiatives and projects are valued, encouraged, assessed, and expected throughout the college." This is further supported by the college vision of – An Innovative Journey - Education is a lifelong journey of learning and discovery. We embrace innovative theories, techniques, and technologies to ensure success in a changing world.

Chart 6P2-1: QISC Membership

QISC Membership by Division - 7/1/2016

QISC Membership by Location - 7/1/2016
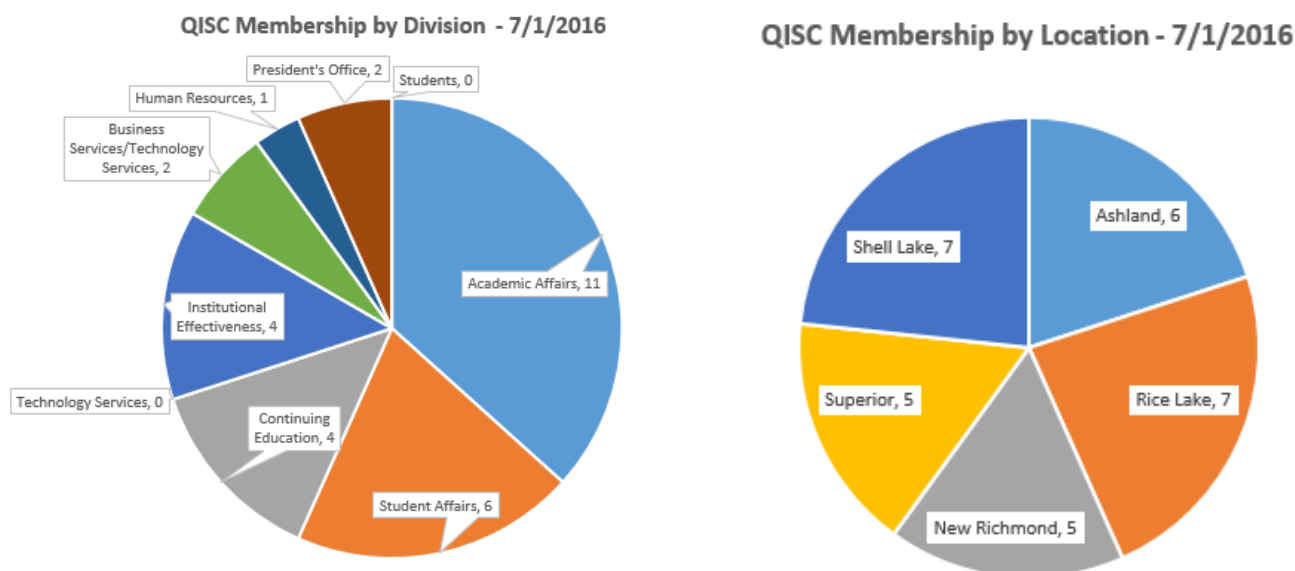
After training and development were completed, a structure was built that included dialogue groups at each campus that fed input and feedback into the local Learning College Steering Committee (LCSC). Members of the campus LCSCs brought the campus input and feedback to the collegewide Learning College Coordinating Council (LC3). In 2007, when WITC joined AQIP, the LC3 became the QISC which still operates today. QISC is currently a 30-member committee consisting of a conscious blend of faculty, staff, administration, and students with balanced representation from the multiple WITC locations. (Figure 6P2-1) QISC is the coordinating body that manages the overall quality improvement culture and processes including strategic planning, accreditation, and emerging issues—many of which were explained in 6P1.

The Committee, tri-chaired by the President, a faculty or staff member, and the VP of Institutional Effectiveness whose office oversees the processes and funding allocated to support continuous improvement has goals, functions, and tasks that are listed on the Committee Approval form most recently updated October, 2015.

Table 6P2-2: QISC Goals, Functions, and Tasks

Goals	• Encourage and support a culture of continuous improvement throughout the College • Provide leadership to the College on AQIP pathway and accreditation requirements • Elevate emerging issues
Functions	• Provide input on the selection and progress of AQIP action projects • Communicate continuous improvement activities throughout the College and the community • Utilize existing College committees and/or new committees to help carry out continuous improvement processes • Provide broad-based feedback regarding emerging issues and their resolution • Align strategic planning with the College's continuous improvement activities

Tasks	• Work as a team to assess WITC's processes in relationship to principles and practices of systematic quality improvement • Become more knowledgeable about college procedures • Enhance the productivity and effectiveness of college business processes • Work with PC to create a more positive, efficient, and effective environment • Provide input regarding the College's AQIP activities • Provide input regarding emerging issues and their resolution

In 2010, the College created the Institutional Effectiveness division whose mission is to "provide leadership and coordination in measuring College success using a systematic, data-driven, continuous-improvement model to document the comparison of institutional performance to institutional purpose." The position of Quality Improvement Coordinator was added to the Division in November 2013 to assist in coordination, follow-up, and assessment of continuous improvement processes and measurements including strategic planning, academic program review, college and specialized accreditations, and AQIP.

Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations

Since WITC's commitment to the Learning College, continuous improvement, and AQIP, the College has invested considerably in training and development to instill the values of continuous improvement into the day-to-day culture. This began with training by Terry O'Banion, author of _A Learning College for the 21st Century, 1997,_ and former President of the League for Innovation; as well as Sandy Shugart, President at Valencia Community College, the first recipient of the Aspen Prize for Community College Excellence. It continued with faculty and staff inservices with Stephen Spangehl, founder and former director of AQIP, providing knowledge and direction in beginning our AQIP journey.

Each year, WITC holds two half-day and one full-day faculty and staff inservices. These are often used to gather input, feedback, or foster discussion on action projects, systems portfolios and appraisals, strategic plans, metrics, and plans for strategy forums. QISC members often make presentations or help facilitate the sessions and logistics. For example, in 2015-2016 the completion and results of three current AQIP action projects were done at each of three inservices—August, October, and February. In addition, preparation for this portfolio and strategy forums were discussed. Evaluations are completed by staff after each of these inservices and responses analyzed by PC and session presenters to determine improvement areas for the next inservice. This type of communication flow instills a baseline culture of planning and continuous improvement over the long term.

In October of 2012, WITC administered an HLC AQIP Quality Culture survey to all staff and was then told the survey results could not be made available due to legal issues. This caused some mistrust throughout the College with some employees thinking the results were being kept secret. To address this, the action project on "Fostering a Culture Where All Employees are Valued" began with administering the Noel-Levitz CESS and a cross-functional action project team analyzed all results. In doing so, the team realized that much of the results pointed back to the Learning College Tenets that were first adopted in 2002. This committee decided to focus its work on reintroducing and reintegrating these tenets into the College's day-to-day language. This showed a recommitment to being a Learning College which holds continuous improvement as a key value. These tenets are listed in table 6P2-3 and available on the WITC website.

Table 6P2-3: WITC Learning College Tenets

WITC is on an innovative journey to enhance and promote our mission of "Learning First." The college will apply these Learning College tenets to continuously improve our programming and services. CWO
• Quality and continuous improvement are expected in all aspects of the college. • Learning environments are created and nurtured to maximize personal success. • Decision-making is collaborative and research based. • Leadership is based on talent and vision. • All individuals are valued. • Students and staff are both teachers and learners. • Diversity is respected and embraced. • Dialogue takes place in a safe, open, empathetic, and respectful environment. • Risk-taking is encouraged.

Institutional Effectiveness promotes the integration of continuous improvement activities into the operations of the college through college effectiveness metrics, divisional metrics, academic program review, divisional unit reviews, process improvement activities, and through accreditation activities. As an institution, WITC attempts to work systematically to improve the performance through the following processes (5.D.1):

- The College utilizes a modification of the PDCA cycle. This process develops a Strategic Plan that has a three-year implementation horizon. Strategic Plan action items are brought to fruition through the annual operational budget planning, divisional goal setting processes, and communicated through Collegewide means.
WITC Strategic Planning web page
- The Academic Program Review process includes a self-study, comparative analysis, and improvement plan. Each review team is led by a faculty chair and consists of students, advisory committee members, general studies faculty, and student services representatives. [1P2]
Academic Program Review web page
- WITC conducts multiple surveys and makes the results public. These surveys are analyzed for continuous improvement purposes and communicated to our public, The Board, and staff.
Links to surveys on WITC website

A former "AQIP Newsletter" has been revised to a "Quality Improvement Newsletter" and provides semi-annual updates on all continuous improvement activities at the college. Members of the QISC, AQIP Action Project and Strategic Planning Action Item teams, and divisional leadership are invited and encouraged by the Quality Improvement Coordinator to submit ideas and articles of current or recent improvements. The newsletter always includes a note from the President to confirm the College's commitment to continuous improvement and includes links to the strategic plan and action projects through The Connection. A message is also put on The Connection's home page that the newsletter is now available (link to latest newsletter).

Ensuring the institution learns from its experiences with CQI initiatives

A key aspect to continuous improvement is measuring performance and then analyzing the results of that performance to determine ways to improve. WITC has focused on building key measures for processes that help to define what we consider "success." Many of these measures include external benchmarks as previously discussed. All metrics are now in place to be recorded and analyzed on a repeatable basis in order to provide trend data for analysis. Also recently implemented are new tools in non-instructional areas to assist in collecting data that does not directly relate to our student and financial systems. *Aristotle* is a software program that gathers data and composes utilization reports to

monitor user analytics to help determine effectiveness and efficiencies of technology resources. As the culture of continuous improvement grows, additional tools are being developed and utilized to help us monitor and analyze processes and procedures to be more effective.

As mentioned throughout the portfolio, WITC uses multiple continuous improvement processes to learn from our strategic and operational actions experience (5.D.2). The College prioritizes data selection based upon its strategic, operational, and program planning processes which are variations of cycles of PDCA. The College applies what it has learned through its analysis to improve its institutional effectiveness as a whole and individually. Some of those processes include strategic planning, operational planning, program viability, facility inventory and utilization, academic program review, environmental scanning, membership in the EAB, and WTCS and national survey administration.

Reviewing, reaffirming, and understanding the role and vitality of the AQIP pathway – within the institution

With the continuous improvement journey mentioned above, becoming a member of AQIP was a natural alignment for WITC. Upon being admitted to AQIP in 2007, the College has since committed to using the tools provided by the pathway for prioritizing, supporting, and advancing many institutional initiatives. Some of these have been designated as AQIP action projects which automatically become Strategic Plan Action Items, if they are not already.

A strategic issue in our last systems appraisal, for example, was the need to improve the use of measurements to evaluate effectiveness. This became a key institutional AQIP Action Project/Strategic Action Item. This action item started a paradigm shift at the College to become more measurement/results oriented. The priority for this project was heightened because it was listed as a systems appraisal strategic issue, was designated as an AQIP action project, and required submission of updates for peer reviews. These processes moved this forward much more quickly than might have happened otherwise. Due to this, the College is now utilizing a set of standardized measurements to inform our analysis of processes and to assist in prioritizing resource allocations. In addition, the new strategic plan has Strategic Metrics that are a subset of the College Effectiveness measures. All high-level, institutional strategies are now required to point towards one of those measures.

6R2 Continuous quality improvement to evidence a culture of quality

In preparation for the upcoming strategy forum, at a recent QISC meeting, the link of AQIP Action Projects over the years was shown. This showed the Plan-Do-Study-Act cycle in action as the analysis of original projects often generated the consideration of additional or off-shoot action projects. An example would include the 2008-2012 action project in defining CWO and an associated assessment plan. As that action project came to a close, it was determined it was necessary to align that plan with other assessment initiatives and a new action project was developed entitled "Aligning our Student Learning Assessment Initiatives." This project is not only attempting to align all initiatives that relate to student learning assessment, but also refining the CWO identified and assessed in the former plan.

An initial AQIP action project on Communication, spawned multiple projects as shown in figure 6R2-1. including an AQIP Action Project of e-Learning Training Resources for Faculty and Staff as well as two other strategic projects that directly affected internal communication—1) The Connection, the WITC intranet and 2) Office Communicator, WITC's internal videoconferencing tool.

Figure 6R2-1: PDCA in AQIP action projects
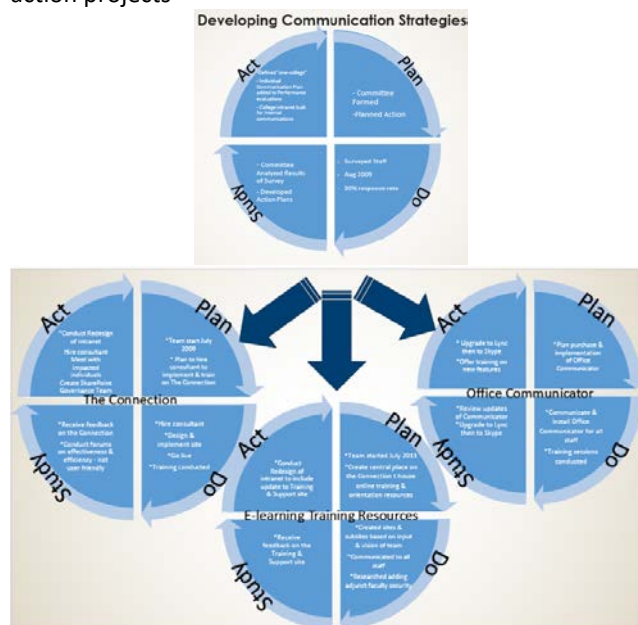
First administered in 2013, the Noel-Levitz CESS includes the question "Efforts to improve quality are paying off at this institution." Results from 2013 and 2015 (Table 6R2-2) show that even though importance and satisfaction to WITC staff have both increased, the gap between importance and satisfaction has significantly decreased from 1.27 to 0.80. In addition, this positive result is reinforced by looking at the comparison cohorts where in 2013, WITC's gap was higher than the cohort group whereas in 2015, WITC's gap is also significantly lower than the comparison cohort.

Table 6R2-2: CESS - Efforts to improve quality are paying off at this institution

	Importance	Satisfaction	Gap
WITC 2015	4.52	3.72	0.80
Comparison Cohort 2015	4.49	3.36	1.13
WITC 2013	4.44	3.18	1.27
Comparison Cohort 2013	4.46	3.41	1.04

The Academic Program Review process (1P2) cycles all credit programming through a review process on a regular basis with resulting improvement plans in place.

The College benchmarks on a regular basis now in order to inform our analysis of data. Benchmarks include the WTCS, cohorts as part of the CCSSE and Noel-Levitz SSI, and the National Community College Benchmark Project. Although some of these metrics and benchmarks are relatively new, WITC has been committed to some of our national surveys for many years—CCSSE (2002, 2003, 2005, 2007, 2009, 2011, 2013, 2015) and Noel-Levitz SSI (2005, 2008, 2010, 2012, 2014, 2016). These set the stage for adding additional surveys and benchmarks to round out the college effectiveness measurements to include areas outside of student surveys, and these benchmarks are now built into our College Effectiveness Measures, our Divisional Metrics, and our Academic Program Review statistical analysis.

The Institutional Effectiveness division is provided with the resources to oversee the processes and procedures necessary to ensure the continuous improvement processes mentioned in this portfolio. In addition, our membership with EAB provides us with a source for current, up-to-date research on data and best practices to utilize when acting on our targeted priorities.

6I2 Improvements to the quality culture have been implemented or will be implemented in the next one to three years

QISC purposes, goals, and tasks are being analyzed to determine the best use of this cross-functional resource. In addition to QISC evaluating the emerging issues process in 2015-2016 for improvements, the committee will also be providing analysis of additional collegewide survey results including CESS, CCSSE, Noel-Levitz SSI, and perhaps inservice evaluations.

Since the last portfolio, the Institutional Effectiveness leadership has moved to a VP level in the College and taken on strategic planning and resource development under the division. The addition of two positions since the last portfolio—a Quality Improvement Coordinator and an Institutional Effectiveness Assistant—shows the College commitment to the continuous improvement and accountability. In addition, Institutional Effectiveness is the contact for the College's new membership in EAB, a research-based advisory board that is a resource for the newest information in higher education.

Now that divisional metrics have been established, a 2015-2018 strategic plan item includes developing a non-instructional/divisional unit review process as well as Institutional Effectiveness becoming a resource center for quality improvement resources and training including process mapping, lean systems, and facilitation.

As stated earlier in this portfolio, in the 2015-2016 year, the College completed three long-term AQIP Action Projects. Through these, an ongoing process for measuring results collegewide, strategically, and divisionally have been put in place, a three-year cycle and standard process for measuring employee satisfaction is in place, and the multiple methods of assessing program and student learning have been aligned. Through our strategic planning and AQIP Strategy Forum, one new collegewide action project was recently selected to have AQIP Action Project status and the accompanying peer review. A second and third action project will be selected by December 2016.

Table 6I2-1: Current AQIP Action Projects

AQIP Category	Action Project Title	End Date
Planning and Leading	Strengthening and Enhancing Collaboration of Collegewide, Campus Teams	June 30, 2017

A culture of documenting results and analyzing those against benchmarks and/or trends has been increasingly incorporated into the day-to-day work of the college. As staff and faculty continue to keep results at the forefront, it is expected that the PDCA cycle will continue to evolve into deeper analysis and continued improvement.