

Systems Appraisal Feedback Report

An AQIP Pathway Report Completed In Response to a Systems Portfolio Submitted by

1864 Wisconsin Indianhead Technical College

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1864 Wisconsin Indianhead Technical College

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I. Reflective Overview

Upon completing its review of the Institutional Overview and Category Introductions included in the Systems Portfolio, the Systems Appraisal team formulates its understanding of the institution, the institution's mission, and the constituents served. This understanding is conveyed in the following Consensus Reflective Statement. Additional team insights are also summarized here in relation to the six AQIP Pathway categories.

Reflective Overview Statement

Overall: Wisconsin Indianhead Technical College (WITC) is a public two-year institution that is part of the sixteen college Wisconsin Technical College System (WTCS). It serves a geographical district in northwest Wisconsin that covers 10,500 square miles serving a population of 316,923; 286 towns, villages, and cities; and 45 K-12 school districts. It has embraced a One-College philosophy for its four Comprehensive Campuses (Ashland, New Richmond, Rice Lake, and Superior), two outreach centers (Hayward and Ladysmith), and an Administrative Office located at the center of the district in Shell Lake. Its Mission is "Learning First - Learning is our passion." As Northwest Wisconsin's leader in technical education, WITC creates dynamic opportunities for career preparation and personal effectiveness. Driven by the vision - "An Innovative Journey: Education is a lifelong journey of learning and discovery." The college is committed to making all experiences meaningful and professional. WITC embraces innovative theories, techniques, and technologies to ensure success in a changing world and the five values: Empowerment, Excellence, Innovation, Integrity, and Collaboration. Annually about 20,000 (1 in 16) residents take classes in over 60 programs. WITC has 1000 employees and over 5,000 (2,214 FTE) credit students in allied health, business, family/consumer services, general studies, nursing, public safety, and trade/technical.

Category Summary Statements

Helping Students Learn: WITC focuses on providing opportunities for career preparation and personal effectiveness. Faculty work with advisory committees and the WTCS Technical Skills Attainment (TSA) initiative to ensure the career opportunities and program outcomes are identified, developed, validated, and revised. WITC's College Wide Outcomes (CWO) are universal in nature and are intended to develop personal awareness, career effectiveness, and professionalism in the College's graduates. WITC is part of Wisconsin's Comprehensive School Counseling Model which includes a Career Pathway plan from high school through the postsecondary experience based on 16 Career Clusters. Shorter credentials have outcomes focused on a particular skill set with the

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skills only representing a portion of the entire program. Many of the processes in this category appear to be in the early stages of implementation.

Meeting Student & Other Key Stakeholder Needs: WITC provides services for and collaborates with a diverse group of constituents including adults, recent high school graduates, dual-enrollment high school students, Adult Basic Education students, incumbent workers, veterans, and displaced workers. New students and stakeholders are identified through demographics, and occupational and industry trends. Enrollment has declined and has led the College to focus on the development of new programming and parts of the admissions process that might be negatively impacting access. A key challenge identified by the College is the fluctuating definitions of “online” and “traditional” students. Most of the processes in this category focus on student stakeholders.

Valuing Employees: WITC has a total of 606 employees of which 322 are faculty (177 full-time and 145 part-time), 184 are support staff (147 full-time and 37 part-time), and management (91 full-time and 9 part-time). WITC demonstrates a commitment to the hiring, development, and evaluation of faculty, staff, and administrators consistent with meeting the College’s strategic goal of “Foster a Learning and Working Environment that Encourages Trust, Respect, and Professional Growth.” All talent acquisition activities follow the Guidelines for the Recruitment and Selection of Staff, and the College’s employee evaluation process supports and encourages year-round dialogue between employee and supervisor. The evaluation processes appear not to include adjunct faculty. College Employee Satisfaction Survey results suggest the College could improve upon its overall professional development employee satisfaction rating.

Planning and Leading: The Board uses a Carver Policy Governance model (which delineates the Board’s role as focused on ends while delegating operations to the administration) to ensure the College is appropriately supporting its MVV, thereby targeting its efforts towards providing high quality and valuable post-secondary education experiences throughout Northwest Wisconsin. WITC’s explicit, predictable strategic planning process occurs on a five-year cycle resulting in a four-year (inclusive) plan and is a driver in the College’s approach to serving and engaging internal and external stakeholders. The College is focusing on enrollment in the current 2015-2018 strategic plan, while recognizing that retention and graduation are strengths of the College.

Knowledge Management & Resource Stewardship: 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 takes seriously its commitment to be a responsible steward to the taxpayers of the College. Fiscal integrity is demonstrated by consistently high ratings from external auditors, state regulators, and federal granting agencies. WITC uses a decentralized model for budgeting and financial management. Resources are allocated through the budgeting

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process to individual divisions headed by a corresponding VP. The College's 2016 operating budget is \$47.1M with a capital budget of \$12.4M. Healthy reserves and a balanced annual budget, required by state statute, allow both operational and capital resources to be directed toward hiring, maintaining, and enhancing the quality of instructional and non-instructional staff and supporting an ongoing investment in facilities, equipment, and infrastructure. The WILM consortium enhances the quality and efficiency of college technology and related systems

Quality Overview: WITC has drawn on Terry O'Banion's concept of a "Learning College," that a college's purpose is not to transfer knowledge, but to create environments that bring students to discover and construct knowledge for themselves and Quality and Continuous Improvement is expected in all aspects of the College. WITC has been committed to continuous quality improvement since 1998. WITC's Quality Improvement Steering Committee (QISC) was chartered in 2007 to guide the principles and practices of systematic quality improvement and serves as the leadership team for AQIP. 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. The College has demonstrated its continuing commitment by adding staff positions focused on quality and continuous improvement.

II. Strategic Challenges Analysis

In reviewing the entire Systems Portfolio, the Systems Appraisal team was able to discern what may be several overarching strategic challenges or potential issues that could affect the institution's ability to succeed in reaching its mission, planning, and overall quality improvement goals. These judgments are based exclusively on information available in the Systems Portfolio and thus may be limited. Each item should be revisited in subsequent AQIP Pathway reviews, such as during the Comprehensive Quality Review (CQR) visit.

Strategic Challenge:

Processes for establishing goals and targets and selecting multiple appropriate measures and tools are the foundation of effective assessment and data-informed decision-making which are cornerstones of quality improvement. Emphasis should be placed on direct measures of quality and not just quantity. Staying focused on this foundation is critical as WITC continues on its quality journey.

Strategic Challenge:

A repeated, systematic, robust analysis of data obtained from the measures and tools and effective communication of the results are key components of data-informed

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decision making. Establishing these processes is a necessary step as WITC aspires to move to higher levels of maturity.

Strategic Challenge:

Use of comparative and benchmark data from inside and outside of academia and internal trend data is necessary for the institution to determine if it is meeting its goals and is performing at levels consistent with high-quality institutions. Developing these data sets will provide valuable input to allow WITC to gauge its progress and maturity in comparison to other institutions and its own aspirations.

Strategic Challenge:

Closing the loop by clearly showing how results from the prior cycle(s) of planning and doing, inform/improve the next level of learning and effectiveness—including greater attention to alignment between processes, results, and improvements—is the *culmination* of the PDCA process. This is essential if WITC seeks to translate its considerable investment in improvement activities into sustainable quality improvement.

Strategic Challenge:

In academia the ultimate continuous quality improvement process fosters the integration of AQIP, other improvement activities, assessment, budgeting and Strategic Planning processes. WITC has a challenge to more fully demonstrate that they have integrated these processes.

Strategic Challenge:

WITC has developed a number of processes to support its ongoing academic and nonacademic operations and quality improvement program. An important part of developing effective processes is to periodically evaluate the process to determine if it is appropriately addressing the intended issues and remains the best practice for the institution. WITC has a challenge to develop evaluation procedures for its processes.

III. AQIP Category Feedback

As the Systems Appraisal team reviewed the Systems Portfolio, it determined for each AQIP Pathway category the stages of maturity for the institution's Processes and Results. These stages range from "Reacting" to "Integrated" and are described in Appendix

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A. Through use of the maturity stages and its analysis of the institution's reported improvements, the team offers below summary feedback for each AQIP Pathway category. This section identifies areas for further improvement and also possible improvement strategies. In addition to the summary information presented here, Appendix B conveys the team's specific feedback for all Process, Results, and Improvement items included in the institution's Systems Portfolio. Appendix B is structured according to the "New Systems Portfolio Structure and AQIP Categories" document which is available on the Commission's website. The summary feedback below, and the detailed feedback offered in Appendix B, is based only upon evidence conveyed in the Systems Portfolio. It is possible that the institution has additional information on specific Processes, Results, and Improvements that was not included in the Systems Portfolio. In such instances, the institution should plan to provide this evidence in a future AQIP Pathway review process such as the CQR visit.

Category One: Helping Students Learn

Based on the systems portfolio WITC is at the Systematic level in most areas. Given the structure provided by and requirements of the WTCS, the institution's processes pertaining to program development and assessment are more mature than those for its common degree outcomes. There are indications that WITC has a number of processes in place that allow it to gather data. However, it is not clear if these processes are explicitly documented, repeatable, and evaluated to ensure that they are performing as intended. There is evidence that WITC has made progress since it abandoned its original college wide assessment plan and the college wide measures. Because of this fairly recent decision, it appears that much of the work within this document tied to the CWO process has been accomplished recently. This has resulted in a lack of data collection on several components and a lack of interpretation and use of the data that has been collected on others.

Category One Strategic Issues

As an institution develops new/improved processes in the areas of assessment and program review it is important that it periodically reviews its progress to determine if the development of the new processes is resulting in procedures that will be a best practice for the institution. At times it's necessary to halt the process to make needed adjustments. However it is equally imperative that the inclination to continue to make minor adjustments in the pursuit of the perfect process and thus delay the implementation of the new process be avoided. It is crucial that the College, which

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stopped the original Academic Program Review process in fall 2015 and revised the model in 2015 - 2016, follows its schedule to develop new rubrics and revise the process to correct any identified weaknesses in 2016-2017. This should support implementation in 2017-2018. In addition, WITC has been experimenting with assessment models since attending the assessment Academy 2007, which was followed in January 2008 by an AQIP action project "College Wide Outcomes Assessment Plan.". WITC is currently revising its College Wide Outcomes assessment process with the creation of the new Employability Essentials with planned implementation in the 2017-2018 academic year. If the schedules are met WITC will have completed multiple PDCA cycles in time for the next reaffirmation in 2020 – 2021.

Category Two: Meeting Student & Other Key Stakeholder Needs

WITC appears to have systematic processes that focus on determining, understanding and meeting the needs of student stakeholders, but similar processes for key external stakeholders are less well-defined, and therefore, less mature. Measures, and subsequently results, are often not aligned with measuring the outcomes of the processes described, or in some cases, measure quantity rather than measuring the quality or effectiveness of the processes. Because of the lack of alignment between measures and processes, improvements appear to be identified arbitrarily rather than through a regular assessment-driven improvement process. There is no evidence that the processes are periodically evaluated to determine that they remain the best.

Category Three: Valuing Employees

While WITC generally has systematic processes for the hiring, development and evaluation of faculty, staff, and administrators, processes for ensuring sufficient numbers of faculty and support staff as well as ensuring satisfaction of faculty and staff are less well-defined and therefore less mature. In addition, processes for measuring results were typically reacting. WITC relies heavily on indirect measures and measures of quantity in their evaluation of hiring, development, and evaluation of faculty and staff processes. Throughout the category, snapshot data were presented. Subsequently, results measure quantity rather than measuring the quality or effectiveness of the processes. In some cases summary results for measures and outcomes identified as measuring a particular process were not provided in the portfolio. The College is in the process of developing new processes in this category, however, the process is based on limited tools, measures or

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repeatable actions within process. The College would mature in this category if it includes more tools and measures for a stronger more comprehensive perspective for improvements.

Category Four: Planning and Leading

Primarily through its strategic planning process, WITC has generally systematic processes of planning and achieving its mission and vision. The processes of planning and leading while systematic, appear to be top down in nature. The lack of procedures for measuring the effectiveness of the processes lead to lower maturity. For example, the specific process steps for the strategic planning are not outlined. In many instances, results were either not provided or were provided but were not the results for the measures/outcomes that were identified. Additionally, the results provided frequently do not match up with the processes described in the subcategories. Much of what WITC accomplishes in this category is either prescribed by the state system, Wisconsin statute, or contained in Board policy. The College has an opportunity to fully define processes that are routinely evaluated.

Category Five: Knowledge Management & Resource Stewardship

WITC has multiple aligned processes including risk management, and building and monitoring budgets for the areas examined under knowledge management & resource stewardship. However it is unclear who specifically participates in many of the activities and what criterion are used. In addition, there do not appear to be plans in place to periodically evaluate the processes to determine if they still best serve the institution. WITC relies heavily on measures of quantity rather than measures of quality or effectiveness in their evaluation of the fiscal, physical, technological and information infrastructures. For example, the volume of help desk tickets doesn't necessarily measure the quality of help desk processes.

Category Six: Quality Overview

WITC has a long history of being involved in quality improvement, and has demonstrated a commitment using quality improvement as one of the drivers of college decision-making. Opportunities appear to be provided for members of the college community to participate in the quality processes, but it is unclear what the

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breadth and depth of participation is at the institution. While WITC is committed to the development of Continuous Quality Improvement culture, it may be able to achieve further maturity by more explicitly stating the processes for prioritizing and evaluating continuous quality improvement efforts. With the hiring of two additional FTE staff in the Office of Institutional Effectiveness and the rise of the OIE leadership to the VP level, WITC now has the structure and support to comprehensively measure processes, which if done appropriately, will provide results to identify process improvements. A logical next step could be measure the level of commitment to quality improvement of the entire college.

IV. Accreditation Evidence Screening

Since AY2012-13, Systems Appraisal teams have screened the institution's Systems Portfolio evidence in relation to the Criteria for Accreditation and the Core Components. This step is designed to position the institution for success during the subsequent review to reaffirm the institution's accreditation. In order to accomplish this task, the Commission has established linkages between various Process/Results questions and the twenty-one Core Components associated with the Criteria for Accreditation. Systems Appraisal teams have been trained to conduct a "soft review" of the Criteria/Core Components for Systems Portfolios completed in the third year of the AQIP Pathway cycle and a more robust review for Systems Portfolios completed in the seventh year. The formal review of the Criteria and Core Components for purposes of reaffirming the institution's accreditation occurs only in the eighth year of the cycle and is completed through the CQR visit, unless serious problems are identified earlier in the cycle. As part of this Systems Appraisal screening process, teams indicate whether each Core Component is "Strong, clear, and well-presented"; "Adequate but could be improved"; or "Unclear or incomplete." When the Criteria and Core Components are reviewed formally for reaffirmation of accreditation, peer reviewers must determine whether each is "Met," "Met with concerns," or "Not met."

Appendix C of this report documents in detail the Appraisal team's best judgment as to the current strength of the institution's evidence for each Core Component and thus for each Criterion. It is structured according to the Criteria for Accreditation and supporting documents that can be found on the Commission's website. Institutions are encouraged to review Appendix C carefully in order to guide improvement work relative to the Criteria and Core Components. Immediately below the team provides summary statements that convey broadly

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its observations regarding the institution's present ability to satisfy each Criterion as well as any suggestions for improvement. Again, this feedback is based only upon information contained in the institution's Systems Portfolio and thus may be limited.

Criterion One. Mission:

- The institution provides specific evidence that its mission is clear and articulated publicly and it guides the institution's operations .During each strategic planning cycle, the MVV are reviewed at public forums. In addition, WITC's mission, vision, and values are available to internal and external audiences on the College website, The Connection, social media, student handbook and catalog. Support for this criterion will be enhanced by a description of how support services and enrollment profile are consistent with and aligned with mission.
- In order to assure that actions and decisions reflect an understanding that WITC serves the public, the institution uses its strategic and operational planning processes to confirm that resources are allocated appropriately and educational mission and programs meet the expectations of the community. Support for this criterion will also be enhanced by evidence for how the mission document or documents identify the nature, scope, and intended constituents of WITC's higher education programs.
- WITC documents that the institution addresses its role in a multicultural society including that the current and the new model for CWO includes valuing diversity as an outcome for all students.

Criterion Two. Integrity: Ethical and Responsible Conduct

- The institution presents itself clearly and completely to its students and to the public through an easily navigable website that serves as the repository for information about requirements, program offerings, costs, accreditation, programs, faculty and staff, student costs, control and accreditation and The Board.
- The Employee Code of Ethics (G-183) outlines a framework to assist employees in understanding expectations. The Board's policy and Code of Conduct define the legal and ethical responsibilities of the Board. Support for this criterion will be enhanced by an explanation of how the Board preserves its independence from undue influence from external parties. Board oversight is established through the institution's governance policies.

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- The Board delegates authority to the President who is responsible for the management of the College. Board policy establishes regularly reporting from the President to the Board on the operations of the College. The Board information, including governance documents, are found on the “About WITC” link on the website. Support for this criterion will be enhanced by additional information about how the academic matters are delegated to faculty.
- Support for this criterion will be enhanced by additional information about the governing board’s deliberation and decision-making processes outside of the strategic planning process including description/examples of how the Board’s deliberations reflect priorities to preserve and enhance the institution, and how the Board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.
- The College’s Employee Handbook Section 6.28 covers the freedom for faculty to present the truth as he/she understands it. Support for this criterion will be enhanced by additional information on the processes faculty members might use if they believe their freedom of expression and pursuit of truth is compromised and the processes the college uses to ensure that their policies and procedures are adhered to by the WITC community.
- The College has an academic integrity enforcement policy, but support for this criterion will be enhanced by additional information on how the College identifies and tracks violations of its academic integrity policy. The College’s student code of conduct establishes the expectation of ethical learning and research practices for students. Support for this criterion will be enhanced by additional information on how students are offered guidance in the ethical use of information resources.

Criterion Three. Teaching and Learning: Quality, Resources, and Support

- The program advisory committees are one vehicle by which program outcomes are reviewed for relevancy and are aligned with program workplace needs.
- The College uses the same syllabi, course learning outcomes, and credentialing standards regardless of modality. Support for this criterion will be enhanced by evidence of how these processes are assessed to determine if they result in equivalent program rigor and consistent outcomes across all modalities and locations.
- WITC has College Wide Outcomes (CWO) that are universal in nature and are intended to develop personal awareness, career effectiveness, and professionalism. Information on the philosophy in which the general education program is grounded or the framework

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developed by the institution or adopted from an established framework used to develop the general education, would enhance the evidence for this criterion

- WITC's mission does not include scholarly research and publication for its faculty and students; therefore, these activities are not included as outcomes. This does not relieve the institution of the requirement to engage students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; or in developing skills adaptable to changing environments.
- The institution provides support for student learning and effective teaching. While WITC gives the information about how many faculty members and class sizes, support for this criterion will be enhanced by information on how the College determines whether these numbers are sufficient for faculty to carry out both classroom and non-classroom roles. WITC has established minimum credentialing qualifications for faculty, including those in dual credit. Faculty participate in the FQAS which provides initial training upon entering the teaching profession and provides ongoing professional development in a variety of ways. However, support for this criterion will be enhanced by a description of the criteria used to establish minimum qualifications and how and by whom the FQAS is managed.
- The College uses its hiring processes to ensure non-academic student support staff members are qualified.
- The institution furnishes evidence that it provides support for student learning and effective teaching. Including the range of placement tests it uses to determine whether students are underprepared. 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 nonacademic services by counselors based on their specific need.
- Student activities and student organizations are considered part of the WTCS and WITC total educational mission. Though a broad variety of co-curricular opportunities are available to WITC students, which are considered part of the WTCS and WITC total educational mission, support for this criterion will be enhanced by presentation of results of assessment of co-curricular activities that demonstrates that they contribute to the educational experience of students

Criterion Four. Teaching and Learning: Evaluation and Improvement

- The institution has been working on developing assessment and program review processes to demonstrate it takes responsibility for the quality of its educational programs. It has recently abandoned the processes it had set up for both of these and is scheduled

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to have finished the modification and initiated implementation by 2017 to 2018. If the institution can resist attempting to get the processes perfect before they begin to use them in a PDCA cycle they should have adequate time to use them in multiple PDCA cycles before final steps of the reaffirmation process occur. Support for this criterion will be enhanced by information on how the Program Viability Process relates to the new Academic Program Review process.

- The institution has processes to evaluate the credit it transcripts, awarding credit for prior learning, and credit except for transfer.
- Currently, co-curricular activities are not assessed as to how the activities help students learn. There are no learning outcomes stated for co-curricular activities.
- The College describes a decentralized systematic process for tracking outcomes/measures used, and reports outcomes through the WTCS TSA process. At present, it appears that the only outcome measures that have been assessed are not a part of the campus assessment plan, but instead, are part of the expectations of specialized accrediting agencies. Examples of how the institution has used the results of assessment to improve student learning would strengthen the argument for this criterion.
- The college-wide retention and graduation targets appear to be reasonable when compared to actual retention statistics. However, goals for some individual programs such as the nursing program appear to be out of line with current retention data.
- Stronger evidence, analysis, and improvement processes on how the institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data is needed. More evidence is needed to support that processes are in place for clear methodologies for collecting appropriate data that will provide stronger analysis for student persistence and retention.

Criterion Five. Resources, Planning, and Institutional Effectiveness

- WITC provides a variety of professional development opportunities for employees and is guided by the Board's Professional Growth Policy.
- The College's annual budgeting process adheres to state statutes pertaining to board decision making processes for budget modifications. Further, the College uses a decentralized model for budgeting and financial management with VPs managing the budgets in their respective divisions. The evidence supporting this criterion would be strengthened further with information on how and why the institution's educational responsibilities take primacy. While budget managers manage resources,

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description/examples of how WITC has ensured that educational purposes are not adversely affected in the process would strengthen this answer.

- WITC's Board uses the Carver Policy Governance model for establishing board-institutional relationships. Through faculty and staff involvement on 20 college-wide committees, WITC engages its internal constituents in the institution's governance. Support for this criterion will be enhanced by information on how students share in the governance of the institution. While it is clear that the College provides opportunities for faculty and staff involvement through participation on various college-wide committees, task forces and work groups, support for this criterion will be enhanced by information on the roles of staff and students in setting academic requirements and policy.
- While the College asserts that "all metrics are now in place," the portfolio content indicates gaps between processes described and results reported in this category and throughout the portfolio. Further, there was a lack of evaluation of processes in the category and throughout the portfolio.
- WITC asserts it uses multiple continuous improvement processes to learn from its strategic and operational actions. Specific examples of how the institution has learned from its operational experience and applied that learning would strengthen the support for this criterion

V. Quality of the Systems Portfolio

- The reviewers appreciate WITC's notation of material relevant to the Criteria for Accreditation and the Core Components.
- Measures, and subsequently results presented in the systems portfolio, are often not aligned with measuring the outcomes of the processes described.
- In the interpretation of results and insights gained section, often conclusions were stated or actions taken were described, but there was no link to the underlying data nor discussion of criteria used to reach the conclusions.
- Results presented often did not reflect the measures described in the outcomes/measures tracked and tools utilized section. Measures were listed in the outcomes/measures tracked and tools utilized section, but no results were given in the results
- Without sample size it is not possible to determine whether the results are statistically significant. It is also possible to just indicate which results were statistically significant. A

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very large difference might not be statistically significant or a very small difference might be statistically significant depending on the sample size and standard deviation.

- When reporting survey data interpretation is aided by an indication of what the sample size was, how often the survey was given, whether participation was voluntary (provide response rate if possible) or mandatory. Internally developed surveys should be validated if possible.
- Snapshot data (data for just one year or measurement cycle) can be misleading if the year/cycle is not typical. Trend data are much more informative.
- When data from a comparison group are given, it is helpful if the group is defined.
- When reporting selected questions from a multi-question survey it might be advisable, if the connection between the question and the item chosen is not immediately obvious, to indicate to the reader the rationale for using that survey question to support the item. For example in 4R4 Ensuring institutional integrity (Integrity is defined as the quality of being honest and having strong moral principles; moral uprightness). The portfolio reported results from the following questions from the 2015 and 2013 CESS results. “The leadership of this institution has a sense of purpose.” “This institution makes sufficient budgetary resources available to achieve important objectives”. “This institution makes sufficient staff resources available to achieve important objectives.” It is not clear how these questions measure integrity.

VI. Using the Systems Appraisal Feedback Report

The Systems Appraisal process is intended to foster action for institutional improvement. Although decisions about specific next steps rest with the institution, the Commission expects every AQIP institution to use its feedback report to stimulate improvement and to inform future processes. If this Appraisal is being completed in the institution’s third year in the AQIP cycle, the results may inform future Action Projects and also provide the focus for the institution’s next Strategy Forum. In rare cases, the Appraisal completed in the third year may suggest either to the institution itself or to the Commission the need for a mid-cycle (fourth year) CQR visit. If this Appraisal is being completed in the institution’s seventh year in the cycle, again the results may inform future Action Projects and Strategy Forums, but more immediately they should inform institutional preparation for the CQR visit in the eighth year of the cycle when the institution’s continuing accredited status will be determined along with future Pathway eligibility. Institutions are encouraged to contact their staff liaison with questions.

APPENDIX A

Stages in Systems Maturity: *Processes*

Reacting	Systematic	Aligned	Integrated
<p>The institution focuses on activities and initiatives that respond to immediate needs or problems rather than anticipating future requirements, capacities, or changes. Goals are implicit and poorly defined. Informal procedures and habits account for all but the most formal aspects of institutional operations.</p>	<p>The institution is beginning to operate via generally understood, repeatable, and often documented processes and is prone to make the goal of most activities explicit, measurable, and subject to improvement. Institutional silos are eroding and signs of coordination and the implementation of effective practices across units are evident. Institutional goals are generally understood.</p>	<p>The institution operates according to processes that are explicit, repeatable and periodically evaluated for improvement. Processes address key goals and strategies, and lessons learned are shared among institutional units. Coordination and communication among units is emphasized so stakeholders relate what they do to institutional goals and strategies.</p>	<p>Operations are characterized by explicit, predictable processes that are repeatable and regularly evaluated for optimum effectiveness. Efficiencies across units are achieved through analysis, transparency, innovation, and sharing. Processes and measures track progress on key strategic and operational goals. Outsiders request permission to visit and study why the institution is so successful.</p>

Stages in Systems Maturity: *Results*

Reacting	Systematic	Aligned	Integrated
<p>Activities, initiatives, and operational processes may not generate data or the data is not collected, aggregated, or analyzed. Institutional goals lack measures, metrics, and/or benchmarks for evaluating progress. The monitoring of quality of operational practices and procedures may be based on assumptions about quality. Data collected may not be segmented or distributed effectively</p>	<p>Data and information are collected and archived for use, available to evaluate progress, and are analyzed at various levels. The results are shared and begin to erode institutional silos and foster improvement initiatives across institutional units. The tracking of performance on institutional goals has begun in a manner that yields trend data and lends itself to comparative measures in some areas.</p>	<p>Measures, metrics and benchmarks are understood and used by all relevant stakeholders. Good performance levels are reported with beneficial trends sustained over time in many areas of importance. Results are segmented and distributed to all responsible institutional units in a manner that supports effective decision-making, planning and collaboration on improvement initiatives. Measures and metrics are</p>	<p>Data and information are analyzed and used to optimize operations on an ongoing basis. Performance levels are monitored using appropriate benchmarks. Trend data has been accrued and analyzed for most areas of performance. Results are shared, aggregated, segmented and analyzed in a manner that supports transparency, efficiency, collaboration and progress on organizational goals. Measures and metrics</p>

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to inform decision-making.		designed to enable the aggregation and analysis of results at an institutional level.	for strategic and operational goals yield results that are used in decision-making and resource allocations.
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APPENDIX B

AQIP Category Feedback

AQIP Category One

HELPING STUDENTS LEARN focuses on the design, deployment, and effectiveness of teaching-learning processes (and on the processes required to support them) that underlie your institution's credit and non-credit programs and courses.

1P1. **Common Learning Outcomes** focuses on the knowledge, skills, and abilities expected of graduates from all programs. Describe the processes for determining, communicating and ensuring the stated common learning outcomes and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Aligning common outcomes to the mission, educational offerings, and degree levels of the institution	Systematic College Wide Outcomes (CWO) are universal in nature and intended to develop personal awareness, career effectiveness, and professionalism, and therefore are systematically aligned with Wisconsin Indianhead Technical College's mission for creating "dynamic opportunities for career preparation and personal effectiveness." Maturity in this area; however, could be increased by providing a description of the process by which the common outcomes are aligned with the mission and offerings and evidence that the process is regularly evaluated.
Determining common outcomes	Systematic Wisconsin Indianhead Technical College discusses a systematic process for the creation of new the College Wide Outcomes (CWO), Employability Essentials, which is a revamping of the original CWO adopted in 2007. However, it appears the process for determining, evaluating, and revising the common outcomes is episodic rather than occurring on a regularly scheduled basis. Describing a process that is intended to be repeated as well as how the process is periodically evaluated would benefit the College's process for determining college-wide outcomes. In addition, indication if others were involved in the approval process for the drafted model might provide an indication of eroding silos.
Articulating the purposes, content, and level of achievement of these outcomes	Systematic Identified as part of the assessment process overseen by the Curriculum Design Specialist and the Assessment Committee, the CWOs are listed in the course catalog as well as on each program page and are explained in terms of their relationship to Wisconsin Indianhead Technical College's mission of being a "learning first" institution. While the College communicates its common outcomes through its catalog, it is not clear what processes it uses to articulate the purposes, content, and level of achievement of these outcomes. Periodic evaluation of the process could align the articulation of the purpose, content and the level of achievement.
Incorporating into the curriculum opportunities for	Reacting Through Phase II of the Technical Skills Attainment Process, Wisconsin Indianhead Technical College is in the process of constructing Program Assigned Outcomes Matrices that will map

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all students to achieve these outcomes	how the CWOs are addressed in each course. Once these are developed the institution will be in the position to determine if all the combinations of courses that students might take to fulfill degree requirements will address all the College Wide Outcomes. Since this process is currently being implemented, completion of the matrixes along with the description of the explicit, documented, repeatable processes involved and plans for evaluation would increase maturity of this area.
Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs	Systematic When describing the recent revision of the College Wide Outcomes, stakeholder feedback was received from faculty, program advisory groups, academic administrators, and President's Cabinet, but it isn't clear if this is a process that occurs on a systematic basis. Given the rapidly changing nature of workplace needs, the College may benefit from specifying a frequency for this review as well as the participants, and criteria by which outcomes may be evaluated and modified to ensure they remain relevant. In addition no repeatable procedure was described. A documented repeatable process may increase maturity.
Designing, aligning, and delivering co-curricular activities to support learning	Reacting Wisconsin Indianhead Technical College 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 and in which the major portion of an organization's activities focuses directly on supplementing the curriculum and enhancing the learning process." While the College delivers co-curricular activities, it is not clear how they actually design them to enrich and support student learning. Further, the College has not yet begun assessing its co-curricular activities. By developing a systematic process to align its co-curricular activities with student learning, the College has the potential to increase its maturity in this area.
Selecting tools/methods/instruments used to assess attainment of common learning outcomes	Reacting The portfolio states that the CWO assessment process is used for selecting tools methods and instruments and lists some tools that are employed. However, the process for actually selecting the tools is not described. Since the selection of valid and reliable measures and tools is the foundation of any assessment process, the development and description of explicit, repeatable, and evaluated processes to select measures and tools could increase maturity in this area.
Assessing common learning outcomes	Reacting After a five year (2010-2015) attempt at phased in rubric driven assessment, Wisconsin Indianhead Technical College stopped the original College Wide Outcomes assessment process in 2015 and is in the process of revising the model and developing new rubrics to correct weaknesses. Therefore, the College has not yet fully implemented its CWO assessment plan even though it has been underway since 2010. Because the current model is under revision, it will not be implemented until the 2017-2018 academic year. Successful implementation of the new assessment plan that is explicitly documented, repeatable with plans for periodic evaluation would benefit this institution.
Other identified processes	

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

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Reacting Plans are in place for each program to complete an assigned outcomes matrix to track the connection of the CWO to the program. Rubrics will be used to evaluate each CWO criterion. Associate degree students will need an average of three and technical diploma students an average of two on a four-point scale. However, the College has not yet implemented measures for its Assigned Outcomes Matrix and it is not clear whether every program will cover all relevant CWOs.
Summary results of measures (including tables and figures when possible)	Systematic Wisconsin Indianhead Technical College has presented artifact assessment data for four of its CWOs. Data have not been presented for each of the College's CWOs as several have not yet been implemented. Only 40 of 74 programs have completed the matrix. There are some gaps in data that have not been explained such as why Oral Communication was only measured from 2010-2012 and why 2013-2014 results were omitted from Written Communication. The College shows steady increases for the total averages for Oral Communication and Critical Thinking; however, Mathematics and Written Communication have been variable. There is not an indication as to whether or not these changes are statistically significant. Furthermore, smaller number of artifacts reviewed in 2015 resulted from a decline in overall college enrollment resulting in fewer courses offered. An indication as to why the declines occurred as well as exploring possible causes would be beneficial.
Comparison of results with internal targets and external benchmarks	Reacting Comparison results with external benchmarks are not present. Comparison of results with internal benchmarks, while they were created, did not occur because data were not tracked between technical diplomas and associate degree students. These comparisons have the potential for the College to evaluate its performance over time, against its goals and relative to other institutions. The lack of benchmarks, or comparative trend data, makes it possible for an institution to over or underestimate its success, and should be addressed as the new model and processes are developed.
Interpretation of results and insights gained	Reacting There is no interpretation of the data presented and no insights of student learning are detailed. Wisconsin Indianhead Technical College revised the original CWO assessment process without gaining meaningful insights other than it was too complex of a process. It appears the College has high expectations for its new assessment system, but it is unclear how the college will interpret its prior results to learn from its earlier attempts at CWO assessment.

1I1. Based on 1R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
The new model, called Employability Essentials, is an outgrowth of the work on a current AQIP project, entitled Aligning our Student Learning Assessment. Feedback from a variety of stakeholders including faculty, program advisory groups, academic administrators, and PC, was gathered and a proposal for a new model was drafted. No information is given on how this process might be integrated into the college culture so it would become a repeatable

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part of quality improvement nor how the outcome will be evaluated. No PDCA support for the move to incorporate CWOs in all divisions is given in either the P or R sections. However it may assist in breaking down silos.

1P2. **Program Learning Outcomes** focuses on the knowledge, skills, and abilities graduates from particular programs are expected to possess. Describe the processes for determining, communicating and ensuring the stated program learning outcomes and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Aligning program learning outcomes to the mission, educational offerings, and degree levels of the institution	Systematic Using data from a variety of sources, Wisconsin Indianhead Technical College's Program Development Process (PDP) aligns program learning outcomes to the mission, educational offerings, and degree levels of the institution. Description of an explicit, repeatable, evaluated process that demonstrates how program offerings are tied to workforce needs could improve maturity of this area.
Determining program outcomes	Systematic Through the WTCS Technical Skills Attainment initiative and faculty working annually with advisory committees to identify, develop, validate and revise program outcomes, Wisconsin Indianhead Technical College has a clearly defined, repeatable process for determining program outcomes. In Phase I of the TSA identification of common core program outcomes and assessments are determined by WTCS faculty, linked to industry standards and meet state criteria. An evaluation of this process could increase maturity.
Articulating the purposes, content, and level of achievement of these outcomes	Systematic 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. The College also articulates the purposes content, and level of achievement of program outcomes through its website, college catalog, and syllabi. However, Wisconsin Indianhead Technical College could provide additional information as to how it evaluates these processes to determine if it is effectively communicating the processes to all stakeholders, and thereby lead to a more mature process.
Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs	Systematic Wisconsin Indianhead Technical College uses a combination of advisory committee input and the program review process to ensure program outcomes remain relevant and aligned with student, workplace, and societal needs. However, the College could provide additional information as to how the advisory committees assist in assuring outcomes are relevant as well as the processes by which this is accomplished. As part of the program review process, an employer survey is administered to area employers while a graduate follow-up survey is given to student graduates to assess whether program information and expectations are meeting both employer needs and those of students who are graduating from the various programs. Indication of the presence of an explicit repeated evaluated process could provide evidence of consistency across the college thus diminishing silos and potentially increasing maturity.
Designing, aligning, and delivering co-curricular activities to support learning	Reacting While the College defines co-curricular student organizations as those whose "goals consist of professional enrichment, personal growth, and occupational skill development that

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	are related to the instructional goals and career objectives of the program(s) in which the members are enrolled and in which the major portion of an organization's activities focuses directly on supplementing the curriculum and enhancing the learning process," the process for designing, aligning and delivering co-curricular activities is not given. Wisconsin Indianhead Technical College states that the process is the same as it is for CWO, but during the description of the process for CWO it never mentions co-curricular activities. An explicit, documented process for aligning co-curricular activities with student learning should be developed and regularly assessed.
Selecting tools/methods/instruments used to assess attainment of program learning outcomes	Reacting Wisconsin Indianhead Technical College faculty determine both indirect and direct methods by which the College assesses attainment of program learning outcomes through Phase I of the WTCS TSA program design process. However, the College could provide additional information as to the specific steps in the process of selecting tools, methods, and instruments used to evaluate the effectiveness of the assessment methods
Assessing program learning outcomes	Systematic The Wisconsin Indianhead Technical College Academic Program Review process, adopted in 2009 and updated in 2016, operates on a five-year cycle. 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, which should provide processes for assessing program learning outcomes. The College recognizes the importance of evaluating the program review process and could benefit from specifying regular timeframes for evaluating its program learning assessment systems and thereby enhancing the maturity of this area.
Other identified processes	

1R2. What are your results for determining if students possess the knowledge, skills, and abilities that are expected in programs?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Reacting Although Wisconsin Indianhead Technical College asserts that a decentralized systematic process for assessing program learning outcomes is in place, whereby each program has a separate assessment plan and scoring rubric, the specific outcomes/measures tracked and tools utilized are not provided in the Systems Portfolio.
Overall levels of deployment of assessment processes within the institution	Systematic Of the 71 programs in the TSA initiative, 34 percent have completed Phase I (planning) and are ready for or are in process for Phase II (implementation); 17 percent have not yet started Phase I, and 49 percent have completed Phase II. All programs have completed or are in process of completing the institution's academic program review. Given the extended period of time the College has been working on program assessment, it might consider accelerating the full implementation of its programs in order to comply with the expectations of the HLC and the College's stakeholders. It is unclear how the AQIP Action Project, "Aligning our Student Learning Assessment Initiatives," is synthesizing the TSA, CWO assessment, and Academic Program Review into one streamlined process will impact the deployment of assessment. It is important that processes for evaluation be built into the processes developed. Each program

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	has a separate assessment plan and scoring rubric, the specific outcomes/measures tracked and tools utilized are not provided in the Systems Portfolio.
Summary results of measures (including tables and figures when possible)	Systematic Wisconsin Indianhead Technical College 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. Each scorecard has the two previous years' data as well as established benchmarks for comparison. The target and thresholds are based on the three highest and three lowest percentages for WTCS. The College, however, has provided summary results for only two programs (nursing and welding). The College has an opportunity to provide additional summary results of program assessment for its other 71 programs. With so few programs presented, it is not possible for the team to interpret the effectiveness of the College in helping students achieve program learning outcomes.
Comparison of results with internal targets and external benchmarks	Systematic Although the institution has developed its own processes for establishing threshold and target scores for each indicator based on past student performance there is no indication of the rationale for their process. Most national accreditation examinations provide benchmark data. Inclusion of this would increase the maturity of this area.
Interpretation of results and insights gained	Reacting Since a description of the current status is not an interpretation of the results nor insights gained, neither were provided.

1I2. Based on 1R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
A new academic program review process is set for implementation in 2017. Accreditation criterion 4.A calls for the institution to maintain a practice of regular program reviews. Demonstration that this revised process has been effective, supported by appropriate data and analysis, could provide evidence of partial fulfillment of this criterion during the next accreditation review.

1P3. **Academic Program Design** focuses on developing and revising programs to meet stakeholders' needs. Describe the processes for ensuring new and current programs meet the needs of the institution and its diverse stakeholders. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Identifying student stakeholder groups and determining their educational needs	Systematic Wisconsin state statute 38.001 establishes the student stakeholder group and mission for all technical colleges. WITC's student stakeholders are recent high school graduates, adults, dual-enrollment high school students, incumbent workers, and displaced workers. Students and program graduates are members of all program advisory committees. The institution describes activities such as advisory committees and surveys to determine the educational needs of these groups. While WITC describes a systematic process for the inclusion of students on program advisory committees, it does not describe a process for how it incorporates all of their student stakeholder groups (e.g. recent high school graduates, adults, dual enrollment students, incumbent workers, and

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	displaced workers) into the process of determining different educational needs. Presenting how this process is dynamic enough to meet the needs of a diverse group of students and determining additional student groups unique to the area could assist the College in fulfilling its mission in the area and strengthen its current process. Information on how these processes are periodically evaluated to assure that they are meeting their intended purpose could increase maturity in this area.
Identifying other key stakeholder groups and determining their needs	Systematic The portfolio does not indicate how WITC identifies other key stakeholder groups though it appears that the College's other stakeholders include businesses and industries and that the institution engages them through advisory committees. WITC conducts an Employer Satisfaction Survey to obtain feedback regarding their satisfaction with WITC graduates' career preparedness. Program advisory boards meet at least once per year. Institutional policy ensures that employee and employer membership is representative of geographic location, gender, and race. Information on how the survey data and program advisory board discussions are used to determine stakeholder needs or suggest program improvements or changes in programs could increase the maturity of this process. Development of explicit, repeatable and evaluated processes in this area would further add to the maturity.
Developing and improving responsive programming to meet all stakeholders' needs	Systematic: The WITC Program Development Process (PDP) (Figure 1P3-1) includes an internal preliminary investigation and a WTCS program development process. The PDP input sources include information about stakeholders' needs. The College has a corollary Program Modification Process (Figure 1P3-2) for making program curricular changes. While the steps are clear in both of these processes, it is not clear who is involved at each step and what criteria are used. Additionally, the College has an opportunity to incorporate an evaluation step in these processes to identify opportunities for improvement.
Selecting the tools/methods/instruments used to assess the currency and effectiveness of academic programs	Reacting While the College identifies the TSA process, Academic Program Review process, Employer Satisfaction Survey, and Graduate Follow-up Survey as means by which WITC assesses the currency and effectiveness of programs, there is no information on the process or criterion used to select these tools and how they are evaluated to determine that they remain the best. A clearer explanation of why these particular tools are important, such as providing examples of how data are used to make recommendations and improvements would benefit the process. Such information could result in a more mature area.
Reviewing the viability of courses and programs and changing or discontinuing when necessary	Systematic Program discontinuance is governed by WITC policy I-830. WITC has a Program Viability Process as part of the institutional planning process. The Program Viability Process includes data on the most recent year and historical trends. It was not clear if the Program Viability Process is repeated, and so an opportunity to progress in maturity exists with this process. A program modification process is also in place. The process includes an analysis of enrollment trends as well as WTCS comparative data on FTE costs, retention and graduation data. A description of processes to periodically evaluate these processes to determine if they are still effectively fulfilling their purposes could increase the maturity of this area.
Other identified processes	

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

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic The portfolio describes several outcomes measures used but does not indicate the processes nor the criteria used in their selection nor does it indicate how the processes are periodically evaluated for effectiveness. This information could increase the maturity of this area. In addition, it would be helpful to know the source of the surveys (internal, external) and whether or not they have been validated.
Summary results of measures (including tables and figures when possible)	Systematic The portfolio describes several outcomes measures used but does not indicate the processes nor the criterion used in their selection nor does it indicate how the processes are periodically evaluated for effectiveness. This information could increase the maturity of this area. In addition, it would be helpful to know the source of the surveys (internal, external) and whether or not they have been validated.
Comparison of results with internal targets and external benchmarks	Systematic Although two years of data is compared, the long period between surveys means that it will take a number of years to develop a meaningful trend line. Signal ranges have been established, but there is no description on how this was done or if they are evaluated periodically. The establishment of external benchmarks could be helpful to the institution in determining how effective it is compared to its peers.
Interpretation of results and insights gained	Systematic Although an insight was cited there was no interpretation of results. The decrease in employer satisfaction reflected in table 1R3-5 provides an opportunity for the institution to interpret the data by proposing reasons for the decrease and increase the maturity of this item.

1I3. Based on 1R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
Academic affairs is in the process of creating a five-year program plan. It appears that this will encompass numerous areas and take time to develop. It could have the potential to facilitate cooperation among areas within academic affairs. The college might benefit from periodic review of the segments of the process in place as it continues to develop the plan. This could allow for early revision of the early stages to better support and inform the later stages and inform the later stages.

1P4. **Academic Program Quality** focuses on ensuring quality across all programs, modalities, and locations. Describe the processes for ensuring quality academic programming. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue	Systematic The portfolio states that all program courses, prerequisites, requirements are determined by the PDP and published in the catalog and are available in print and online. The process by which they are set is not presented. The systems portfolio does not describe the processes nor criterion used for determining the preparation. Performance-based instruction system focuses the learning experience on a particular course's learning

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	outcomes rather than on its instruction outcomes with offerings. Inclusion of explicit repeatable evaluated processes for determining the preparation required could enhance the maturity of this area. The College has an opportunity to evaluate the effectiveness of and satisfaction with these processes
Evaluating and ensuring program rigor for all modalities, locations, consortia, and when offering dual-credit programs	Systematic The College uses the same syllabi, course learning outcomes, and faculty credentialing standards for all modalities. However, it is not clear whether the College systematically evaluates whether these inputs and processes result in equivalent program rigor outputs across all modalities and locations. The development of explicit, repeatable, and evaluated processes to monitor if these policies are being followed could move towards ensuring equivalent program rigor for all modalities and potentially increase maturity.
Awarding prior learning and transfer credits	Systematic Credit for prior learning is divided into three processes: challenge exams, experiential learning, and national exams. While the college requires students to prepare a portfolio to demonstrate experiential learning, the portfolio provides little detail as to the specific process and criteria including faculty participation that are used to determine whether students receive credit for prior learning through this process. Since the staff oversee this process it is unclear as to how faculty content and subject expertise is incorporated.
Selecting, implementing, and maintaining specialized accreditation(s)	Systematic While faculty and staff determine whether specialized Accreditations should be obtained, it is not clear whether the College takes an institutional level view of these accreditations. Further determination of processes to prioritize and maintain specialized accreditations as well as a repeatable process to periodically evaluate if these procedures create the best accreditation mix for the institution could move the institution further in maturity.
Assessing the level of outcomes attainment by graduates at all levels	Systematic While the College uses indirect measures for all programs such as the ESS and the Graduate Follow-up Survey, only programs with licensure exams appear to have direct measures of assessment. Identifying direct measures and periodically evaluating their effectiveness for outcomes attainment from graduates in all programs has the potential to increase the maturity in this area. The College may consider doing some earlier assessment of student program outcomes in case a course/program correction is desired.
Selecting the tools/methods/instruments used to assess program rigor across all modalities	Systematic Apart from the TSA process where faculty-selected rubrics are required, the College's assessments are mandated by the state. Even though assessment tools are selected for the institution, periodic evaluation may provide the opportunity to examine whether these are the best tools for the institution and the modality. The College may increase its maturity by going beyond mandated measures and defining a process for selecting tools, methods, and/or instruments to assess program rigor for programs not requiring licensure examinations.
Other identified processes	

1R4 What are the results for determining the quality of academic programs?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Reacting While the College collects data, measures do not directly measure academic quality. Students' satisfaction with course

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	scheduling and variety of offering, and hours of curriculum and assessment mentors are not aligned with processes described for determining academic quality. Development of measures to determine the quality of all academic programs will create a more robust mature assessment process.
Summary results of measures (including tables and figures when possible)	Systematic The College reports favorable SSI data pertaining to student course schedules (Figure 1R4-1) with performance improving for both measures from 2012 through 2016 and the gap between importance and satisfaction declining over that same period. Additionally, the College reports favorable results for pass rates for the AAMA (Figure 1R4-4), NBCOT (Figure 1R4-4), and DANB (Figure 1R4-6). However, the College has an opportunity to present results segmented by location and delivery modality, as appropriate. The Systems Portfolio describes processes for which results were not presented. A clear explanation of the measures would provide evidence for the quality of academic programming.
Comparison of results with internal targets and external benchmarks	Systematic National comparison data for the nursing exam would be helpful. The Portfolio states that 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. However, there is no indication of what criteria are used to determine if the levels of the performance meets or exceeds expectation. Internal targets and external benchmarks are largely not provided for academic quality measures. The College has an opportunity to systematically generate strategies for obtaining comparative results in order to better evidence their relative academic quality.
Interpretation of results and insights gained	Reacting Although two future actions are described, there is no link between the data and its interpretation and the actions proposed. In addition, the large gap between students' performance on the written and skills portions of the national nurse aide assessment provides an excellent opportunity for data interpretation. Due to the lack of alignment of outcome measures and results with processes, the College did not provide any significant insights or interpretation of results for academic quality. As noted in this section, a strategic opportunity to align measures, outcomes and results to their academic quality processes exists for the College.

114. Based on 1R4, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
The results section did not provide outcomes for the cross-functional survey on course scheduling and no information was provided on the nature of the survey nor the mechanisms by which it was administered and analyzed. However, it appears that the institution gave more credence to that survey than the established Noel Levitz SSI. In addition, no rationale in either the process or results section is given for the decision to review and revise the parameters for submitting and assessing experiential learning portfolios. Although both projects could be beneficial they do not appear to be part of a PDCA cycle. In contrast, the data provided on the pass rate of the skills section for the National Nurse Aide Assessment (NNAAP), which were markedly lower than the pass rates on other national exams, do not appear to have been addressed.

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1P5. **Academic Student Support** focuses on systems designed to help students be successful.

Describe the processes for developing and delivering academic support to students. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Identifying underprepared and at-risk students, and determining their academic support needs	Systematic The College uses a range of placement tests to determine whether students are underprepared. It is not clear whether these tests are mandatory for incoming students. Counselors meet with students after they complete the placement tests and provide a college-wide interview form to discuss developmental education needs, and other support services WITC provides. Counselors make referrals to support services as appropriate. The College could increase its maturity by incorporating systematic evaluation of these processes to determine their effectiveness and identify opportunities for improvement. WITC discusses streamlining its student placement process, Accelerated Learning Program (ALP), but did not describe data or results documenting why this change was necessary or whether it has had the intended effect.
Deploying academic support services to help students select and successfully complete courses and programs	Systematic Student orientation, placement testing, transition counselors, academic advising, and an early alert system provide a systematic set of processes of academic support at WITC. The maturity of this area could be enhanced by providing information on how the College periodically evaluates academic support services to determine whether they are producing the desired effect and a description of processes to help students choose a program of study.
Ensuring faculty are available for student inquiry	Systematic 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. However, it is unclear what processes are in place to make sure these policies are followed and faculty are available to students. The development and description of explicit repeatable evaluated processes to monitor faculty availability could increase the maturity of this area. For example, adding a question about faculty availability to the SSI, could help the College identify opportunities for improvement.
Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty	Systematic The Learning Commons (LC) consists of the student success Center (SSC), Learning Resource Center (LRC), and the educational technology center (ETC) and provides students with a variety of learning support services. Students are referred to these services by faculty or they self-determine the need for assistance. Similarly, 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. It is unclear how the College achieves consistency between campuses for addressing learning support needs. Explicit, repeatable, and evaluated processes to determine if the students who need help are actually being identified through the existing mechanisms and if the learning support services are meeting all students' needs could increase the maturity of this area. Further, it is not clear how WITC addresses learning support needs of faculty.
Ensuring staff members who provide student academic support services are	Reacting The portfolio states that counselors and academic support staff who work in the LC are deemed qualified for their positions as described in 3P1. However, 3P1 describes hiring processes for faculty.

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qualified, trained, and supported	The College uses surveys to determine staff members' training needs. Though WITC asserts these staff have access to training and support, it is not clear what processes are used to ensure individuals systematically receive the training they need, how the College holistically determines training needs for these employees, or how the College systematically evaluates these processes. The description of specific, repeatable, and evaluated processes to ensure that staff members who provide student academic support services are qualified and trained could increase the maturity in this area.
Communicating the availability of academic support services	Systematic The College communicates the availability of academic support services through new student orientation (in-person and online), the student handbook, the College website, course syllabi, program orientations, and academic advisors. Specific, repeatable, and evaluated processes to determine if all students, both new and continuing, are receiving the communication and able to locate the material they need could help the College identify opportunities for improvement in this area.
Determining goals for retention, persistence and program completion	Reacting While the Systems Portfolio describes activities pertaining to assessing currency and effectiveness of academic programs, it is not clear how the College systematically determines goals for retention, persistence, and program completion across the institution. Realistic persistence, program completion and retention goals are important tools for effective enrollment management and evaluation of student success.
Selecting the tools/methods/instruments used to evaluate the effectiveness and comprehensiveness of support services	Reacting Through an AQIP Action Project WITC defined college-wide and departmental metrics to assist departments in an ongoing review of support services. While the College has clearly selected tools, methods, and instruments to evaluate the effectiveness of support services, no process for actually selecting or evaluating the tools is described. It is not clear whether this was a one-time event related to the AQIP Action Project or an ongoing process to select metrics. Explicit, repeatable, and evaluated processes to select measures and tools could increase the maturity in this area.
Other identified processes	

1R5 What are the results for determining the quality of academic support services?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Reacting The College tracks the satisfaction with academic support including tutoring, advising, library and computer lab services through the use of the Noel-Levitz SSI. More widespread assessment of all academic support processes could allow the College to move to a more mature process for measurement. WITC also has an opportunity to identify direct measures of the effectiveness of these academic support service processes
Summary results of measures (including tables and figures when possible)	Systematic WITC provides systematic summary results of the Noel-Levitz SSI survey. While response rates and sample sizes are not provided, trend data are used as well as internal targets, comparing results with prior administration year's results to gauge performance on SSI items. The results provided indicate favorable levels of satisfaction over time with academic advising, orientation, library, and tutoring (Figure 1R5-4). However, outcomes for some student support services including the early alert process, educational technology services, career services, and accommodations services are not

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	included in survey data presented. Further, WITC discusses the use of the CCSSE as a measure of the effectiveness of support services, but summary tables are not provided. The College has an opportunity to systematically measure and present data for direct and indirect measures for all of its academic student support services.
Comparison of results with internal targets and external benchmarks	Aligned The College's IPEDS graduation rates have improved from 2009 through 2010 and exceed the comparison group median by more than 20% points for the various percentages of time to completion (Figure 1R5-8). The College's composite SSI score for academic services places it in the 97th percentile for the NCCBP (Figure 1R5-5). WITC's performance compares favorably to the Wisconsin system and national benchmarks on the listed questions from the Noel Levitz SSI. It would be helpful for the College to report whether these differences are significant.
Interpretation of results and insights gained	Reacting While the results presented show the overall quality of WITC academic support services is favorable compared with WTCS and nationally, WITC does not offer any interpretation or insights about its results and what they mean in terms of the effectiveness of academic support services. The College has an opportunity to interpret its performance in order to identify opportunities for improvements or progress.

115. Based on 1R5, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
Bringing students into the institution without assuring they have the skills and dispositions to successfully complete the programs they choose may increase enrollment, but could do a disservice to the students. WITC piloted an Accelerated Learning Program (ALP) in 2016, yet no results, even preliminary, were given for this program. This might inform Strategic Plan, 1.1.2 Access and Retention. Early evaluation of the performance of the students admitted using the broader standards could inform the development of the process. Since no comparative data were provided, it can't be determined if the 86% fall to spring retention rate for ABE students is an improvement over the past ABE rates or better than current general rates. Again, no PDCA support for either described action is given in either the P or R sections.

1P6. **Academic Integrity** focuses on ethical practices while pursuing knowledge. Describe the processes for supporting ethical scholarly practices by students and faculty. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Ensuring freedom of expression and the integrity of research and scholarly practice	Systematic The College includes integrity in its values, employee handbook, and multiple policies pertaining to integrity of operations. Specifically, the College ensures faculty academic freedom through a statement in the Employee Handbook. WITC has an opportunity to evaluate the effectiveness of these policies in creating an environment that ensures freedom of expression and the integrity of research and scholarly practice.
Ensuring ethical learning and research practices of students	Systematic The College's student code of conduct establishes the expectation of ethical learning and research practices for students. This is communicated through orientation, the Student Handbook, course syllabi, and program handbooks. WITC has an opportunity to evaluate the effectiveness of these policies and communication methods and to develop processes to ensure these written policies are

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	enforced. Additionally, it is not clear how the College identifies and tracks violations of its academic integrity policy.
Ensuring ethical teaching and research practices of faculty	Systematic WITC requires faculty members to sign acceptance of the Employee Handbook that outlines ethical teaching and research practices. Additionally, the FQAS requires ethical behavior across a range of faculty functions (Figure 1P6-2). Expectations are communicated during new faculty orientation and systematic professional development opportunities are provided in the areas. However, no processes are described to ensure these written policies are enforced. Explicit, repeatable, and evaluated processes could enhance this response.
Selecting the tools/methods/instruments used to evaluate the effectiveness and comprehensiveness of supporting Academic Integrity	Reacting WITC has a policy review and update processes for the WITC Employee Handbook that are used to evaluate the policies and procedures that support academic integrity. It is not clear what process WITC uses to identify the tools and methods to evaluate these policies and procedures. Selecting the right measures and tools is the foundation of any assessment process. Key decisions include will measures and tools yield qualitative data or quantitative data or both and what balance should exist between accuracy and precision and investment of resources. The development and description of explicit, repeatable, and evaluated processes to select measures and tools could increase the maturity in this area.
Other identified processes	

1R6 What are the results for determining the quality of learning support systems?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Reacting There is no indication, other than the 5 year review, that any policy/process changes tied to academic integrity are tracked or assessed in any way. The College has an opportunity to identify and present direct measures of academic integrity.
Summary results of measures (including tables and figures when possible)	Systematic The College has adopted and updated a number of policies pertaining to integrity (Figure 1R6-1). It is not clear who is involved or what criteria are used when reviewing and revising policies. Additionally, WITC demonstrates favorable CCSSE results for students reporting that they have developed a personal code of ethics (Figure 1R6-2).
Comparison of results with internal targets and external benchmarks	Systematic CCSSE results show that the WITC students compare favorably to the national benchmark and small college cohort when asked if their experience at WITC contributed to developing a personal code, values and ethics and if faculty are fair and unbiased in the treatment of individual students. An explanation of how these results demonstrate that the institution is ensuring ethical teaching and learning would benefit this answer.
Interpretation of results and insights gained	Reacting WITC acknowledges that on both the SSI and CCSSE items, their student satisfaction levels are higher than their small college cohorts or WTCS and national comparison groups, however they fail to provide the insight that their satisfaction level on both items have dropped since the previous administration. Investigation into or an explanation for these decreases is appropriate. Stating an action to be taken is not interpretation of results or insights gained. Linking the change to specific data and explaining how the data led to the proposed change would increase the maturity of this area.

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1I6. Based on 1R6, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
No PDCA support for described actions are given in either the P or R sections. The inclusion of this information could help establish the tie between the actions and the college's quality improvement efforts.

AQIP Category Two

MEETING STUDENT & OTHER KEY STAKEHOLDER NEEDS focuses on determining, understanding and meeting needs of current and prospective students' and other key stakeholders such as alumni and community partners.

2P1. **Current and Prospective Student Needs** focuses on determining, understanding and meeting the non-academic needs of current and prospective students. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Identifying key student groups	Systematic The portfolio lists the groups identified both by the state system WTCS and the institution. However, no specific, repeatable, and evaluated processes are described for identifying key student groups by the college. This is a critical process especially for technical colleges where the workforce demands are constantly changing.
Determining new student groups to target for educational offerings and services	Systematic WITC determines new student groups through several processes such as OIE environmental scanning and TAACCT grants. Short term work force training opportunities are determined by plant closings, plant openings, and workforce data from local agencies. Continuing Education Managers work with business & industry to provide customized training. The feasibility of proposed new offerings are assessed within academic teams and continuing education leadership. Regular review and evaluation of processes could enhance maturity.
Meeting changing student needs	Systematic The portfolio lists several methods including the Emerging Issues process to identify changing student needs. The College appears to have an opportunity to aggregate these inputs and analyze them holistically to determine whether there are themes emerging across the various processes to allow WITC to identify, at times proactively, and better serve its students' changing needs. The description of processes to periodically evaluate these mechanisms to determine if they are effectively serving the institution could increase the maturity of this area.
Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans)	Systematic To complement the state process for identifying state subgroups, WITC uses the environmental scanning and EMSI Software to identify additional 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. The description of processes to periodically evaluate these mechanisms to determine if they are effectively serving the institution could increase the maturity of this area.

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Deploying non-academic support services to help students be successful	Systematic Academic and non-academic services are available beginning with admissions, through orientation, and while the student is at the institution including employment services. The description of processes to periodically evaluate these mechanisms to determine if they are effectively serving the institution could increase the maturity of this area.
Ensuring staff members who provide non-academic student academic support services are qualified, trained, and supported	Systematic The College uses its hiring processes to ensure non-academic student support staff members are qualified. Each position has a job description with minimum education and work experiences. To ensure these staff receive appropriate training, the College uses Individual Learning Plans and provides professional development funding; however, it is not clear how fully deployed these processes are. The College has implemented a strategic initiative to develop and expand leadership, mentorship, and professional development opportunities for non-academic support staff. Information on the processes and criteria used for preparation of the job description and a description of how these are evaluated periodically could increase the maturity in this area.
Communicating the availability of non-academic support services	Reacting WITC offers a variety of non-academic support services but does not indicate if the information they communicate about these services is effective. Further, though WITC recently enhanced its web based student services, there is no data which supports the need for that addition/expansion, so it brings to question what prompted WITC to add these services. Demonstration of regular evaluation of all processes of communication would increase maturity.
Selecting tools/methods/instruments to assess student needs	Reacting The College uses the Noel Levitz SSI, CCSSE, Student Senate, QISC, Strategic Planning forums and customer satisfaction surveys. However no process for actually selecting the tools is described. Selecting the right measures and tools is the foundation of any assessment process. Key decisions could include measures and tools that yield either qualitative data or quantitative data or both and what balance should exist between accuracy, precision and investment of resources The development and description of explicit, repeatable, and evaluated processes to select measures and tools could increase the maturity in this area.
Assessing the degree to which student needs are met	Systematic The Noel Levitz SSI and the CCSSE results are reviewed and analyzed by the Board, PC, and work groups throughout the college. WITC satisfaction scores show that it is outpacing other competition nationally and statewide. An explicit, repeated and evaluated process to determine if these instruments best serve the institution by delivering usable information about the degree to which students' needs are met could enhance the maturity of this section.
Other identified processes	

2R1. What are the results for determining if current and prospective students' needs are being met?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Reacting WITC states that both the Noel Levitz SSI and the CCSSE are used to assess non-academic support services, yet only SSI results are presented. Items analyzed only assess financial aid, veterans' services, displaced homemakers, and career services. Data and results assessing other areas such as admissions, health

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	services, employment services, transition services, online student services, technology support, and student life are not provided. Comprehensive, regular assessment of all non-academic support services and the processes used to assess them would increase maturity.
Summary results of measures (including tables and figures when possible)	Systematic The College provided data from Noel Levitz SSI (Table 2R1-1) which show favorable trends from 2012 through 2016 performance, but results were not provided for the other measures identified (CCSSE, and NCCBP). While response rates and sample sizes are not provided on summary tables, trend data are provided for the 2012, 2014, and 2016 administrations of the SSI. External benchmark comparisons with both WTCS and national are provided, however, are only provided for the 2016 administration. Summary results for the CCSSE are not provided.
Comparison of results with internal targets and external benchmarks	Systematic The College uses CCSSE, Noel-Levitz SSI, and the Graduate Follow-up Survey to measure student satisfaction with support services provided. Internal benchmarks are based on comparison every other year. The College states that these tools provide insight on the level of importance of various services as well as satisfaction levels from a student perspective. Although the College provided results with favorable WTCS and national comparisons for the Noel Levitz SSI (Table 2R1-1), no comparisons were provided for the other measures the College reportedly uses even though the CCSSE and NCCBP should provide valid national comparisons
Interpretation of results and insights gained	Systematic The portfolio describes an action taken but fails to link the data upon which this decision was made and describe the decision process. Addition of these could help increase the maturity of this area.

2I1. Based on 2R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
Although the institution reports that it noticed, but did not provide any indication of who or what actions this entailed, an increase in the number of veterans and that the Noel Levitz SSI data provided show the difference between the satisfaction at WITC and the comparative groups was greatest among veterans. No PDCA support for either the described actions are given in either the P or R sections. The inclusion of this information could help establish the tie between the actions and the college's quality improvement efforts.

2P2. **Retention, Persistence, and Completion** focuses on the approach to collecting, analyzing and distributing data on retention, persistence and completion to stakeholders for decision-making. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Collecting student retention, persistence, and completion data	Systematic Data for student retention, persistence, and completion are 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 description of processes to periodically evaluate these mechanisms to determine if they are effectively serving the institution could enhance this area.

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Determining targets for student retention, persistence, and completion	Systematic WITC must report and meet targets established by WTCS for retention, persistence and completion. The WITC targets for persistence, retention, and graduation were developed utilizing feedback from a variety of sources including the Retention Team, QISC, and PC. A description of the criteria used and how they are periodically evaluated to make sure they still provide the best measure for the institution could help increase maturity of this area.
Analyzing information on student retention, persistence, and completion	Systematic Student retention, persistence and completion are analyzed as part of the Academic Program Review process. It is not clear whether these activities are related to each other and whether they form a coherent whole. In addition, there is no indication of how the data is analyzed and what processes are in place to assure that the data analysis processes are repeatable and evaluated
Meeting targets for retention, persistence, and completion	Systematic While WITC indicates that College and campus retention teams meet regularly to analyze retention data, set benchmarks, and develop improvement initiatives, however, it is not clear what processes or criteria are used and whether these efforts are coordinated across units to ensure the College benefits from organizational learning when appropriate and form cohesive plans for moving forward in this area. This response would benefit from more specific information on how the processes are evaluated.
Selecting tools/methods/instruments to assess retention, persistence, and completion	Systematic 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 college-wide Retention Team. It is unclear how the College selects its other tools, methods, or instruments or how it evaluates them for effectiveness.
Other identified processes	

2R2. What are the results for student retention, persistence and completion?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic Retention persistence, and graduation rates are tracked through the WITC College wide Effectiveness Measures and are made available College wide through a data reporting system called Cognos. Information on how it is periodically determined if these alone are the best measures could produce a more mature answer. In addition College may wish to investigate if certain student segments should be tracked separately such as veterans in support of the strategic initiative focused on veterans.
Summary results of measures (including tables and figures when possible)	Systematic 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). Snapshot data (data for just one year) can be misleading if the year is not typical. Processes for periodic evaluation of the internal targets and external benchmarks could produce conversations on how to determine if the internal benchmarks are realistic and in the best interest of the institution. For Table 2 R2-2 it would be helpful

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	to know what the comparison group was. However, WITC 's performance exceeds that of the comparison group
Comparison of results with internal targets and external benchmarks	Systematic WITC has performed in the 90 th percentile for its retention and persistence for the NCCBP and demonstrates favorable relative performance in its report card from WTCS. It is not clear, however, what the College's internal targets are for all of these measures.
Interpretation of results and insights gained	Reacting The College has an opportunity to provide additional detail to interpret the findings presented on retention, persistence, and completion. Repetition of the data is not an interpretation of results or insights gained. For example, additional interpretation for Table 2R2-3 would better convey the College's performance and what it means for improvement initiatives.

2I2. Based on 2R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
No PDCA support for the described actions are given in either the P or R sections. The inclusion of this information could help establish the tie between the actions and the college's quality improvement efforts. The planned evaluation of the effectiveness of these positions could provide important information upon which to formulate needed revisions to the program.

2P3. **Key Stakeholder Needs** focuses on determining, understanding and meeting needs of key stakeholder groups including alumni and community partners. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Determining key external stakeholder groups (e.g., alumni, employers, community)	Systematic WITC lists several systematic processes by which they identify key external stakeholder groups including program advisory committees, economic development organizations, county board meetings, business and industry training course evaluations, education meetings, alumni meeting and strategic planning sessions; however, it is unclear what specific processes or criteria are used to determine these groups. Repeatable, evaluated processes with specific criterion as well as regular evaluation could assist WITC in focusing their efforts to develop the most beneficial stakeholder relationships.
Determining new stakeholders to target for services or partnership	Systematic The College uses a variety of inputs (environmental scanning, focus groups, and survey feedback) in its strategic planning process to determine new stakeholders to target for services or partnership. Though it appears that WITC has determined key stakeholders through various processes, there is a lack of connectivity such that no specific processes link these procedures and groups together. It appears that each process is currently acting independent of the others to identify new stakeholders. Repeatable, evaluated processes with specific criterion could assist the College and focusing efforts to developing the most beneficial stakeholder relationships.
Meeting the changing needs of key stakeholders	Systematic Through feedback from its 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

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	programming in the evenings and on weekends. However, not enough information was presented as to the specific processes which were used. The development of explicit repeatable evaluated processes to proactively determine the changing needs of stakeholders to assist the College in coordinated planning to meet these needs.
Selecting tools/methods/instruments to assess key stakeholder needs	Reacting The College uses listening sessions, internal enrollment data, and Learning Resources Network (LERN) to establish divisional metrics such as Customer Repeat Rate, Course Cancellation Rate and Course Half-Life Rate, but the process for selecting these tools and methods is not provided. The process by which the College decided to select and join Education Advisory Board (EAB) was also not discussed. Description of a systematic process for selecting methods such as criteria used and individuals involved could increase maturity. Key decisions could include measures and tools that yield either qualitative data or quantitative data or both and what balance should exist between accuracy, precision and investment of resources The development and description of explicit, repeatable, and evaluated processes to select measures and tools could increase the maturity in this area.
Assessing the degree to which key stakeholder needs are met	Systematic Divisional metrics results provided do not align with the described methods for assessing the degree to which they are meeting key stakeholder needs. For example, WITC lists national benchmark data, student engagement surveys, staff opinion surveys, student satisfaction surveys and graduate follow-up surveys, but results for measuring student stakeholder needs are not provided. Furthermore, it appears that the assessments and the data collected from them are currently working within silos rather than being shared across the various committees/groups to come to campus wide conclusions that impact the institution in moving forward. There is no indication that there is a process to periodically evaluate these to determine they are still the best option for serving their intended purpose. Evidence of systematic comprehensive assessment of key stakeholder needs could increase maturity.
Other identified processes	

2R3. What are the results for determining if key stakeholder needs are being met?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic Though each of the College's division has established formal metrics- frequently enrollment-driven, to measure results, there is no indication of the criteria used or how they are periodically evaluated to determine they are still the best option for serving their intended purpose. Alignment between the tools that are used to measure key stakeholder needs and results provided is not clear. Connecting assessment to the stakeholder criteria could complement the assessment and move the institution to a more holistic assessment for stakeholders.
Summary results of measures (including tables and figures when possible)	Reacting Summary results presented do not provide evidence as to whether external stakeholder needs were met or not. For example, results of strategic listening sessions do not provide the analysis of the comments/feedback (Ns are missing). Without the full analysis provided, it is hard to determine the magnitude of the need. Since trend data were also not provided, it is unclear as to

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	whether the strategic listening sessions were one-time assessments or occur on a regular basis. The availability of at least some of the quantitative data used to support these conclusions could increase the maturity.
Comparison of results with internal targets and external benchmarks	Systematic WITC provided some limited comparative information about its Contract Training for 2008-2009 (Table 2R3-2), but these appear to be indicators of volume and not necessarily quality. Even though the connection between the divisional metrics and stakeholder need is unclear, internal targets/signals are provided while external benchmarks are not. This item would benefit from information on how these comparables were selected.
Interpretation of results and insights gained	Reacting The portfolio presents several conclusions, however there is no link to the data that supports those conclusions.

2I3. Based on 2R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
No PDCA support for the described actions are given in either the P or R sections. The inclusion of this information could help establish the tie between the actions and the college's quality improvement efforts.

2P4. **Complaint Processes** focuses on collecting, analyzing and responding to complaints from students or key (non-employee) stakeholder groups. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Collecting complaint information from students	Aligned The Dean of Students at each campus serves as the intake point and disseminates student complaints through a process communicated to students in the Student Handbook. WITC collects complaint information in a database and the Student Affairs Team reviews and analyzes the complaints on a semi-annual basis. 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. Periodic review and evaluation of the process could strengthen maturity.
Collecting complaint information from other key stakeholders	Systematic 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. The process is more ad-hoc and would benefit from a consistent, repeatable criteria and evaluation of that process. Development of a database for stakeholder complaints as is done with student complaints could provide a tool for analysis and effective use of the data.
Learning from complaint information and determining actions	Aligned 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. Defining a periodic review would solidify the aligned rating.
Communicating actions to students and other key stakeholders	Systematic WITC has a variety of avenues used to communicate responses to complaints based upon the complaint and the level at which it is. It appears that some aspects of these processes are

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	more formalized (i.e. student code of conduct, etc.) while others are less formal. WITC could improve the maturity of this area by investigating whether this use of both informal and formal communication processes best serves the institution. Periodic review and evaluation of the process could increase maturity.
Selecting tools/methods/instruments to evaluate complaint resolution	Reacting The College currently uses an Excel spreadsheet to analyze and evaluate complaint resolution. However there is no information on how they choose tools, methods and instruments. Selecting the right measures and tools is the foundation of any assessment process. Key decisions include will measures and tools yield qualitative data or quantitative data or both and what balance should exist between accuracy, precision and investment of resources. The development and description of explicit, repeatable, and evaluated processes to select measures and tools could increase the maturity in this area.
Other identified processes	

2R4. What are the results for student and key stakeholder complaints? This includes, but is not limited to, descriptions of the following:

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic A student complaint Excel spreadsheet is used to track and analyze student complaint data. The spreadsheet tracks campus, nature of complaint and a summary of the action taken. Comments are collected from the strategic planning forums, and the Emerging Issues process. No mention is made of other key stakeholder complaints and how they are tracked/responded to. Details of how the analyses are performed and by whom as well as how the process is evaluated could increase maturity. Identification of the complainant, coded as needed, will allow the College to determine if repeated complaints are made by a few people or a number of individuals file complaints.
Summary results of measures (including tables and figures when possible)	Systematic The College provided complaint results from 2013-2014 and 2014-2015 for four categories. It is not clear why the 2015-2016 year was not included as the data should have been available at the time of writing the Systems Portfolio. Two years of data show that the number of complaints decreased from 2013 – 2014 to 2014-2015. Additional years of data is required to develop a trend line. Disaggregation of the data by location and more limited complaint type could provide more actionable data.
Comparison of results with internal targets and external benchmarks	Reacting No comparison of results with internal targets or external benchmarks are given. The lack of these can lead the institution to over or underestimated its performance.
Interpretation of results and insights gained	Reacting Without additional data or benchmarks/targets it is impossible to determine if the interpretations logically follow the data.

2I4. Based on 2R4, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
No PDCA support for the described actions are given in either the P or R sections. The inclusion of this information could help establish the link between the actions and the college's quality improvement efforts. A reacting level of maturity is marked by responding to each situation as it happens, although this can produce valuable results. However, a more systematic quality

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improvement approach of viewing multiple complaints to look for commonalities and systematically reviewing all complaints might be stronger components of a quality improvement effort.

2P5. **Building Collaborations and Partnerships** focuses on aligning, building, and determining the effectiveness of collaborations and partnerships to further the mission of the institution. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses)	Systematic WITC builds partnerships with various groups based upon the campus mission. Partnerships are delineated by branches within the college including the WITC Foundation, Career Prep, K12 Relations, and customized training. Additional partnerships are based on the goals of economic and workforce development. The development of an explicit, repeatable and periodically evaluated process to select partners for collaboration including criteria and mechanisms for prioritization could assist the institution in more effectively using resources in this area.
Building and maintaining relationships with partners	Systematic WITC uses processes to build and maintain partnerships. For example, WITC partners with local workforce boards, agencies, and city and county economic development groups to determine economic and workforce needs and provide training to meet those needs. In addition, WITC has several partnerships with K-12 education to provide dual enrollments, advanced standing, and High School Equivalency Diploma opportunities. WITC does not address the processes by which it identifies potential relationships, builds those relationships or evaluates current partnerships with any explicit, repeatable, or periodically evaluated process to evaluate relationships to determine if they are all still effective, and in times of financial challenge to prioritize the ones in which to continue to invest. Addressing these gaps in process might assist the institution in maturing.
Selecting tools/methods/instruments to assess partnership effectiveness	Reacting WITC has chosen some tools to measure partnership effectiveness. However, no process for actually selecting the tools is described. Selecting the right measures and tools is the foundation of any assessment process. Key decisions include will measures and tools yield qualitative data or quantitative data or both and what balance should exist between accuracy, precision and investment of resources. The development and description of explicit, repeatable, and evaluated processes to select measures and tools could increase the maturity in this area.
Evaluating the degree to which collaborations and partnerships are effective	Reacting Though WITC looks to its partnerships to assist them with serving their communities, it appears that WITC does not currently evaluate the majority of its relationships in any routinized manner leading to the question of reacting to needs of the community rather than having a set process for working with constituents who turn to the college for assistance. Furthermore, though the institution has many partnerships and refers to instructor, student, and economic impact surveys, no such data is provided in the document thus far. Thus, the portfolio does not present a specific, repeatable, and evaluated process for evaluating the degree to which collaborations and partnerships are effective. This information could be beneficial in prioritizing the relationships

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	for resource allocation and in indicating the characteristics of potentially effective partnerships.
Other identified processes	

2R5. What are the results for determining if students possess the knowledge, skills, and abilities that are expected at each degree level?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic The portfolio states that WITC measures effectiveness by the number of unduplicated companies, number of contracts, gross revenue, and net profit generated. The portfolio also indicates that the effectiveness of partnerships with agencies and organizations is measured by the number of successful programs, grant opportunities, and grant-funded students successfully completing courses and programs. However, the outcomes and tools may not necessarily determine if students possess the knowledge and skills expected in the programs. Measures are largely input measures rather than outcomes measures. Though WITC provides quantities they do not measure quality. Development of specific, repeatable and evaluated processes to determine if these are still the most effective measures could help increase the maturity of this area.
Summary results of measures (including tables and figures when possible)	Reacting While summary tables (2R5-1 through 2R5-4) do provide trend data and internal targets, the results provided are input measures. For example, number of donors, total revenue from donors, number of companies with contracts, net profit from contracts, gross revenue from contracts, and number of dual credit collaborations. These measures provide results of quantity rather than quality. Although not previously identified or discussed in the selecting tools and measures section, summary tables 2R5-5 and 2R5-6 do provide outcome measures of a needs assessment for the development of a Gerontology Program. Summary tables 2R5-7 and 2R5-8 provide outcome results that do measure the effectiveness of the WTCS Purchasing Consortium and presents results that the Consortium is beneficial to WITC because it provides them with cost savings. The table is extremely difficult to interpret because the signal values are given in percentages and the results are given in raw numbers.
Comparison of results with internal targets and external benchmarks	Reacting WTCS Purchasing Consortium results provide comparisons with external benchmarks and summary tables 2R5-1 and 2R5-2 provide comparisons with internal targets. Most of the results presented, however, lack both internal targets and external benchmark comparisons. Alignment with internal benchmarks would assist in targeting institution goals with comparisons with external benchmarks as we as allow the institution to over or under estimated its performance.
Interpretation of results and insights gained	Reacting Interpretation of the results and meaningful insights gained were not presented in the portfolio. For example, it would be important to understand why WITC does not save as much as other institutions who participate in the Purchasing Consortium. A generalized reaction regarding having excellent working relationships with area partners is expressed by WITC, but it appears that no evaluation of these partnerships has been systematically completed. Without additional data or

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	benchmarks/targets, it is impossible to determine if the interpretations logically follow the data.
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2I5. Based on 2R5, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
Support for the gerontology program, which is part of an established career pathway, is demonstrated by data on the willingness to employ the graduates of and provide assistance to the program. This establishes the program in the quality improvement arena since it responds to identified community and workforce needs. No PDCA support for other described actions are given in either the P or R sections.

AQIP Category Three

VALUING EMPLOYEES explores the institution's commitment to the hiring, development, and evaluation of faculty, staff, and administrators.

3P1. **Hiring** focuses on the acquisition of appropriately qualified/credentialed faculty, staff, and administrators to ensure that effective, high-quality programs and student support services are provided. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Recruiting, hiring, and orienting employees	Aligned The <u>Guidelines for the Recruitment and Selection of Staff</u> were developed in January, 2009 by the HR department in collaboration with cross-functional representatives from all College locations. 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 (Chart 3P1-1). The annual, four-day Faculty Orientation introduces College processes, technologies, and teaching/learning pedagogies. A decentralized orientation process is described where supervisors meet with new employees to provide training, review job description and employee expectations and establish performance goals. While the processes for recruiting, hiring and faculty orientation are well defined, additional information about the non-faculty Employee Orientation could strengthen the maturity of this area. The Guidelines were created in 2009, but it does not appear they have been evaluated since that time. Systematic evaluation of its recruiting, hiring, and orientation processes could help WITC strengthen the maturity in this area.
Designing hiring processes that result in staff and administrators who possess the required qualification, skills, and values	Systematic Cross-functional representatives convened by HR designed the guidelines for recruitment and selection of staff in 2009. The portfolio states 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. The College has an opportunity to periodically evaluate the process to ensure it continues to meet the College's and external entities' requirements.
Developing and meeting academic credentialing standards for faculty, including those in dual	Systematic WITC has established minimum credentialing qualifications for faculty (Table 3P1-2), including those in dual credit. High school instructors teaching dual credit coursework must meet the same minimum qualifications of full-time and adjunct faculty teaching credit coursework at the College. This description

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credit, contractual, and consortia programs	could be strengthened by an explanation of the criteria used to establish minimum qualifications. It is not clear who manages the process or how credentials are submitted. Further, periodic review of this process to establish that the credentialing standards result in individuals who have the required knowledge base, skills, and values could result in increased maturity of this area.
Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities	Reacting While WITC asserts the institution maintains enough faculty to support its full-time and certificate programs, it is unclear by what processes this is accomplished. WITC stated that their class maximums, but they did not provide evidence on how the standards ensure a sufficient number of faculty for effective instruction or that they are meeting these standards. In addition, WITC does not address non-classroom programs/activities. Evidence of the presence of explicit, repeated and evaluated processes to address these issues could increase maturity.
Ensuring the acquisition of sufficient numbers of staff to provide student support services	Reacting The College reports that sufficient numbers of staff are determined by the President's Cabinet and by the Students Affairs division, but a clearly defined process, including criteria used to determine sufficient numbers, was not presented. Description of an explicit, repeated and evaluated process could increase maturity.

3R1. What are the results for determining if recruitment, hiring, and orienting practices assure effective provision for programs and services?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic The College indicates a number of evaluation tools pertaining to recruitment and hiring such as the CESS employee survey, quantity/input measures from PeopleAdmin, HR follow-up surveys, and counselor ratios. Several examples of data are referenced, such as ratio of counselors to students, without the specific ratio or data being provided. Many of the measures, other than counselor ratios, are indirect measures, therefore the addition of direct measures could increase maturity.
Summary results of measures (including tables and figures when possible)	Systematic 2015 CESS Results for WITC and its Comparison Group are listed along with recruitment results and benchmarks. However, this is for one year, 2015, which limits the scope of results and measures. Snapshot data (data for just one year) can be misleading if the year is not typical. Divisional metrics are listed from HR for selection committees for 2015. The Systems Portfolio does not make clear if this is a new process started in 2015 or if there have been results from previous years.
Comparison of results with internal targets and external benchmarks	Systematic Answers to four opinion questions on the CESS were reported for 2015 with comparison group results, but without response rates or sample sizes it is not possible to determine whether the results are significant. Snapshot data (data for just one year) can be misleading if the year is not typical. Further, internal targets are not provided for comparison with the CESS results. Greater consistency in the use of comparison of results with both internal targets and external benchmarks could increase maturity, as could presentation of additional years of data and data from additional sources.
Interpretation of results and insights gained	Reacting The Systems Portfolio does not explain or interpret specifically how processes for recruiting, hiring, and orienting produce results. The link between the actions reported and the data provided is not apparent.

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3I1. Based on 3R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
<p>The basis for the decision to update the guidelines for selection and recruitment of staff is not apparent in either the P or the R section. Therefore, it appears to be a reacting, one-time decision instead of part of a PDCA cycle. The data provided show employee satisfaction with these processes compare well with the comparison group, which is not defined. Understanding why the review was initiated could help form the direction of the review. No PDCA support for on-demand, online orientation is given in either the P or R sections. The inclusion of this information could help establish the tie between the actions and the college's quality improvement efforts.</p>

3P2. **Evaluation and Recognition** focuses on processes that assess and recognize faculty, staff, and administrators' contributions to the institution. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Designing performance evaluation systems for all employees	Systematic Using cross-functional teams, the HR department designed the employee evaluation process. Through the Performance System Process, the Instructor Performance Appraisal Process, and the President's evaluation process, WITC uses systematic processes for evaluating all employees. Although separate, faculty and staff share common evaluation elements such as establishing goals, creating Individual Learning Plans, and assessing performance. While the evaluation process of the President is reviewed annually by a subcommittee of The Board, a periodic evaluation of the faculty and staff evaluation processes could increase maturity.
Soliciting input from and communicating expectations to faculty, staff, and administrators	Systematic A responsibility of managers is to engage employees for optimal performance and develop employees for future challenges and opportunities. Managers are expected to work with their employees to assure regular ongoing input and feedback regarding the job expectations of the employees. Although stated, no examples or elaboration were given for this process. Regular evaluation of the processes for soliciting feedback and communication of expectations could advance maturity.
Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services	Systematic WITC has established Model Core Abilities that reflect WITC's MVV and Learning College Tenets which are included in every position description. However, it was not described or shown how these abilities and tenets align with the evaluation system. Periodic evaluation of this process to determine that the actual evaluations resulting are aligned with the institutional objectives could increase maturity of this section.
Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff, and administrators	Systematic 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. It is not clear whether adjunct faculty are included in the evaluation processes. Specific repeatable evaluated processes to review both the inputs and outputs of this process to assure that they continue to have the desired attributes could enhance maturity in this area.
Establishing employee recognition, compensation, and benefit systems to promote retention and high performance	Systematic WITC uses multiple processes to establish compensation and benefit systems including survey data. However, a process for employee recognition was not discussed. Incorporation of processes for employee recognition as well as evidence of periodic evaluation of processes could increase maturity. The College indicates it is improving its recognition

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	processes but it is not clear who is involved, what criteria are being used, or how it will be evaluated for effectiveness.
Promoting employee satisfaction and engagement	Reacting Employees being involved in the operation of the college and in the development of the strategic plan does not constitute a systematic process for promoting satisfaction and engagement. Furthermore, using surveys to evaluate internal in-services, trainings, and professional development activities is good practice for gaining feedback, but it is not evidence of a systematic process for promoting employee satisfaction and engagement as it was not clear whether all employees participate in these activities. Evidence of systematic processes would increase maturity.

3R2. What are the results for determining if evaluation processes assess employees' contributions to the institution?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Reacting The only measure mentioned in the portfolio was the Noel Levitz CESS, which has only been given once. Multiple administrations of the survey followed by evaluation to determine if it is fulfilling its targeted purpose could enhance the maturity of this section. Further, increased use of direct measures could increase the College's maturity in measuring the effectiveness of its employee evaluation processes.
Summary results of measures (including tables and figures when possible)	Reacting The CESS is an employee satisfaction instrument with many items that could have been analyzed by the QISC, yet only the overall satisfaction item is presented. Response rates and sample size were not provided. The Benefits Review Committee's analyses of other institutions' benefits program were not provided, but were listed as an outcome tracked. Trend data on the completion rates of employee annual evaluations were also not provided. Providing all data that was analyzed by the QISC as well as results for all key measures could increase maturity.
Comparison of results with internal targets and external benchmarks	Systematic For CESS overall satisfaction, WITC shows improved performance from 2013 to 2015 and favorable comparisons against the 2015 comparison group (Chart 3R2-3). External benchmark comparisons were only provided for the CESS results on one item. The Benefits Review Committee's analyses of other institutions' benefits program was not provided, but was listed as an outcome tracked for comparative purposes.
Interpretation of results and insights gained	Reacting Other than the statement "In FY15, 100% of employee evaluations were completed and submitted," the link between the actions reported and the data provided is not apparent. While some conclusions are outlined in the portfolio, it is not clear how these related to the results presented in the portfolio.

3I2. Based on 3R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
No basis for the decision to develop a performance evaluation instrument for adjunct faculty nor research educational compensation plans is provided in either the P or the R section. The portfolio mentions informal surveys on areas such as operating budget, employee and student data, compensation and benefit information, faculty workloads, and recognition programs, but no processes are described nor data provided that supports the actions of the college to research additional recognition programs. It appears these decisions are reacting instead of part of a PDCA quality improvement process.

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3P3. **Development** focuses on processes for continually training, educating, and supporting employees to remain current in their methods and to contribute fully and effectively throughout their careers within the institution. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Providing and supporting regular professional development for all employees	Systematic 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.” The College might benefit from specific, repeatable, and evaluated processes to determine whether the investment of time and capital in professional development is associated with better learning experiences in and out of the classroom.
Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes	Systematic At WITC, faculty participate in the FQAS which provides initial training upon entering the teaching profession and provides ongoing professional development in a variety of ways. Once initial certification occurs, all faculty must complete 40 hours of professional development. It appears, however, that no process exists for determining whether the 40 hours of professional development directly results in keeping faculty current in their respective fields. However, the details for how this is accomplished, other than HR monitoring the process, are not provided. Additionally, regular evaluation of these processes could allow the College to increase its maturity.
Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.)	Systematic Support staff participate in an annual performance evaluation process in which they complete an ILP to identify learning opportunities that align with their job responsibilities and promote personal and professional growth. However, it is unclear how this process increases skills and knowledge in their areas of expertise. The College is creating a support staff professional development program. Adding repeatable evaluation of skill advancement and knowledge could increase the maturity of the process.
Aligning employee professional development activities with institutional objectives	Systematic WITC has chosen the On Course principles as the framework for aligning professional development with WITC Tenets. WITC plans to integrate OC principles into the culture and practices of WITC both in and out of the classrooms. However, the process for selecting this framework and for accomplishing this is not clearly defined. An all-staff in-service is planned for October 2017, but evidence of the process being currently implemented was not provided. Once OC is fully implemented and regularly evaluated, the College’s maturity could increase in this area.

3R3. what are the results for determining if employees are assisted and supported in their professional development?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic WITC uses CESS to measure employee satisfaction with professional development. HR tracks types, employee attendance and satisfaction of professional development activities such as In-service and Academic Days. WITC relies on indirect measures and measures of quantity. Inclusion of direct measures and measure of quality of these processes could increase maturity.

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Summary results of measures (including tables and figures when possible)	Reacting The portfolio does not provide results for several measures (other than satisfaction) mentioned in this section. Snapshot data (data for just one year) can be misleading if the year is not typical. Presentation of additional years of data and data from additional sources could increase maturity.
Comparison of results with internal targets and external benchmarks	Systematic WITC provides performance data more favorable than the comparison group on three questions related to satisfaction with professional development, in the one year for which data was given. However, the comparison group is not defined. Additionally, no N was given so it cannot be determined whether these differences are significant. Multiple administrations of the survey followed by evaluation to determine if it is achieving its intended purpose could enhance the maturity of this section.
Interpretation of results and insights gained	Reacting The link between the actions reported and the data provided is not apparent. WITC states that overall faculty and staff are satisfied with ongoing professional development that the College provides, but not all of the results provided represent this interpretation of the data. For example, WITC fell short of their internal target for in-service satisfaction. WITC does recognize that they could improve upon its overall professional development employee satisfaction rating.

3I3. Based on 3R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
No basis is provided in either the P or the R section to expand on Leadership programming nor purchase professional development LMS. Therefore, it appears they are more one-time responses than an integral part of a quality improvement process. However, the professional development LMS has the potential to become an important tool in a PDCA cycle.

AQIP Category Four

PLANNING & LEADING focuses on how the institution achieves its mission and lives its vision through direction setting, goal development, strategic actions, threat mitigation, and capitalizing on opportunities.

4P1. Mission and Vision focuses on how the institution develops, communicates, and reviews its mission and vision. Describe the processes for developing, communicating, and reviewing the institution's mission, vision, and values and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Developing, deploying, and reviewing the institution's mission, vision, and values	Systematic: While the College states the Mission, Vision, and Values are reviewed during the strategic planning process, it does not indicate the specific elements in the process for reviewing the MVV. It is unclear in the process how feedback and review are used to improve, adjust and deploy changes in the Mission, Vision and Values. A timeline for the review cycle with actionable outcomes and the development of specific, repeatable, and measurable procedures to determine whether this process achieves input from and connectivity among all desired segments of the college community may assist the institution's maturity in this area.
Ensuring that institutional actions reflect a commitment to its values	Systematic: Through strategic planning, divisional metrics, academic program review, program viability, and the LERN processes, WITC states it uses a set of processes for ensuring

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	<p>institutional actions reflect a commitment to its values. Tenets are communicated to staff and were recently reviewed, affirmed, and slightly modified as part of an AQIP Action Project focused on College Culture. However, it is unclear how this process ensures a reflection and commitment to values. CCSSE and SSI student survey instruments provide annual feedback and are used to benchmark the College's progress from the students' perspective. However, the portfolio does not directly address how the College accomplishes this. The development of specific, repeatable, and measurable procedures to determine if these tenets effectively ensure that institutional actions reflect a commitment to the College's values could increase the maturity of this area.</p>
Communicating the mission, vision, and values	<p>Systematic WITC uses a variety of methods, such as forums, tools and processes to communicate their mission, vision and values to both internal and external stakeholders. Though WITC indicates they added a Global Ends Statement, it does not indicate when or why this statement was added. Forums, publications and processes within meetings are used for communication efforts. However, it is unclear if these channels are effective in reaching the entire College community in a way that promotes their understanding of the mission, vision, and values. Periodic evaluation of the communication processes could increase maturity.</p>
Ensuring that academic programs and services are consistent with the institution's mission	<p>Systematic: WITC states that the Curriculum and Assessment Manager and program faculty review program outcomes and how they relate to the program and mission during the Academic Program Review Process. Information on how this review occurs and repeatable, evaluated processes that facilitate the use of information gathered in the processes to bring academic programs and services in line with the institution's mission could enhance the maturity of this answer. Though WITC indicates that they follow a process for ensuring that programs and services are consistent with the institution's mission, it is not clear if the process is consistent or whether it is regularly evaluated. It is also not clear what criteria are used or how the process aligns with the institution's mission.</p>
Allocating resources to advance the institution's mission and vision, while upholding the institution's values	<p>Systematic Strategic and operational plans link to budgeting processes. At each division and campus, supervisors prioritize programming, service, and budget requests which go to PC for prioritization. No clear indication of criteria for allocating resources is provided nor how WITC evaluates the effectiveness of these processes. Through divisional metrics, strategic metrics and college wide effectiveness measures, WITC connects the budget to the College's mission. Both operational and strategic initiatives use information from various metrics to guide resource allocation decisions to maximize potential for improvement and minimize allocations to areas where the college is performing well. The development of specific repeated evaluated procedures to determine that these processes benefit the institution may provide improvement in maturity.</p>
Other identified processes	

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4R1. What are the results for developing, communicating, and reviewing the institution's mission, vision, and values?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: WITC uses CESS and feedback received from strategic planning forums to assess the overall employee perception and understanding of the College's mission, vision and values. It appears that the satisfaction with the MVV is evaluated by employees through the results gathered from two CESS questions every two years. The College may benefit from exploring the use of additional appropriate items from the CESS. WITC also indicates that planning forums gather feedback from stakeholders, but no clear indication of this process or its measures is present. Inclusion of direct measures as well as evidence of periodic evaluation of tools used could increase maturity. Direct measures which require employees to demonstrate their understanding could provide a clearer picture as to staff comprehension of, and agreement, with the MVV.
Summary results of measures (including tables and figures when possible)	Reacting: WITC provides summary results from two CESS items related to mission, vision, and values. Two years are provided for comparative purposes, however sample sizes and response rates are not provided. Summary results for strategic planning forums are not provided even though this was listed as a measure tracked. Although WITC indicates that it gathered 1,455 comments from 414 participants in a strategic planning forum, no clear indication of how those comments were reviewed or applied is evident. Although some qualitative processes are described (Table 4R1-2) few results are presented summarizing the effectiveness of WITC's processes for developing, communicating, and reviewing its mission, vision, and values.
Comparison of results with internal targets and external benchmarks	Reacting. While some comparative results from SSI, CCSSE and NCCBP are mentioned, data are not presented pertaining to internal targets or external benchmarks. Despite the availability of comparative results for CESS, none are given and no internal trends or performance with respect to targets are given. The lack of meaningful comparative results may lead the institution to over- or underestimate its performance.
Interpretation of results and insights gained	Reacting WITC acknowledges that despite a recent increase in both perception and support of the mission, there is still a gap between importance and satisfaction. Other insights presented are not related to the results provided for this section. Though the College indicates that student engagement benchmarks have declined, it appears to rely upon its standings nationally rather than address a shortcoming.

4I1. Based on 4R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
Although the portfolio does not provide in either the P or R section the basis for the development of the divisional metrics or the dashboard system, they have the potential to be useful tools for quality improvement and future PDCA cycles. The decision to focus, on academic and other support services prior to registration may improve student success and

hence, retention, but no basis for that emphasis is found in either the P or R sections; therefore, not establishing their place in a quality improvement effort.

4P2. **Strategic Planning** focuses on how the institution achieves its mission and vision. Describe the processes for communicating, planning, implementing, and reviewing the institution's plans and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Engaging internal and external stakeholders in strategic planning	Systematic Through the methods listed in Table 4P2-1, WITC has processes for identifying internal and external stakeholder feedback. WITC uses these various methods of stakeholder feedback to identify what needs to be accomplished. While WITC engages various internal and external stakeholders in identifying and analyzing stakeholder needs, it is not clear how these specifically fit into the strategic planning process. Further, it is not clear whether the College evaluates the effectiveness of these engagement efforts. Specific, repeatable and evaluated processes to determine whether or not all stakeholders wishing to have input are engaged through the forms could enhance the maturity of this area.
Aligning operations with the institution's mission, vision, values	Systematic The Board, the strategic plan, action projects based on the strategic plan, student assessment and Academic Program Review are the methods by which WITC monitors and aligns the operations with the mission, vision and values of the institution. Because the strategic planning process includes a review of the MVV, the College asserts that initiatives are aligned with MVV, but the specific processes are unclear. It is also unclear as to whether the College evaluates the effectiveness of these processes for aligning operations with MVV. WITC allows for an administratively led strategic planning process, based upon its statements. Through discussions with various stakeholders and division meetings, the College collects information that is funneled to the administrative leadership which creates the strategic plan for the campus. However, it is unclear what specific repeatable evaluated processes are used to accomplish this. Periodic evaluation of the process could increase maturity in this area.
Aligning efforts across departments, divisions, and colleges for optimum effectiveness and efficiency	Systematic In July 2014 WITC held Strategic Planning Summit where a SWOT analysis process was used to identify streamlined, cross-divisional, and collaborative strategic goals. WITC describes staff and divisional and department leadership being involved in this process, but the role of faculty was not described. It is unclear whether this was a one-time event or a permanent process of the strategic planning process. The College has an opportunity to evaluate the effectiveness of these processes to determine their effectiveness and identify opportunities for improvement. It appears that the alignment for strategic planning efforts for WITC are recent. No indication of month or year was given. It appears this process is, however, still taking place rather than completed. Specific, repeatable and evaluated processes to follow the implementation of the resulting collaborative strategic goals could provide information on the effectiveness of the goals produced by this process and could increase the maturity of this area.

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Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats	Systematic. While the College asserts that it assesses and addresses opportunities, threats, and weaknesses through stakeholder involvement, it is unclear what the specific process is for doing so. WITC indicates they allow for a “vast number” of stakeholders to critique planning and assess measurable outcomes focused on planning success, however they fail to indicate how this is accomplished. WITC is challenged by the overall resources available given current budget conditions. Resource allocation is part of the process, but it is unclear how opportunities and strengths are taken advantage when revealed. Development of specific, repeatable and evaluated processes that enumerate emerging opportunities, and threats that have occurred, and the state of their prediction and the response to this prediction could help the Institute respond more maturely in this area.
Creating and implementing strategies and action plans that maximize current resources and meet future needs	Systematic The Budget Planning process, Program Development Process and the Program Viability Process all determine future allocations and changes in resource allocations. The College has an opportunity to evaluate the effectiveness of these mechanisms for maximizing current resources and meeting future needs through its action plans. Detail regarding how this process maximizes current resources and meets future needs is lacking. The Strategic Plan has a three-year implementation horizon and allows for flexibility in responding to changes in the environment and available resources. However, it is unclear how this is accomplished within the process. By more clearly delineating how the strategic/action plan process impacts funding decisions, WITC could mature in this area. The most significant impediments to implementation progress of the Strategic Plan are the human and financial resources available to accomplish the plan. The development of specific, repeated measurable processes to determine the resources planned versus the resources expended on a project could result in more mature planning in this area.
Other Identified Processes	

4R2. What are the results for communicating, planning, implementing, and reviewing the institution's operational plans?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Reacting While the portfolio includes an example of a strategic action item (4R2-1), no outcomes/measures or tools are identified pertaining to the effectiveness of the processes for communicating, planning, implementing or reviewing the institution's operational plans. 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. College and divisional leadership have collaborated in developing detailed action items and steps. However, it is unclear what those steps might be to track measures. This section would benefit from an example of several of these measurable outcomes and an indication of whether or not they are direct or indirect measures.

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Summary results of measures (including tables and figures when possible)	Reacting Summary results are not presented in the systems portfolio. Table 4R2-1 provides an example of one measure, but results for that measure are not provided. Results on performance indicators and the College's strategic metrics were also not provided, but were listed as measures tracked. Outcomes/measures and tools are not identified pertaining to the effectiveness of the processes for communicating, planning, implementing or reviewing the institution's operational plans. It is unclear how the action item described relates to communicating, planning, implementing, and reviewing the institution's operational plans.
Comparison of results with internal targets and external benchmarks	Reacting The College acknowledges that since the strategic metrics were developed as part of the 2015-2018 Strategic Plan, external benchmarks and internal targets were not provided in the Systems Portfolio. The College has set some internal targets and goals for external benchmarks for strategic metrics (Chart 4R2-2). However, no results are presented so it is unclear how the College is performing relative to its internal targets or external benchmarks. The strategic planning process and implementation of it indicates that it is so new that no internal or external benchmarks have yet been determined. As the metrics are a new addition to the strategic planning process there are not benchmarked results at this time. Maturity could be enhanced by describing what criteria in processes were used to establish the benchmarks.
Interpretation of results and insights gained	Reacting Though WITC states that strategic goals are tied to enrollment, no data is provided based upon this process, so no interpretation of that data can be provided. At this point, it appears that WITC is assuming that their planning process is impacting enrollment though no data appear to have been collected, reviewed, or discussed. Insights provided in terms of strategic goals tied to enrollment are having some impact are not related to any results presented. Therefore, it is unclear how the conclusions were drawn or their relevance to this item. Additional examination to clearly understand impact and outcomes to achieve strategic metric goals is required for a full interpretation of results. There was no relationship between data presented and the description of the current status of the institution provided.

4I2. Based on 4R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
The portfolio does not provide a basis for the initiation of the strategic planning Summit or the strategic metrics in either the P or R sections. Thus, their creation is not part of an established PDCA cycle or quality improvement plan. It is possible that this has the potential to break down silos, and thus, aid in the PDCA cycles. The tying of action items to one of this six strategic metrics could facilitate the check part of the PDCA cycle in quality improvement.

4P3. **Leadership** focuses on governance and leadership of the institution. Describe the processes for ensuring sound and effective leadership of the institution and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
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Establishing appropriate Board-institutional relationships to support leadership and governance	Systematic The board composition is determined by Wisconsin Statue with nine member on rotating three-year terms representing various stakeholders. The board establishes the vision for WITC and approves and monitors goals and outcomes per the Carver Policy Governance model. Other than mandated statute and board policy, it is unclear what processes the College uses to reinforce appropriate board-institutional relationships. While the structure and organization of the Board is an important part of the process, an explicit description of the process whereby the Board supports leadership and governance of the institution could increase maturity. Also, it is unclear how this establishes the appropriate Board institutional relationships to support leadership and governance. In addition, evidence of periodic evaluation of the process could increase maturity.
Establishing oversight responsibilities and policies of the Governing Board	Systematic The Board functions under the Carver Policy Governance model for establishing board-institutional relationships in an effort to assure that the Board will focus on the College's goals and outcomes and that WITC's administration and staff will focus on the specific strategies and action projects needed to satisfy the College's strategic goals. Policy Governance separates issues of organizational purpose (ENDS) from all other organizational issues (MEANS), placing primary importance on those Ends. Policy Governance boards demand accomplishment of purpose, and only limit the staff's available means to those which do not violate the Board's pre-stated standards of prudence and ethics. While clear oversight responsibilities are established through policy, it is unclear how the institution evaluates and updates its Board policies. This item would be enhanced by the description of specific repeatable evaluated processes that demonstrate if the Board adheres the model.
Maintaining board oversight, while delegating management responsibilities to administrators, and academic matters to faculty	Systematic Board oversight is established through the institution's governance policies. The Board delegates authority to the President who is responsible for the management of the College. Board policy establishes regular reporting from the President to the Board on the operations of the College. It is not clear how the academic matters are delegated to faculty. The Carver Policy Governance model when working effectively 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. Specific, repeatable, and evaluated processes that allow the institution to determine if the model is performing as desired could increase the maturity of this area.
Ensuring open communication between and among all colleges, divisions, and departments	Systematic The portfolio describes a number of methods to foster open communication between and among College divisions and departments including the storage of communications and shared documents on The Connection, the utilization of OneDrive to share and collaborate on program materials, and the use of Skype for instant messaging. To facilitate an open communication avenue for staff to share new emerging issues, the Emerging Issues Process was created in March 2010. However, it is unclear how this communication ensures open communication and what that means to the stakeholders of the institution. The development of repeated, specific, and evaluated processes to determine if all members of

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	the College community are receiving the information in a manner that they can effectively use.
Collaborating across all units to ensure the maintenance of high academic standards	Systematic. WITC has 20 college wide committees which encompass 179 employees. In addition, collaboration happens within units of staff, division, and academic groupings. Each group has a set membership and has a purpose clearly identified for its existence. The portfolio describes numerous systems in place to support collaboration across units. However, there is no indication how this collaboration is used to ensure the maintenance of high academic standards. It is unclear how communication across units happens and how the College evaluates the effectiveness of these processes.
Providing effective leadership to all institutional stakeholders	Reacting. Other than stating that strategic planning involves participation from both internal and external stakeholders, WITC does not describe its processes for providing effective leadership to all institutional stakeholders. Strategic planning involves participation from both internal and external stakeholders. Explanation of the process would assist understanding how this may provide effective leadership to all stakeholders. The college has implemented a staff development program in attempt to provide all staff with a common framework and language. Establishing specific, repeatable, and evaluated processes to measure whether or not these efforts are achieving the desired goal may be a next step in increasing maturity.
Developing leaders at all levels within the institution	Systematic By encouraging staff to model the College's Core Abilities, to participate on various College committees and external leadership development opportunities, and by developing the Management Development Program, WITC has processes for developing leaders within their institution. While the College makes leadership development opportunities available to employees, it is unclear whether there are deliberate leadership development plans. 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. Staff are participating, however it is unclear how faculty may be developed as leaders within this process. The inclusion of specific, repeatable, and evaluated processes to determine if this is effectively identifying and preparing future leaders could lead to a more mature process.
Ensuring the institution's ability to act in accordance with its mission and vision	Reacting WITC's Board sets policies consistent with the mission, vision and values of the institution and the President's Cabinet implements operational procedures consistent with Board policies. Expanding beyond the Board and ensuring how the institutional institution as a whole will act in accordance with mission and vision will further the maturity in this process. The portfolio describes a number of inputs designed to ensure the institution's ability to act in accordance with its mission and vision, however it does not describe specific, repeatable, and evaluated processes to determine if the inputs are having the desired effect. This could enhance the maturity of the area.
Other identified Processes	

4R3. What are the results for ensuring long-term effective leadership of the institution?

Results	Evaluation of Results and Systems Improvement
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Outcomes/measures tracked and tools utilized	Chris, did we review this section on the phone? This reads as reacting, not systematic. Systematic The measurable outcomes of the Strategic Plan are the primary means by which the WITC Board evaluates the institution and the President. While the portfolio mentions that the strategic plan measurable outcomes are used to measure the effectiveness of the leadership of the institution, no data are provided for these outcomes. Though a number of processes are described for leadership of the institution, few corresponding measures are identified. Expanding tools and measures to more than one stated in the portfolio may advance maturity. This section would benefit from a full description of the outcomes and the tools used to measure them.
Summary results of measures (including tables and figures when possible)	Reacting Summary results of the Strategic Plan outcomes, which were the identified measures tracked, were not provided. WITC claims that more than 90% of the outcomes were met or continued, but results were not provided. Student Engagement measures that were provided in Summary Table 4R3-1 are not measures of effective leadership, they are measures of student engagement. The College has an opportunity to provide data on leadership effectiveness to demonstrate its level of performance. Expansion of measures and results may advance maturity.
Comparison of results with internal targets and external benchmarks	Systematic 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. Since results are limited there is an opportunity to expand measures and results for comparison for other targets and benchmarks. Student Engagement results on CCSSE compare favorably with the signal values; however, it is unclear how the items measured reflect long-term effective leadership of the institution. A thorough description of this link could lead to a more mature response. Comparative data do not appear to directly related to the leadership effectiveness of the institution.
Interpretation of results and insights gained	Reacting. The AQIP College Culture Action Project Taskforce provided 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; however, these are not explained in the portfolio. Therefore, interpretation of results and insights gained were not provided. Explanation on interpretation with expansion based in results will assist maturity.

4I3. Based on 4R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
The portfolio does not discuss the link between the action project Developing Divisional and Collegiate Measures and the institution of the scanning process and existing processes or results. Although the process for creating signal values is not discussed the concept has the potential to facilitate the check part of the PDCA cycle. The scanning process appears to have potential as a tool in the PDCA cycle

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4P4. **Integrity**, focuses on how the institution ensures legal and ethical behavior and fulfills its societal responsibilities. Describe the processes for developing and communicating legal and ethical standards, monitoring behavior to ensure standards are met, and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Developing and communicating standards	Systematic At WITC integrity standards for personnel are developed within the Administrative Policies and Procedures review cycle and communicated annually through the Employee Handbook, The Connection, and at Employee Orientation. How these standards are developed is unclear. The specific steps for the process or how they are regularly evaluated are unclear based on the response in the Systems Portfolio. The link to the plan did not connect. Development of specific, repeatable, and evaluated procedures to evaluate whether or not material is reaching the entire College community in a manner in which they can comprehend and use it could increase the maturity of this area.
Training employees for legal and ethical behavior	Systematic The College provides training on legal and ethical behavior through new employee orientation and through in-services. However, it is not clear how the College ensures that the training covers all employees (when necessary) or how it evaluates the effectiveness of the training and the training processes. Also, it is unclear for ethical and legal behavior training beyond Title IX is accomplished. This area could be enhanced by specific, repeatable, and evaluated process to determine if all employees participate in ongoing training since this area in higher education continues to change.
Modeling ethical and legal behavior from the highest levels of the organization.	Reacting No information is provided on modeling legal behavior across all levels of the institution. This is a complex issue that occurs in the context, thus modeling could provide a valuable tool to educate the College community on ethical and legal behavior. While training opportunities exist for employees at WITC, an explicit, repeatable and evaluated process for modeling ethical and legal behavior from the highest levels of the organization was not presented in the portfolio.
Ensuring the ethical practice of all employees	Reacting. The portfolio states that various campus policies and procedures ensure ethical behavior of all employees, however it is not clear how the College goes beyond the inputs to ensure the actual ethical behaviors of employees. WITC has an opportunity to evaluate the effectiveness of the procedures to measure the ethical practice of its employees.
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.	Systematic The portfolio describes a number of input processes to facilitate operating with integrity. The Board Code of Conduct outlines legal and ethical obligations of the Board, and the WITC Employee Code of Ethics outlines a framework to assist employees in understanding expectations. While the portfolio references administrative policies and departmental procedures for maintaining ethical standards, little detail is provided on how these processes ensure compliance or how they are evaluated for effectiveness. The development of specific, repeatable and evaluated processes to determine if employee actions reflect this input could provide additional evidence of maturity in this area.
Making information about your programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and	Aligned WITC uses its website to communicate information about programs, requirements, faculty and staff, costs to students, and accreditation relationships to its constituents. Material is clearly identified and readily available. The College website is the main mechanism through which WITC communicates information about programs, requirements, faculty and staff, student costs, control and accreditation. It is not clear how the College evaluates the effectiveness

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clearly available to all constituents	of these communications. The College may consider investigating other channels to ensure it reaches all key constituents.
Other identified Processes	

4R4. What are the results for ensuring institutional integrity?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Reacting. WITC uses fiscal audits to measure the fiscal integrity of the College, and employee performance evaluations are used to measure the integrity of its employees. However, tools, measures and outcomes are unclear. Few results are provided directly relating to the College's processes for ensuring integrity. Further information on how these documents are used to measure institutional integrity including repeatable, specific, and evaluated processes that demonstrate that they do measure institutional integrity could improve the maturity of this section.
Summary results of measures (including tables and figures when possible)	Reacting WITC lists fiscal audits and employee performance evaluations as the tools it uses to measure institutional integrity, yet the summary results provided are the results of three items on the 2013 and 2015 administration of the CESS. None of the items presented measure integrity. While the College indicates that administrative policies are to be reviewed on a five year cycle, the results (Table 4R4-1) indicate these reviews have not taken place on a timely basis for five of the six categories. WITC states that both internal and external tools are used to "track the college's integrity." These measures appear to be CESS questions of satisfaction. Presenting the summary results of the fiscal audits as well as summary results of the performance evaluations could increase maturity.
Comparison of results with internal targets and external benchmarks	Reacting While WITC provided external benchmark comparisons on the CESS results, the CESS results do not measure the integrity of the institution. Relying on a single tool may not be applicable and may limit the understanding in this area. No N or indication of significance is provided.
Interpretation of results and insights gained	Reacting Interpretation of results and insights gained were not presented in the Systems Portfolio.

4I4. Based on 4R4, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
The rationale for switching to the Faculty Quality Assurance System is not mentioned in either the P or the R sections of this portfolio. In addition Title IX training and issues with harassment are not discussed in either the P or R sections. Therefore it appears they were isolated decisions and not part of a PDCA cycle or part of a quality improvement plan.

AQIP Category Five

KNOWLEDGE MANAGEMENT & RESOURCE STEWARDSHIP addresses management of the fiscal, physical, technological, and information infrastructures designed to provide an environment in which learning can thrive.

5P1. Knowledge Management focuses on how data, information, and performance results are used in decision-making processes at all levels and in all parts of the institution. Describe the processes for knowledge management and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Selecting, organizing, analyzing, and sharing data and performance information to support planning, process improvement, and decision-making	Systematic Data selected to measure institutional effectiveness were identified through the AQIP Action Project, Developing Divisional and College wide Measurements. Factors considered when collecting data include state and federal requirements, validity, reliability, cost and feasibility. 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. However, it is unclear who is involved and what the specific steps are in the process for data selection and how analyzing and sharing data and performance information supports planning, process improvement, and decision-making. Creating steps that connects analysis with objectives could strengthen the process and assist maturity. In addition, the development of specific, measurable and evaluated processes to continue to monitor the data selected and to measure institutional effectiveness to determine if it still is the best fit for the college as well as a description of processes for data analysis could increase the maturity of this answer.
Determining data, information, and performance results that units and departments need to plan and manage effectively	Reacting The portfolio states that the management and distribution of data are determined based on units and departmental needs. Consolidating the information from these areas could facilitate the breakdown of silos by allowing 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. No indication is given on who determined those needs and what criteria were used, therefore making it impossible to determine if the same process is repeated. This information could increase the maturity of this area.
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	Systematic Data reporting is managed by the Office of Institutional Effectiveness in collaboration with all College divisions to determine use and distribution of data. In addition, WITC has an automated business processes so that key performance measures are systematically collected, stored, shared and reviewed. Data are available to staff through The Connection and are reviewed during monthly divisional and departmental meetings. The public can also view general reports on the College website. No processes or criteria are given describing the determination of access to raw data. Periodic evaluation of the process for making data available to departments could increase maturity.
Ensuring the timeliness, accuracy, reliability, and security of your knowledge management system(s) and related processes.	Systematic WITC's Information Technology (IT) systems are largely decentralized, PeopleSoft and the data warehouse are housed internally in locked, climate-controlled and monitored rooms at the WILM Data Center. The College uses a variety of processes to ensure the security of its knowledge management system. The process for timeliness of the knowledge management system is not presented. The portfolio states that all reporting is subject to extensive validation and testing processes but does not contain information on how the accuracy and reliability of data entry is monitored. Validation and testing processes on inaccurate data does not ensure accuracy and reliability. Specific, repeatable, and evaluated processes to address these issues could increase the maturity of this area.
Other identified processes	

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

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic WITC uses its system-wide portal and data cube maintained by WTCS Administration Offices where data submitted to the WTCS via these systems (client reporting, staff accounting, contracting and UFFAS) are available to member institutions to measure annual performance.
Summary results of measures (including tables and figures when possible)	Reacting Summary results presented are not for measures of determining how data, information and performance results are used in the decision making process nor do they reflect the data sources outlined in outcomes/measures tracked.
Comparison of results with internal targets and external benchmarks	Reacting Comparison of results presented are not results of measures of determining how data, information and performance results are used in the decision making process.
Interpretation of results and insights gained	Reacting While WITC asserts it has made improvements, these are not described nor is there information as to interpretation or analysis which led to identifying these opportunities for improvement.

5I1. Based on 5R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
The portfolio P and R sections did not identify any specific issues with gathering budget requests and disseminating budget information. Therefore no basis was laid for the implementation of the new budget tool making it appear to be a single act and not part of a PDCA cycle or quality improvement plan. However it could have the potential to be a valuable tool in future quality improvement efforts. The processes relevant to developing multidivisional reports is not discussed in the process section nor supported in the results section. Thus their place in the quality improvement process is uncertain. However if properly formulated they could become a valuable tool for quality improvement.

5P2. **Resource Management** focuses on how the resource base of an institution supports and improves its educational programs and operations. Describe the processes for managing resources and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Maintaining fiscal, physical, and technological infrastructures sufficient to support operations.	Systematic Supervisors at each division and campus annually develop prioritized programming, service, and budget requests for both support and administrative needs. Managers submit requests and the divisional VP prioritizes and presents to the PC to formulate a budget. It is not clear how the prioritization takes place at the divisional or institutional level. The Business Services Division issues a budget document that is presented to college staff and is acted on by The Board. A comprehensive three-year facility plan has also been completed. However, it isn't explained how the budgeting and technological processes are measuring whether the infrastructures are sufficient to support operations. One way to potentially increase maturity in this area would be to have specific, repeated, and evaluated processes to demonstrate that the resulting budget does allow the institution to

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	maintain fiscal, physical, and technological infrastructures sufficient to support operations.
Setting goals aligned with the institutional mission, resources, opportunities, and emerging needs.	Systematic WITC strategic planning processes establish goals that are aligned with the institutional mission, resources, and opportunities of the College. The College's emerging issues process, which honors innovative (emerging) ideas which focus on strategic goals and is overseen by QISC, establishes goals that are aligned with emerging needs. Maturity of these process could be increased with the inclusion of periodic evaluation of the processes.
Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected.	Systematic According to state statutes, the WITC's annual budget must be balanced at the end of each fiscal year. WITC's management of resources is delegated to budget managers who can move resources to areas of need during the fiscal year. However the processes for ensuring that educational purposes are not adversely affected is not presented. Specific, repeatable and evaluated processes could render this area more mature.
Other Identified Processes	

5R2. What are your results for Resource Management?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic WITC uses a variety of tools for measuring outcomes of resource management. The tools, however, generally measure quantity rather than quality of processes. For example, the volume of helpdesk tickets doesn't necessarily measure the quality of helpdesk processes. The College may consider additional measures such as time to resolution of helpdesk tickets and satisfaction with helpdesk services.
Summary results of measures (including tables and figures when possible)	Systematic Some results are variable such as work order expenditures (Table 5R2-2) and the WITC help desk student tickets (Figure 5R2-3) indicate quantity rather than quality. For the General Fund, the college has shown operating surpluses since 2007 (Table 5R2-4).
Comparison of results with internal targets and external benchmarks	Systematic The institution appears to meet or exceed most of its benchmark fiscal resource management goals. It is interesting that the internal target CFI if achieved at the lower end (1.0-1.4) for two or more consecutive years would result in the request for additional financial documents by the HLC. The fact that the College has earned an Aaa rating from Moody's Investor Service over the years speaks to the effectiveness of WITC's resource management practices. A more detailed description of how these targets were established and how they are periodically reviewed to determine if they still are appropriate for the college could lead to greater maturity.
Interpretation of results and insights gained	Reacting Conclusions are stated but there is no link with the underlying data nor criteria used to reach the conclusions.

5I2. Based on 5R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
No issues with the processes involving budget information, data collection and analysis or the three-year facility plan were raised in the P or R sections of the portfolio. While the actions described could an integral part of future quality improvements they do not seem to be part of a planned quality improvement process.

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5P3. **Operational Effectiveness** focuses on how an institution ensures effective management of its operations in the present and plans for continuity of operations into the future. Describe the processes for operational effectiveness and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Building budgets to accomplish institutional goals.	Aligned The budget process is guided by the Strategic Plan and supported by the comprehensive facility plan with the operational budget developed and controlled by all members of PC. Board conducts a budget hearing and the budget for final adoption. Budget documents are available on the WITC website. A more detailed description of the process describing how the strategic plan and comprehensive facility plan are used in the budget development and processes to evaluate whether or not the budgets do allow the accomplishment of institutional goals could enhance this area.
Monitoring financial position and adjusting budgets.	Aligned 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. Monthly reports on the status of fund balances, revenues and expenditures are provided to The Board and open for public review. 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.
Maintaining a technological infrastructure that is reliable, secure and user-friendly.	Systematic WITC's technology infrastructure is managed and maintained utilizing Aristotle, a software application, which monitors and reports on computer hardware. It monitors such items as Enterprise Resource Planning, LMS, and various communication systems included telephone, email, and document imaging and management systems. However, it is unclear what processes are in place related to user-friendliness and reliability. As part of its plans, WITC and WILM have developed disaster recovery plans as well as plans designed to protect and improve key components and strategies on which it is focused. WITC is a member of WILM and its data is maintained at the Chippewa Valley Technical Data Center. Though the campus appears to have a strong infrastructure, no mention is made of an overall technology management plan or whether this area is evaluated/assessed on any regular cycle.
Maintaining a physical infrastructure that is reliable, secure and user-friendly.	Systematic To address physical infrastructure security WITC has local campus-based safety and security teams as well as a college wide committee for oversight to foster policy and procedure standardization across the campuses. The College has a comprehensive facility plan that inventories each campus's projects including renovations, additions, parking and heating and air conditioning systems and records the pertinent information necessary. From this plan the College develops a 10-year plan of improvements. A periodic review of these processes to determine that they are providing infrastructure that that is reliable, secure and user-friendly could increase the maturity in this area.
Managing risks to ensure operational	Aligned The college wide Safety and Security team meets on a quarterly basis to review claims and incidents reported and discuss

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stability, including emergency preparedness.	necessary updates to the emergency preparedness plans including 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. The College uses several tools to assist in rapid notification to constituents. Creating a plan for review and evaluation of all the preceding plans could assist the campus in solidifying the maturity in this area.
Other identified Processes	

5R3. What are your results for ensuring effective management of your operations on an ongoing basis and for the future?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Reacting Financial audits are completed annually by an independent certified public accounting firm with reports submitted each December to the WITC Board. The outcomes/measures tracked do not include any measures for emergency preparedness or effectiveness of the technology infrastructure.
Summary results of measures (including tables and figures when possible)	Reacting WITC has always earned an unmodified audit opinion. The designation of the Distinguished Budget Presentation Award from the Government Finance Officers Association reflects the commitment to operational transparency and data reliance. WITC's budget highlights from 2015 were provided, but trend results were not. Data from one year do not provide sufficient evidence for management of budget operations. While helpdesk tickets were listed as a measure, summary results were not provided in 5R3, but were provided earlier in the portfolio. Summary results for network activity and utilization sample are provided, but were not listed as a measure of technological operations.
Comparison of results with internal targets and external benchmarks	Reacting Summary results provided in Chart 5R3-2 have internal targets and external benchmarks. However, it is not clear what the relationship is between the summary results and the measures tracked. Furthermore, Capital Asset Condition is not a process discussed in 5P3.
Interpretation of results and insights gained	Reacting WITC does not link the interpretation of the results with the results provided in 5R3. Improvements made are not interpretation of results or insights gained.

5I3. Based on 5R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
Issues with a budgeting software tool, Blackboard LMS, a Customer Relations Management system, the current facility master plan, and the college's website information role in marketing to prospective students and Business and Industry Training were not identified in the P or R sections of the portfolio. While the actions described could be an integral part of future quality improvements they do not seem to be part of a planned quality improvement process.

AQIP Category Six

Quality Overview focuses on the Continuous Quality Improvement culture and infrastructure of the institution. This category gives the institution a chance to reflect on all its quality improvement initiatives, how they are integrated, and how they contribute to improvement of the organization.

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6P1. **Quality Improvement Initiatives** focuses on the Continuous Quality Improvement initiatives the institution is engaged in and how they work together within the institution. Describe the processes for determining, and integrating CQI initiatives, and who you involve in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Selecting, deploying, and evaluating quality improvement initiatives.	Systematic While WITC has processes in place for selecting quality improvement initiatives through strategic planning forums, the emerging issues process, AQIP action project feedback, appraisals and strategy forums, and analyzing College wide surveys, processes for deploying and evaluating quality improvement initiatives are less clear. By clearly specifying the processes for deploying and evaluating quality improvement initiatives, WITC could better ensure that the resources it uses for quality improvement are prioritized and have the desired effect. In addition, although the QISC's membership includes individuals from all departments and workgroups, periodic evaluation of the entire process to determine if all members of the community think that they are represented effectively in the process would provide evidence that the QISC has not become a silo for quality improvement and could enhance maturity in this area.
Aligning the Systems Portfolio, Action Projects, Quality Check-Up, and Strategy Forums.	Systematic Two full-time positions at WITC, the Quality Improvement Coordinator and the VP of Institutional Effectiveness, provide leadership for the alignment and efficiency of AQIP procedures. The VP of Institutional Effectiveness assures that this alignment occurs throughout all planning activities including strategic, operational, and professional development. Furthermore, all strategic action items have a champion from the PC so that each AQIP Action Project has a PC member as a co-chair. While the College has provided resources for quality improvement initiatives through the full-time positions in the Quality Improvement Coordinator and the VP of Institutional Effectiveness, identifying people who are responsible is not the same as identifying a process by which these efforts are aligned. Additional information as to how OIE and QISC align the various aspects of AQIP processes as well as evidence of periodic evaluation of these processes to determine if the inputs do in fact result in appropriate outputs could increase maturity.
Other identified processes	

6R1. What are your results for continuous quality improvement initiatives?

Results	Evaluation of Results and Systems Improvement
What are your results for continuous quality improvement initiatives?	The portfolio provides a number of quantity measures including strategic plan goals and action items completed, emerging issues responded to and action projects completed. However, few measures of quality are included, and therefore, it is not clear whether the Action Items achieved the intended impact. The addition of measures that assess the quality of the process could increase maturity in this area.

6I1. Based on 6R1, what quality improvement initiatives have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
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While WITC reports a number of quality improvement initiatives, it is unclear how the College explicitly identifies criteria for prioritizing and evaluating improvement opportunities. Often, the portfolio identifies who is involved in determining improvement initiatives, such as the QISC, but by clearly specifying the process, the College may help reinforce processes that would transcend specific individuals' membership in bodies such as the QISC. Furthermore, improvements to processes are not based on results presented. For example, issues with the number of emerging issues submissions were not raised in the P or R sections of the portfolio. In addition, only the results, not the processes of the Fostering A Culture Where All Employees Are Valued action project, is mentioned in the P section of the portfolio. Although these responses appear to address issues with processes that the institution deems important they are not clearly linked to a quality improvement plan.

6P2. **CULTURE of QUALITY**, focuses on how the institution integrates continuous quality improvement into its culture. Describe how a culture of quality is ensured within the institution. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Developing an infrastructure and providing resources to support a culture of quality.	Systematic Through the cross-functional QISC and support from the Office of Institutional Effectiveness, WITC has processes in place for providing the infrastructure to support a culture of quality, however, the process for providing resources to support a culture of quality was not as clear. Defining explicit, repeatable processes for providing resources to support a culture of quality as well as identifying corollary measures to evaluate how effectively the QISC is fulfilling its purpose to identify improvement opportunities could increase maturity.
Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations.	Systematic The College has used the Learning College as the foundation for its quality improvement activities. To keep continuous quality improvement at the forefront, the campus has a quality improvement newsletter which provides semi-annual updates on all continuous improvement activities. In addition, each year WITC holds three faculty and staff in services often used to gather input, feedback, or foster discussion on action projects, systems portfolios and appraisals, strategic plans, metrics, and plans for strategy forums. Evaluations are completed by staff after each of these in services and responses analyzed by PC and session presenters to determine improvement areas for the next in service. Periodic evaluation of all actions to ensure continuous quality improvement is understood by all stakeholders as well as to ensure that stakeholders understand their roles in the processes could increase maturity in this area.
Ensuring the institution learns from its experiences with CQI initiatives.	Reacting From the narrative in the portfolio it appears that the college has recently instituted a number of projects including metrics with benchmarks and new tools in non-instructional areas to help the institution learn from its experiences with CQI initiatives. However, it is unclear how and what they have learned from these initiatives. In addition, although new projects are in place, the lack of an overarching plan for all of the activities is not evident. Multiple years of experience with the new projects and implementation of periodic evaluation of the processes could increase the maturity in this area.
Reviewing, reaffirming, and understanding the role and vitality of the AQIP Pathway within the institution.	Systematic WITC's process for reviewing, reaffirming, and understanding the role and vitality of the AQIP Pathway within the institution happens through the strategic planning processes. Strategic issues identified in systems appraisals become AQIP Action projects, and AQIP action projects automatically become Strategic Plan Action Items. The connection between the AQIP Pathway and the WITC's strategic planning

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	process provides an explicit, repeatable and evaluated process for integrating the role of AQIP within the institution. The development of processes to determine how well members of the college community understand AQIP, and its role at the college, and to periodically evaluate in order to decide whether or not to continue in this pathway could enhance the maturity of this area.
Other Identified Processes	

6R2. What are the results for continuous quality improvement to evidence a culture of quality?

Results	Evaluation of Results and Systems Improvement
What are the results for continuous quality improvement to evidence a culture of quality?	Systematic The portfolio points to the fact that the analysis of completed action projects has historically spawned new action projects as evidence of a culture of quality. Results on one CESS question that measures efforts to improve quality shows an increase from 2013 to 2015, which resulted in going from below the comparison cohort in 2013 to above the comparison cohort in 2015. However, insufficient information is given to determine if these differences are statistically significant. Other than these results, using indirect measures, little evidence is provided for the results for continuous quality improvement to evidence a culture of quality. Incorporating direct measures, could help this institution measure its effectiveness at developing a culture of quality.

6I2. Based on 6R2, what improvements to the quality culture have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
Issues with QISC purposes, goals, and tasks, analysis of college-wide survey results, and Institutional Effectiveness leadership were not raised in the P or R sections of the portfolio. Although these responses appear to address issues with processes that the institution deems important they are not clearly linked to a quality improvement plan. The portfolio asserts that multiple methods of assessing program and student learning have been aligned and 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, but there is minimal evidence of this in the response sections. However, these are important projects for the college since suggestion is to increase comparative data and additional sources of evidence were made repeatedly through the portfolio. Specifically, the development of a staffed Office of Institutional Effectiveness with leadership at the VP level is an important improvement for this institution as it demonstrates their commitment to the continuous quality improvement process by acknowledging that they need full-time staff to begin comprehensively measuring the effectiveness of their continuous quality improvement processes and culture.

APPENDIX C

Criteria for Accreditation & Core Component Evidence Screening

Criterion One. Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Core Components (sub-components noted)	Evidence	Screening Feedback on Core Component
<p>1.A. The institution's mission is broadly understood within the institution and guides its operations.</p> <p>1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.</p> <p>2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.</p> <p>3. The institution's planning and budgeting priorities align with and support the mission.</p>	<ul style="list-style-type: none"> • The Board has developed Governance Policies to ensure the College is appropriately supporting its MVV. During each strategic planning cycle, the MVV are reviewed at public forums to solicit stakeholder input. • Through divisional metrics, strategic metrics and college wide effectiveness measures, WITC connects the budget to the College's mission. Both operational and strategic initiatives use information from various metrics to guide resource allocation decisions to maximize potential for improvement and minimize allocations to areas where the college is performing well. • 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. • Support for this criterion will be enhanced by a description of how support services and enrollment profile are consistent with and aligned with mission. 	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
<p>1.B. The mission is articulated publicly.</p> <p>1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.</p> <p>2. The mission document or documents are current and explain</p>	<ul style="list-style-type: none"> • WITC's mission, vision, and values are available to internal and external audiences on the College website, The Connection, social media, student handbook and catalog. • "WITC exists to provide the regional economy with an educated, skilled, diverse, and dynamic workforce that is worth the expenditure of resources committed." • The College's current mission, vision and values were created in 2002 and are reviewed during each strategic planning cycle. WITC's Mission of focusing on Learning First and its Vision of education as an "Innovative Journey" emphasize providing high quality and valuable 	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

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<p>the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.</p> <p>3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.</p>	<p>post-secondary education experience throughout their region.</p> <ul style="list-style-type: none"> Support for this criterion will be enhanced by evidence for how the mission document or documents identify the nature, scope, and intended constituents of the higher education programs is not defined. 	
<p>1.C. The institution understands the relationship between its mission and the diversity of society.</p> <p>1. The institution addresses its role in a multicultural society.</p> <p>2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.</p>	<ul style="list-style-type: none"> One of the CWOs pertains to local and global perspectives and requires students to analyze the impact of personal actions on local and global issues. The membership of all advisory committees is representative of geographic location and racial and gender diversity. The current and the new model for CWO includes valuing diversity as an outcome for all students. Additional information /specific examples on how the membership of the advisory committees or the CWOs result in attention to human diversity with strength in this section. The College asserts that each program acknowledges and considers the perspectives of its stakeholder groups. Support for this criterion will be enhanced by inclusion of the processes used to accomplish this and if this is consistently accomplished for each program. 	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
<p>Criteria 1.D. The institution's mission demonstrates commitment to the public good.</p> <p>1. Actions and decisions reflect an understanding that in its educational role the institution serves</p>	<ul style="list-style-type: none"> In order to assure that actions and decisions reflect an understanding that WITC serves the public, the institution uses its strategic and operational planning processes to confirm that resources are allocated appropriately and educational mission and programs meet the expectations of the community. WITC's mission, vision and values are reviewed during each strategic planning cycle at public 	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

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<p>the public, not solely the institution, and thus entails a public obligation.</p> <p>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.</p> <p>3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.</p>	<p>forums to solicit stakeholder input. The President develops a plan that is driven by stakeholder feedback.</p> <ul style="list-style-type: none"> • 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. • 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. WITC considers that it is a regional leader serving students and the public. • The Board has developed Governance Policies to ensure the College is appropriately supporting its MVV. • Through the Board's 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," WITC identifies its nature, scope and intended constituents of the programs and services they provide. 	
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Criterion Two. Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

Core Components (sub-components noted)	Evidence	Screening Feedback on Core Component
<p>2.A. The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff.</p>	<ul style="list-style-type: none"> • 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, and outside employment. • Ethical 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. Governing Board also has ethical policies and guidelines. • The institution appears to meet or exceed most of its fiscal resource management goals. • The College has earned an AAA rating from Moody's Investor Service over the years, 	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

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	which speaks to WITC's resource management practices.	
<p>2.B. The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.</p>	<ul style="list-style-type: none"> The WITC website serves as the repository for information about requirements, program offerings, costs, accreditation, programs, faculty and staff, student costs, control and accreditation and The Board. The Board information, including governance documents, are found on the "About WITC" link on the website. 	<input checked="" type="checkbox"/> Strong, Clear, and well presented <input type="checkbox"/> Adequate, but could be improved <input type="checkbox"/> Unclear or incomplete
<p>2.C. The governing board of the institution is sufficiently autonomous to make decisions in interest of the institution and to assure its integrity.</p> <ol style="list-style-type: none"> The governing board's deliberations reflect priorities to preserve and enhance the institution. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to 	<ul style="list-style-type: none"> Through the composition of the Board (which includes employers, employees, school district representative, and elected official, and three additional members), involvement of internal and external stakeholders in the strategic planning process, Strategic Goal 4, and a staff development program, the College provides leadership to institutional stakeholders. The Board's policy and Code of Conduct define the legal and ethical responsibilities of the Board. However, support for this criterion will be enhanced by evidence as to how the Board preserves its independence from undue influence from external parties. Support for this criterion will be enhanced by additional information about how the academic matters are delegated to faculty. Board oversight is established through the institution's governance policies. The Board delegates authority to the President who is responsible for the management of the College. Board policy establishes regularly reporting from the President to the Board on the operations of the College. Support for this criterion will be enhanced by additional information about the governing board's deliberation and decision-making processes outside of the strategic planning process including description/examples of how the board's deliberations reflect priorities to preserve and enhance the institution and how the Board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution. 	<input type="checkbox"/> Strong, Clear, and well presented <input checked="" type="checkbox"/> Adequate, but could be improved <input type="checkbox"/> Unclear or incomplete

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oversee academic matters.		
<p>2.D. The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.</p>	<ul style="list-style-type: none"> Support for this criterion will be enhanced by additional information on the processes faculty members might use if they believe their freedom of expression and pursuit of truth is compromised and the processes the college uses to ensure that their policies and procedures are adhered to by the WITC community. The College's Employee Handbook Section 6.28 covers the freedom for faculty to present the truth as he/she understands it. Annually, faculty read and sign a form stating they have read the WITC Employee Handbook. 	<input type="checkbox"/> Strong, Clear, and well presented <input checked="" type="checkbox"/> Adequate, but could be improved <input type="checkbox"/> Unclear or incomplete
<p>2.E. The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students, and staff.</p> <p>1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.</p> <p>2. Students are offered guidance in the ethical use of information resources.</p> <p>3. The institution has and enforces policies on academic honesty and integrity.</p>	<ul style="list-style-type: none"> The College has an academic integrity enforcement policy but support for this criterion will be enhanced by additional information on how the College identifies and tracks violations of its academic integrity policy. WITC has policies including its College Code of Ethics; Ownership, Use, Copyright and Control of Coursework and Instructional Material; and Academic Standards that govern the academic honesty and integrity. The College's student code of conduct establishes the expectation of ethical learning and research practices for students. This is communicated through orientation, the Student Handbook, course syllabi, and program handbooks. Although the College supports research support for this criterion will be enhanced by additional information on the college provides effective oversight. Support for this criterion will be enhanced by additional information on how students are offered guidance in the ethical use of information resources. 	<input type="checkbox"/> Strong, Clear, and well presented <input checked="" type="checkbox"/> Adequate, but could be improved <input type="checkbox"/> Unclear or incomplete

Criterion Three. Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

Core Components (sub-components noted)	Evidence	Screening Feedback on Core Component

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<p>3.A. The institution's degree programs are appropriate to higher education.</p> <p>1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.</p> <p>2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post baccalaureate, post-graduate, and certificate programs.</p> <p>3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortia arrangements, or any other modality).</p>	<ul style="list-style-type: none"> • The program advisory committees are one vehicle by which program outcomes are reviewed for relevancy and are aligned with program workplace needs. • According to Administrative Policy I-401, the Wisconsin Technical College System Office provides approval for all degree programs and courses and this process appears to be a major mechanism by which the College ensures its degree programs are appropriate to higher education. • WITC has several processes (TSA, PDP, and Academic Program Review) through which it articulates and differentiates learning goals for degree levels. • The College uses the same syllabi, course learning outcomes, and credentialing standards regardless of modality. • Support for this criterion will be enhanced by evidence of how these processes are assessed for effectiveness of equivalent program rigor outcomes and consistent outcomes across all modalities and locations. 	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
<p>3.B. The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.</p> <p>1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.</p> <p>2. The institution articulates the purposes, content, and intended learning outcomes of its</p>	<ul style="list-style-type: none"> • WITC has College wide Outcomes (CWO) that are universal in nature and are intended to develop personal awareness, career effectiveness, and professionalism in the College's graduates. Students are expected to demonstrate knowledge, understanding, and skills in Communication, Critical Thinking, Mathematics, and Science/Technology, Social Interaction, and Local/Global perspectives. • WITC's mission does not include scholarly research and publication for its faculty and students; therefore, these activities are not included as outcomes. This does not relieve the institution of the requirement to engage students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments. 	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

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<p>undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.</p> <p>3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.</p> <p>4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.</p> <p>5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.</p>	<ul style="list-style-type: none"> • Information on the philosophy in which the general education program is grounded or the framework developed by the institution or adopted from an established framework used to develop the general education program would strengthen this criterion. • Valuing diversity is both a WITC tenet and CWO, so diversity themes run throughout courses and programs. 	
<p>3. C. The institution has the faculty and staff needed for effective, high-quality programs and student services.</p> <p>1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and</p>	<ul style="list-style-type: none"> • While WITC gives the information about how many faculty members and class sizes, support for this criterion will be enhanced by information on how the College determines whether these numbers are sufficient for faculty to carry out both classroom and non-classroom roles. • In accordance with the WITC Employee Handbook, all full-time faculty members are required to hold eight office hours per week. 	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

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<p>the non-classroom roles of faculty, including e.g., oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.</p> <p>2. All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.</p> <p>3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.</p> <p>4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.</p> <p>5. Instructors are accessible for student inquiry.</p> <p>6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.</p>	<p>Both full-time and adjunct instructors include their name, phone, email, location, times available, and methods available within the required class syllabi.</p> <ul style="list-style-type: none"> • The College's policy, G-142 Employee Performance Development, establishes the evaluation process for instructors. • WITC has established minimum credentialing qualifications for faculty, including those in dual credit. Faculty participate in the FQAS which provides initial training upon entering the teaching profession and provides ongoing professional development in a variety of ways. The College requires 40 hours of professional development annually for faculty to maintain their certification. However, support for this criterion will be enhanced by a description of the criteria used to establish minimum qualifications and how and by whom the FQAS is managed. All faculty are evaluated through the Instructor Performance Appraisal Process. • The College uses its hiring processes to ensure non-academic student support staff members are qualified. Each position has a job description with minimum education and work experiences requirements. The College uses Individual Learning Plans to identify professional development needs during staff evaluations. 	
<p>3.D. The institution provides support for</p>	<ul style="list-style-type: none"> • The College uses a range of placement tests to determine whether students are 	<p><input type="checkbox"/> Strong, Clear, and well presented</p>

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<p>student learning and effective teaching.</p> <ol style="list-style-type: none"> 1. The institution provides student support services suited to the needs of its student populations. 2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared. 3. The institution provides academic advising suited to its programs and the needs of its students. 4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings). 5. The institution provides to students guidance in the effective use of research and information resources. 	<p>underprepared. Counselors meet with students after they complete the placement tests and provide a college-wide interview form to discuss developmental education needs, and other support services WITC provides. Counselors make referrals to support services as appropriate.</p> <ul style="list-style-type: none"> • 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. • 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 nonacademic services by counselors based on their specific need. • The institution provides to students guidance in the effective use of research and information resources through the Learning Resource Center. Information on additional sources of instruction in the effective use of research and information resources would strengthen the response to this criterion. • WITC provides a variety of student success support mechanisms including the Student Success Center (SSC), Learning Resource Center (LRC), and the Educational Technology Center (ETC) and provides students with a variety of learning support services. 	<p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
<p>3.E. The institution fulfills the claims it makes for an enriched educational environment.</p>	<ul style="list-style-type: none"> • 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 	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p>

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<p>1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.</p> <p>2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.</p>	<p>to the instructional goals and career objectives of the program(s) in which the members are enrolled.”</p> <ul style="list-style-type: none"> • Student activities and student organizations are considered part of the WTCS and WITC total educational mission. The classification of an activity as co-curricular 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 argument for meeting this criterion would be enhanced by evidence that the college fulfills claims it makes about contributions to its students' educational experience by virtue of aspects of its mission. • Though a broad variety of co-curricular opportunities are available to WITC students, which are considered part of the WTCS and WITC total educational mission, support for this criterion will be enhanced by presentation of results of assessment of co-curricular activities that demonstrates that they contribute to the educational experience of students. 	<p><input type="checkbox"/> Unclear or incomplete</p>
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Criterion Four. Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Core Components (sub-components noted)	Evidence	Screening Feedback on Core Component
<p>4.A. The institution demonstrates responsibility for the quality of its educational programs.</p> <p>1. The institution maintains a practice of regular program reviews.</p> <p>2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.</p>	<ul style="list-style-type: none"> • 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. • The College is in the process of implementing an Academic Program Review process in which program graduation and retention data are to be reviewed annually at the Campus Data Day. The Program Viability Process includes an analysis of program enrollment trends, comparative FTE costs, and retention and graduate data. 	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

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<p>3. The institution has policies that assure the quality of the credit it accepts in transfer.</p> <p>4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.</p> <p>5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.</p> <p>6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs</p>	<ul style="list-style-type: none"> • WITC uses processes and standards to evaluate prior learning through challenge exams, experiential learning, and national exams. Deans determine experiential learning credit standards. Transfer credit is evaluated for course content matching WITC courses. • The interval between this report and the final review before the decision on accreditation may allow the institution to have the new program review process functioning and have gathered evidence demonstrating that it is effective. • Support for this criterion will be enhanced by information on how the Program Viability Process relates to the new Academic Program Review process. • As listed on the WITC website, WITC has criteria for awarding WITC credits for credits earned at other institutions of higher education. • WITC's faculty determine the College's specialized accreditations according to licensure standards and industry standards. • All program courses, prerequisites, and requirements are published in the WITC catalog and course syllabi contain the course learning outcomes and other course-related information. In order to maintain consistency in program quality and learning goals across all locations and modalities, WITC uses the same syllabi, course learning outcomes, and faculty credentialing standards. However, support for this criterion will be enhanced by evidence of equivalent program rigor outcomes and consistent outcomes across all modalities and locations. • WITC administers two surveys that provide insight into the preparedness of graduates. The Employer Satisfaction Survey, asking employers about their satisfaction with WITC graduates, every four years. The Graduate Follow-up Survey, administered every year, asks graduates how they feel their education prepared them for employment. While the College is measuring graduate preparedness, it is relying on the use of indirect measures and only programs with licensure exams appear to have direct measures of assessment. 	
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(e.g., Peace Corps and AmeriCorps).		
<p>4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.</p> <p>1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.</p> <p>2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.</p> <p>3. The institution uses the information gained from assessment to improve student learning.</p> <p>4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.</p>	<ul style="list-style-type: none"> • Currently, co-curricular activities are not assessed as to how the activities help students learn. There are no learning outcomes stated for co-curricular activities. • Faculty work with advisory committees annually to identify, develop, validate, and revise program outcome. 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. • The CWOs 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 CWOs as additional outcomes. • The College describes a decentralized systematic process for tracking outcomes/measures used, and reports outcomes through the WTCS TSA process. Each program has a separate assessment plan and scoring rubric though the specific outcomes/measures tracked and tools utilized are not provided. At present, it appears that the only outcome measures that have been assessed are not a part of the campus assessment plan, but instead, are part of the expectations of specialized accrediting agencies. • Examples of how the institution has used the results of assessment to improve student learning would strengthen the argument for this criterion. 	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
<p>4.C. The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.</p> <p>1. The institution has defined goals for student</p>	<ul style="list-style-type: none"> • The WITC College Effectiveness Measures include targets for persistence, retention, and graduation, which were developed using information from the Retention Team, QISC, and PC. When a program does not meet an externally set benchmark, the program faculty develop an improvement plan with targeted efforts to improve student performance. • The College wide targets appear to be reasonable when compared to actual retention statistics. However, goals for some 	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

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<p>retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.</p> <p>2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.</p> <p>3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.</p> <p>4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)</p>	<p>individual programs such as the nursing program appear to be out of line with current retention data.</p> <ul style="list-style-type: none"> • Data for student retention, persistence, and completion is tracked through the WITC's ERP system (PeopleSoft) and are reported to IPEDS, NCCBP and WTCS. WITC's Retention Team helps analyze retention data. • The College benchmarks data utilizing the NCCBP. If a program does not meet the threshold, the program faculty develop an improvement plan with targeted efforts to improve student performance. • Stronger evidence, analysis and improvement processes on how the institution uses information on student retention, persistence, and completion of programs to make improvements, as warranted by the data, is needed. More evidence is needed to support processes that are in place for clear methodologies for collecting and appropriate data that will provide stronger analysis for student persistence and retention. • Data for student retention, persistence, and completion is collected and reported for IPEDS and NCCBP. WITC chose NCCBP for benchmarking retention, completion and graduation rates because it allows for comparison data to WTCS colleges as well as like colleges across the country. WITC's definitions for student retention, persistence and completion were developed by the Retention Team with guidance from WTCS. 	
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Criterion Five. Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

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Core Components (sub-components noted)	Evidence	Screening Feedback on Core Component
<p>5.A. The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.</p> <p>1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.</p> <p>2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.</p> <p>3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.</p> <p>4. The institution's staff in all areas are appropriately qualified and trained.</p> <p>5. The institution has a well-developed process in place for budgeting and for monitoring expenses.</p>	<ul style="list-style-type: none"> • The College uses its hiring processes to ensure non-academic student support staff members are qualified. WITC has established minimum credentialing qualifications for faculty, including those in dual credit. – However, support for this criterion will be enhanced by descriptions of the criteria used to establish minimum qualifications and how and by whom the FQAS is monitored. • The College uses Individual Learning Plans to identify professional development needs during staff evaluations. Additional information on how fully deployed and consistent this process is for ensuring that staff training occurs would provide additional support for this answer. • WITC provides a variety of professional development opportunities for employees and is guided by the Board's Professional Growth Policy. • The College's annual budgeting process begins in October and is adopted by the Board in June of each year before being submitted to the state (Figure 5P3-1). The College adheres to state statutes pertaining to board decision making processes for budget modifications. Further, the College uses a decentralized model for budgeting and financial management with VPs managing the budgets in their respective divisions. • The evidence supporting this criterion would be strengthened with additional information on how and why the institution's educational responsibilities take primacy. • While budget managers manage resources, description/examples of how WITC has ensured that educational purposes are not adversely affected in the process would strengthen this answer. 	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
<p>5.B. The institution's governance and</p>	<ul style="list-style-type: none"> • WITC's Board uses the Carver Policy Governance model for establishing board- 	<p><input type="checkbox"/> Strong, Clear, and well presented</p>

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<p>administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.</p> <p>1. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution’s governance.</p> <p>2. The governing board is knowledgeable about the institution; it provides oversight for the institution’s financial and academic policies and practices and meets its legal and fiduciary responsibilities.</p> <p>3. The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.</p>	<p>institutional relationships. The Carver Policy Governance model has the Board focus on the College’s goals and outcomes, while the administration and staff carryout the specific strategies and action projects to accomplish the goals and outcomes. Through faculty and staff involvement on 20 college wide committees, WITC engages its internal constituents in the institution’s governance. Support for this criterion will be enhanced by information on how students share in the governance of the institution.</p> <ul style="list-style-type: none"> • While it is clear that the College provides opportunities for faculty and staff involvement through participation on various college wide committees, task forces and work groups, support for this criterion will be enhanced by information on the roles of staff and students in setting academic requirements and policy. • Through the composition of the Board (which includes employers, employees, school district representative, and elected official, and three additional members), involvement of internal and external stakeholders in the strategic planning process, Strategic Goal 4, and a staff development program, the College provides leadership to institutional stakeholders. 	<p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
<p>5.C. The institution engages in systematic and integrated planning.</p> <p>1. The institution allocates its resources in alignment with its mission and priorities.</p> <p>2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.</p>	<ul style="list-style-type: none"> • Evidence for this criterion would be strengthened by evidence that the institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting. • Budget expectations are included in action plans. Allocations are identified through the Budget Planning Process, Program Development Process, and the Program Viability Process. However, support for this criterion will be enhanced by information on how the College proactively aligns its resource allocations with its mission and priorities. 	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

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<p>3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.</p> <p>4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.</p> <p>5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.</p>	<ul style="list-style-type: none"> Plans are tempered against the existing and anticipated levels of resources available during the annual Budget Planning process. The QISC begins the strategic plan by coordinating the Strategic Planning forums at all WITC locations to obtain input from stakeholders .WITC strategic planning process addresses the institution as whole and provides opportunities for engaging internal and external stakeholders through strategic planning forums, and advisory committees. Aligned with the budget planning process, WITC's Strategic Planning process enables the institution to plan for possible challenges. For example, due to declining enrollments at area high schools, WITC's developed strategic goals tied to enrollment in its 2015-2018 Strategic Plan. WITC's strategic plan ensures that the resources available to the College are utilized in the most effective manner and a contingency fund helps to address unforeseen needs. WITC states that 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. Specific examples of just how the College is using this process to anticipate emerging factors would strengthen this section. While the College asserts that it assesses and addresses opportunities, threats, and weaknesses through stakeholder involvement, additional information describing specific processes would strengthen this response. 	
<p>5.D. The institution works systematically to improve its performance.</p> <p>1. The institution develops and documents evidence of performance in its operations.</p> <p>2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness,</p>	<ul style="list-style-type: none"> While the College asserts that "all metrics are now in place," the portfolio content indicates gaps between processes described and results reported in this category and throughout the portfolio. Further, there was a lack of evaluation of processes in the category and throughout the portfolio. WITC asserts it uses multiple continuous improvement processes to learn from its strategic and operational actions .Specific examples of how the institution has learned from its operational experience and applied that learning would strengthen the support for this criterion. The cross-functional QISC, with representation from each of WITC's locations 	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

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<p>capabilities, and sustainability, overall and in its component parts</p>	<p>(Chart 6P2-1), is one of the key elements of the College's quality infrastructure with specific goals, functions, and tasks. Many of these are qualitative and the College could identify corollary measures to evaluate how effectively the QISC is fulfilling its purpose to identify improvement opportunities.</p> <ul style="list-style-type: none"> • The College has used the Learning College as the foundation for its quality improvement activities (Table 6P2-3). Further, the College uses a modified PDCA model and communicates quality improvement information through the "Quality Improvement Newsletter" twice a year. 	
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