



# **Paramedic Technician**

**Wisconsin Indianhead Technical College  
10-531-1 Associate Degree**

**2018  
Program Review**

## ACADEMIC PROGRAM REVIEW PROFILE

<b>Program Number &amp; Name: Paramedic Technician 10-531-1</b>		
<b>Program Academic or Assistant Dean</b>	<b>Title and Location</b>	<b>Phone and e-mail</b>
Phil Rach	Associate Dean EMS, Paramedic Program Director	Ext 4752  Phillip.Rach@witc.edu
<b>Team Lead(s)</b>	<b>Title and Location</b>	<b>Phone and e-mail</b>
<i>Example:</i>	<i>Welding Faculty Member</i>	<i>Ext. 9999</i>
<i>Bill Smith</i>	<i>New Richmond</i>	<i>bill.smith@witc.edu</i>
Phil Rach	Associate Dean EMS, Paramedic Program Director	Ext 4752  Phillip.Rach@witc.edu
<b>Team Members</b>	<b>Title and Location</b>	<b>Phone and e-mail</b>
R  RETIRED	C	E  R
Deanna Folie	Paramedic Training Specialist - New Richmond Campus	Ext 4268  Dee.folie@witc.edu
Mark Manning	Director of Lakeview Ambulance Services	715-236-6285  Manning.mark@lakeviewmedical.org
Catherine Fisher	WITC Paramedic Student Ladysmith site	hallstromcm@my.witc.edu
<b>**If you have more than 8 team members, right click the within the member table above and choose insert row above or below.</b>		
<b>Self-Study Areas:</b>		
<b>Required Elements:</b> Analysis of trends from Program Effectiveness Data Profile, Analysis of results of previous program improvement plans, Progress/results of TSA (including program & employability essentials)		
Choose from a minimum of 2 of the following other areas to study	<input type="checkbox"/> Academic Advising	

	<input checked="" type="checkbox"/> Accreditation/National or State Standards, Regulations, Compliance <input type="checkbox"/> Advisory Committees <input type="checkbox"/> Assessment of Student Learning <input type="checkbox"/> Budgeting Efficiencies/Costs per FTE <input type="checkbox"/> Career Outlook/Future Occupational Trends <input type="checkbox"/> Career Pathways <input type="checkbox"/> Collaboration/Partnerships <input type="checkbox"/> Curriculum Currency/modifications <input type="checkbox"/> Delivery Methods/Distribution of Offerings/Scheduling <input type="checkbox"/> Dual Enrollment <input checked="" type="checkbox"/> Equipment <input type="checkbox"/> Facilities <input type="checkbox"/> Faculty Credentialing/Development Needs <input type="checkbox"/> Online/Technology <input type="checkbox"/> Recruitment <input type="checkbox"/> Other _____
<b>Program Information:</b>	
Capacity (new students admitted/year):	28 capacity
Number of Faculty: 1	FT: <input checked="" type="checkbox"/> PT: <input type="checkbox"/>
Statewide Curriculum:	Yes? <input checked="" type="checkbox"/> No? <input type="checkbox"/>
<b>Program Accredited by:</b>	CAAHEP (Commission on Accreditation of Allied Health Education Program)
Date of Last Accreditation	June 1, 2013
Date of Next Accreditation	June 1, 2018
Is a visit required? If so, when is the next visit?	yes, the onsite visit was November 16-17, 2017
<b>Program Licensed by:</b>	Wisconsin DHS (Dept of Health Services)
Date of Last Licensing:	May 5, 2016
Date of Next Licensing:	June 30, 2018
Is a visit required? If so, when is the next visit?	No
<b>Please list other program and individual association and organizational memberships:</b>	N/A

## SELF-STUDY CATEGORY RESULTS

Program and Category	
<b>Program: Paramedic Technician</b>	
<b>Category: Analysis of Trends from Program Data Profile</b>	
<b>Resources Contact(s) for this Category:</b>	
Strengths	Opportunities
Graduation rates are high however, the statistics do not show this because potential graduates are not declaring graduation	Number of graduates are skewed because the majority of students don't declare to graduate; it needs to be a requirement in the course syllabus to declare for graduation during their last semester
Currently enrollment has increased to where we have 16 students enrolled	There are no students enrolled at the Superior campus, so program marketing in the Superior area needs to be increased
Currently with 17 students starting in the fall, 16 students returned for the spring semester retention	Bring in ambulance directors to do mock interviews
More hands-on opportunities in the lab for students	Find seasoned paramedics to help with the practical side of the program
	Increase positions in the Paramedic program and offer traditionally fall semester classes in the spring semester (example: self-study cardiology for students to take in the spring semester to continue in the program)
	Have a Clinical Coordinator for the Paramedic program for smoother scheduling of students and the locations for clinicals (they currently work with 12+ hospitals)
**If you have more than 8 strengths and opportunities, right click the within the table above and choose insert row above or below.	
What items in this category MUST be addressed on our improvement plan?	Number of graduates are skewed because the majority of students don't declare to graduate; it needs to be a requirement in the course syllabus to declare for graduation during their last semester. A process needs to be developed for students to make sure they are required to declare for graduation in the Paramedic Technician program. An example could be tying this to Wisconsin DHS e-licensing and our own Student Services department for client reporting.
What items in this category MIGHT be addressed on the improvement plan?	
<b>Team Rating</b>	

Please indicate by an (X) the team rating of your program on this category.			
<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations —few areas need improvement</i>	<i>Exemplary—all areas exceed expectations—use as a model for other programs</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Additional Comments: (optional)			

## SELF-STUDY CATEGORY RESULTS

Program and Category	
<b>Program: Paramedic Technician</b>	
<b>Category: Analysis of results of previous program improvement plans</b>	
<b>Resources Contact(s) for this Category:</b>	
Strengths	Opportunities
The curriculum is current with the modification that will be initiated fall 2018.	Simplify Platinum Planner and launch it at the beginning in-person during a mandatory lab day.
We have a new instructor, program director, and medical director.	Continue explaining the difference between Paramedic Technician and EMT Paramedic for better understanding of the program within the college.
Currently, enrollment stands at 16 students and projecting carrying through with high school offerings, we will have a fall 2018 offering of EMT Paramedic at Hudson High School.	Work towards the identification of the Paramedic program to be tied with Allied Health rather than Law Enforcement/Public Safety.
We have clinical agreements with all sites in the district.	All clinical agreements should be done through the same office at the college recommended by CoAEMSP on-site auditors during accreditation.
**If you have more than 8 strengths and opportunities, right click the within the table above and choose insert row above or below.	
What items in this category MUST be addressed on our improvement plan?	Continue explaining the difference between Paramedic Technician and EMT Paramedic for better understanding of the program within the college during the registration process so Student Services are aware of the differences between the programs.

What items in this category MIGHT be addressed on the improvement plan?	All clinical agreements should be done through the same office at the college recommended by CoAEMSP on-site auditors during accreditation.		
<b>Team Rating</b>			
Please indicate by an (X) the team rating of your program on this category.			
<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations —few areas need improvement</i>	<i>Exemplary—all areas exceed expectations—use as a model for other programs</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Additional Comments: (optional)			

### SELF-STUDY CATEGORY RESULTS

Program and Category	
<b>Program: Paramedic Technician</b>	
<b>Category: Progress/results of TSA</b> (includes program outcomes and Employability Essentials)	
<b>Resources Contact(s) for this Category:</b>	
Strengths	Opportunities
Prepare for incident response and EMS operations, Integrate pathophysiological principles and assessment findings to provide appropriate patient care, Demonstrate paramedic skills associated with established standards and procedures for a variety of patient encounters, Communicate effectively with others, Demonstrate professional behavior, and Meet state and national competencies listed for paramedic certification(s) are the outcomes for this program.	Through TSA Assessment, students know exactly the level of expectations during the scenario assessments and whether they meet the standards or not. These indicators would identify strengths and weaknesses for Paramedic Technician students.
	Go through Platinum Planner tracking system to assure consistent progress towards TSA.
	TSA Assessment can align with CoAEMSP accreditation assessment.

**If you have more than 8 strengths and opportunities, right click the within the table above and choose insert row above or below.			
What items in this category MUST be addressed on our improvement plan?	Align Platinum Planner tracking system to assure consistent progress towards TSA.		
What items in this category MIGHT be addressed on the improvement plan?	TSA Assessment can align with CoAEMSP accreditation assessment.		
<b>Team Rating</b>			
Please indicate by an (X) the team rating of your program on this category.			
<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations—few areas need improvement</i>	<i>Exemplary—all areas exceed expectations—use as a model for other programs</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Additional Comments: (optional)			
Enter text.			

## SELF-STUDY CATEGORY RESULTS

Program and Category	
<b>Program: Paramedic Technician</b>	
<b>Category: Accreditation/National or State Standards, Regulations, Compliance</b>	
<b>Resources Contact(s) for this Category:</b>	
Strengths	Opportunities
We are CAAHEP certified.	All UGRD EMT, Advanced EMT, Paramedic, Critical Care Paramedic instructors will be working towards FQAS certification through the college.
We meet CoAEMSP standards through accreditation.	The Paramedic program being accredited allows students the flexibility of transferring to any state.

All instructors need to be currently certified at the level that they teach through Wisconsin DHS or National Registry.	To work closely with our state director on improvements for FQAS certification for our part-time instructors.		
The accreditation process allows us to be up-to-date with all the standards, and we are in the process of continually updating our accreditation materials.			
<b>**If you have more than 8 strengths and opportunities, right click the within the table above and choose insert row above or below.</b>			
What items in this category <b>MUST</b> be addressed on our improvement plan?	All UGRD EMT, Advanced EMT, Paramedic, Critical Care Paramedic instructors will be working towards FQAS certification through the college.		
What items in this category <b>MIGHT</b> be addressed on the improvement plan?			
<b>Team Rating</b>			
Please indicate by an (X) the team rating of your program on this category.			
<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations —few areas need improvement</i>	<i><u>Exemplary</u>—all areas exceed expectations—use as a model for other programs</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Additional Comments: (optional)			
Enter text.			

## SELF-STUDY CATEGORY RESULTS

Program and Category	
<b>Program: Paramedic Technician</b>	
<b>Category: Equipment</b>	
<b>Resources Contact(s) for this Category:</b>	
Strengths	Opportunities
The acquisition of four new high-fidelity mannequins and the existing four high-fidelity mannequins will ensure realistic scenario based training for the Paramedic program.	A campus based simulation center and a mobile based simulation center.



One high-fidelity mannequin will have ultrasound training capabilities.			
Trauma FX mannequin will supplement other high-fidelity mannequins in the area of other high trauma scenarios.	Use advanced equipment for campus expos, career days, conferences for student recruitment.		
We are purchasing the latest ALS and 911 Transport equipment (IV pumps, ultrasound, video laryngoscope).	With the Paramedic program and accreditation, we have an opportunity for purchasing the newest advanced equipment pertaining to this program.		
Ambulances provide more realistic scenario based training.	Streamline the ITV equipment at each location, standardize equipment, and operationalize the start-up of the equipment.		
Having an Equipment Specialist on each campus to maintain, deliver, and setup equipment as well as keep accurate inventory.			
Having equipment trailers to distribute equipment when needed based on lab topic.			
Utilize BlueJeans so students can partake in class from any location.			
<b>**If you have more than 8 strengths and opportunities, right click the within the table above and choose insert row above or below.</b>			
What items in this category <b>MUST</b> be addressed on our improvement plan?	Streamline the ITV equipment at each location, standardize equipment, and operationalize the start-up of the equipment.		
What items in this category <b>MIGHT</b> be addressed on the improvement plan?	Use advanced equipment for campus expos, career days, conferences for student recruitment.		
<b>Team Rating</b>			
Please indicate by an (X) the team rating of your program on this category.			
<i>All areas need improvement</i>	<i>Some areas meet expectations, but most areas need improvement</i>	<i>All areas meet expectations —few areas need improvement</i>	<i><u>Exemplary</u>—all areas exceed expectations—use as a model for other programs</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Additional Comments: (optional)			
Enter text.			

## ACADEMIC PROGRAM IMPROVEMENT PLAN

<b>PROGRAM:</b>	<b>Paramedic Technician</b>	
<b>Defined Outcome</b>	Increase Enrollment in Paramedic Technician and EMT-Paramedic Program from 16 to 24 students in the school year 2020-21	
<b>Metric</b> (How will you measure whether or not the outcome has been attained successfully?)* <i>Enter answer below</i>		
Gather statistics on enrollment numbers.		
<b>Action Plan/Action Items &amp; Person(s) Responsible:</b> <i>Example: 1) Action Item #1 (Damian VonFrank, Ted May)</i>		<b>Timeline &amp; Resources:</b> <i>Example: 1) Fall 2018 – Need IT time to implement</i>
Increase communication to all EMS services with monthly updates about Program. Communication will be sent electronically and via snail mail. Standard communication template designed and used by Specialists for communication.		Tim Salo Spring 2019 Joe Belany Nick Bilderback
Target advertising for Paramedic Program in Superior and New Richmond region. Meet with Jena Vogtman to formulate a plan targeting the Superior and New Richmond campuses.		Phil Rach-Fall 2020 Jena Vogtman
Offer "traditional" 12 month Paramedic program with courses offered 8am-5pm. Start "traditional" Program in January. Increase in staffing, specific to the Paramedic Program, would be needed.		Phil Rach - Spring 2021 Dee Folie Christy Roshell
Plan and design EMS/Paramedic lab space on Rice Lake Campus to outwardly promote Paramedic Program. View from hallway and outside will promote the Paramedic Program with ambulance theme and banners.		Tim Salo Fall, 2019
Inform WITC staff about EMS Programs.  Meet with individual Student Services and admissions staff at each campus location to educate them about the Paramedic programs (Jennifer Bednarik, Sara Eckstein, Cindy Miller, Jodi Saliny and Kristen Vesel)  Install a phone system diverting questions to the correct person.		Phil Rach Fall 2019  Dee Folie  Tim Salo (Phone system)
<b>**If you have more than 8 action items, right click the within the table above and choose insert row above or below.</b>		
<b>Note:</b> (A mid-year and year-end update will be required each year during implementation.) <b>Implementation Update (June 30, 2019):</b> <b>Instructions: Enter update text in box below, check a box below, and enter metric and results</b>		
<p>Item 1. All services receive two communication flyers per semester to update them on programs available.</p> <p>Item 2: Superior campus has 2 Paramedic students enrolled for Fall 2019.</p> <p>Item 3: Item not addressed due to restructure of Division.</p> <p>Item 4: Lab space is undergoing renovation Summer of 2019. Completion projected Fall of 2019</p>		

Item 4: EMS staff met with key admissions personnel to discuss changes in EMT, AEMT and Paramedic programs. This will be a yearly task as updating is necessary.

<input type="checkbox"/> <b>Met (include metric result)</b>	
<input checked="" type="checkbox"/> <b>Partially Met (include metric)</b>	17 students 2018-19
<input type="checkbox"/> <b>Not Met (include metric)</b>	

**Divisional Dean Comments:**

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**VP, Academic Affairs Comments:**

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**Implementation Update (January 31, 2020):**

<input type="checkbox"/> <b>Met (include metric result)</b>	
<input type="checkbox"/> <b>Partially Met (include metric)</b>	
<input type="checkbox"/> <b>Not Met (include metric)</b>	

**Divisional Dean Comments:**

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**VP, Academic Affairs Comments:**

**Implementation Update (June 30, 2020):**

<input type="checkbox"/> <b>Met (include metric result)</b>	
<input type="checkbox"/> <b>Partially Met (include metric)</b>	
<input type="checkbox"/> <b>Not Met (include metric)</b>	

**Divisional Dean Comments:**

“Effective March 25, 2020, Wisconsin Governor Evers directed a safer-at-home directive due to the Covid-19 pandemic. Under this order, all WITC Spring 2020 classes were delayed, cancelled or moved to an alternative delivery method. Due to the many required hours instructors and staff spent moving curriculum to alternate delivery modes, college leadership held requirement of the 6-month academic program review updates due June 1, 2020. Program review updates will next be required of this program in January 2021.”

**VP, Academic Affairs Comments:**

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***Implementation Update (January 31, 2021):***

<input type="checkbox"/> <b>Met (include metric result)</b>	
<input type="checkbox"/> <b>Partially Met (include metric)</b>	
<input type="checkbox"/> <b>Not Met (include metric)</b>	

***Divisional Dean Comments:***

***VP, Academic Affairs Comments:***

***Implementation Update (June 30, 2021):***

<input type="checkbox"/> <b>Met (include metric result)</b>	
<input type="checkbox"/> <b>Partially Met (include metric)</b>	
<input type="checkbox"/> <b>Not Met (include metric)</b>	

***Divisional Dean Comments:***

***VP, Academic Affairs Comments:***

***Implementation Update (January 31, 2022):***

<input type="checkbox"/> <b>Met (include metric result)</b>	
<input type="checkbox"/> <b>Partially Met (include metric)</b>	
<input type="checkbox"/> <b>Not Met (include metric)</b>	

***Divisional Dean Comments:***

***VP, Academic Affairs Comments:***

***Implementation Update (June 30, 2022):***

<input type="checkbox"/> <b>Met (include metric result)</b>	
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<input type="checkbox"/> Partially Met (include metric)	
<input type="checkbox"/> Not Met (include metric)	
<b>Divisional Dean Comments:</b>	
<input type="text"/>	
<b>VP, Academic Affairs Comments:</b>	
<input type="text"/>	
<b>Implementation Update (January 31, 2023):</b>	
<input type="checkbox"/> Met (include metric result)	
<input type="checkbox"/> Partially Met (include metric)	
<input type="checkbox"/> Not Met (include metric)	
<b>Divisional Dean Comments:</b>	
<input type="text"/>	
<b>VP, Academic Affairs Comments:</b>	
<input type="text"/>	

## ACADEMIC PROGRAM IMPROVEMENT PLAN

<b>PROGRAM:</b>	<b>Paramedic Technician</b>	
<b>Defined Outcome</b>	Implement FQAS and Instructor Enhancement plan.	
<b>Metric</b> (How will you measure whether or not the outcome has been attained successfully?)		
100% of all Paramedic Instructors will be enrolled in and expected to complete the FQAS program.		
<b>Action Plan/Action Items &amp; Person(s) Responsible:</b> <i>Example: 1) Action Item #1 (Damian VonFrank, Ted May)</i>		<b>Timeline &amp; Resources:</b> <i>Example: 1) Fall 2018 – Need IT time to implement</i>
All UGRAD lead instructors will begin FQAS and will stay on track to finish in 3 or 5 years. Staff will be evaluated yearly using the WI DOH instructor II evaluation form. Instructors will need to average a "3" score.		Phil Rach Spring 2019 Tim Salo Dee Folie
All courses will utilize a Blackboard component. This template Blackboard component will be developed by management staff to be used by all instructors. This template will include EMS update material and educational material pertinent to the		Tim Salo Spring 2019 Joe Belany

instructor as well as the student. This resource will aid in updating instructors with ever changing EMS material.	
All instructors will be required to attend yearly training sessions to promote simulation as a primary tool to teach psychomotor and critical thinking skills.	Phil Rach Fall, 2019
Simulation training sessions, using the new simulation rooms and equipment will be required for all Lab instructors with the Paramedic Technician and EMT-Paramedic programs. These sessions will be based on current teaching modalities and techniques.	Dee Folie Fall 2019 Tim Salo

**\*\*If you have more than 8 action items, right click the within the table above and choose insert row above or below.**

*Note: (A mid-year and year-end update will be required each year during implementation.)*

**Implementation Update (June 30, 2019):**

**Instructions: Enter update text in box below, check a box below, and enter metric and results**

<input type="checkbox"/> <b>Met (include metric result)</b>	
<input checked="" type="checkbox"/> <b>Partially Met (include metric)</b>	Yearly training sessions are being held as instructors are being trained on simulation techniques and have started FQAS. Simulation labs are being finished. As soon as they are finished and equipped, training will begin with adjunct instructors.
<input type="checkbox"/> <b>Not Met (include metric)</b>	

**Divisional Dean Comments:**

**VP, Academic Affairs Comments:**

**Implementation Update (January 31, 2020):**

<input type="checkbox"/> <b>Met (include metric result)</b>	
<input type="checkbox"/> <b>Partially Met (include metric)</b>	
<input type="checkbox"/> <b>Not Met (include metric)</b>	

**Divisional Dean Comments:**

**VP, Academic Affairs Comments:**

**Implementation Update (June 30, 2020):**

<input type="checkbox"/> <b>Met (include metric result)</b>	
<input type="checkbox"/> <b>Partially Met (include metric)</b>	
<input type="checkbox"/> <b>Not Met (include metric)</b>	

***Divisional Dean Comments:***

“Effective March 25, 2020, Wisconsin Governor Evers directed a safer-at-home directive due to the Covid-19 pandemic. Under this order, all WITC Spring 2020 classes were delayed, cancelled or moved to an alternative delivery method. Due to the many required hours instructors and staff spent moving curriculum to alternate delivery modes, college leadership held requirement of the 6-month academic program review updates due June 1, 2020. Program review updates will next be required of this program in January 2021.”

***VP, Academic Affairs Comments:***

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***Implementation Update (January 31, 2021):***

<input type="checkbox"/> <b>Met (include metric result)</b>	
<input type="checkbox"/> <b>Partially Met (include metric)</b>	
<input type="checkbox"/> <b>Not Met (include metric)</b>	

***Divisional Dean Comments:***

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***VP, Academic Affairs Comments:***

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***Implementation Update (June 30, 2021):***

<input type="checkbox"/> <b>Met (include metric result)</b>	
<input type="checkbox"/> <b>Partially Met (include metric)</b>	
<input type="checkbox"/> <b>Not Met (include metric)</b>	

***Divisional Dean Comments:***

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***VP, Academic Affairs Comments:***

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**Implementation Update (January 31, 2022):**

<input type="checkbox"/> <b>Met (include metric result)</b>	
<input type="checkbox"/> <b>Partially Met (include metric)</b>	
<input type="checkbox"/> <b>Not Met (include metric)</b>	

**Divisional Dean Comments:**

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**VP, Academic Affairs Comments:**

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**Implementation Update (June 30, 2022):**

<input type="checkbox"/> <b>Met (include metric result)</b>	
<input type="checkbox"/> <b>Partially Met (include metric)</b>	
<input type="checkbox"/> <b>Not Met (include metric)</b>	

**Divisional Dean Comments:**

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**VP, Academic Affairs Comments:**

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**Implementation Update (January 31, 2023):**

<input type="checkbox"/> <b>Met (include metric result)</b>	
<input type="checkbox"/> <b>Partially Met (include metric)</b>	
<input type="checkbox"/> <b>Not Met (include metric)</b>	

**Divisional Dean Comments:**

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**VP, Academic Affairs Comments:**

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<b>PROGRAM:</b>	Paramedic Technician	
<b>Defined Outcome</b>	Rectify graduate report to reflect actual graduate numbers	
<b>Metric</b> (How will you measure whether or not the outcome has been attained successfully?) <i>*Enter answer below</i>		
WITC graduate numbers are 100% accurate		
<b>Action Plan/Action Items &amp; Person(s) Responsible:</b> <i>Example: 1) Action Item #1 (Damian VonFrank, Ted May)</i>	<b>Timeline &amp; Resources:</b> <i>Example: 1) Fall 2018 – Need IT time to implement</i>	
Identify the process used to count Paramedic Technician and EMT-Paramedic graduate numbers. Contact Laurie Gargulak	Phil Rach Spring 2019 Laurie Gargulak	
Implement changes to correct graduate numbers so that graduate numbers are accurate for the 2018-19 cohort.	Phil Rach Dee Folie	
<b>**If you have more than 8 action items, right click the within the table above and choose insert row above or below.</b>		
<b>Note:</b> (A mid-year and year-end update will be required each year during implementation.)		
<b>Implementation Update (June 30,2019):</b>		
<b>Instructions: Enter update text in box below, check a box below, and enter metric and results</b>		
<input checked="" type="checkbox"/> <b>Met (include metric result)</b>	Graduate numbers are now counted as students graduate from program not when they apply for graduation (which skewed numbers, as many never applied for graduation)	
<input type="checkbox"/> <b>Partially Met (include metric)</b>		
<input type="checkbox"/> <b>Not Met (include metric)</b>		
<b>Divisional Dean Comments:</b>		
<b>VP, Academic Affairs Comments:</b>		
<b>Implementation Update (January 31, 2020):</b>		
<input type="checkbox"/> <b>Met (include metric result)</b>		
<input type="checkbox"/> <b>Partially Met (include metric)</b>		
<input type="checkbox"/> <b>Not Met (include metric)</b>		
<b>Divisional Dean Comments:</b>		

***VP, Academic Affairs Comments:***

***Implementation Update (June 30, 2020):***

<input type="checkbox"/> <b>Met (include metric result)</b>	
<input type="checkbox"/> <b>Partially Met (include metric)</b>	
<input type="checkbox"/> <b>Not Met (include metric)</b>	

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***Implementation Update (January 31, 2021):***

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***Divisional Dean Comments:***

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*VP, Academic Affairs Comments:*

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<input type="checkbox"/> <b>Not Met (include metric)</b>	

*Divisional Dean Comments:*

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*VP, Academic Affairs Comments:*

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<input type="checkbox"/> <b>Not Met (include metric)</b>	

*Divisional Dean Comments:*

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*VP, Academic Affairs Comments:*

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*Implementation Update (January 31, 2023):*

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<input type="checkbox"/> <b>Partially Met (include metric)</b>	
<input type="checkbox"/> <b>Not Met (include metric)</b>	

*Divisional Dean Comments:*

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*VP, Academic Affairs Comments:*

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