

SYSTEMS APPRAISAL FEEDBACK REPORT

in response to the *Systems Portfolio* of

CHIPPEWA VALLEY TECHNICAL COLLEGE

October 13, 2009



**Academic
Quality Improvement
Program**

The Higher Learning Commission **NCA**

**30 North LaSalle Street, Suite 2400
Chicago, Illinois 60602-2504
www.AQIP.org
AQIP@hlcommission.org
800-621-7440**

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Table of Contents

Executive Summary For Chippewa Valley Technical College	1
Elements of Chippewa Valley Technical College's Feedback Report	3
Strategic and Accreditation Issues	5
Using the Feedback Report	7
Critical Characteristics Analysis.....	8
Category Feedback	10
<i>Helping Students Learn</i>	11
Accomplishing Other Distinctive Objectives.....	15
Understanding Students' And Other Stakeholders' Needs	17
<i>Valuing People</i>	20
<i>Leading And Communicating</i>	24
Supporting Institutional Operations	27
<i>Measuring Effectiveness</i>	30
<i>Planning Continuous Improvement</i>	33
Building Collaborative Relationships.....	35

EXECUTIVE SUMMARY FOR CHIPPEWA VALLEY TECHNICAL COLLEGE

The following are summary comments on each of the AQIP Categories crafted by the Appraisal Team to highlight **Chippewa Valley Technical College's** achievements and to identify challenges yet to be met.

Category 1: Although the presentation of accumulated data did not demonstrate incremental improvement in student learning, CVTC has demonstrated the use of a system-wide approach to evaluating student learning that includes an impressive array of processes that uses data to monitor program development and assist student learning. The integration of its assessment process with the WTCS TSA initiative will only expand its assessment efforts to a new level of collaboration for accountability. Further efforts to increase course completion and retention rates are needed however, if CVTC is to compete with key comparison groups.

Category 2: CVTC has demonstrated a commitment to improving relationships with all stakeholders and to enhancing the professional development opportunities for all employees. The institution has innovatively provided needed health and dental care services for students and the community. The linkage between the processes identified and results achieved is unclear, however. Work is needed to tie processes, measures, and results.

Category 3: CVTC is just beginning to understand and document the changing needs of its students and other stakeholders. It has not made much progress in this area since its first systems appraisal.

Category 4: Although efforts in Leadership training still seem limited and dependent on external resources, CVTC has improved its focus on valuing people through the creation of AQIP action projects, the alignment of training initiatives with its strategic plan, and the use of forums to identify challenges and solutions. The benefits of these changes to faculty and staff will not be evident, however, unless more explicit targets and measures are put in place.

Category 5: CVTC has responded to qualitative and quantitative assessment results that indicated a need to improve leadership and communication. However, because

assessment instruments were inconsistent, further work is needed to demonstrate progress on initiatives.

Category 6: Since June 2007, CVTC has continued to focus on its Business Process Analysis initiative, which has led to improved results across its administrative support services. The changes made are noteworthy, but the institution has not provided the linkage between the analysis of the data and the implementation of these initiatives (e.g., In 6I2, CVTC describes various means achieving intended ends related to institutional administrative and student support, but there is very little mention of specific levels or measurable targets related to the improvement initiatives). The College's increasing use of surveys to receive formal feedback regarding support services may serve to counter-balance a heavy reliance on voluntary anecdotal feedback in many areas, thus helping to identify needed improvements, measures and targets.

Category 7: CVTC should be commended for the number of processes in place with which the institution can compare its results with the other 15 technical schools in Wisconsin. The next steps for CVTC might include capturing and analyzing more areas of trend data to mitigate the implied preference for anecdotal evidence and to expand comparison groups. The institution has also done well at identifying and measuring program health and efficiency as well as retention. Better results could be gained however, from formal, institution-level processes to determine departmental needs in regard to data collection, storage and access, information gathering and data.

Category 8: CVTC has made great progress with giving shape to processes related to planning continuous improvement across the many segments of the College and is continuing to refine its strategic planning processes. Since the appointment of its new President there is a renewed focus on supporting planning for continuous improvement and addressing internal communication. The institution's commitment to continuous improvement is evidenced by the development of strategic priorities and action plans that are supported by resource allocations and organizational and staffing changes. Establishing quantifiable targets for improvement will assist CVTC with assessing its progress toward achieving its intended levels of performance.

Category 9: CVTC has demonstrated good direction with its collaborative relationships through stakeholder participation, processes for measuring results, and the setting of

improvement targets. The NanoRite Center for Innovation, Health Education Center, and basic skills training for local residents are noteworthy accomplishments, but they, in and of themselves, are not evidential results of collaborative relationships. Also, CVTC seems to be overlooking a prime opportunity to utilize information from advisory boards consisting of knowledgeable local employers to feed into its process for identifying targets, improvement priorities.

Accreditation issues and Strategic challenges for **Chippewa Valley Technical College** are listed in detail within the Strategic and Accreditation Issues Analysis section of the Appraisal Feedback Report.

ELEMENTS OF Chippewa Valley Technical College's FEEDBACK REPORT

The *Systems Appraisal Feedback Report* provides AQIP's official response to your *Systems Portfolio* by a team of readers trained in evaluation. After appraisers independently reviewed your document, the team reached consensus on essential elements of your institutional profile, strengths and opportunities for improvement by Category, and significant issues for your institution. These are presented in three sections of the Feedback Report: Accreditation Issues Analysis, Critical Characteristics Analysis, and Category Feedback. These components are interrelated in defining context, evaluating performance, surfacing critical issues, and assessing institutional performance.

It is important to remember that the Systems Appraisal Team had only your *Systems Portfolio* to guide their analysis of your institution's strengths and opportunities for improvement. Consequently, their report may omit important strengths — if you were too modest to stress them in your *Systems Portfolio*, or if your discussion and documentation of them was unconvincing. Similarly, the team may have pointed out areas of potential improvement that are already receiving the institution's attention. Again, the team used its best judgment in identifying improvement opportunities. If some of these areas of potential improvement are now strengths rather than opportunities because of your own focused efforts, that is all to your credit. If the team was unsure about an area, we urged it to err on the side of giving your institution the best possible advice about where investing your efforts might pay off. If some of their advice comes after the fact, after you've already tackled an area, no harm is done.

Executive Summary: Summative statements agreed upon by the Systems Appraisal Team reflecting the reviewers' assessment of the institution's current status in relation to critical quality characteristics: robustness of process design; utilization or deployment of processes; the existence of results, trends, and comparative data; the use of results data as feedback, and systematic processes for improvement of the activities that the Category covers. Since institutions are complex, maturity levels may vary from one Category to another.

Strategic challenges for the institution are listed in detail within the Strategic and Accreditation Issues Analysis section of the Appraisal Feedback Report.

Strategic and Accreditation Issues Analysis: Strategic issues are those most closely related to your institution's ability to succeed in reaching its mission, planning, and quality improvement goals. Accreditation issues are areas where you have not yet provided evidence that you meet the Commission's *Criteria for Accreditation*, or where the evidence you have presented suggests you may have difficulties, now or in the future, in meeting these expectations. If accreditation is essential for your institution then any accreditation issues identified are, by definition, also strategic. The Systems Appraisal Team identified both of these kinds of issues through analysis of your Organizational Overview and the feedback it provided for each Category, as well as by reviewing the Index to the *Criteria for Accreditation* that you provided along with your *Systems Portfolio*. This list of strategic issues offers a framework for addressing ongoing improvement of processes and systems, serving as an executive summary of the Report's key findings and recommendations.

Critical Characteristics: Your Systems Portfolio's Organizational Overview provides context for the team's knowledge of your institution's identity, mission objectives, strategic goals, and key factors related to improvement. Critical Characteristics are those features most important for understanding the institution's mission, environment, stakeholders, competitive position, goals, and processes. Characteristics having the greatest relevance to each Category are identified in the Report.

Category Feedback: The Report's feedback on each of AQIP's nine Categories specifically identifies strengths and opportunities for improvement. An **S** or **SS** identifies strengths, with the double letter signifying important achievements or capabilities upon which to build. Opportunities are designated by **O**, with **OO** indicating areas where attention may result in more significant improvement. Comments, which are keyed to your *Systems Portfolio*, offer brief

analysis of each strength and opportunity. Organized by Category, and presenting the team's findings in detail, this section is the heart of the Report.

STRATEGIC AND ACCREDITATION ISSUES

In conducting the Systems Appraisal, the team attempted to identify the broader issues that present the greatest challenges and opportunities for your institution in the coming years. These are all strategic issues, ones you need to grapple with as you identify your institution's strategies for confronting the future and becoming the institution you want to be. The team also examined whether any of these strategic issues put your institution into jeopardy of not meeting the Higher Learning Commission's accreditation expectations.

Issues Affecting Compliance with the *Criteria for Accreditation*. An important goal for the Systems Appraisal was to review your institution's compliance with the Higher Learning Commission's *Criteria for Accreditation*. The peer quality experts who served on the team were all trained in evaluating colleges and universities using the Commission's *Criteria*, and the Systems Appraisal process they followed included careful steps to ensure the team used the *Criteria* as a major factor in their review. As the team reviewed your presentation of your institution's systems and processes under each AQIP Category, it searched for accreditation-related issues and concerns. In addition, the team used the *Index to the Criteria for Accreditation* that you provided with your Portfolio to perform a comprehensive review of the *Criteria* and each Core Component to ascertain whether you presented compelling evidence that your institution complies with each of these Commission expectations.

The Systems Appraisal team concluded that Chippewa Valley Technical College has presented evidence that it complies with each of the Five *Criteria for Accreditation* and each of their Core Components. Although the Systems Appraisal does not in itself constitute a review for continued accreditation, the team's conclusion upon reviewing your Portfolio against the Criteria will serve as a telling piece of evidence during the Commission's next scheduled AQIP review of your institution for Reaffirmation of Accreditation.

Issues Affecting Future Institutional Strategies. The Systems Appraisal Team identified the following strategic issues to assist Chippewa Valley Technical College in prioritizing and taking action on the important broad challenges and opportunities it faces. From these you may discover your vital immediate priorities, shaping strategies that can lead to a quantum leap in the performance of your institution. Implementing these strategies may call for specific actions, so AQIP's expectation that your institution be engaged in three or four vital Action Projects at all times will help encourage your administrators, faculty, and staff to turn these strategic goals into real accomplishments. Knowing that Chippewa Valley Technical College will discuss these strategic issues, give priority to those it concludes are most critical, and take action promptly, the Systems Appraisal Team identified:

CVTC clearly indicates retention is an issue but it is unclear that the College understands retention and student learning are connected. Engaged students are less likely to drop. Initiatives to improve teaching by engaging students could have a larger impact on retention.

Throughout a major portion of the Portfolio, there are disconnects between the issues raised by the Category questions and the results provided by the College. This lack of clarity is evident in the following categories:

- Category Two: The relevance of data to the College's other distinctive objectives.
- Category Three: Data provided does not clearly have bearing on the building of relationships particularly with stakeholders other than students.
- Category Four: Results given are more formative than summative.
- Category Five: CVTC indicates the need to improve the gathering and analysis of data, particularly from employee input.
- Category Six: The lack of quantitative data limits an assessment of CVTC's ability to achieve effectiveness in the processes described.
- Category Eight: While CVTC uses broad measures and analysis in considering its planning effectiveness, the College does not always appear to gather data specific to the effectiveness of the programs cited. The on-line programs discussed in 8R4 are such an example.

- Category Nine: CVTC does not provide data supporting its claims of success in building collaborative relationships.

The portfolio indicates a reliance on anecdotal evidence rather than measures and results to make decisions. This is particularly evident in Categories Six and Seven. It is unclear whether data is mistrusted or the process has not but updated to include data in decision-making.

CVTC could strengthen its improvement efforts by being more consistent about establishing specific improvement targets with measures that indicate the College's improvement progress.

CVTC leadership faces a challenge communicating with internal stakeholders about institutional changes and the reasons for those changes. Adherence to the AQIP Communications Plan should assist the institution in solving this challenge. CVTC should continue to focus on its faculty and staff as it builds processes and implements changes.

USING THE FEEDBACK REPORT

The AQIP *Systems Appraisal Feedback Report* is intended to initiate action for improvement. It is therefore important that the Report produced by the Systems Appraisal Team stimulate review of organizational processes and systems. Though decisions about specific actions are each institution's, AQIP expects every institution to use its feedback to stimulate cycles of continual improvement. At the next Strategy Forum an AQIP institution attends, its peers will examine in detail how it is using the feedback from its Systems Appraisal.

An organization needs to examine its Report strategically to identify those areas that will yield greatest benefit if addressed. Some key questions that may arise in careful examination of the Report may be: How do the team's findings challenge our assumptions about ourselves? Given our mission and goals, which issues should we focus on? How will we employ results to innovate, grow, and encourage a positive culture of improvement? How will we incorporate lessons learned from this review in our planning and operational processes? How will we revise the *Systems Portfolio* to reflect what we have learned?

How an organization interprets, communicates, and uses its feedback for improvement ought to support AQIP's core values, encouraging involvement, learning, collaboration and integrity. Based solely upon an organization's *Systems Portfolio*, the Report reflects a disciplined, external review of what an organization says about itself. The report should help an organization identify ways to improve its *Systems Portfolio* so it functions better to communicate accurately to internal and external audiences. But the Report's chief purpose is to help you to identify areas for improvement, and to act so that these areas actually improve. These improvements can then be incorporated into an updated *Systems Portfolio*, guaranteeing that future Systems Appraisals will reflect the progress an institution has made.

Within a year following the Systems Appraisal, an institution participates in another AQIP Strategy Forum, where the focus will be on what the institution has learned from its Appraisal (and from its other methods of identifying and prioritizing improvement opportunities, and what it has concluded are its major strategic priorities for the next few years. AQIP's goal is to help an institution to clarify the strategic issues most vital to its success, and then to support the institution as it addresses these priorities through Action Projects that will make a difference in institutional performance.

CRITICAL CHARACTERISTICS ANALYSIS

The purpose of this section is to identify what team members understood to be the critical and distinguishing characteristics of your institution. They are the shared understanding of the most important aspects of Chippewa Valley Technical College, its current dynamics and the forces surrounding it, and its internal momentum and aspirations, at least as team members understood them. This section also demonstrates that the Systems Appraisal Team recognized and knew what makes Chippewa Valley Technical College distinctive. Should you find some characteristics that you think are critical and missing from this list, you may want to clarify and highlight these items when you revise your *Systems Portfolio* and other literature explaining your institution to the public.

Item Critical Characteristic

O1a CVTC is a dynamic, public, post-secondary institution granting associate degrees, technical diplomas, and certificates. CVTC serves a substantially rural region of

Wisconsin and is one of sixteen colleges organized as the Wisconsin Technical College System (WTCS).

- O1b CVTC operates under a model of shared governance with responsibility for the operation of the College shared by the WTCS and a local nine-member Board of Trustees. In support of the CVTC Mission, Vision, and Values, the current strategic plan emphasizes: quality education and services, 'green' initiatives, student retention, enhanced communication, and safe and secure learning environments.
- O2a Chippewa Valley Technical College offers programs, developmental training, and continuing education to provide job and life skills for students and community members. Education and training areas include business, health care, traditional and advanced manufacturing, agriculture, information technology, mechanics, personal and consumer affairs, public safety, transportation and construction. The College provided customized training, retraining, and technical assistance to 234 area businesses and their employees.
- O2b CVTC offers basic skills courses for 450 residents preparing for the GED/HSED and/or entry into the workforce, and provided 166 individuals with English Language Learners (ELL) training. CVTC also offers basic skills courses for the GED/HSED and/or entry into the workforce, and English Language Learners (ELL) training.
- O3a CVTC typical student is white (4.69% are minority), under 25 years of age (age ranges from 15 to 64), female (women comprise 60% of students), and not first generation (25% are first-generation).
- O3b CVTC operates seven campus sites across the region. Student enrollment is concentrated at the three campuses located in Eau Claire but is growing at the other locations and in distance education.
- O4a CVTC leads in forming new educational partnerships in Emergency Service, Manufacturing, and Health Care programs, offers a Nano-Science Technology program in partnership with the Dakota County Technical College, the University of Minnesota, UW-Eau Claire, UW-Stout, and UW-River Falls. The Health Education Center (HEC) has two unique partnerships with the Marquette School of Dentistry and Delta Dental and the University of Wisconsin Family Medicine Clinic.

- O5a CVTC employs 1000 individuals, including 22 maintenance workers, 61 leadership members, 93 full-time clerical-related staff, 237 full-time faculty, and 327 adjunct faculty and actively promotes diversity in its staff and its student body. All full-time College staff—excluding leadership—are represented by one of three unions.
- O6a CVTC facilities include 14 buildings with 637,000 square feet on 255 acres of land over three campuses in Eau Claire. Three additional campus locations are Chippewa Falls, Menomonie, and River Falls. The CVTC NanoRite Center for Innovation is the first of its kind in the region and supports entrepreneurial and applied research needs for business start-ups in nanotechnology, microfabrication, and other advanced technologies.
- O6b The CVTC Information Technology Team operates from a 3-year strategic plan that is updated regularly and aligned with current College-wide strategic initiatives.
- O7a CVTC remains the largest provider of technical and continuing education in West-Central Wisconsin. CVTC has clearly identified its competitors both in terms of markets and location. In light of tuition differences and a downturn economy, CVTC may have the competitive advantage among students with limited financial means.
- O8a CVTC vulnerabilities include leadership development, the need for seamless transfer from/to CVTC, long waiting lists for popular programs, increased competition, decreasing state aid, communication with stakeholders, and increasing tuition rates.

CATEGORY FEEDBACK

In the following sections, each of which deals with strengths and opportunities for improvement for one of the nine AQIP Categories, selected *Critical Characteristics* are again highlighted, those the Systems Appraisal Team believed were critical keys to reviewing that particular AQIP Category. The symbols used in these “strengths and opportunities” sections for each Category stand for *outstanding strength* (SS), *strength* (S), *opportunity for improvement* (O) and *pressing or outstanding opportunity for improvement* (OO). The choice of symbol for each item represents the consensus evaluation of the Systems Appraisal Team members, and deserves your thoughtful consideration. Comments marked SS or OO may need immediate attention, either to ensure the institution preserves and maximizes the value of its greatest strengths, or to devote immediate attention to its greatest opportunities for improvement.

AQIP CATEGORY 1: HELPING STUDENTS LEARN

Helping Students Learn identifies the shared purpose of all higher education organizations, and is accordingly the pivot of any institutional analysis. This Category focuses on the teaching-learning process within a formal instructional context, yet also addresses how your entire institution contributes to helping students learn and overall student development. It examines your institution's processes and systems related to learning objectives, mission-driven student learning and development, intellectual climate, academic programs and courses, student preparation, key issues such as technology and diversity, program and course delivery, faculty and staff roles, teaching and learning effectiveness, course sequencing and scheduling, learning and co-curricular support, student assessment, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Chippewa Valley Technical College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 1, Helping Students Learn:

Item Critical Characteristic

- O1a CVTC is a dynamic, public, post-secondary institution granting associate degrees, technical diplomas, and certificates. CVTC serves a substantially rural region of Wisconsin and is one of sixteen colleges organized as the Wisconsin Technical College System (WTCS).
- O1b CVTC operates under a model of shared governance with responsibility for the operation of the College shared by the WTCS and a local nine-member Board of Trustees. In support of the CVTC Mission, Vision, and Values, the current strategic plan emphasizes: quality education and services, 'green' initiatives, student retention, enhanced communication, and safe and secure learning environments.
- O2a Chippewa Valley Technical College offers programs, developmental training, and continuing education to provide job and life skills for students and community members. Education and training areas include business, health care, traditional and advanced manufacturing, agriculture, information technology, mechanics, personal and consumer affairs, public safety, transportation and construction. The College provided customized

training, retraining, and technical assistance to 234 area businesses and their employees.

Here are what the Systems Appraisal Team identified as Chippewa Valley Technical College's most important strengths and opportunities for improvement relating to processes encompassed by Category 1, Helping Students Learn.

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
1P1	S	Program faculty originate discipline specific program outcomes, core ability linkages and competencies. Common student learning objectives were adopted through College-wide consensus. Advisory committees consisting of employers and potential employers regularly review and make recommendations regarding curricular issues and outcomes.
1P3	S	CVTC utilizes the Computer-adapted Placement Assessment and Support Services (COMPASS) pre-assessment tool to determine and apply the appropriate match between prior skills and knowledge of learners to the required rigors of specific academic programs. Teams from administrative, faculty, and enrollment management areas correlate the performance standards and content with the student preparedness results from COMPASS. Program planning teams convene annually and develop the course sequencing that then determines the level of preparedness required for each course.
1P7	S	CVTC uses stakeholder feedback gained through needs assessment research, program advisory committee suggestions, a student satisfaction inventory, forums, articulation and transfer agreements, and business and industry training requests are used to monitor the effectiveness and efficiency of its course delivery system and to achieve alignment with established strategic plans and institutional values. Many CVTC programs allow multiple entry points into the programs of study. Students have considerable flexibility in instructional delivery with on-line sources providing over 12% of the total.
1P9	S	CVTC assists student learning through orientation sessions, technology-based guides and tutorials, the availability of an E-Learning Assistant for

learning support for alternative delivery students, and multiple learning centers. An early at-risk alert system utilizes faculty referrals with required follow up by counseling staff.

- 1P10 O While CVTC offers a considerable range of co-curricular activities, the information provided does not establish any specific process for aligning the co-curricular activities with the College's eight core learning outcomes.
- 1P11a S The CVTC Assessment Database houses Assessment of Student Learning information and targets 411 major program outcomes, 1,230 associated course competencies, and eight common core abilities for aligning assessment and improvement.
- 1P11b O It is unclear what supervisory role the College will play in the mandated transition process, which its assessment processes will undergo in the next five years, to ensure that this transition improves the College's efforts to help students learn. The scale of this work could prompt a disconnect for CVTC faculty in their ownership of the assessment processes.
- 1R1 S CVTC documents College-wide core ability success rates, success rates by division for program learning outcomes, and competency success rates by division. The percentage of programs reporting instructional or program changes based on assessment data increased by 72%. Accumulated learning success rates since 2001 indicate common learning goals success rates for eight core abilities ranged between 88-94%, while results for program-specific goals ranged from 87-95%. 82.8% of CVTC students completed courses.
- 1R2 S Evidence from employer and graduate surveys indicate that CVTC students have developed adequate skills. Of those who responded, 94% of employers and 97% of graduates indicated they were very satisfied or satisfied with the training students received.
- 1R3a S Since a 24-7 help desk was implemented in 2005 to help students with instructional and distance education technologies, over 90% of student

- respondents consistently rate the reliability of this service as good, very good, or excellent.
- 1R3b O The 2008 CCSSE results showed that CVTC student effort was slightly below the national average and significantly lower in the area of Support for Learners. Also, no data was presented to document the success of the e-Learning assistant and E-Tutoring programs. A focus on data and trends within the data sets will provide CVTC a clearer picture of the issues and enable CVTC to better address the persistent problems.
- 1R4a S WTCS uses a balanced scorecard with 10 targets that all 16 colleges use to measure performance in areas of course completion, retention, graduation, and placement. Data from the average 2008 QRP Scorecard Performance Results indicate that CVTC programs exceed minimum threshold levels in all categories. IPEDS comparisons reveal that the graduation rate (60% vs. 24%) exceeds that of the comparison group.
- 1R4b OO Data indicate that 58% or more of CVTC programs exceeded all targets, while 23-29% of programs fall below the course completion rates targets, 42% of programs fell below the fall to spring retention target, and 16% of programs fell below the 3-year graduation rate target. The retention rate for full-time CVTC students was 36% compared to a group average of 58%, and part-time student retention was 26% compared to 42%. Analysis of the programs with lower retention and graduation rates, as well as the actual targets being used would likely reveal opportunities for improvement.
- 1I2 S Strategic planning at CVTC includes a provision for expanded use of pre-entrance and attitudinal retention-related information from students along with standardized cognitive assessments. CVTC has appropriately identified improvement in retention of students as a major strategic goal. Further analysis of CCSSE results and faculty surveys are providing important data for discussion and action planning.

AQIP CATEGORY 2: ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES

Accomplishing Other Distinctive Objectives addresses the processes that contribute to the achievement of your institution's major objectives that complement student learning and fulfill other portions of your mission. Depending on your institution's character, it examines your institution's processes and systems related to identification of other distinctive objectives, alignment of other distinctive objectives, faculty and staff roles, assessment and review of objectives, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Chippewa Valley Technical College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 2, Accomplishing Other Distinctive Objectives:

Item Critical Characteristic

- O1b CVTC operates under a model of shared governance with responsibility for the operation of the College shared by the WTCS and a local nine-member Board of Trustees. In support of the CVTC Mission, Vision, and Values, the current strategic plan emphasizes: quality education and services, 'green' initiatives, student retention, enhanced communication, and safe and secure learning environments.
- O2a Chippewa Valley Technical College offers programs, developmental training, and continuing education to provide job and life skills for students and community members. Education and training areas include business, health care, traditional and advanced manufacturing, agriculture, information technology, mechanics, personal and consumer affairs, public safety, transportation and construction. The College provided customized training, retraining, and technical assistance to 234 area businesses and their employees.
- O2b CVTC offers basic skills courses for 450 residents preparing for the GED/HSED and/or entry into the workforce, and provided 166 individuals with English Language Learners (ELL) training. CVTC also offers basic skills courses for the GED/HSED and/or entry into the workforce, and English Language Learners (ELL) training.
- O4a CVTC leads in forming new educational partnerships in Emergency Service, Manufacturing, and Health Care programs, offers a Nano-Science Technology program

in partnership with the Dakota County Technical College, the University of Minnesota, UW-Eau Claire, UW-Stout, and UW-River Falls. The Health Education Center (HEC) has two unique partnerships with the Marquette School of Dentistry and Delta Dental and the University of Wisconsin Family Medicine Clinic.

O6a CVTC facilities include 14 buildings with 637,000 square feet on 255 acres of land over three campuses in Eau Claire. Three additional campus locations are Chippewa Falls, Menomonie, and River Falls. The CVTC NanoRite Center for Innovation is the first of its kind in the region and supports entrepreneurial and applied research needs for business start-ups in nanotechnology, microfabrication, and other advanced technologies.

Here are what the Systems Appraisal Team identified as Chippewa Valley Technical College's most important strengths and opportunities for improvement relating to processes encompassed by Category 2, Accomplishing Other Distinctive Objectives.

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
2P2	S	CVTC has implemented an AQIP Action Project for the purpose of improving organizational communications with all stakeholders. The President also holds regular listening sessions at each campus.
2P3a	S	CVTC offers numerous in-house professional development opportunities for employees that include the annual May Academy for technology training, the Innovation Café for learning technologies, and peer mentoring for new employees.
2P3-2P4	O	CVTC does not provide evidence of how it determines faculty and staff needs related to the other distinct objectives. There is also no evidence provided on how the specific objectives are assessed and reviewed.
2P5	O	CVTC measures of 'other distinctive objectives' are mainly employer satisfaction inventories, student surveys, and enrollment statistics, but they also indicate 13 other measures for which results are offered. However, what impact student surveys have had on accomplishing other distinctive objectives is not indicated. As documented, it seems student opinion is not needed or not used.

- 2R1 S CVTC's Health Education Center has improved access to quality health and dental care for students and community members. The Dental Clinic serves Medicaid-eligible patients and provides dental care to an underserved population.
- 2R1-2R2 O While there are documented results regarding the partnership activities and resources provided to employers, there is no comprehensive list of results measures for all 9 of the other distinctive objectives.
- 2R3 S CVTC is active in establishing business and community partnerships. This has allowed the institution to obtain state-of-the-art equipment for students to use that will parallel what they will use on the job.
- 2I1 S CVTC has established areas of priority for improving partnerships with business, industry, and governmental agencies, increasing awareness of Nanoscience technology, attracting businesses, promoting student retention, improving communication, and evaluating programs.
- 2I2 O Although CVTC has established areas of priority for other distinctive objectives, it has not set any measurable targets.

AQIP CATEGORY 3: UNDERSTANDING STUDENTS' AND OTHER STAKEHOLDERS' NEEDS

Understanding Students' and Other Stakeholders' Needs examines how your institution works actively to understand student and other stakeholder needs. It examines your institution's processes and systems related to student and stakeholder identification, student and stakeholder requirements, analysis of student and stakeholder needs, relationship building with students and stakeholders, complaint collection, analysis, and resolution, determining satisfaction of students and stakeholders, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Chippewa Valley Technical College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 3, Understanding Students' and Other Stakeholders' Needs:

Item Critical Characteristic

- O3a CVTC typical student is white (4.69% are minority), under 25 years of age (age ranges from 15 to 64), female (women comprise 60% of students), and not first generation (25% are first-generation).
- O3b CVTC operates seven campus sites across the region. Student enrollment is concentrated at the three campuses located in Eau Claire but is growing at the other locations and in distance education.

Here are what the Systems Appraisal Team identified as Chippewa Valley Technical College's most important strengths and opportunities for improvement relating to processes encompassed by Category 3, Understanding Students' and Other Stakeholders' Needs.

Item	S/O	Comment
3P1	O	Table 3.1 lists numerous short and long-term requirements and expectations of students. Section 3P1 lists multiple sources of data to identify changing needs of students. There needs to be some documentation explicitly linking these together.
3P2	S	CVTC utilizes numerous processes and mechanisms to build and maintain relationships with students
3P3	S	CVTC has a number of mechanisms in place to assure that changes in stakeholder's needs are identified. It has provided good examples of these mechanisms.
3P4	SS	The institution has developed multiple strategies to engage its key stakeholders on a regular basis and to build and maintain these relationships.
3P5	S	The College considers the inclusion of new stakeholder groups through analysis of regional, state and national trends such as census data, K-12 enrollment numbers and a review of requests from business and industry.
3P6	O	Although CVTC has basic procedures for gathering information from other stakeholders regarding student complaints, there is an opportunity for

gathering information from other stakeholders beyond the Board meetings.

- 3P7 S CVTC uses the Student Satisfaction Inventory (SSI), CCSSE and PACE on a rotational basis (every 3 years) to measure student satisfaction. Two measures of satisfaction (instructional effectiveness and student centeredness) are specifically monitored with the analysis of the program scorecards during the Program Review Process. Benchmarks (target and threshold) are established. Retention, accreditation and assessment data, graduate follow-up surveys, counseling surveys, and a variety of Zoomerang surveys are also used.
- 3P7 O Non-student stakeholder surveys and measures could also be developed to guide the institution.
- 3R1 O The Community College Survey of Student Engagement (CSSE) given in 2008 indicated areas in which the College could improve. Action plans were developed and reviewed. The results presented provide little information to guide decision-making. If the survey is not going to be administered for another 3 years (as indicated in 3P7), then other measures could be put in place to know if plans are having the desired results.
- 3R2 O Although changes are being made to the admissions process after data collected from a 2004 Environmental Scan and Town Hall Meetings held in 2001-03 indicated concerns about waiting lists for the nursing program, most of the other accomplishments listed do not have a bearing on relationship building or the actions taken are unclear.
- 3R3 S Results from the 2003-2008 graduate follow-up surveys indicate that a majority of graduates are employed, employed within the CVTC district, attended CVTC for the primary purpose of training for employment, and were overwhelmingly satisfied with the training they received. A 2005 employer survey found that 94% of respondents were satisfied or very satisfied with placements; indication of response rate would help put this in better context.

- 3R4 O Although several new programs and certificates were added from 2000 to 2007 in response to input from local employers, no other results of relationship building with stakeholders (other than students) are given that correspond to the measures stated in 3P4.
- 3I1-3I2 O Process improvement activities at CVTC will begin to utilize the strategic planning process to address the needs of all stakeholders. The institution recognizes that it needs to set targets and priorities for improvement
- 3I2 O Targets and improvement priorities are established for understanding stakeholder needs, but program specific priorities may benefit from a more comprehensive analysis of inputs, processes, and outputs. One example given is reducing admissions to the Dental Hygiene Program from 18 to 12. The data given for doing so (advisory committee and employer feedback, job placement rates) are valid, but the value of the dental clinic is emphasized throughout this portfolio. There seems to be a disconnect that needs more analysis.

AQIP CATEGORY 4: VALUING PEOPLE

Valuing People explores your institution's commitment to the development of your employees since the efforts of all of your faculty, staff, and administrators are required for institutional success. It examines your institution's processes and systems related to work and job environment; workforce needs; training initiatives; job competencies and characteristics; recruitment, hiring, and retention practices; work processes and activities; training and development; personnel evaluation; recognition, reward, compensation, and benefits; motivation factors; satisfaction, health and safety, and well-being; measures; analysis of results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Chippewa Valley Technical College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 4, Valuing People:

Item Critical Characteristic

- O1b CVTC operates under a model of shared governance with responsibility for the operation of the College shared by the WTCS and a local nine-member Board of Trustees. In support of the CVTC Mission, Vision, and Values, the current strategic plan emphasizes: quality education and services, ‘green’ initiatives, student retention, enhanced communication, and safe and secure learning environments.
- O5a CVTC employs 1000 individuals, including 22 maintenance workers, 61 leadership members, 93 full-time clerical-related staff, 237 full-time faculty, and 327 adjunct faculty and actively promotes diversity in its staff and its student body. All full-time College staff—excluding leadership—are represented by one of three unions.
- O8a CVTC vulnerabilities include leadership development, the need for seamless transfer from/to CVTC, long waiting lists for popular programs, increased competition, decreasing state aid, communication with stakeholders, and increasing tuition rates.

Here are what the Systems Appraisal Team identified as Chippewa Valley Technical College’s most important strengths and opportunities for improvement relating to processes encompassed by Category 4, Valuing People.

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
4P1a	S	All position descriptions are aligned with the strategic plan and WTCS requirements, as well as reviewed and approved by the Leadership Team.
4P1b	S	Full time faculty with a Master’s degree have increased from 37% in 2001 to 53% in 2009, and full time faculty with less than a Bachelor’s degree have decreased from 16% in 2001 to 11% in 2009 as shown in Table 4.7.
4P1c	S	CVTC has a process requiring the completion of degrees by faculty. New faculty members without BS or BA degree upon hire have been required to sign a contract addendum to complete the degree within 5 years (this has improved from 5 to 7 years as shown in the System Appraisal of 2005 in the same category). Those teaching general education courses and without a Master’s degree have been required to sign a contract addendum to complete the degree within 3 years including 18 graduate hours in the subject area.

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| 4P2 | S | CVTC has adequate processes in place for recruiting, hiring, orienting, and mentoring faculty, staff and leadership. |
| 4P3 | S | Since February of 2004, the College has required all new employees to participate in Diversity Awareness Training |
| 4P4 | S | CVTC provides numerous training and development opportunities, and requires each non-faculty employee to work with his or her supervisor to create an annual professional development plan. The College conducts bi-annual in-service training for faculty, staff, and leadership personnel for the purpose of identifying specific competencies for training and conducting informal and formal assessments. |
| 4P5 | O | CVTC aligns its training initiatives with the strategic plan and uses institutional “dash board” indicators including annual or biennial professional development plans and help desk data to determine tactical level training needs. Further gains could be made, however, if CVTC would tie training activities to helping students learn and accomplishing other distinctive objectives. |
| 4P6 | O | Although CVTC has a College-wide evaluation system there is an opportunity to align these evaluations to the goals of criteria #1 and #2. |
| 4P7 | O | Leadership employees participate in a merit pay system, where individual pay increases are indexed to the individual’s performance and relative contribution to the College, not just their tenure. It is not clear if CVTC has developed an index and other transparent means of quantifying “relative contribution” for leaders or whether the process aligns with the institution’s strategies. |
| 4P8 | O | Although CVTC states that proactive plans are developed to provide an environment that nurtures high motivation and engagement, the process of determining key issues related to motivation are vague. What does or should an environment of high motivation and engagement look like at CVTC? How is the data being analyzed to arrive at the course of action? |

- 4P9a S CVTC leadership personnel as well as key support staff have participated in National Incident Management Systems (NIMS) training. Also CVTC uses surveys and forums to evaluate employee satisfaction, health, safety, and well-being that have resulted in improvement projects, most notably is the Emergency Management Planning project.
- 4P9b O Crises prevention training has been provided for counselors and customer service personnel. Has CVTC considered providing similar training for faculty as it may relate to improved early identification of “troubled” students?
- 4P10 O Although it lists a number of surveys that are used, the institution does not specify which direct measures and trend data are collected and analyzed.
- 4R1a S CVTC responded to climate survey suggestions and the quality check-up visit with the implementation of AQIP action projects, the formation of customer service projects, and the redefinition of performance indicators.
- 4R1b O CVTC points to a high retention rate (98%) of employees and one external arbitration as evidence of employee satisfaction. Although it lists a number of assessments that are used, the institution does not specify which results are collected and analyzed.
- 4R3 O While the processes identified in the portfolio emphasize student retention and customer service, the portfolio does not provide evidence about processes that value staff and faculty. The inclusion of specific data demonstrating improvement in trends would make for a stronger more persuasive response to this question.
- 4R4 OO The portfolio response speaks about comparative processes but does not provide evidence or citations about how CVTC faculty and staff responses compare with those given by other institutions in the region.
- 4I1 S CVTC has identified key processes for improving security and diversity. The AQIP Action Project focused on Emergency Management Planning that resulted in improved preparedness, improved early identification of

"troubled" students, improved data security, and improved physical security, as well as the Diversity initiative project that led to diversity training, increased professional development opportunities, and diverse applicant pools.

- 412 O CVTC provides a selected list of action taken in the areas of security and diversity but there is no evidence presented for College wide strategies for improvement of the processes and systems for valuing people or for setting targets for improvement.

AQIP CATEGORY 5: LEADING AND COMMUNICATING

Leading And Communicating addresses how your institution's leadership and communication structures, networks, and processes guide your institution in setting directions, making decisions, seeking future opportunities, and building and sustaining a learning environment. It examines your institution's processes and systems related to leading activities, communicating activities, alignment of leadership system practices, institutional values and expectations, direction setting, future opportunity seeking, decision making, use of data, leadership development and sharing, succession planning, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Chippewa Valley Technical College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 5, Leading and Communicating:

Item Critical Characteristic

- O1b CVTC operates under a model of shared governance with responsibility for the operation of the College shared by the WTCS and a local nine-member Board of Trustees. In support of the CVTC Mission, Vision, and Values, the current strategic plan emphasizes: quality education and services, 'green' initiatives, student retention, enhanced communication, and safe and secure learning environments.
- O3b CVTC operates seven campus sites across the region. Student enrollment is concentrated at the three campuses located in Eau Claire but is growing at the other locations and in distance education.

- O5a CVTC employs 1000 individuals, including 22 maintenance workers, 61 leadership members, 93 full-time clerical-related staff, 237 full-time faculty, and 327 adjunct faculty and actively promotes diversity in its staff and its student body. All full-time College staff—excluding leadership—are represented by one of three unions.
- O8a CVTC vulnerabilities include leadership development, the need for seamless transfer from/to CVTC, long waiting lists for popular programs, increased competition, decreasing state aid, communication with stakeholders, and increasing tuition rates.

Here are what the Systems Appraisal Team identified as Chippewa Valley Technical College’s most important strengths and opportunities for improvement relating to processes encompassed by Category 5, Leading and Communicating.

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
5P1	S	The CVTC formal organizational structure aligns its AQIP projects, four strategic, and eleven presidential goals with the institutional mission, vision, and values with inputs from numerous sources including student surveys.
5P2a	S	CVTC utilizes environmental scans, student satisfaction surveys, dashboard performance analyses, stakeholder meetings, and focus groups to create future opportunities and build learning strategies. The community psychographic study to be implemented this year will provide the College with further information regarding the feelings and opinions of the community toward the College.
5P2b	O	CVTC mentions grant activities that focus on student success in alternative delivery, retention, and articulation. Retention is quantifiable, however it is not clear how CVTC defines and measures student success respective to alternative delivery and articulation. Measurable indicators of student success are needed to chart improvement.
5P4	O	CVTC uses team-based performance monitoring to gather information and to recommend decisions and plans. Key results are monitored, and the frequency of monitoring is documented across organizational areas. The actual decision-making processes are not described specifically,

however, and the authority for making decisions between the committees and the President is not clearly identified. In addition, no regularly monitored results are indicated for the College's IT processes.

- 5P5 S CVTC has established a solid, formal, graphic model of communication and has developed and implemented an AQIP Communications Plan. Communication about the mission, vision, and the strategic plan exist through different media including weekly cabinet meetings, monthly leadership team meetings, committee bi-weekly meetings, campus and focus forums, web and e-mail.
- 5P7 S CVTC provides numerous opportunities for leadership development (Wisconsin Leadership Development Institute, May Academy, National chair Academy and shares best practices.
- 5P8 S Future College leaders are developed through attendance at the Wisconsin Leadership Development Institute where they learn to use the strategic planning process and evaluate instructional effectiveness.
- 5P9 S CVTC uses the qualitative and quantitative data given through the 2007 Kine and Sauders' Learning Organization Assessment Matrix Climate Survey and the Diversity Climate Assessment to measure the results of its leading and communicating initiatives.
- 5R1 O CVTC is aware of the opportunity for improving processes with which to gather accurate data and results for leading and communicating. Though the internal Communication Survey was ultimately deemed to be inconsistent and flawed in methodology and validity..., the survey responses from leadership were considered legitimate (p. 62). Results from the climate survey indicate opportunities for improvement in employee's input and understanding of the process of decision-making.
- 5R2 S CVTC compared favorably to 118 other two-year institutions on the Campus Quality Survey. It will begin an AQIP project to benchmark five best practices with three other higher education institutions using quantitative survey results.

- 511 S CVTC relies heavily upon 4 major surveys to assess the effectiveness of leading and communicating. The institution has determined which surveys yield the best data to and has used the data to develop processes, including the establishment of a more formal Institutional Research office, the addition of the new Director of Research and Special Projects Society for College and University Planning (SCUP) training, National Incident Management Systems (NIMS) training, and benchmarking results.
- 512 S CVTC is creating visible targets through creation of department and program scorecards that include data on retention, job opportunities, cost and graduation rates.

AQIP CATEGORY 6: SUPPORTING INSTITUTIONAL OPERATIONS

Supporting Institutional Operations addresses the variety of your institutional support processes that help to provide an environment in which learning can thrive. It examines your institution's processes and systems related to student support, administrative support, identification of needs, contribution to student learning and accomplishing other distinctive objectives, day-to-day operations, use of data, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Chippewa Valley Technical College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 6, Supporting Institutional Operations:

Item Critical Characteristic

- O1b CVTC operates under a model of shared governance with responsibility for the operation of the College shared by the WTCS and a local nine-member Board of Trustees. In support of the CVTC Mission, Vision, and Values, the current strategic plan emphasizes: quality education and services, 'green' initiatives, student retention, enhanced communication, and safe and secure learning environments.

- O3b CVTC operates seven campus sites across the region. Student enrollment is concentrated at the three campuses located in Eau Claire but is growing at the other locations and in distance education.
- O5a CVTC employs 1000 individuals, including 22 maintenance workers, 61 leadership members, 93 full-time clerical-related staff, 237 full-time faculty, and 327 adjunct faculty and actively promotes diversity in its staff and its student body. All full-time College staff—excluding leadership—are represented by one of three unions.
- O6a CVTC facilities include 14 buildings with 637,000 square feet on 255 acres of land over three campuses in Eau Claire. Three additional campus locations are Chippewa Falls, Menomonie, and River Falls. The CVTC NanoRite Center for Innovation is the first of its kind in the region and supports entrepreneurial and applied research needs for business start-ups in nanotechnology, microfabrication, and other advanced technologies.
- O6b The CVTC Information Technology Team operates from a 3-year strategic plan that is updated regularly and aligned with current College-wide strategic initiatives.

Here are what the Systems Appraisal Team identified as Chippewa Valley Technical College's most important strengths and opportunities for improvement relating to processes encompassed by Category 6, Supporting Institutional Operations.

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
6P1	S	The CVTC cross functional Student Service Council is charged with continuously monitoring the success in accessing the full complement of student support services.
6P2	S	Leadership, custodial, and clerical union employees have various direct and indirect ways to express needs, for example; Web portal suggestion box, Focus Forums, and direct contact with College President via the President's website. Modification, creation or addition of service support needs are approved by the Operations Team.
6P3	O	While the College states, "most of the College administrative processes are documented in detail" it does not articulate how or which are not documented.

- 6P4a OO There appears to be an extremely high dependence on anecdotal evidence to make decisions, as indicated in Table 6.2.
- 6P4b S The Facilities Planning Committee uses input from program advisory committees, environmental scans, focus groups, etc in the development of a rolling three-year facilities plan.
- 6P5 S CVTC has identified 20 measures (Table 6.3) to track institutional support, as well as the department responsible and how often the measure is taken. In addition, the WTCS Quality Review Process (QRP) provides 16 additional longitudinal measures in the Student Services areas of Admissions and Retention/Success. The measures allow CVTC to compare its minimum thresholds and performance targets with all sixteen Wisconsin technical colleges.
- 6R1 S Innovations made in student support services (such as financial aid processing) are to be commended.
- 6R2 O While the list of improvements is very impressive; the College is listing improvements, not the data/results that drove those decisions. This lack of quantitative data prohibits an accurate assessment of whether CVTC is able to reach and maintain the levels of performance described.
- 6R3 S Through its participation in the Wisconsin Technical College System (WTCS), CVTC conducts comparisons of results and processes with 15 technical colleges in the state. The College might consider participation in the National Community College Benchmarking Project to obtain comparison data outside Wisconsin.
- 6I1a S Specifying a new position of Vice President of Student Services, in conjunction with a demarcation of student service support functions has redirected resources and effort toward improving processes and systems for supporting students.
- 6I1b O Other than the new position of Vice President of Student Services, the institution does not provide sufficient evidence on how it improves its current processes and systems for supporting institutional operations.

6I2 S The 2008-2009 Strategic Plan includes multiple Priority Statements (with tactics) requiring provision for institutional administrative and student support which constitute improvement targets. Evidence includes three current AQIP Action projects that are concerned with institutional and administrative support activities.

AQIP CATEGORY 7: MEASURING EFFECTIVENESS

Measuring Effectiveness examines how your institution collects, analyzes, and uses information to manage itself and to drive performance improvement. It examines your institution's processes and systems related to collection, storage, management, and use of information and data – at the institutional and departmental/unit levels; institutional measures of effectiveness; information and data alignment with institutional needs and directions; comparative information and data; analysis of information and data; effectiveness of information system and processes; measures; analysis of results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Chippewa Valley Technical College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 7, Measuring Effectiveness:

Item Critical Characteristic

- O1a CVTC is a dynamic, public, post-secondary institution granting associate degrees, technical diplomas, and certificates. CVTC serves a substantially rural region of Wisconsin and is one of sixteen colleges organized as the Wisconsin Technical College System (WTCS).

- O6a CVTC facilities include 14 buildings with 637,000 square feet on 255 acres of land over three campuses in Eau Claire. Three additional campus locations are Chippewa Falls, Menomonie, and River Falls. The CVTC NanoRite Center for Innovation is the first of its kind in the region and supports entrepreneurial and applied research needs for business start-ups in nanotechnology, microfabrication, and other advanced technologies.

- O6b The CVTC Information Technology Team operates from a 3-year strategic plan that is updated regularly and aligned with current College-wide strategic initiatives. CVTC also

partners with the University of Wisconsin System and Microsoft to ensure that the latest software is available to all students and staff at a reasonable cost.

O7a CVTC remains the largest provider of technical and continuing education in West-Central Wisconsin. CVTC has clearly identified its competitors both in terms of markets and location. In light of tuition differences and a downturn economy, CVTC may have the competitive advantage among students with limited financial means.

Here are what the Systems Appraisal Team identified as Chippewa Valley Technical College’s most important strengths and opportunities for improvement relating to processes encompassed by Category 7, Measuring Effectiveness.

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
7P1	SS	As evidenced by Table 7.1 & 7.2 ,CVTC uses data gained from committees, surveys, environmental scans, dashboard measures, and enterprise resource planning software to select and manage information for the purpose of developing and modifying programs and curriculum, encouraging academic innovations, adjusting College strategies and tactics, and changing the organizing structure.
7P2	S	Departments, internal project teams, College leaders and external entities all provide input into determining departmental needs. CVTC uses imaging systems to convert paper documents into electronic documents and link them into CVTC's Banner database. The IT Department provides Business Analysts to each operational unit to assist in needs identification and data collection assistance.
7P3	S	CVTC relies on comparative information acquired through the WTCS Quality Review Process, the Noel-Levitz Student Satisfaction Inventory, IPEDS, and the Educause Core Data Survey.
7P4a	S	The President’s Cabinet, Leadership Team and Board routinely analyze institutional level data. Leadership Team members share this analysis downward to all departmental and operational managers.
7P4b	O	CVTC does not have a formal institution-level process for analyzing information and data for overall College performance. The sharing of

- information across the institution appears to be voluntary and potentially inconsistent. The newly formed Institutional Research Department could be instrumental in developing formal institution-wide process.
- 7P5 S The Institutional Research Department develops annual scorecards for each program that include QRP program indicators. Actions that require a budget or in-kind commitment are included in the College's annual strategic plan to ensure data aligns with the College goals. Annual goals of all leadership staff are also reviewed by the President's Cabinet to ensure alignment.
- 7P6 S An annual strategic and tactical plan is developed and approved to ensure that the College IT infrastructure continues to meet the instructional and administrative needs of the College. CVTC's Information Technology Services utilizes industry best practices for managing information systems.
- 7P7a S The Cognos reporting tool allows the College to view some of its current institutional measures and then drill down to the detail when questions surface. This ability gives the College a near real-time indication of progress toward meeting targets and College strategic goals, as well as identifying weaknesses in the data. This approach was taken after dashboard data such as withdrawals and budget-to-expenditure comparisons, provided limited success as leading indicators. The College uses the QRP measures to plan programs and monitor progress in the student services area.
- 7P7b O The exact process for assessing the effectiveness of the College's measuring effectiveness system is not articulated and may be too dependent on anecdotal evidence.
- 7R1 S Currently institutional measures and other detailed drill-down data that assist CVTC in measuring its effectiveness are available to all leadership staff 24/7 through the web-based Cognos reporting system. Analysis of performance measures over the past 3 years have resulted in change, including: the elimination or modification of programs due to low

enrollments, cost, and/or graduation rates; and new learning support services, intervention processes, and quality metrics to improve retention. The use of an Early Alert System is commendable and the College could benefit from an analysis of why the results have been erratic.

- 7R2 S CVTC participates in the Educause Core Data Service (which surveys information technology organizations within higher education), as well as the Quality Review Process (QRP) used by the WTCS (which measures specific aspects of program effectiveness). CVTC's performance indicators as presented in Table 7.4 (p. 81) are excellent.
- 711 O The answer given suggests leadership makes anecdotal-based reactions to data. This would seem to negate personal or institutional respect for data in the decision-making process.
- 712 S Dash board measures are assessed by the President's Cabinet, program performance measures are assessed by the Education Council and the Quality Review Process Indicators are assessed by the WTCS. Results and priorities are communicated in the strategic plan.

AQIP CATEGORY 8: PLANNING CONTINUOUS IMPROVEMENT

Planning Continuous Improvement examines your institution's planning processes and how your strategies and action plans are helping you achieve your mission and vision. It examines your institution's processes and systems related to institutional vision; planning; strategies and action plans; coordination and alignment of strategies and action plans; measures and performance projections; resource needs; faculty, staff, and administrator capabilities; measures; analysis of performance projections and results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Chippewa Valley Technical College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 8, Planning Continuous Improvement:

Item Critical Characteristic

- O1b CVTC operates under a model of shared governance with responsibility for the operation of the College shared by the WTCS and a local nine-member Board of Trustees. In support of the CVTC Mission, Vision, and Values, the current strategic plan emphasizes: quality education and services, 'green' initiatives, student retention, enhanced communication, and safe and secure learning environments.
- O8a CVTC vulnerabilities include leadership development, the need for seamless transfer from/to CVTC, long waiting lists for popular programs, increased competition, decreasing state aid, communication with stakeholders, and increasing tuition rates.

Here are what the Systems Appraisal Team identified as Chippewa Valley Technical College's most important strengths and opportunities for improvement relating to processes encompassed by Category 8, Planning Continuous Improvement.

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
8P1a	S	CVTC uses an effective business model, promotes continuous improvement, and aligns its institutional priorities with Mission and Vision.
8P1b	O	The CVTC planning process does not show a schedule of activities or timelines. The Institution is exploring the redesign of the process and has an opportunity to integrate its internal program indicators with the statewide Quality Review Process.
8P6	S	Action plans are approved by the cabinet. The combination of budget and strategic planning ensures the coordination of the two planning processes and a final budget that can fund strategic action plans.
8P6	O	The institution states that the Director of Budget and Planning is responsible for budget and strategic planning, but does not describe a well-defined, well-understood, transparent process.
8P7	S	The College now has a full-time technology trainer, has started an Employee technology Training program, and has created an Innovation Cafe to allow faculty and staff the opportunity to use new technology, make improvements or try something new in a safe, supportive environment.

- 8P8 S The effectiveness of CVTC planning is measured through the completion rate for priority statements and action plans and are reviewed throughout the year.
- 8R1 SS CVTC planning strategies and action plans have demonstrated significant results in a brief period. The institution has shown a higher placement rate than the state average, student satisfaction rates similar to the national average, and good fiscal health.
- 8R2 O The President's vision for the institution recognizes the opportunity to provide more detailed projections for accomplishing strategies and implementing action plans during the next three-to-five years. The institution does not specify performance projections.
- 8R4 O CVTC states the use of broad measurements and analyses when considering planning effectiveness, but fails to indicate what data has been collected and analyzed before implementing changes such as the two on-line programs that were added to meet the range of student preferences.
- 8I1 S CVTC has contracted with the Society of College and University Planners to provide leadership and strategic planning training in a common language, as well as toolset to use when developing planning processes. The College has identified nine areas for improvement and is proactively implementing systems and projects designed to improve its processes for planning continuous improvement.

AQIP CATEGORY 9: BUILDING COLLABORATIVE RELATIONSHIPS

Building Collaborative Relationships examines your institution's relationships – current and potential – to analyze how they contribute to the institution's accomplishing its mission. It examines your institution's processes and systems related to identification of key internal and external collaborative relationships; alignment of key collaborative relationships; relationship creation, prioritization, building; needs identification; internal relationships; measures; analysis of results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Chippewa Valley Technical College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 9, Building Collaborative Relationships:

Item Critical Characteristic

- O2a Chippewa Valley Technical College offers programs, developmental training, and continuing education to provide job and life skills for students and community members. Education and training areas include business, health care, traditional and advanced manufacturing, agriculture, information technology, mechanics, personal and consumer affairs, public safety, transportation and construction. The College provided customized training, retraining, and technical assistance to 234 area businesses and their employees.
- O4a CVTC leads in forming new educational partnerships in Emergency Service, Manufacturing, and Health Care programs, offers a Nano-Science Technology program in partnership with the Dakota County Technical College, the University of Minnesota, UW-Eau Claire, UW-Stout, and UW-River Falls. The Health Education Center (HEC) has two unique partnerships with the Marquette School of Dentistry and Delta Dental and the University of Wisconsin Family Medicine Clinic.
- O6a CVTC facilities include 14 buildings with 637,000 square feet on 255 acres of land over three campuses in Eau Claire. Three additional campus locations are Chippewa Falls, Menomonie, and River Falls. The CVTC NanoRite Center for Innovation is the first of its kind in the region and supports entrepreneurial and applied research needs for business start-ups in nanotechnology, microfabrication, and other advanced technologies.

Here are what the Systems Appraisal Team identified as Chippewa Valley Technical College's most important strengths and opportunities for improvement relating to processes encompassed by Category 9, Building Collaborative Relationships.

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
9P1	S	CVTC is implementing a full QM plan across the College, and is partnering with UWRF to begin this process. Both institutions are sharing materials and trainers in this initiative.

- 9P2a S CVTC encourages stakeholder participation in advisory boards, environmental scans, and the Developing a Curriculum process. The institution identifies areas of emphasis for collaborative partnerships through its strategic planning process.
- 9P2b S The CVTC Foundation builds and maintains partnerships that aid in identifying opportunities and in providing a means of feedback to the College.
- 9P3a O CVTC does not have formal institution-level processes for building internal relationships.
- 9P3b S In the past year, student government has purchased and installed television monitors throughout the College to convey information; they have provided comfortable furniture for student use on all campuses.
- 9P4 S CVTC utilizes numerous processes for measuring the results of its collaborative efforts as evidenced by the data in Table 9.2 and the activities created from the Focused Learning Center partnerships and has an Enterprise Funds budget for controlling costs and revenues associated with partnerships.
- 9R1 OO The portfolio does not provide sufficient evidence about the results of the CVTC collaborative partnerships. For example, CVTC states that one of the key measures in evaluating the success of collaborative relationships is the number of students enrolled in programs that are a result of those relationships. However, CVTC does not present data to illustrate this success. Without the clarity of data CVTC will have difficulty evaluating improvements in this area.
- 9R2 OO The portfolio does not provide sufficient evidence about any comparative analysis of CVTC collaborative partnerships with other institutions. Developing systematic documentation of comparative results for the many dimensions of CVTC community relationships and partnerships remains an important target for the College.

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| 9I1 | OO | The portfolio does not provide information about intended improvements associated with collaborative partnerships. |
| 9I2 | S | CVTC sets improvement targets based on the economy, the need for employable skilled workers, information obtained from external sources, and environmental scans. Targets for improvement are prioritized based on their relationship to the vision, mission and strategic goals. |
| 9I2 | O | The results from the most recent Environmental Scan indicated a need for the College to further meet employer and student needs. |