

Chippewa Valley Technical College

Strategic Plan

FY 2021-2023

| Goal 1: Quality. Ensure continuous quality improvement in all college programs and services. | | | |
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| Outcome 1.1: Expand continuous quality improvement in academic and non-academic departments and services. | | | |
| Strategies 2019-2020 | Strategies 2020-2021 | Strategies 2021-2022 | Strategies 2022-2023 |
| Investigate and begin self-studies for individual program accreditations/certifications to demonstrate quality programming: <ul style="list-style-type: none"> • ACF accreditation for Culinary • American Welding Society (AWS) site accreditation • Explore requirements for Accreditation Board for Engineering and Technology (ABET) in Manufacturing Engineering • NACEP (dual enrollment) accreditation • APICS certifications for Supply Chain Management • HPS accreditation (provisional grant funded) | Complete accreditation/certification processes: <ul style="list-style-type: none"> • Complete ABET accreditation study in Manufacturing Engineering and Mechanical Design Technology • Complete AWS Test Facility Certification • Continue to implement dual enrollment software for NACEP accreditation | Complete accreditation/certification processes: <ul style="list-style-type: none"> • Complete ABET accreditation by implementing recommendations from site visit • Full accreditation for HPS | |
| | Develop evaluation and assessment process for non-academic units and co-curricular programs/services: <ul style="list-style-type: none"> • Create template for units to complete self-assessment of performance and develop improvement plan • Create schedule for unit review (3 per year) | Implement evaluation and assessment process for non-academic units and co-curricular programs/services: <ul style="list-style-type: none"> • Facilitate 3 self-assessments per year for scheduled units • Track and document assessments and improvement plans using SPOL | |
| Complete HLC Assurance Review (Year 4 Review) | Review and incorporate HLC feedback from Assurance Review. | Select and implement HLC Quality Project. | |
| | Review college mission and vision. | | |

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| | Increase the number of credits and certificates offered to workforce partners by investigating industry validated licensing bodies, state and federal training requirements, and a process to be identified as a qualified provider. | Implement process to be a qualified provider and ensure continued certification for industry validated licensing bodies. Establish a process to monitor CVTC quality and ensure that faculty have necessary resources to deliver curriculum and meet testing/certification requirements. | Complete and sustain process for industry validated continuing education. |
| Outcome 1.2: Maintain ongoing and effective assessment of student learning in courses, programs, and co-curricular programs to improve educational achievement. | | | |
| Strategies 2019-2020 | Strategies 2020-2021 | Strategies 2021-2022 | Strategies 2022-2023 |
| Implement HESI assessments for students in Radiography, Dental Hygiene, and DMS | Implement HESI assessments for students in other health programs as needed. | | |
| Goal 2: Student Success. Improve student success through innovative, student centered strategies and quality instruction. | | | |
| Outcome 2.1: Increase student persistence to degree completion. | | | |
| Strategies 2019-2020 | Strategies 2020-2021 | Strategies 2021-2022 | Strategies 2022-2023 |
| Blend program improvement planning, student assessment, and student success initiatives into one sustainable process <ul style="list-style-type: none"> Complete Persistence & Completion Academy (Student Success Academy) Merge WTCS Student Success and Persistence and Completion teams/activities | Continue to implement student success initiatives and evaluate their effectiveness: <ul style="list-style-type: none"> Increase or enhance distance education options to address potential interruptions in service | | |
| Expand and review CVTC use of open and affordable educational resources (OER/AER) and assess resources for scalability <ul style="list-style-type: none"> Implement FIPSE OER Pilot Program grant in Nursing (5 textbooks over 4 years) Develop instructional resources for faculty training (grant funded) Sustain Cengage Unlimited | Expand open and affordable educational resources (OER/AER) across targeted programs and assess feasibility/sustainability: <ul style="list-style-type: none"> Implement an affordable or open education resource option for programs/courses Expand and review existing CVTC use of OER/AER Assess resources needed for scale | Expand open and affordable educational resources (OER/AER) across targeted programs and assess feasibility/sustainability: <ul style="list-style-type: none"> Expand AER/OER implementation in targeted programs and evaluate impact of AER/OER initiatives Develop instructional resources for faculty AER training | Evaluate impact of AER/OER initiatives. |

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| <p>Increase course success rates to 80% (focus on courses with lowest success rates)</p> <ul style="list-style-type: none"> • Implement boot camps with Academic Services • Expand MyChoice and online options to improve student success | <p>Increase course success rates to 80% to maintain equity and address variation between programs and courses.</p> | <p>Increase course success rates to 80% to maintain equity and address variation between programs and courses.</p> | |
| | | <p>Complete initial steps for moving to a two-year associate degree in Surgical Technologist (potential GPR grant).</p> | <p>Plan and implement Surgical Technologist associate degree.</p> |
| | | <p>Implement Degree Works to automate student degree planning:</p> <ul style="list-style-type: none"> • License fee • Annual base maintenance fee • Full service implementation and training • Server infrastructure • New staff for implementation | <p>Implement Degree Works for student degree planning:</p> <ul style="list-style-type: none"> • Course planning term to term/year to year. Replaces manual program requirements sheets. • Allows course schedule planning and efficiency based on student volume. |
| <p>Explore options for sustainability of mental health services to address gaps</p> | <p>Explore funding and grant opportunities for mental health services</p> | <p>Develop alternate plans as grant funding concludes. Investigate new sources of grant funding for contracted service beyond 2021.</p> | |
| | <p>Increase incarcerated individuals' attainment of basic skills and/or technical credentials and transition to CVTC through partnerships with county jails and state prison systems. Explore distance education options.</p> | | |
| | <p>Explore an e-sports program:</p> <ul style="list-style-type: none"> • Research other programs to determine infrastructure and staffing needs. • Explore student interest in creating an e-sports club. • Pilot an e-sports event, including virtual events, and evaluate its success. Determine space needs for e-sports at CVTC. | <p>Launch an e-sports program:</p> <ul style="list-style-type: none"> • Develop e-sports program structure and handbook. • Hire necessary staff (e.g. coach, coordinator) • Remodel space as needed and acquire necessary technology | |

Outcome 2.2: Increase number of credits students obtain through prior learning assessment.

| Strategies 2019-2020 | Strategies 2020-2021 | Strategies 2021-2022 | Strategies 2022-2023 |
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| Expand CPL crosswalks <ul style="list-style-type: none"> • Workforce Solutions • Students with military experience • High school students (explore) • General Education courses (explore) • CDL training (Class B to Class A) • Professional Success Course • Credit and apprenticeship programming (assist employers in development of a training plan) • Offer mathematical reasoning credit for gold level Work Keys | Expand credit for prior learning (CPL) crosswalks: <ul style="list-style-type: none"> • Students with military experience • High school students (implement) • General Education courses (implement) | Expand credit for prior learning (CPL) crosswalks: <ul style="list-style-type: none"> • High school students (expand) • Work with new programs to develop CPL opportunities | Expand credit for prior learning (CPL) crosswalks: <ul style="list-style-type: none"> • High school students (increase) • Work with new programs to develop CPL opportunities |
| Outcome 2.3: Increase Associate degree program transfer rates. | | | |
| Strategies 2019-2020 | Strategies 2020-2021 | Strategies 2021-2022 | Strategies 2022-2023 |
| Outcome 2.4: Assist basic skills students to transition into occupational programs. | | | |
| Strategies 2019-2020 | Strategies 2020-2021 | Strategies 2021-2022 | Strategies 2022-2023 |
| Develop & Implement bridge programs <ul style="list-style-type: none"> • Early Childhood Education (grant funded) • HVAC (grant funded) • Truck Driving (grant funded) | Develop & implement bridge programs: <ul style="list-style-type: none"> • Truck Driving • Medical Assistant • Allied Health • Google IT Support Technical Certificate • Industrial Mechanic boot camps in collaboration with Workforce Resource for prospective students in Menomonie and Eau Claire • Manufacturing Production Technician Skills Certificate through the Manufacturing Skills Standards Council | Expand bridge programs to all high demand short-term credentials in our district. | |
| Continue the development of educational pathways with corrections systems through pre-apprenticeship programming and short-term state recognized pathways certifications <ul style="list-style-type: none"> • Pre-apprenticeship in welding fabrication | | | |

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| | <p>Promote transition services within CVTC academic labs as a dual enrollment option to prospective students and program faculty.</p> <ul style="list-style-type: none"> • Grow financial support for dual enrollment students who are not eligible for financial aid. | | |
| Outcome 2.5: Identify and address student equity gaps. | | | |
| Strategies 2019-2020 | Strategies 2020-2021 | Strategies 2021-2022 | Strategies 2022-2023 |
| | Develop a comprehensive task force with representation across the college and community to improve equity, diversity, and inclusion for students, faculty, and staff. | Review and deploy strategies recommended by the comprehensive task force to enhance student equity, diversity, and inclusion. | Expand and assess equity, diversity, and inclusion initiatives. |
| Goal 3: Community & Stakeholder Alignment. Align programs and courses with community and stakeholder needs. | | | |
| Outcome 3.1: Increase college enrollments and FTEs. | | | |
| Strategies 2019-2020 | Strategies 2020-2021 | Strategies 2021-2022 | Strategies 2022-2023 |
| Expand Apprenticeship programs and enrollments <ul style="list-style-type: none"> • HVAC | Work with employers to determine new apprenticeship program needs and/or additional job training for students entering employment with skills gaps. <ul style="list-style-type: none"> • Auto Collision | Expand employer paid programming and course options | |
| Align educational training with workforce needs through implementation, modification, or suspension of programs: New Programs: <ul style="list-style-type: none"> • Health Navigator (grant funded) • Gas Utility (grant funded) • Supply Chain Management • Dispatch Pathway Certificate Suspended Programs: <ul style="list-style-type: none"> • Organizational Leadership | Align educational training with workforce needs through exploration, implementation, modification, or suspension of programs. New Programs: <ul style="list-style-type: none"> • Licensed Practical Nursing standalone program (GPR grant) • Funeral Home (shared program) • Agricultural Services Technician (GPR grant) • Graphic Design (GPR grant) | Align educational training with workforce needs through exploration, implementation, modification, or suspension of programs. | Align educational training with workforce needs through exploration, implementation, modification, or suspension of programs. |
| Determine programs/courses to expand to online delivery using online assessment data. | Implement additional online programs. | Explore partnerships for new online program options. | |
| Implement alternative delivery methods in programs and courses. | Implement alternative delivery methods in programs and courses. | Implement alternative delivery methods in programs and courses. | |

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| | Offer additional section of first-year courses in high demand programs with full enrollments. | | |
| | <p>Explore programming changes at River Falls campus based on supportive data:</p> <ul style="list-style-type: none"> • Conduct community needs assessment to determine direction of campus expansion, including surveys, focus groups/visioning sessions, labor market analysis, etc. • Expand course offerings in second year of Electromechanical program at River Falls campus • Convert Mechanical Design River Falls cohort to online | <p>Expand programming at River Falls campus based on supportive data:</p> <ul style="list-style-type: none"> • Complete comprehensive program review of Electromechanical program at River Falls | |
| Outcome 3.2: Expand career pathways with embedded certificates and stackable credentials that align with high demand jobs. | | | |
| Strategies 2019-2020 | Strategies 2020-2021 | Strategies 2021-2022 | Strategies 2022-2023 |
| Explore/implement new pathway programs. | Explore/implement new pathway programs. | Explore/implement 2-3 new career pathways per year. | |
| Outcome 3.3: Increase Workforce Solutions and Continuing Education credit offerings. | | | |
| Strategies 2019-2020 | Strategies 2020-2021 | Strategies 2021-2022 | Strategies 2022-2023 |
| Explore new credit and non-credit offerings in Workforce Solutions and Continuing Education. | Expand Workforce Solutions and Continuing Education credit and non-credit offerings to new program areas. | Expand Workforce Solutions and Continuing Education credit and non-credit offerings to new program areas. | |
| | Explore the creation of a dedicated Workforce Solutions and Continuing Education advisory committee. | | |
| Outcome 3.4: Increase dual enrollment options for high school students. | | | |
| Strategies 2019-2020 | Strategies 2020-2021 | Strategies 2021-2022 | Strategies 2022-2023 |
| Expand high school academies and transcribed credit opportunities. | Expand high school academies and transcribed credit opportunities. | | |
| Goal 4: Cohesive Culture. Develop a culture that enhances efficiency, effectiveness, and professional growth for employees. | | | |
| Outcome 4.1: Promote employee leadership and professional development. | | | |
| Strategies 2019-2020 | Strategies 2020-2021 | Strategies 2021-2022 | Strategies 2022-2023 |
| Implement reorganization of senior leadership and impacted divisions | | | |
| Outcome 4.2: Support college diversity through recruitment and programming. | | | |
| Strategies 2019-2020 | Strategies 2020-2021 | Strategies 2021-2022 | Strategies 2022-2023 |
| Expand study abroad programming | | Continue to develop relationships | |

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| | | between students and faculty with international partners to build exchange programs and opportunities. | |
| Outcome 4.3: Promote a climate of inclusion and satisfaction for faculty and staff. | | | |
| Strategies 2019-2020 | Strategies 2020-2021 | Strategies 2021-2022 | Strategies 2022-2023 |
| | Develop a comprehensive task force with representation across the college and community to improve equity, diversity, and inclusion for students, faculty, and staff. | Review and deploy strategies recommended by the comprehensive task force to enhance faculty and staff equity, diversity, and inclusion. | |
| | Continue to develop River Falls as a comprehensive branch campus. <ul style="list-style-type: none"> • Continue schedule for senior leaders to visit and/or work at River Falls campus • Continue River Falls campus advisory committee to provide oversight and direction and improve communication with Eau Claire, including representatives from academics, student services, IT, and facilities | | |
| Goal 5: College Resources. Build financial strength through effective resource stewardship. | | | |
| Outcome 5.1 Maintain updated equipment and facilities to foster authentic learning environments with cutting edge technology. | | | |
| Strategies 2019-2020 | Strategies 2020-2021 | Strategies 2021-2022 | Strategies 2022-2023 |
| | Referendum Phase 1 implementation: <ul style="list-style-type: none"> • River Falls property acquisition • Automated Fabrication Lab (MEC) • Mobile labs and other equipment • Plan and design Phase 2 items | Referendum Phase 2 implementation: <ul style="list-style-type: none"> • Transportation Center <ul style="list-style-type: none"> ○ Equipment storage facility • ESEC addition <ul style="list-style-type: none"> ○ ESEC remodel • Plan and design Phase 3 items | Referendum Phase 3 implementation: <ul style="list-style-type: none"> • Menomonie entrance <ul style="list-style-type: none"> ○ Menomonie Commons, office • River Falls science lab • River Falls – Building #2 • Chippewa Falls lab • Raze BEC West Annex, maintenance shop |
| Determine viability of student housing project: | | Explore student housing options. | If applicable, design student housing and residential programming. |

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| <ul style="list-style-type: none"> Identify and analyze Residential Construction program partnership possibilities using college-owned real estate | | | |
| Complete integrated Business Student Engagement Center | | | |
| Update master facilities plan to align with college priorities | Update master facilities plan to align with college priorities and academic programs. | | |
| <p>Implement necessary classroom and laboratory equipment and technology to support program curriculum updates and expansion at BEC:</p> <ul style="list-style-type: none"> Business Engagement Center Lab for Early Childhood Education program Other related instructional technology in Business, General Education, Early Childhood Education, Cosmetology Pop-up space for entrepreneurial activities Food truck operations (explore) | <p>Implement necessary classroom and laboratory equipment and technology to support program curriculum updates and expansion at BEC.</p> <ul style="list-style-type: none"> Explore development for a Research lab for Liberal Arts students Redesign BEC 113 to address noise challenge and FERPA concerns. Identify and plan for necessary science lab updates/expansions | <p>Implement necessary classroom, equipment and technology to support program curriculum updates and expansion at BEC:</p> <ul style="list-style-type: none"> Liberal Arts research lab Remodel BEC 113 to address noise challenge and FERPA concerns. | |
| <p>Implement necessary classroom and laboratory equipment and technology to support program curriculum updates and expansion at HEC:</p> <ul style="list-style-type: none"> Radiography machine (\$100,000) Hospital beds | <p>Implement necessary classroom and laboratory equipment and technology to support program curriculum updates and expansion at HEC.</p> <ul style="list-style-type: none"> Collaborate with UWEC on more effective parking processes at HEC | | |
| <p>Implement necessary classroom and laboratory equipment and technology to support program curriculum updates and expansion at MEC:</p> <ul style="list-style-type: none"> Plan for Fab Lab Develop comprehensive plan for Local Area Network (LAN) infrastructure in MEC 136 lab to replicate Industry 4.0 environment, and to create a collaborative classroom setting Identify equipment to convert to | <p>Implement necessary classroom and laboratory equipment and technology to support program curriculum updates and expansion at MEC.</p> <ul style="list-style-type: none"> Mobile Lab(s) Remodel clean room into usable prototyping space for Fab Lab | <p>Implement necessary classroom and laboratory equipment and technology to support program curriculum updates and expansion at MEC.</p> <ul style="list-style-type: none"> Incorporate data collection application and Industry 4.0 concepts into program curriculum | |

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| Industry 4.0 sources of data collection | | | |
| <p>Implement necessary classroom and laboratory equipment and technology to support program curriculum updates and expansion at ESEC:</p> <ul style="list-style-type: none"> • Accommodate increased scenario-based trainings • Add space to allow ECFD to take the bays for HAZ MAT Equipment. • Add bays to store fire truck and trailer as well as allow for CPAT course set up. • Add office space to allow for usable work space for full-time and multiple adjunct faculty. • Add classrooms to allow for students to have space for psychomotor skill testing | | <p>Implement necessary classroom and laboratory equipment and technology to support program curriculum updates and expansion at ESEC.</p> <ul style="list-style-type: none"> • Accommodate increased scenario-based trainings • Add space to allow ECFD to take the bays for HAZ MAT Equipment. • Add bays to store fire truck and trailer as well as allow for CPAT course set up. • Add office space to allow for usable work space for full-time and multiple adjunct faculty. • Add classrooms to allow for students to have space for psychomotor skill testing | |
| <p>Implement necessary classroom and laboratory equipment and technology to support program curriculum updates and expansion at West Campus:</p> <ul style="list-style-type: none"> • Truck shop/Transportation Center • Residential Construction • Utility training field • Electric Vehicle Training Center of Excellence (explore) | | | <p>Continue plans for Transportation Education Center.</p> <ul style="list-style-type: none"> • Plan for building & storage structures • Impact upon other programs • Utility Training field • Parts Store option • Improvements for Residential Construction Lab floor • Develop a simulator training experience for: <ul style="list-style-type: none"> ○ HVAC-digital controls ○ Ag. Equipment ○ Gas Utility-VR option ○ Utility programs-heavy equipment ○ Truck driving ○ Diesel & Automotive-VR option ○ Integrating Learning Glass ○ Explore ground/rooftop Solar options |

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| | | Design and develop River Falls campus expansion based on comprehensive needs assessment results. | |
| Outcome 5.2 Maintain efficient and effective information systems to support college goals. | | | |
| Strategies 2019-2020 | Strategies 2020-2021 | Strategies 2021-2022 | Strategies 2022-2023 |
| | Identify hardware/software and internet access requirements for remote learning in each program. | Implement recommendations for hardware/software and internet access expectations to facilitate remote learning in programs (programs TBD). | |
| Complete full implementation of Canvas LMS | Continue to enhance utilization of Canvas <ul style="list-style-type: none"> • Implement online instructional coaching • Implement Design Plus • Continue to develop on-demand best practices virtual training | Refine and evaluate enhancements added in 2020-2021 and determine if they should be continued. Identify any new enhancements that should be added. | Refine and evaluate enhancements added in 2020-2021 and determine if they should be continued. Identify any new enhancements that should be added. |
| Optimize and integrate systems to improve customer experience, staff efficiency, and productivity across divisions: <ul style="list-style-type: none"> • Implement Banner 9 self-service modules: <ul style="list-style-type: none"> ○ Faculty grade entry ○ Banner General ○ Student Snapshot (profile) • Explore options to integrate existing B&I systems (Kentico, Lumens, WIDS, etc.) to reduce duplication of entry | Optimize and integrate systems to improve customer experience, staff efficiency, and productivity across divisions: <ul style="list-style-type: none"> • Implement Banner 9 self-service modules: <ul style="list-style-type: none"> ○ Student Profile (faculty/staff) ○ Registration and Waitlist ○ Class rosters ○ Financial Aid • Automate high school student dual credit registration processes • Investigate CRM options to streamline processes related to WSCE, Alumni, and Foundation • Automate admission processes to increase efficiencies including electronic processing in CRM and ERP systems. • Explore options to integrate existing B&I systems (Kentico, Lumens, WIDS, etc.) to reduce duplication of entry. | | |
| | Investigate Client Reporting automation, including potential Banner Communication | Implement Client Reporting automation solution. | |

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| | Management solution. | | |
| | Update safety and security systems: <ul style="list-style-type: none"> • Rave/Informacast integration • Door lock system • ID badges with door lock capabilities • Mobile app for lock downs | Update safety and security systems: <ul style="list-style-type: none"> • Rave/Informacast integration • Door lock system • ID badges with door lock capabilities • Mobile app for lock downs | |
| | Provide training and facilitate conversion to Office 365. | Provide training and facilitate conversion to Office 365. | |
| | Address MyCVTC gaps for access to information and navigation (staff helping students find information). Follow Ellucian portal solution roll out (MyCVTC 2.0) to help students focus on academic path. <ul style="list-style-type: none"> • OCR Compliance training and updating of forms. | Address MyCVTC gaps for access to information and navigation (staff helping students find information). Follow Ellucian portal solution roll out (MyCVTC 2.0) to help students focus on academic path. <ul style="list-style-type: none"> • Examine gaps • Link and integrate with Recruit, Advise, Banner Self-Service | |
| Outcome 5.3 Increase alternative revenue. | | | |
| Strategies 2019-2020 | Strategies 2020-2021 | Strategies 2021-2022 | Strategies 2022-2023 |
| | Expand capacity of the CVTC Regional Data Center. | | |
| Increase unrestricted major giving to the college | Partner with CVTC Foundation, Inc. to secure major donors. | | |
| Pursue/Implement Title III Strengthening Institutions funding | | | |
| Pursue TRiO Student Support Services funding | Explore TRiO and other federal grant programs. | | |
| Submit the following GPR Grants: Career Pathways <ul style="list-style-type: none"> • Medical Assistant Pathway • Nursing Pathway (CNA-LPN-RN) • K12 Academies Consortium • ABE Career Cluster Pathway Consortium Core Industry <ul style="list-style-type: none"> • Welding • Fab Lab Consortium • Surgical Technician Consortium • Production Agronomy Consortium • Industry 4.0 | Implement GPR grants: Career Pathways <ul style="list-style-type: none"> • Medical Assistant Pathway • Nursing Pathway (CNA – LPN - RN) • K12 Academies Consortium Core Industry <ul style="list-style-type: none"> • Welding • Fab Lab Consortium • Production Agronomy Consortium • Industry 4.0 Developing Markets <ul style="list-style-type: none"> • Graphic Design | | |

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| Developing Markets <ul style="list-style-type: none"> • Graphic Design • Agriculture Service Technician | <ul style="list-style-type: none"> • Agriculture Service Technician | | |
| Outcome 5.4 Meet and maintain the composite financial index and other federally defined financial thresholds. | | | |
| Strategies 2019-2020 | Strategies 2020-2021 | Strategies 2021-2022 | Strategies 2022-2023 |
| | Carefully monitor and address fluctuations in operating reserve ratios, composite financial index, and other financial indicators through deliberative planning and clear communication strategies. | Carefully monitor and address fluctuations in operating reserve ratios, composite financial index, and other financial indicators through deliberative planning and clear communication strategies. | Carefully monitor and address fluctuations in operating reserve ratios, composite financial index, and other financial indicators through deliberative planning and clear communication strategies. |