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AQIP Systems Portfolio

BLACKHAWK | TECHNICAL COLLEGE

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Contents

1 - HELPING STUDENTS LEARN

1.1 - Common Learning Outcomes

Common Learning Outcomes focuses on the knowledge, skills and abilities expected of graduates from all programs. The institution should provide evidence for Core Components 3.B., 3.E. and 4.B. in this section.

1P1: PROCESSES

Describe the processes for determining, communicating and ensuring the stated common learning outcomes, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Aligning common outcomes (institutional or general education goals) to the mission, educational offerings and degree levels of the institution (3.B.1, 3.E.2)
- Determining common outcomes (3.B.2, 4.B.4)
- Articulating the purposes, content and level of achievement of the outcomes (3.B.2, 4.B.1)
- Incorporating into the curriculum opportunities for all students to achieve the outcomes (3.B.3, 3.B.5)
- Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)
- Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)
- Selecting the tools, methods and instruments used to assess attainment of common learning outcomes (4.B.2)
- Assessing common learning outcomes (4.B.1, 4.B.2, 4.B.4)

1R1: RESULTS

What are the results for determining if students possess the knowledge, skills and abilities that are expected at each degree level? The results presented should be for the processes identified in 1P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I1: IMPROVEMENT

Based on 1R1, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

Responses

1P1a. Aligning common outcomes (institutional or general education goals) to the mission, educational offerings, and degree levels of the institution (3.B.1, 3.E.2)

Blackhawk Technical College (BTC) believes every student's educational experience should result in the acquisition of technical and general education skills, and core abilities. The distribution and type of general education is regulated by WTCS policy and varies between the two degree levels: Associate of Applied Science degrees and Technical Diplomas. Due to this variation, common outcomes developed in 2006 (core abilities) are integrated in both technical and general education coursework for all students.**[3.B.1]**

At the program and course level, faculty annually update curriculum files and program maps in the curriculum building/management tool called WIDS (Worldwide Instructional Design System). Faculty align the core abilities to their assessments across their programs, specifically linking core ability learning objectives to courses in the introduced, practiced, and assessed stages within courses. **[3.B.1]**

In May 2016, the process of aligning common outcomes to the mission was established during professional development days. BTC faculty extended their focus from just course and program assessment to assessing student learning in the realm of institutional common learning outcomes, Core Abilities. Faculty began this process by identifying where in the curriculum students are given opportunities to demonstrate knowledge and skill in three (3) Core Abilities and developed a plan for assessing one (or more) of these three (3) core abilities, using newly revised College level rubrics. After the spring semester of 2018, the Curriculum and Assessment Committee will be reviewing the combined results of academic program and general education courses to look at trends and areas of improvement at a college wide level, sharing those results during Professional Development days for faculty and academic staff. These results will also drive improvement initiatives beginning in the 2018-2019 academic year.

Additionally, BTC has created a Certificate of Professional Development (CPD) which facilitates improved professional skills for students identified within the BTC Core Abilities. Participation in the CPD is free to all students, alumni, and the community. Participants need to complete, at their own pace, all the required activities.**[3.E.2]**

1P1b. Determining common outcomes (3.B.2, 4.B.4)

In keeping with its mission over the past 20 years, BTC's Core Abilities have been realigned and reassessed at the College which have included feedback from multiple stakeholders. Several

targeted action projects (AP1, AP4, AP7, AP12) have been launched and implemented to meet the changing needs of industry which inform modifications to student learning outcomes.

In particular, prior to 2006, several work teams comprised of college staff worked with industry to receive input in order to develop common student learning outcomes called core abilities. The core abilities reflect the mission and vision of the College and align the student's education experience with the needs and expectations of the workplace. [3.B.1]

Two committees at the college, the BTC Faculty-led Student Learning Council and the BTC Core Abilities Committee were formed to infuse the common learning outcomes not only into the learning experiences of students but also into the work culture at BTC. In particular, the Faculty-led Core Abilities work team met twice per semester from 2010-2014, where a team of various faculty collaborated to define criteria for assessment for each core ability.**[3.B.2**, **4.B.4]**

1P1c. Articulating the purposes, content, and level of achievement of the outcomes (3.B.2, 4.B.1)

The College affirmed its core abilities as statements of key employability skills every graduate should possess through the 2011 AQIP Action Project "Integrating Core Abilities into BTC's Culture Status." As an outcome of this project and its ongoing activities, core ability information is widely disseminated throughout the institution and communities it serves through the College Catalog, student handbook, posters, bookmarks, and website.

In further recognition of the centrality of its core abilities, BTC's 2014 AQIP Action Project "Operationalizing Core Abilities into Performance Management Systems" integrated these shared learning outcomes into the organizational culture by aligning them with the performance reviews of all employee groups through the work of teams representing faculty, administrators, and support staff. **[3.B.2, 4.B.1]**

1P1d. Incorporating into the curriculum opportunities for all students to achieve the outcomes (3.B.3, 3.B.5)

BTC's common learning outcomes (Core Abilities) are integrated into all curricular programs at the course level, thus building a strong base for academic and personal success. These core abilities, taken as a whole, ask students to demonstrate proficiency in the collection, analysis, use, and communication of information and the ability to adapt to changing work environments. BTC also provides co-curricular opportunities to develop core abilities through academic sponsored activities as well as through our Certificate of Professional Development. **[3.B.3, 3.B.5]**

1P1e. Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)

The College reaffirmed its core abilities during 2011 and 2012 through Employer Summits involving approximately 200 employers from local business, industry, manufacturing,

and healthcare. The summit focused on ways in which the College could address a growing soft skills gap among all employees and resulted in the creation of the co-curricular Certificate of Professional Development. Ongoing conversations with employers through BTC's Workforce & Community Development Division and program advisory meetings that meet twice a year continue the conversation to ensure that the core abilities remain aligned with workplace needs. Additionally, BTC surveys employers, requesting feedback regarding their satisfaction with BTC graduates' level of performance on core ability concepts with largely positive response from respondents. **[3.B.4.]**

1P1f. Designing, aligning, and delivering co-curricular activities to support learning (3.E.1, 4.B.2)

Academic programs sponsor co-curricular activities aligning with core ability development throughout the academic year. Largely located within the Heath Sciences Division, these opportunities often combine application of academic skills with core abilities development. The Certificate of Professional Development also allows participants to develop and improve professional skills identified within the BTC Core Abilities. These programs are open and free to all students, alumni, and the community. This certificate was designed as a result of the 2011 AQIP action project.

BTC's Office of Career and Professional Development works with faculty and administrators to offer co-curricular educational, leadership, employability, and social programs which align with the College-wide core abilities. These are designed to develop leadership skills through service on elected boards and committees and through engagement with other students, legislators, and professionals. SGA represents the entire student body with the purposes of providing students a forum for discussing student concerns; promoting positive student and College morale; and promoting public relations among the College, community, state organizations, and local representatives. Student occupational clubs are facilitated by program faculty and are often affiliated with national organizations. A number of these co-curricular experiences are embedded within programs, thereby strengthening their connection to learning that occurs at the course level. **[3.E.1, 4.B.2]**

1P1g. Selecting the tools, methods and instruments used to assess attainment of common learning outcomes (4.B.2)

BTC uses a variety of instruments and methods to assess attainment of its common learning outcomes within its curricular and co-curricular programs, as appropriate to the learning environment. Since 2015, BTC has used the curriculum management tool, WIDS, to keep track of outcome assessment plans and progress towards learning goals. The process by which WIDS was chosen began in 1993. Faculty are provided annual updated professional development and support along with specifically modified resources from WIDS and the Teaching/Learning Resources staff to design specific tasks and learning plans that meet assessment goals within their courses and program. In 2016, faculty began to use the same process and tool in WIDS to track core ability assessments and achievement of these learning outcomes

At the same time, Teaching/Learning Resources staff met with Student Services staff to develop specific rubrics for assessing co-curricular activities that mirrored the academic assessment tools previously mentioned. These co-curricular rubrics were then implemented in order to produce assessment results that are being used to identify specific attainment related to core ability skills for the CPD. These common rubrics and assessment tools allow the collection of data from both academic programs and courses along with co-curricular to be analyzed and used to inform College-wide decisions surrounding student common learning outcomes. **[4.B.2]**

1P1h. Assessing common learning outcomes (4.B.1, 4.B.2, 4.B.4)

BTC designed its processes for assessing course and program level achievement of its College-wide core abilities, using the Plan-Do-Check-Act Cycle as established in the Tier I, Tier II, and Tier III documents. In May 2016, BTC's faculty, deans, the Curriculum & Assessment Committee, and the Faculty Development Committee extended assessment efforts using the three newly revised College-wide core ability rubrics as part of the AQIP Action Project, "Assessing Students' Achievement of Core Abilities." Faculty and academic administrators continuously analyzed outcome results and implemented improvement interventions based on data analysis. Outcome assessment plans (OAPs), analyses of results, and improvement strategies were documented in the Worldwide Instructional Design System (WIDS). Going forward, this iterative process will be completed at the conclusion of each academic year. Program progress sheets are developed by the Teaching Resources team to inform deans and assist faculty in their continuous progress towards meeting the assessment goals in Tier III.

Student achievement of the common learning outcomes within the College's Certificate of Professional Development co-curricular program is assessed through rubrics developed for each of the modules in the program.**[4.B.1**, **4.B.2**, **4.B.4]**

1R1a. Summary results of measures (include tables and figures when possible)

Summary of results from College-Wide Core Ability Rubrics were documented in program level outcome assessment plans in May 2017 and 2018. The results show that 100% of program students had reached the target goal of the acceptable level on the core abilities rubrics for the following areas: Demonstrates Professional Work Behaviors, Works Effectively in Teams and Solves Problems Efficiently. Also noted were criterion within the rubrics that faculty notices patterns of behaviors or skills falling below the acceptable level according to the rubrics.

The results of the Certificate of Professional Development (CPD) program showed initial success with 26 students earning the CPD in 2014 and steadily increasing to a high of 50 in 2016. 2017 had only eight students earn a CPD before the numbers rebounded in 2018 with 39 students earning CPDs.

1R1b. Comparison of results of with internal targets and external benchmarks

BTC programs set individual targets ranging from 75% to 100% of program students achieving an acceptable mark on core abilities rubrics. In analyzing the data collected, 100% of programs saw the achievement of the programmatic goal. Even though program students earned acceptable

marks on the core abilities rubrics, some areas for improvement were noted and will become areas of focus moving forward. Institutionally, BTC looks at employer feedback surveys to provide an external benchmark for student core ability achievement. The survey used the same four-point scale as the rubrics with three points indicating acceptable and four points equating to professional. When analyzed, those data show high levels of employer satisfaction with graduate outcomes related to the core abilities with all equally acceptable and most seeing an increase year on year.

BTC internally compares current CPD results with previous results to determine the level of student participation. At this time, there are no external benchmarks for comparison.

1R1c. Interpretation of results and insights gained

While 100% of program students reached the target goal of the acceptable level on the core ability rubrics, faculty gained insight from specific criterion within each rubric. While there was some variation within the results, a large number of faculty noted students struggle with time management skills (e.g. attendance, getting work completed on time). Other specific criteria noted were areas of personal management (e.g. follow policies and procedures, dress appropriately) as well as individual contributions outside of the team. From the employer follow-up surveys, a trend of increasing satisfaction is seen with BTC graduates with the exception of two criteria: leads by example and works effectively in teams. From these results, plans are being developed to increase student outcomes in those two core ability criteria.

In a summary of the results, the Certificate of Professional Development (CPD) program saw initial success with 26 students earning the CPD in 2014 and steadily increasing to a high of 50 in 2016. 2017 saw only eight students earn a CPD before the numbers rebounded in 2018 with 39 students earning CPDs. BTC's Office of Career & Professional Development piloted rubrics for two of its Certificate of Professional Development activities in 2017. Results of these and other Certificate of Professional Development rubrics will be used to evaluate and improve co-curricular programming.

1I1. Based on 1R1, what process improvements have been implemented or will be implemented in the next one to three years (4.B.3)?

Sustaining assessment of the core abilities while continuing to maintain progress on assessment at the course and program level will continue to be a challenge. The goal moving forward will be to ensure that all programs map and integrate Core Ability assessments (introduce, practice and assess levels) within their program courses.

Another area to be addressed is the revision of the seven College Wide Core Abilities, written 20 years ago, into three to four measurable abilities. The assessment criteria for all seven core abilities were reviewed by the Curriculum and Assessment committee in 2016, and some operational definitions and criteria were found to be redundant, inaccurate, or immeasurable. Analysis of outcomes illuminated specific criteria shown as deficient by multiple program faculty. These outcomes will be addressed and professional development created to support faculty efforts to improve student abilities for these targeted areas.

Finally, the teaching and learning resources team will work with student support services to incorporate core abilities assessment into co-curricular offerings beyond the Certificate of Professional Development. **[4.B.3]**

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- Student social experiences 2
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- Table 1R1b
- Tier 1 Program Status Checklist
- Tier Analysis by Division
- Tier II Program Status Checklist
- Tier III Program Assessment Plan Tab Guide
- UW Transfer Results_2013-2015
- WIDS Historical Information
- WIDS Matrix for Accounting Core Abilities
- Wisconsin Statute - Chapter 38
- WTCS Credential Credit Ranges

1.2 - Program Learning Outcomes

Program Learning Outcomes focuses on the knowledge, skills and abilities graduates from particular programs are expected to possess. The institution should provide evidence for Core Components 3.B., 3.E. and 4.B. in this section.

1P2: PROCESSES

Describe the processes for determining, communicating and ensuring the stated program learning outcomes and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Aligning learning outcomes for programs (e.g., nursing, business administration, elementary teaching, etc.) to the mission, educational offerings and degree levels of the institution (3.E.2)
- Determining program outcomes (4.B.4)
- Articulating the purposes, content and level of achievement of the outcomes (4.B.1)
- Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)
- Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)
- Selecting the tools, methods and instruments used to assess attainment of program learning outcomes (4.B.2)
- Assessing program learning outcomes (4.B.1, 4.B.2, 4.B.4)

1R2: RESULTS

What are the results for determining if students possess the knowledge, skills and abilities that are expected in programs? The results presented should be for the processes identified in 1P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Overall levels of deployment of the program assessment processes within the institution (i.e., how many programs are/not assessing program goals)
- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of assessment results and insights gained

1I2: IMPROVEMENT

Based on 1R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

Responses

1P2a. Aligning learning outcomes for programs (e.g., nursing, business administration, elementary teaching, etc.) to the mission, educational offerings, and degree levels of the institution (3.E.2)

BTCs associate degree and technical diploma programs are aligned with the Wisconsin Technical College System (WTCS) statutory mission to prepare students for employment upon graduation. As such, all programs and program curricula are reviewed and approved by the WTCS All degree and diploma-level program outcomes are designed to reflect the requisite knowledge, skills, and abilities needed for entry-level employment expectations. The alignment of program outcomes to job skills and tasks comes from input and feedback continuously gathered from potential employers based on work experiences graduates will encounter in the workplace.

BTC provides additional experiences to enhance its academic learning within programs through co-curricular student organizations, conferences, professional activities, and community engagement. Work study positions at the College provide additional opportunities for students to learn employment skills and interact with faculty and other professional staff. **[3.E.2]**

1P2b. Determining program outcomes (4.B.4)

Program outcomes are initially determined through a new/revised program development process which includes the use of multiple outside sources: WTCS requirements, National Accreditation bodies and/or professional association, program advisory committee recommendations, and labor market data. Through this process, specific job knowledge and tasks are extracted from employer feedback and used by BTC's faculty in collaboration with instructional designers to map out alignment of program outcomes with intended learning objectives. **[4.B.4]**

1P2c. Articulating the purposes, content, and level of achievement of the outcomes (4.B.1)

Program outcomes are articulated through the College catalog, website program pages, and program informational materials. Program outcomes, course competencies, learning objectives, and expectations for achievement are included in all course syllabi. Specific program and course pedagogy and curriculum framework information is documented through the curriculum design and management system (WIDS) and imported at the course level each semester on the College's learning management system (LMS). **[4.B.1]**

BTC has designed a process to help faculty ensure they have not only developed viable curriculum, but they have aligned course and program outcomes with institutional outcomes. Additionally, all programs and the institution are working toward a continuous review model with the new program review and evaluation plan.

1P2d. Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs (3.B.4)

BTC's statutory mission drives the focus of the institution into assuring program outcomes remain relevant and aligned to the needs of our district. BTC's administrators and faculty regularly review programs and courses to ensure that they remain aligned with employer and district needs through the following: TSAs, outside accreditors, statewide curriculum, program advisory committees, employer follow-up surveys, program review, curriculum review, and faculty professional development. **[3.B.4]**

1P2e. Designing, aligning, and delivering co-curricular activities to support learning (3.E.1, 4.B.2)

BTC fulfills its claims for an enriched educational environment through its many student organizations, student-centered workshops and activities, and community service opportunities. BTC's Office of Student Engagement works with faculty and administrators to offer co-curricular educational, leadership, employability, and social programs that align with the institutional mission and program outcomes. Student Engagement offers students opportunities to participate in SGA and student clubs designed to develop leadership skills through service on elected boards and committees and engagement with other students, legislators, and professionals.

Co-curricular activities with occupation-specific outcomes, such as the VITA tax preparation community service, are used to assess student achievement of the applicable program outcomes. **[3.E.1, 4.B.2]**

1P2f. Selecting the tools, methods, and instruments used to assess attainment of program learning outcomes (4.B.2)

The methods and tools to assess student attainment of program learning outcomes include WTCS TSA, outside accreditors, statewide curriculum, program advisory committees, employer follow-up surveys, student satisfaction surveys, graduate follow-up surveys, program review, curriculum review, and faculty professional development. From these instruments, BTC analyzes and brings specific improvement initiatives back to individual programs and college-wide strategic initiatives.**[4.B.2]**

1P2g. Assessing program learning outcomes (4.B.1, 4.B.2, 4.B.4)

BTC demonstrates its commitment to educational achievement through the ongoing assessment of program outcomes and course competencies using the Plan-Do-Check-Act cycle an outcomes of the 2014 AQIP action project "Increase Student Course Completion and Success Rates". These efforts have since been expanded to include BTC courses across all General Education and program offerings, with the support of administrators and instructional design specialists. Faculty and academic administrators document and track syllabi, outcome assessment plans (OAPs), results and analyses, and subsequent improvements through the WIDS curriculum system. Program tracking sheets indicate progress on assessment goals. All programs, with the exception

of new offerings, have achieved Tier III, with one or more program assessment results documented.

Faculty are supported in analyzing student learning assessment results and implementing improvement plans through ongoing inservice and professional development opportunities; program evaluation and TSA processes; and interactions with WTCS peer program faculty, area employers, and other professionals. **[4.B.1, 4.B.2, 4.B.4]**

1R2a. Overall levels of deployment of the program assessment processes within the institution (i.e., how many programs are/not assessing program goals)

 All programs engage in program assessment at BTC and are tracked by divisions Gen Ed, Health Sciences, Public Safety, Manufacturing, and Business.

1R2b. Summary results of assessments (include tables and figures when possible)

Results of program level assessment are tied to each individual program's progress toward assessing programmatic outcomes. Programs are successful when they have a plan of assessment, track data, and use it to continuously improve student learning. From AY 2016-2017 to 2017-2018, BTC saw an increase of 26% of programs having implementation plans for assessment data collection and analysis in place.

Additionally, BTC uses the employer follow-up surveys to ensure outside stakeholders are satisfied with BTC programming and the graduates. The WTCS surveyed employers in 2013 and again in 2017. The results of these surveys showed considerable growth in most measures (6/8) as well as growth in both employers' willingness to recommend and hire graduates. Along with the growth came the bypassing of WTCS overall percentages in all but two categories.

Outside accreditors also represent forms of assessment for student achievement of learning objectives. BTC has thirteen programs with external credentialing examinations. Twenty-one different examinations are taken by BTC students. Fourteen of those examinations have national or state comparisons with BTC students meeting or exceeding targets on twelve of those exams.

1R2c. Comparison of results with internal targets and external benchmarks

Since implementing the assessment tier process, in January 2015, BTC has had the target of 100% of culminating associate and technical diploma level programs having assessment plans in place. At this time, BTC has achieved this goal with 100% of culminating programs having assessment plans in place and are actively working toward continuous improvement through the analysis of data. Some programs have the opportunity to meet with statewide teams to develop external benchmarks though the TSA process. The office of teaching and learning monitors these plans and the assessment results. Of the program with external benchmarks (N=36), 100% of BTC's programs are actively assessing those learning outcomes. Additionally, the results provided from the employer survey allow for a matching of external stakeholders evaluation of BTC program graduates as a form of the outcome of learning from a program. For programs with

national or state licensure exams BTC students meet or exceed targets in 13 of the 14 examinations with targets.

1R2d. Interpretation of assessment results and insights gained

BTC has assessment plans in 100% of culminating programs and documentation of analysis plans for 73% of culminating programs. Programs not documenting their analysis plan need to develop and provide these plans and begin moving toward implementing a continuous improvement. BTC's results from a comparison of employer follow-up surveys show marked improvement across most categories, with a noted exception of effective communication. BTC has also meet or exceeded national and state benchmarks in licensure examinations in all but an EMT examination indicating additional focus should be provided on the topics for this examination.

1I2. Based on 1R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

During AY17-18, the Teaching and Learning Center (TLC), which supports faculty development and engagement in curriculum, assessment, and instructional practices went through a redesign which added 1.5 instructional design positions to the staff. These additional staff positions will focus on working with programs not documenting their analysis plans. Developing the analysis plans and then moving to actively analyzing that data will be a key effort in maintaining the growth in BTCs employer follow-up survey results. As part of this improvement, the TLC staff will focus on efforts to help faculty design learning experiences around developing more effective communication skills. **[4.B.3]**

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- WTCS_TSA Process

1.3 - Academic Program Design

Academic Program Design focuses on developing and revising programs to meet stakeholders' needs. The institution should provide evidence for Core Components 1.C. and 4.A. in this section.

1P3: PROCESSES

Describe the processes for ensuring new and current programs meet the needs of the institution and its diverse stakeholders. This includes, but is not limited to, descriptions of key processes for the following:

- Identifying student stakeholder groups and determining their educational needs (1.C.1, 1.C.2)
- Identifying other key stakeholder groups and determining their needs (1.C.1, 1.C.2)
- Developing and improving responsive programming to meet all stakeholders' needs (1.C.1, 1.C.2)
- Selecting the tools, methods and instruments used to assess the currency and effectiveness of academic programs
- Reviewing the viability of courses and programs and changing or discontinuing when necessary (4.A.1)

1R3: RESULTS

What are the results for determining if programs are current and meet the needs of the institution's diverse stakeholders? The results presented should be for the processes identified in 1P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I3: IMPROVEMENT

Based on 1R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

1P3a. Identifying student stakeholder groups and determining their educational needs (1.C.1, 1.C.2)

BTC is governed by Wisconsin State Statute 38.001 that establishes the student stakeholder group and mission for all technical colleges. Additionally, BTC explored student and student influencers as part of the Strategic Planning process. BTC is an open-access institution engaging diverse student groups with members from a wide range of ages, racial/cultural backgrounds, socio-economic statuses, education attainments, life situations, parenthood statuses, employment statuses, and first-generation college, among others reflecting the communities it serves. The variety of needs are considered as programs are designed with the understanding many individuals face multiple barriers to becoming successful students. The College determines these students' diverse educational needs through a variety of sources. **[1.C.1, 1.C.2]**

1P3b. Identifying other key stakeholder groups and determining their needs (1.C.1, 1.C.2)

Another key stakeholder group is business and industry, and their needs are determined through participation in advisory committees. Program faculty work with advisory committees to identify, develop, validate, and revise programs and program outcomes. Advisory committees are required by WI Statute 38.14 (5) for each WTCS approved program. Advisory committees are also governed by College policy B-260. **[1.C.1, 1.C.2]**

The WTCS Employer Follow-up Survey compiles results of employer feedback and is required to be conducted once every four years by the 16 technical colleges; however, beginning in 2016, BTC moved to conduct the employer follow-up every year. Participants in this survey are employers who are identified by students through the Graduate Follow-up Survey. Employers have the opportunity to assess the effectiveness of a technical college education in preparing students for employment.

1P3c. Developing and improving responsive programming to meet all stakeholders' needs (1.C.1, 1.C.2)

New Programs

BTC's New Program Development is an internal process that begins when interest shown in new program (by business, industry, members of the public, staff, students or faculty) requests are brought to the Director of Workforce and Community Development (WCD) who then begins the process of investigation.

The New Program Development process starts with a rigorous feasibility study to assess the need for particular programming and the availability of jobs for graduates determined through an occupational report. Unless a reasonable level of unmet need can be shown, a program proposal will not proceed to further development.

Program ideas determined to have sufficient demand that cannot be filled by existing offerings are moved forward, and the new program concept will be presented and discussed with the Academic Affairs Leadership Team. Upon approval of the new program concept, the responsible dean and/or faculty will complete BTC's Application for Approval of New Program. The New Program Development Checklist serves as a guide for informing departments and divisions of the College during the program planning and implementation phases.

Upon Executive Council and District Board approval, the new program is forwarded to the appropriate administrator for submission to the WTCS following the Educational Service Manual (ESM) Concept Review and Program Approval process.

Program Modifications

Program faculty and administrators change and update programs and courses based on a continuous assessment of their effectiveness using inputs from program advisory committees, accrediting agencies, program review, and the TSA process. Through our Outcome Assessment Plans (OAPs) and analysis of data, the College make program/course improvements. Minor program modifications of less than 20% will follow BTC's internal Program Modification process.

Major program modifications of more than 20% must follow WTCS ESM process. Programs with statewide curricula are changed through consensus at WTCS state-called program meetings. **[1.C.1, 1.C.2]**

1P3d. Selecting the tools, methods, and instruments used to assess the currency and effectiveness of academic programs

BTC has several assessments to measure the currency and effectiveness of academic programs. The first is program review. The purpose of the revised program review at BTC is to allow the programs to tell their story. Program review mixes standardized required data elements with historical context to facilitate the program's identification of strengths and challenges. The outcome of the program review process is the development of logic models which function as academic business plans to either spread the strengths or address the weaknesses found through program review. Program review is part of the College's curriculum review cycle. The curriculum review cycle is designed to assist the College in systematically evaluating the effectiveness, efficiency, and quality of each program.

Second, WTCS programs sponsored by multiple colleges collaborate to develop a common Technical Skills Attainment (TSA) for measuring student achievement on a set of common core program outcomes. The TSA assessment focuses on student achievement of technical skills, with outcomes measuring application and critical thinking within each program.

Third, the Employer Follow-up Survey is used to gather input from businesses and industries who hire BTC graduates. This statewide report is used as a tool for the evaluation of educational programs and services offered by the College.

The last example is the Graduate Follow-up Survey. The Graduate Follow-up Survey is conducted annually by the 16 WTCS colleges approximately six (6) months after graduation. Graduates are asked to rate their satisfaction with the training they received in their program of study.

1P3e. Reviewing the viability of courses and programs and changing or discontinuing when necessary (4.A.1)

At BTC, courses and programs are assessed during program review, advisory committee meetings, and curriculum committee meetings. BTC also has assessment day in May each year. During assessment day, faculty analyze data focused on making course and program improvements. BTC must follow the BTC program modification process, for modifying less than 20% of the program, or the WTCS' program modification process. The Program Suspension and Discontinuance process occurs when declining program trends in multiple factors, such as enrollment numbers, FTEs, occupational need, and employer satisfaction cannot be overcome and the program cannot be directed toward a viable occupation. Based on these assessments and Program Advisory Committee approval, BTC may decide to suspend and discontinue the program. **[4.A.1.]**

 1R3a. Summary results of assessments (including tables and figures when possible)

BTC's program review process is a new initiative this year and will have outcome data this Fall. BTC currently has 26 combined program advisory committees between five (5) divisions, consisting of 533 advisory members that have met for a total of 51 times during the current academic year. The program advisory committee meetings have continuously made insightful suggestions relating to both overall program and course level changes. The Employer Follow-up Survey has provided meaningful data related to areas needing improvements. From the 2017 Graduate Follow-up Survey: Out of the 171 graduates who responded to the question "*How do you feel about the training you received at BTC?"*, 70% of graduates indicated they were Very Satisfied/Satisfied. Finally, outcomes of the Program Suspension and Discontinuance process are tracked through the WTCS portal. During the 2017-2018 academic year, BTC created seven (7) new programs, suspended one (1) program, and discontinued six (6) programs.

1R3b. Comparison of results with internal targets and external benchmarks

In comparison, the recent Employer Follow-up Survey showed both significant improvement over the previous results compared to institutional data and significant improvement related to a comparison between the WTCS and BTC outcomes. From the Graduate Follow-up Survey, BTC compares the recent Graduate Follow-up Survey results with previous years to determine if the College is maintaining an expected level of performance. The Number of Suspended and Discontinued Programs shows the number of BTC suspended and discontinued programs from 2014 though 2018.

Additionally, the IPEDS data indicates that, with the exception of African Americans, minority students graduated from BTC programs at rates higher than those of comparative institutions.

1R3c. Interpretation of results and insights gained

The results of available data indicate BTC is ensuring new and current programs meet the needs of the institution and its diverse stakeholders. Students are consistently satisfied or very satisfied with the education they are receiving from BTC. Additionally, BTC graduates are being employed at higher rates than graduates from the other WTCS schools. The employers indicate their satisfaction with BTC by stating they would hire additional BTC graduates at a rate higher than the WTCS average. The employers also indicate a higher level of satisfaction with BTC graduates' skill levels compared to the WTCS averages, with the exception of communication skills.

1I3. Based on 1R3, what process improvements have been implemented or will be implemented in the next one to three years?

As part of BTC's Strategic Plan in the pursuit of continuous process improvement, the College's program review process was recently revised. A common framework of the data points will inform program practice. The program review timeline was developed to coincide with the annual budget cycle so that any identified financial needs can be supported. BTC's program review process has also taken the step to review all programs every three years as opposed to the normal every five years.

BTC has also developed noncredit and credit course offerings in response to the national and regional demand for welders. The 8-hour noncredit course provides opportunities for welders to practice for certifying exams. In a 12-credit Academy for Welders, prospective students apply to the participating company for a welding position and upon hire enroll in the Academy, which was specifically designed to meet the needs of the company. The company pays students to attend classes, in addition to paying for their tuition. Fourteen (14) students enrolled in the first Academy in spring 2018.

Three new apprenticeships were launched in 2017-2018 based on employer demand. A Maintenance Technician, Industrial Electrician, and the State's first Mechatronics Apprenticeship was created to meet employer need through a joint effort between BTC and the Southwest Wisconsin Workforce Development Board (SWWDB), with support from sponsoring employers. Designed to train electrical, mechanical, and electronics systems technicians, the 24-credit program enrolled the first cohort of 12 students in spring 2018.

New programs were also launched in the areas of supply chain management, truck driving, human services, and education foundations were launched in 2017-2018 to meet growing demand in these areas.

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1.4 - Academic Program Quality

Academic Program Quality focuses on ensuring quality across all programs, modalities and locations. The institution should provide evidence for Core Components 3.A. and 4.A. in this section.

1P4: PROCESSES

Describe the processes for ensuring quality academic programming. This includes, but is not limited to, descriptions of key processes for the following:

- Determining and communicating the preparation required of students for the specific curricula, programs, courses and learning they will pursue (4.A.4)
- Evaluating and ensuring program rigor for all modalities, locations, consortia and dual-credit programs (3.A.1, 3.A.3, 4.A.4)
- Awarding prior learning and transfer credits (4.A.2, 4.A.3)
- Selecting, implementing and maintaining specialized accreditation(s) (4.A.5)
- Assessing the level of outcomes attainment by graduates at all levels (3.A.2, 4.A.6)
- Selecting the tools, methods and instruments used to assess program rigor across all modalities

1R4: RESULTS

What are the results for determining the quality of academic programs? The results presented should be for the processes identified in 1P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I4: IMPROVEMENT

Based on 1R4, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

1P4a. Determining and communicating the preparation required of students for the specific curricula, programs, courses and learning they will pursue (4.A.4)

BTC maintains and exercises authority over course prerequisites, course rigor, and student learning outcomes for all courses not governed by statewide curriculum. As per the curriculum

review cycle the Director of Teaching and Learning Resources, instructional design staff, and full-time faculty review and revise program and course curriculum in WIDS. BTC uses a process to update and maintain curriculum changes, including program/course requirements through CIM (Curriculum Management Module). Those revisions are communicated with all faculty teaching within the affected program. Full-time faculty meet annually with high school teachers who offer dual enrollment credit to ensure that there is an adherence to the same standards of quality when teaching at the high school levels. **[4.A.4]**

While BTC maintains an open-door admissions policy for all prospective students, program admissions requirements vary from program to program but generally include high school graduation or GED/HSED degrees. When applying to the institution, students complete the admission placement process unless they have earned an associate degree or higher. Scores are then used to determine appropriate course placement. Beginning in AY 2018, student are made aware of academic requirements and expected course workload through advising and registration sessions, either in person or online. Courses with prerequisite requirements and/or minimum test scores are communicated to students through BTC's website and in the College catalog. **[4.A.4]**

Five of our allied health programs have a petitioning process for full admittance into programs. Students are "pre" admitted into these programs and are assigned a specific advisor and program faculty advisor who meet with them to ensure they understand the requirements of the program and petitioning process. Due to the extent of this process, workshops led by advising staff were developed in 2017 on request from students and program faculty to extend support where needed in filling out paperwork, understanding each step in the petitioning process, and assisting students with any questions or concerns they may have. **[4.A.4]**

In 2015, the "Ready, Set, College!" - GED Transition Program AQIP Action Project began delivering workshops and mentoring opportunities to aid basic skills students with successful transition to post-secondary level programs. While the action project has ended, the "Ready, Set, College" - GED Transition Program itself has been institutionalized. **[4.A.4]**

1P4b. Evaluating and ensuring program rigor for all modalities, locations, consortia and dual-credit programs (3.A.1, 3.A.3, 4.A.4)

The BTC program approval process aligns to the WTCS Program Approval Process and ensures that all degree programs are appropriate to the System's mission and scope to provide associate degrees, technical diplomas, and certificate programs. BTC also ensures required levels of student performance are appropriate to the degree or certificate awarded across all modalities through its curriculum development and modification process, faculty qualifications, student assessment, and outside accreditation processes. **[3.A.1, 4.A.4]**

Furthermore, BTC's programs and courses are developed using industry-validated curriculum, thereby ensuring that program outcomes, course competencies, and performance standards are consistent across delivery modes and locations, including those offered through dual credit and distance delivery**.** BTC uses the WTCS Educational Services Manual for assigning credit to courses. Moreover, the College developed a common syllabus template of standards to ensure consistency across all courses and delivery modalities. Dual-credit high

school instructors meet annually with program and/or General Education faculty who share course approved common outcome assessments, competencies and documented curricula. To ensure that quality standards for flexible modes of delivery (i.e. interactive television (ITV) or online instruction) are met, BTC requires initial training for all faculty offering ITV or online courses. The staff of Teaching & Learning Resources supports all full-time as well as adjunct faculty at all BTC campuses. **[3.A.3, 4.A.4]**

BTC further monitors and evaluates program rigor through its Core Ability and Program Outcome assessment. This is accomplished through core ability rubrics, Internship Supervisor Assessments, Employer Follow-up Survey, TSA Assessments, and National/State Licensure and Certification Exams. Within courses, faculty develop assessment plans, both formative and summative, to determine if students are achieving the intended course outcomes. Assessment results are used to make improvements in curriculum and instruction.

BTC faculty developed common summative assessments for high-stakes gatekeeper courses through the 2014 AQIP Action Project "Increase Student Course Completion and Success Rates." These efforts have since been expanded to include BTC courses across all General Education and program offerings and modes of delivery, with the support of administrators and instructional design specialists.

1P4c. Awarding prior learning and transfer credits (4.A.2, 4.A.3)

To ensure program integrity, BTC has in place a rigorous process that follows WTCS Policy to review all credit that it transcripts, including transfer credit and credit awarded for experiential or other forms of prior learning. BTC's Credit for Prior Learning Policy governs the awarding of prior learning and transfer credits. BTC deans are responsible for evaluating all credits awarded for the prior learning experiences. **[4.A.2, 4.A.3]**

1P4d. Selecting, implementing and maintaining specialized accreditation(s) (4.A.5)

BTC maintains specialized accreditation for thirteen (13) of its associate degree and technical diploma programs. Program accreditation standards require that all programs have clearly defined program outcomes that are regularly assessed internally--program review, curriculum review--and externally through specific accreditation standards. While the amount to which these agencies prescribe specific outcomes varies, all provide minimal guidelines for the types of criteria to be assessed. BTC invests in sustaining outside program accreditation through the encouragement of employees to act as outside evaluators for accrediting bodies and by providing supplemental support to programs undergoing outside accreditation. **[4.A.5]**

1P4e. Assessing the level of outcomes attainment by graduates at all levels (3.A.2, 4.A.6)

The process for assessing program outcomes for associate degrees and technical diplomas follow the guidelines for Technical Skills Attainment (TSA) mandated through the WTCS offices. Annual assessment of program outcomes and reporting of student attainment of program outcomes is required on a yearly basis. **[3.A.2]**

Per WTCS requirements, BTC surveys its graduates at six months and five years after graduation to monitor graduate employment success in jobs related or unrelated to their fields of study. Surveys are conducted by mail, via online survey, and by telephone. Extensive efforts are made to ensure adequate responses for each program area. In addition to employment status, the survey report includes job titles, average wages, and satisfaction with the College. **[4.A.6]**

1P4f. Selecting the tools, methods and instruments used to assess program rigor across all modalities

All programs at BTC have established program outcomes that are mapped to course competencies in WIDS.   Along with this, considering the primary tool to assess program rigor across all modalities is successful course completion based on grades, faculty and academic staff use the following tools for assessing program rigor:

- TSA completion per WTCS
- IPEDS Program Completion
- Licensure/Certification Exams
- Employer Follow-up Surveys
- Job Placement
- Course Success Rates

1R4a. Summary results of assessments (include tables and figures when possible)

Assessment at BTC shows considerable success for students. The course success rates exceed the target for college level course success (74%) with the exception of seven subjects (Computer Software, Computer Service, IT-Networking, Supply Chain, Pharma Tech, Communications, and Math). BTC student TSA results are consistently close to 100%. Students from accredited BTC programs usually exceed national and state benchmark, with EMT students falling just below the target. The EMT program will also be looking at the test showing deficiency and mapping curriculum to enhance student performance. Employers' feedback is positive and improving as are graduate satisfaction rates. BTC student graduates have achieved an average 94% employment rate. Graduation rates is an area BTC shows opportunity for growth. While BTC students enjoy high levels of classroom success and high persistence rates they are not graduating at the same high rate. Part of this is attributable to BTC's district unemployment rate and the jobbing out happening for our students. While this is a positive for the students it provides a dilemma for BTC, which is addressed in the improvement section.

1R4b. Comparison of results with internal targets and external benchmarks

 BTC uses several targets to evaluate outcomes. First is the course success rate to the rate established using the National Community College Benchmarking Project (NCCBP) for college level courses (74%). BTC measures our college level course success against the benchmark. BTC also uses State average data for both Employer Follow-up and Graduate Follow-up Surveys. In both cases, BTC data shows strong and growing results. Many of the national accrediting bodies provide targets for program outcomes which BTC uses to track programmatic success, with BTC programs performing well across all programs. IPEDS data provides BTC

other meaningful benchmarks and, while subtle district considerations must be taken into account, the fact remains BTC fell short of the graduation results targeted.

1R4c. Interpretation of results and insights gained

BTC's TSA pass rates demonstrate program quality and effectiveness. BTC's 2017 Employer Follow-up Survey responses indicate overall satisfaction with program instruction and ranked higher in all categories but one in comparison to WTCS 2013 results (the most recent data available). The Fall 2017 course success rate was over 80% for BTC students as compared to 74% for comparable two (2) year colleges as reported by the NCCBP. BTC's course enrollment to grade and course success rates have remained stable from 2011-12 to 2015-16, while overall persistence and retention rates have trended upwards and exceeded community college averages. The College has not made gains in persistence or retention with its minority population over the reported time frame. The 2017 IPEDS Data Feedback Report indicates that BTC's 2012 student cohort graduation rates at normal time, 150% of normal time, and 200% of normal time were lower than the College's comparison group. However, graduation rates eight years after entry are virtually the same. An independent study by the National Student Clearinghouse Research Center reported a 49% total completion six-year rate for students who started at BTC in 2009 compared to 38% for other two-year public institutions over the same time period. The quality of several academic programs is monitored by pass rates on examinations and findings of accreditation site visits, as applicable. BTC graduates pass credentialing examinations at higher rates than state or national levels for the majority of programs with reported benchmarks. All BTC accredited programs are in good standing with their respective accrediting bodies. Results from the College's Graduate Follow-up Surveys indicate consistently strong responses in all questions related to program excellence. Eighty-one percent of 2016 BTC graduates reported being employed in an occupation related to their training, as compared to 79% for the WTCS 2016 graduates as a whole.

1I4. Based on 1R4, what process improvements have been implemented or will be implemented in the next one to three years?

Specifically, BTC has recognized a need to improve student communication skills. Communications course success rates fall below the college level course success rate of 74% and was also a skill employers rated below WTCS average. As a result, BTC is working toward an improvement plan for communication skills for BTC students, both by infusing the practice and assessment into non-communication courses as well as by looking at greater levels of support for students in improving those skills outside of the classroom via tutoring and other efforts. Additionally, BTC is beginning conversations around improving student graduation results. While in early days these conversations include the development of an ambitious reverse transfer policy looking at possible CPL for working students and developing relationships with commonly transferred to institutions on top of adding support in the form of tutoring, librarian interaction, and other student support having shown to be beneficial to student persistence and graduation. BTC also began a subscription to Quality Matters, an internationally recognized nonprofit organization focused on quality assurance in online learning design of courses. This membership offers cutting edge training and professional development through rubrics and course improvement tools to all BTC faculty. BTC new faculty will be required to take a Quality

Matters course to ensure their readiness to design online learning and support experiences through our LMS, and all faculty that teach online courses (either 100% online or in hybrid formats) will be required to complete a specific Quality Matters course that focuses on assessing online course design.

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1.5 - Academic Integrity

Academic Integrity focuses on ethical practices while pursuing knowledge. The institution should provide evidence for Core Components 2.D. and 2.E. in this section.

1P5: PROCESSES

Describe the processes for supporting ethical scholarly practices by students and faculty. This includes, but is not limited to, descriptions of key processes for the following:

- Ensuring freedom of expression and the integrity of research and scholarly practice (2.D., 2.E.1, 2.E.3)
- Ensuring ethical learning and research practices of students (2.E.2, 2.E.3)
- Ensuring ethical teaching and research practices of faculty (2.E.2, 2.E.3)
- Selecting the tools, methods and instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity

1R5: RESULTS

What are the results for determining the quality of academic integrity? The results presented should be for the processes identified in 1P5. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures where appropriate)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I5: IMPROVEMENT

Based on 1R5, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

1P5a. Ensuring freedom of expression and the integrity of research and scholarly practice (2.D., 2.E.1, 2.E.3)

BTC is committed to a culture of academic freedom, integrity and responsibility. BTC's process for ensuring this begins with all staff, including full-time and adjunct faculty, who go through an orientation and onboarding process . Part of this process includes access and review of the College's Academic Freedom and Responsibility Policy (I-110). Ownership rights of institutional, scholarly, and personal works are defined in BTC's Intellectual Property Policy(I-I20) and in the Employee Handbook. These documents also identify employee responsibility

for integrity in all research and scholarly practice. BTC Policy (I-110) further speaks to academic responsibility in membership in the academic community obligates one to respect the opinion and dignity of others as well as foster and defend intellectual honesty, freedom of inquiry and instruction. [**2.D., 2.E.1, 2.E.3**]

1P5b. Ensuring ethical learning and research practices of students (2.E.2, 2.E.3)

During New Student Orientation and throughout the year, BTC Advising staff among others assists students' understanding of the College's policy and procedures including the Student Code of Conduct and Academic Honesty **[2.E.2, 2.E.3]**

The Student Handbook contains the Student Code of Conduct which addresses Academic Honesty. Academic honesty specifically prohibits plagiarism, copyright infringement, fabrication, cheating, and academic misconduct. BTC's Student Code of Conduct is referenced in the Course Syllabus. BTC Policy J-341 also supports the Student Code of Conduct. The Student Conduct Code Procedures outlines the enforcement of the policy, lists sanctions, interim suspension, and the appeal process.

1P5c. Ensuring ethical teaching and research practices of faculty (2.E.2, 2.E.3)

BTC's process for ensuring the ethical teaching and research practices of its faculty begins with Policy I-110 and is supported through WTCS FQAS guidelines and faculty reviews**.** FQAS requires all full-time faculty complete FQAS competencies within three (3) years of their date of employment; part-time faculty must complete the competencies within five (5) years.

BTC recognizes the importance of educational research among institutions of higher learning. The College also recognizes the importance of protecting the safety and welfare of all human research subjects. In 2017, BTC created the Proposal to Conduct Research which lays out the process for conducting research. At this time, BTC also established the Institutional Research Board (IRB) which serves as the decision making body regarding all requests for all research projects involving BTC students, staff, and/or facilities. **[2.E.2, 2.E.3]**

The WTCS defines expectations for effective and ethical teaching and learning for all colleges through FQAS Competency Framework. Expectations are communicated to faculty members during their initial college orientation sessions, certification coursework, and division meetings. In 2014, BTC put together a Faculty Mentoring Program Handbook, and, in 2015, compiled a list of faculty colleagues to serve as peer coaches to offer assistance and knowledge of processes for teaching and learning. **[2.E.2, 2.E.3]**

While BTC has always performed faculty evaluations, a new process for annual faculty evaluations was designed in 2017 by the Student Success Committee. After the new Faculty Evaluation Form was institutionalized in AY16, faculty beyond their initial three (3) years of employment would be formally evaluated on a three-year cycle of formal evaluation. The process includes peer reviews and self reflections of teaching practice that are conducted in alternate years. **[2.E.3]**

1P5d. Selecting the tools, methods and instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity

Through the curriculum review cyclical process all curriculum, including learning plans and outcome assessments, are reviewed to ensure curriculum and assessment focuses on learning and learner-centered approaches in a comprehensive way to support academic integrity. To aid faculty in enforcing academic integrity, assignments can be turned into SafeAssign ®, a plagiarism-checking service offered through Blackboard.

Report Exec is designed to enable faculty and staff to voluntarily report "red flag behaviors" and incidents of misconduct at BTC. An incident, in this context, is an event that does not warrant immediate intervention. Reports are brought to the Behavorial Intervention Team, that begins the BIT process for review. Report Exec will also provide aggregate data on the nature and frequency of disruptions at the College. This report provides a standardized method for recording observations of troublesome behaviors and for alerting staff of potential concerns.

1R5a. Summary results of measures (include tables and figures where appropriate)

Academic Integrity Results

A 2017 survey of full-time faculty identified that the most common strategies to ensure against cheating and plagiarism were the use of Safe Assign, Respondus LockDown Browser, randomized tests, and instructor-proctored exams.

A review of college records indicate that nineteen (19) students received disciplinary actions over the past three academic years and far greater numbers of students needing behavioral interventions. In part, the number of presentations completed by library staff have impacted the small numbers of academic dishonesty.

FQAS completers data for BTC demonstrates faculty moving toward completion of FQAS competencies.

1R5b. Comparison of results with internal targets and external benchmarks

While BTC understands the need to develop benchmarks for academic honesty, the overall numbers of incidences moves this need down as BTC focus on more pressing issues at the College.

1R5c. Interpretation of results and insights gained

BTC has manged to develop a culture of academic integrity through the widespread efforts to bring academic honesty and its importance to the forefront of the student's experience. However, the number of behavioral incidences leads the Institution to need to focus on this area as the Institution moves into the future.

1I5. Based on 1R5, what process improvements have been implemented or will be implemented in the next one to three years?

BTC moved a librarian position from part- to full-time in spring 2018 to continue to assist faculty and students with proactive learning in academic integrity. BTC's investment in two (2) online resources in 2017-2018 to support instruction and learning, allowing faculty and students to increase their knowledge of academic honesty, will need to be fully implemented and additional training developed around their usage. As BTC begins to hire more adjunct positions, a part of the process for onboarding and supporting for all new faculty needs to be focused on academic honesty and the tools available to instructors.

Additional development needs to be done around the behavioral incidences on campus. A deeper understanding and a plan to address this issue needs to be developed by BTC administration, faculty, staff, and students.

Sources

- 1P5b Table for Student Code of Conduct
- Academic Honesty
- Academic Integrity Classroom Presentations
- Behavioral Intervention Team
- Behavioral Intervention Team process
- BTC Employee Handbook_081117
- BTC Employee Handbook_081117 (page number 64)
- BTC Faculty Evaluation Cycle
- BTC New Online Teaching and Learning Resources
- BTC Peer Coach Resources
- Co-Curricular Core Ability Results_2015-2017
- Copy of Intervention Count
- Curriculum Review Cycle Process
- Faculty Classroom Observation Form
- Faculty Mentoring Program Handbook
- Faculty Quality Assurance System District Review PowerPoint
- FQAS AQIP COMPLETER DATA
- Hoonuit Report - Training Progress by Series
- HSR
- I-110
- I-120
- I-130
- Instructional Evaluation
- J-341
- Measures to Insure Academic Honesty
- Onboarding Process Diagram
- Proposal to Conduct Research
- Report Exec BIT Report

- Report Exec Tool Link
- Required Syllabus Template
- Safe Assign
- Student Code of Conduct
- Student Conduct Code Procedures
- Student Handbook
- Student Handbook (page number 36)
- Teacher Evaluation Form
- WIDS Curriculum and Assessment Rubric
- WTCS FQAS Competency Framework
- WTCS FQAS Requirements

2 - MEETING STUDENT AND OTHER KEY STAKEHOLDER NEEDS

2.1 - Current and Prospective Student Need

Current and Prospective Student Need focuses on determining, understanding and meeting the academic and non-academic needs of current and prospective students. The institution should provide evidence for Core Components 3.C. and 3.D in this section.

2P1: PROCESSES

Describe the processes for serving the academic and non-academic needs of current and prospective students. This includes, but is not limited to, descriptions of key processes for the following:

- Identifying underprepared and at-risk students, and determining their academic support needs (3.D.1)
- Deploying academic support services to help students select and successfully complete courses and programs (3.D.2)
- Ensuring faculty are available for student inquiry (3.C.5)
- Determining and addressing the learning support needs (tutoring, advising, library, labratories, research, etc.) of students and faculty (3.D.1, 3.D.3, 3.D.4, 3.D.5)
- Determining new student groups to target for educational offerings and services
- Meeting changing student needs
- Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans) (3.D.1)
- Deploying non-academic support services to help students be successful (3.D.2)
- Ensuring staff members who provide non-academic student support services are qualified, trained and supported (3.C.6)
- Communicating the availability of non-academic support services (3.D.2)
- Selecting the tools, methods and instruments to assess student needs
- Assessing the degree to which student needs are met

2R1: RESULTS

What are the results for determining if current and prospective students' needs are being met? The results presented should be for the processes identified in 2P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks

- Interpretation of results and insights gained

2I1: IMPROVEMENT

Based on 2R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

2P1a. Identifying underprepared and at-risk students, and determining their academic support needs (3.D.1)

Blackhawk Technical College (BTC) uses a variety of processes to identify unprepared and at-risk students, and then to determine their academic support needs both prior to their first semester and as they move through their time at the institution. First, all students are assessed using a placement test (Accuplacer) as incoming students to assess skill level and course placement. This test has been evaluated and placement results adjusted. Proper placement in necessary appropriate coursework is implemented through the Advising and Registration process. An Accelerated Learning Program may be utilized to allow students access to degree credits and to maintain time to degree even if they test into developmental course work. Advisors also interact with students to ensure their preparedness through examinations of high school transcripts. Finally, faculty own the last and possibly best ability to identify underprepared students through classroom interactions. Faculty and advisors have the ability to create early alerts e-mails for students exhibiting behavior or performance-indicating underpreparedness be it non-attendance or for academic concerns.

After students have created a BTC GPA, students identified as having less then 2.0 are designated as having academic warning and are contacted by their advisor to arrange an appointment for academic counseling, including Financial Aid repercussions, and to develop a plan to stay on track. Students returning from Suspension are designated as Probationary, and they are required to meet with an advisor to define a schedule which includes limited credits. The required meeting includes a comprehensive Academic Recovery Plan, and it includes mandatory meetings throughout the semester.

Once any of these processes identifies a student as being underprepared or at-risk, the institution has a variety of interventions available to help the students become and stay successful. Those interventions include: Disability Services, tutoring, library services, Ready Set College, and Mentoring etc.

2P1b. Deploying academic support services to help students select and successfully complete courses and programs (3.D.2)

The Admission Office offers career counseling for prospective students by having them take career assessments. This is in addition to the state requirement for all K-12 students to have academic career planning while in middle and high school. The career assessments are offered

through Career Cruising and the WTCS website. The Admission Office uses websites when working with students to do research on careers, wages, and job demand to help students determine the appropriate program of study.

Students who have been accepted to return to BTC are required to meet with an advisor at least two (2) times a semester. Students are asked to complete an Academic Recovery Plan, outlining their previous challenges and goals for the current semester, before their first meeting with an advisor which occurs in the first two (2) weeks of the semester.

Once students have been placed into the correct program and career path, the institution provides a number of academic support services to students needing assistance. Tutoring, math lab, reading lab, test taking strategies are some of the services available to students. BTC also requires all programs to contain a student success course aimed at providing success strategies. Finally, as part of BTC's commitment to ensuring the best possible student experience, mandatory advising sessions occur both before and after their first semester at the institution. In these sessions advisors review both the full-time and newly devised part-time academic plans.

2P1c. Ensuring faculty are available for student inquiry (3.C.5)

BTC requires all faculty to list both office hours and contact information on their syllabi and within their LMS course shells (Blackboard). This contact information must include both office phone number and email contact information. BTC also offers Tech Exploration Days to allow prospective students to come to a BTC campus for a hands-on opportunity to learn more about programs from instructors. Instructors hold these interactive sessions for prospective students to determine appropriate program fit and help recruit students to BTC.

BTC Instructors work with recruitment staff to discuss specific details of programs with students, are available on an individual basis roughly 10-12 times per month, and attend recruitment events out in the community and at high schools.

2P1d. Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty (3.D.1, 3.D.3, 3.D.4, 3.D.5)

BTC's process for addressing learning support needs of students also begins with placement testing and is continued by the academic advisors through the use of the resource survey. Through placement testing the institution learns not only a level at which a student is prepared to successfully complete, but also about the possible level of support needed to assist in learning. BTC also has an accommodations and accessibility office where students with learning disabilities are able to present themselves and receive learning support. The institution has also recently assessed early course outcomes in some programs and determined to pilot mandatory tutoring for early course results below the target score (80%). BTC is proud to continue to offer extensive library services with a reference librarian and multiple library staff. Librarians and staff offer both bibliographic instruction, as well as reference support, supporting students with a wide range of learning support needs. BTC has also made significant investments in addressing the learning support needs of students through the use of lab assistants and in the development of skills labs.

The institution offers faculty learning support in the form of faculty professional development days, as well as the Teaching Learning Center (TLC) focused on improving learning experiences for students through curriculum development.The TLC and VPAA have adopted FQAS and Quality Matters training to advance learning support for faculty. The Teaching Learning Center (TLC) is transitioning its breadth and depth of support in alignment with the College's strategic plan supporting all course delivery models, not just online learning.

2P1e. Determining new student groups to target for educational offerings and services

BTC examines district demographics, current high school student population and interest, external stakeholders, and feedback from program advisory committees in new student groups' needs for educational operations and services. BTC also analyzes the key economic indicator (unemployment rates), labor market needs of the community, and the occupational opportunities related to those labor market needs for the students to ensure programming exists to meet students' changing needs.

2P1f. Meeting changing student needs

BTC staff responds to the changing needs of students through cross-functional team meetings (Student Focus Work Group), individual staffing (new advisors**,** instructional design specialist), integrated learning events and activities, the Behavioral Intervention Team (BIT), and the early alert email. As a part of the strategic planning process, BTC conducted many listening sessions and focus groups to better understand the changing needs of our district students. BTC also pushes into the districts' K-12 systems to align student career pathways and early college opportunities for students. This work has the added benefit of allowing BTC staff early glimpses of yet-to-matriculate students, their interests, and ultimately their needs.

2P1g. Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans) (3.D.1)

BTC actively uses its website to make students aware of benefits available to them during their time at the institution. Additionally, during meetings with academic advisors, the institution is screening for students with special needs in an effort to provide them with all the assistance available to them. The Blackhawk Improvement Group, a part of BTC's shared leadership process, also addresses these needs of student sub-groups through providing students opportunities to serve on continuous process improvement teams. BTC and the state, through the WTCS, have identified special groups to provide assistance to in their studies including veterans, recent foster children, and the children of firefighters or police officers.

2P1h. Deploying non-academic support services to help students be successful (3.D.2)

BTC has deployed several examples of non-academic support services to help students be successful. BTC's programming includes mental health counselors, BTC shuttle services, Coins for Caring, Career and Professional Development Office and programming (resume writing, mock interviews), and Mentorship program.. BTC keeps a contingency fund available to remain flexible and to allow the College to respond to the needs of students. These funds are managed

by the Vice President of Administration. Needs must be established by quantitative or qualitative institutional data or by communications establishing peer norms and procedures. Additionally, part of receiving support is the development of measures of success for interventions and necessary data to be collected for measurement. Once a need has approval from the Executive Council, the individual departments or divisions are tasked with final deployment. After deployment the Executive responsible for that division reports on outcomes.

2P1i. Ensuring staff members who provide non-academic student support services are qualified, trained, and supported (3.C.6)

BTC's Human Resources (HR) Department works closely with the the Director of Student Services to ensure employment posting accurately detail the qualifications needed for consideration of employment in a non-academic support services role. HR actively manages post-employment training for institutional level training. The Student Services division also hosts retreats, sponsors travel to conferences, and provides webinars to ensure employees are supported in their growth.

2P1j. Communicating the availability of non-academic support services (3.D.2)

BTC uses a mix of the institutional website, e-mail, paper mail, Advising and Registration sessions, disabilities services, the student resource survey, community newsletters, and finally interactions with staff and faculty to communicate non-academic support services.

2P1k. Selecting the tools, methods and instruments to assess student needs

BTC uses a wide variety of tools, methods, and instruments to assess student needs and selects them based on the methodology of the assessment. The institution is mandated by the state to use some methods (graduate follow-up, employer follow-up). Other assessment methods, such as student satisfaction surveys, are grounded in sound research practice. BTC has a history of assessment and prioritizes standard, vetted practices (PACE), but also utilizes one-on-one and group listening sessions. In recent student focus group sessions, BTC utilized a discussion leader, a scribe, and another watcher looking for body language and non-verbal queues of participants.

2P1l. Assessing the degree to which student needs are met

BTC uses several methods to assess if student needs are being met, which include: employer follow-up survey, graduate follow-up survey. BTC also has students on advisory committees to actively participate in program development and has a student representative on the District Board.

2R1a. Summary results of measures (include tables and figures when possible)

BTC has instituted several significant changes as a result of the feedback from students or outreach conducted to follow the changing needs of our students. BTC has purchased and now operates a shuttle bus service providing increased access to our campuses and locations. BTC operates two (2) bus shuttles that connect all five (5) campus sites. Service runs Monday through

Friday from 5:30 a.m. to 10:00 p.m. during the fall and spring semesters. The shuttle service is free-of-charge, but a current student ID must be provided at all times. Schedules are available at each site. Next, BTC has a number of emergency assistance programs available to students who are experiencing unforeseen emergency situations. Coins for Caring is an employee-supported program providing temporary assistance to students in immediate danger of not continuing their studies due to financial hardship. Students also can take advantage of other emergency assistance grants such as the DASH grant. BTC is currently exploring adding a campus food pantry for student use after hearing from students about the hardships of attempting to attend classes while still trying to make use of the social safety nets typically available.

BTC currently partners with a third-party counseling service, Family Services of Southern Wisconsin and Northern Illinois, to provide up to three (3) free counseling sessions for students who may need additional support during their educational journey. Students can self-refer and/or faculty and staff may refer the student to a licensed counselor. A counselor comes to BTC three (3) hours per week to meet with students. Mental Health Counseling through Family Services started in fall 2016. During the 2016-2017 academic year, the counselor received 16 referrals but only nine (9) students followed through and attended at least one (1) counseling session. During the 2017-2018 academic year, the counselor received 32 referrals.

The Career and Professional Development Office offers students assistance in writing resumes. Students can receive feedback by requesting individual resume appointments in 30 to 60 minute increments to either review current resumes or to write resumes from scratch. Mock interview services are also offered. These mock interviews allow students to practice key skills with staff members in order to gain more experience for real-world situations, particularly in their anticipated career field. These interviews typically last between 15 and 30 minutes and end with specific feedback for students.

Students utilizing the accommodations and accessibility office have between a 7 and 20 percent graduation rate, with between 45%-60% of students who received these services successfully completing a course and continuing at the institution.

Based on feedback from the Noel-Levitz Survey, a continuous process improvement (CPI) team was formed to investigate the current advising model. Advising at BTC is moving from a centralized advising model to a shared or collaborative advising model where students transition to a faculty advisor at a designated point depending on their program. BTC is also piloting Faculty Advising - Shared Advising Model which began in Fall 2017 with Business, Criminal Justice, Medical Laboratory Technician, and Automotive faculty. The goal is to fully move to the shared model by Fall 2019.

BTC, like many institutions when faced with enrollment declines, shrank course options. Also like many others, BTC shrank class times and options that facilitate student enrollment and in essence forced students to become full-time or at least day-time students. As is often the case, this pullback did not help enrollment. To adjust to the changing needs of our students BTC has instituted flexible delivery of courses and part-time schedules. Flexible delivery options have been very successful for both enrollment as well as student success. Additionally, faculty and advisors collaborated to create part-time academic plan options for students. These plans identify

the best sequencing of courses for part-time students. Students are able to identify which courses they need to take if they are planning on completing a two-year degree in three (3) or four (4) years.

2R1b. Comparison of results with internal targets and external benchmarks

BTC shuttle ridership is scheduled to undergo a program review in 2020 and will explore a more value-added and return-on-investment style analysis. This type of analysis will be done across the board for student support services (Career and Professional Development, Accommodation and Accessibility) with the addition of a student tracking software. The changes BTC has made to the advising model used on campus is targeted toward enrollment growth. This is very much an internal benchmark, but one that is being developed more as we move into the new model with a focus on programmatic enrollment. The new flexible delivery options for students have internal targets for student success along with the expectation of enrollment growth. Both of these metrics are being exceeded currently with success rates at or above the target for college level course success (74%) in four of the five areas, with the one not at or above having a success rate of 73%.

2R1c. Interpretation of results and insights gained

In interpreting these results, BTC realizes we have many of the pieces in place to support students, but the lack of a unified early alert system to tie the supports together allows too big a gap for students to fall through. The move to a more data informed culture on campus has driven BTC to allocate monies for a student tracking software to allow return on investment results to be calculated for student support services and will make the analysis of those services more robust moving forward.

2I1. Based on 2R1, what process improvements have been implemented or will be implemented in the next one to three years?

Students who change programs more than two times must meet with an advisor and complete a Career Assessment, such as Career Cruising. This process occurred with a dedicated staff member in the Career and Professional Development area prior to fall 2016. With a restructuring of Student Services, academic advisors will be working with these students to help them identify a program that will best fit their interest, skills, and values.

Students, faculty, and staff have commented that consistent Mental Health Counseling is needed at BTC. Our partner, Family Services had some staffing shortages and was not always available for BTC students. To address this need, BTC has posted a full-time Mental Health Counselor position. This individual will start in July 2018 and will be located on the Central campus, traveling to satellite campuses as needed.

BTC has a Request for Proposal currently in place for a student tracking software. This software is a key part of the institutional analysis of hard to measure units within the institution. By combining student usage with course outcomes and persistence data BTC will be able to calculate return-on-investment from the system of student support services.

BTC recognizes the potential hole it has in our student support network without a trackable, pervasive early alert tool beyond email. While most early alert tools are largely correspondence-based, the ability to track and log students receiving alerts is important. Without the system to catch all of those alerts, it is possible some students have fallen through the system. This improvement is part of adopting a proactive advising model which is a piece of the guided pathways initiative within BTC's new strategic plan.

Finally, BTC is adopting mandatory orientation as a result of one of BTC's CPI teams. The implementation team is working on developing how this will look with the Student Services advising team and should be in place in the next academic year.

Sources

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- 2017-2020 StratPlan Final Approved (page number 23)
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- 2018-05-11 Organizational Chart (page number 8)
- 2018-05-11 Organizational Chart (page number 14)
- Academic Intervention Process
- Academic Support and Tutoring Process
- academic warning students Spring 2018
- Accuplacer analysis
- Accuplacer and Learning support process and documentation
- Accuplacer and Learning support process and documentation (page number 2)
- Accuplacer and Learning support process and documentation (page number 3)
- Accuplacer and Learning support process and documentation (page number 6)
- Advising and Registration Session Information
- Advising and Registration Sessions
- Advisory Committee Suggestions 2010 - 2018
- All Access Event
- At-Risk Students Fall 2018
- August 21 2017 Agenda
- B-220.1
- Behavioral Intervention Plan
- Blackboard Syllabus requirement
- Blackboard Three-Level Training System
- Blackhawk Improvement Group Charter
- Board FY18 Proposed Budget Plan-contingency
- BTC Bus Schedule
- BTC Graduate Follow-up
- BTC Mentoring Program
- BTC Tutoring Services

- BTC_Resource_Survey
- Career Cruising Website
- Career Pathways
- Coins for Caring and Dash
- Combined Right Size and Matriculation Data-2018
- CP&D Certificate Booklet
- CPI Advising Book
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- CPI Student Retention Book Final
- Disabilities Services Info v2
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- Disabilities Services Info v2(2) (page number 5)
- Disabilities Services Info v2(3)
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- Early College Ideas
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- FQAS Full-Time Ongoing Professional Development Guidelines
- HS cocurricular AQIP
- Introduction to Employment (Revised 8.16)
- Labor Market Gap Analysis Fall 2017 Executive Summary
- Library Catalog Link
- Library Resource Guides
- Library Services Webpage
- Library services(2)
- Medical Administrative Coder Four Year Academic Plan
- Mental Health Counseling
- Mentee Application
- Mentor Application
- Mission Possible Flyer
- Non-Attendance Process
- One-Stop Admissions Flyer
- Policy B-800
- Presentation at Community Resources for Latinos Meeting- Fall 2016
- Quality Matters at BTC
- Ready, Set, College – GED Transition Program Declaration

- Recruitment Calendars 2014-2018
- Registration Process for Current_Continuing Student
- Registration Process for New_Transfer Student
- Report Exec BIT Report
- Report Exec Tool Link
- Required Syllabus Template 18_19
- Rock County Unemployment Rate
- Shuttle Ridership
- Spring 2018 Enrollment Report
- Strategic Planning Process
- Student Focus Groups 2017-18
- Student Organizations
- Student resources
- Student Services PD evidence Agendas May 25 17- Summer Retreat
- Tech Exploration Days Flyer
- TLC
- Tutoring Services
- Veterans Benefits
- Website Links to Career Wages and Job Demand
- Wis Stats Chap 38
- Wis Stats Chap 38 (page number 14)
- Workshops Completed_Mock Interviews and Resumes
- Workshops Completed_Mock Interviews and Resumes (page number 4)
- Workshops Completed_Mock Interviews and Resumes (page number 6)
- WTCS Career Interest Questionnaire Webiste

2.2 - Retention, Persistence, and Completion

Retention, Persistence and Completion focuses on the approach to collecting, analyzing and distributing data on retention, persistence and completion to stakeholders for decision making. The institution should provide evidence for Core Component 4.C. in this section.

2P2: PROCESSES

Describe the processes for collecting, analyzing and distributing data on retention, persistence and completion. This includes, but is not limited to, descriptions of key processes for the following:

- Collecting student retention, persistence and completion data (4.C.2, 4.C.4)
- Determining targets for student retention, persistence and completion (4.C.1, 4.C.4)
- Analyzing information on student retention, persistence and completion
- Meeting targets for retention, persistence and completion (4.C.1)
- Selecting the tools, methods and instruments to assess retention, persistence and completion (4.C.4)

2R2: RESULTS

What are the results for student retention, persistence and completion? The results presented should be for the processes identified in 2P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I2: IMPROVEMENT

Based on 2R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.C.3)

Responses

2P2a. Collecting student retention, persistence, and completion data (4.C.2, 4.C.4)

The process for collecting data related to student retention, persistence, and completion utilizes the student information system (SIS, Banner) along with reporting (Cognos) and analysis tools (Blackboard Analytics, Excel). Data is maintained within Banner, the SIS used for all College data and student data. In addition, BTC utilizes Cognos and Blackboard Analytics to compile and analyze data regarding persistence, retention, and completion. The Office of Institutional

Research and Effectiveness (OIRE) is central to processing and reporting about these and all other key measures of student and College success. This extends from data integrity and accuracy, to clear definitions and sources, to effective reporting and dissemination of useful and actionable results.

The process whereby outcomes are tracked occur both by semester and annually, depending on the information needed. Each semester student success rates, persistence rates, and others are compiled and discussed across campus and reported to the Board. Pilots are tracked and reported on at meetings across the campus (management, academic affairs, and staff meetings) as well as at Board meetings and meetings available to the public. Annually, results are reported by academic divisions and at the program level to the Executive Council, the District Board, and staff. The IE office makes this information available to all internal faculty and staff via presentations, the intranet, and email. **[4.C.2, 4.C.4]**

2P2b. Determining targets for student retention, persistence, and completion (4.C.1, 4.C.4)

Targets for success measures such as student retention, persistence, and completion were established by both utilizing data showing state (WTCS) averages as well as national trend averages to establish benchmarks for comparisons.

The revised 2016 Strategic Plan allowed staff the opportunity to modify various measures to align with other established definitions (e.g., Integrated Postsecondary Education Data System (IPEDS), National Community College Benchmarking Project (NCCBP)). Definitions were revised for course completion and success, clarified for persistence and retention, and established for completion rates (see Data Definitions of Student Success Measures at BTC). BTC established two new special populations of interest related to enrollment, persistence, and retention: Veterans and Non-Traditional Occupations (NTO).

The OIRE provided trend data for three to five years, as available, for all measures, as well as multi-year averages. BTC reviewed comparable data from other colleges (within the Wisconsin Technical College System (WTCS) or nationally) to provide specific, measurable, attainable, reasonable, and ambitious targets. Each year, staff teams across the College review results and identify strengths, challenges, and potential practices to be improved or changed to help achieve these goals as shown in Summary of Student Success Measure Results at BTC **[4.C.1, 4.C.4]**.

2P2c. Analyzing information on student retention, persistence, and completion

These data are compiled and analyzed annually by the IE office for formal reporting, although selected measures such as course success and student persistence are available either at mid-year or semi-annually. Results are provided overall, by academic divisions, and at the program level to the Executive Council, the District Board, and staff. The IE office makes a summary and full report available to all internal faculty and staff by way of the intranet. Faculty and staff have access to on-going reports via Cognos. Perhaps more importantly is the use of data to promote in-depth discussions related to the contextual factors around the results. College-wide, each program is in the process of determining retention goals for their individual program.

2P2d. Meeting targets for retention, persistence, and completion (4.C.1)

Student success from enrollment to completion and beyond is a priority goal. Results related to these and other key measures are provided annually. In terms of course completion and success, results have trended upward over the last five years, nearing established targets. Encouraging results are shown with student persistence and retention over the past five years, for all students and among minority students. The 100% of time completion rate has shown improvement over the last three years, after a small downward trend. Similar results are found with the 150% of time completion rate. However, the 200% of time completion rate is declining. This may be explained in part by the cohort that has been the lowest completion rate. The College has been discussing these results related to context (e.g., closure of GM plant, end re-training program, higher number of part-time students due to higher employment rates, etc.) **[4.C.1]**.

2P2e. Selecting tools/methods/instruments to assess retention, persistence, and completion (4.C.4)

The process for the selection of tools and methods for analysis and reporting results for retention, persistence, and completion is based on several guidelines. First, the WTCS and BTC procurement rules. Second, use of the correct methodological choices for analysis for the data type and limitations. Third, the conversation of data into actionable information. Data analysis is typically conducted with Excel, Blackboard Analytics, and Statistical Package for the Social Science (SPSS), with descriptive statistics, chi-square, and cross-tabulations being the most common statistics utilized. Principles of effective data visualization for the third consideration provide readable, straightforward documentation with appropriate text, tables, and figures along with effective communication of key findings for a non-analytical audience. The conversion from data to information moves the College forward towards enhanced performance **[4.C.4]**.

2R2b. Summary results of measures (including tables and figures, when possible)

For the revised 2016 Strategic Plan, one high-priority goal for the College is to increase student success. The measures of student success discussed above are included as KPIs. See Summary of Student Success Measure Results at BTC and Comparison of BTC Student Success Measure Results to External Comparisons for a summary of results by measures with internal targets and external comparisons.

2R2c. Comparison of results with internal targets and external benchmarks

Summary of Student Success Measure Results at BTC demonstrates how the College has performed related to measures of student success over the last several years in relation to internal targets.

- Course completion rates have increased slightly over the last five years, including a 2% increase since 2014. Course success rates have increased modestly over time, with a similar 2% increase since 2014. Both are within 3% of our target and trending upward.
- In terms of persistence, there has been a 10% increase in the last five years, including a 4% increase in the past year. Retention has also shown improvement by 5% over the last

five years, with a 4% increase in the last year. Both are now within 1% of our internal goal.

- Completion tends to be a more elusive target. Because these are cohort-based, academic years differ across measures. The 100% of time completion rate has remained constant over the last five cohorts, but has shown growth of 7% in the past two cohorts. BTC is nearing the target, but remains 5% below. The 150% of time completion rate has declined by about 8% over the last five cohorts, but grown by 5% since the last cohort group in 2012. For the 200% of time completion, the trend has steadily decreased over the past five years. Both the 150% and 200% of time completion rates remain well below set goals for BTC.

As a participant in the NCCBP from 2010 to 2016, BTC compares select measures to a national cohort as well as all participating WTCS schools with data. This data provides a relative comparison to national cohorts based on percentile scores (higher is better) and ranking within WTCS schools (schools other than BTC not named). Note that these figures may differ slightly from figures used internally due to calculation variations. Comparison of BTC Student Success Measure Results to External Comparisons provides applicable external comparisons, with identified cohort and a year of NCCBP completion.

- Course completion and success rates have generally been among the top half of all WTCS schools with data. BTC compares favorably with the national cohort, with percentile ranking in the top quarter in four of the last five NCCBP reports.
- Regarding persistence, BTC tends to rank centrally among WTCS schools with data, but in the top 15% of schools in the national comparison in four of five NCCBP reports.
- For retention, BTC is at or near the top among WTCS schools in most years, and has been in the top half or third nationally in all years but one.
- Comparison of completion results are mixed, both within the WTCS colleges and nationally. Among full-time students who completed within two years, data has only been collected for two cohorts. BTC is in the lower tier of WTCS colleges, but among the top third to fifth nationally. For full-time students who completed in three years, BTC has been at the upper and lower rankings among WTCS colleges, but nationally our results are in the top 25%. For part-time students who completed in three years, BTC is in the bottom third of WTCS schools, but in the top 5% of colleges nationally.

2R2d. Interpretation of results and insights gained

Overall, BTC's student success, persistence, and retention rates are at or near goals set in 2016. These results on student success measures provide reason for celebration as well as concern. While overall success is at or near targets, several courses raise concerns. Several measures show growth over time, including course completion and success, persistence, and retention. Others are starting to trend upward after decline, such as 100% of time completion and 150% of time completion. One measure, 200% of time completion rate, is trending downward. Comparisons are mixed in relation to WTCS schools, but nationally BTC is often above average. An analysis of our completion rates leads one to determine additional work is needed to improve completion at BTC, while acknowledging the extreme low unemployment rates conflate the issue with high numbers of job-outs likely.

2I2. Improvements Implemented or Planned in the Next 1–3 Years (4.C.3)

A considerable investment has just recently been made in data availability, analysis, and dissemination in the form of Blackboard Analytics. Upon complete integration, student success dashboards will be available from a divisional perspective all the way down to course level perspectives. Already, the availability of data from this tool is leading to discussion around improving student outcomes.

In conjunction with improved data access, BTC has begun the process of bringing a student tracking tool on campus. While still in development, the plan is to track student usage of various support services and how they impact student success, persistence, retention, and ultimately completion. The ability to diagnose the impacts of student service utilization will help the Institution better understand what "treatments" to offer students based on both their demographics and performance. Once BTC has baseline impact data, the College can begin to tailor recommended services (such as tutoring, visiting the library, etc.) to students based on data about how the usage of those services improves success and increases student engagement with the institution. **(4.C.3)**

Student completion success is incorporated in our strategic plan. As such, BTC has begun creating multiple completion "stop-out" points as students progress toward their degrees. One example is the creation of single semester certificates and a one-year diploma stop-out point built seamlessly into the two-year Business Management degree. BTC will continue analyzing academic areas where meaningful, scaffolded diploma or certificate stop-out points can be identified and created to assist students reach a meaningful point if they "job-out".

The College revamped its College application in Spring 2018 to incorporate data collection of student intent. The College's goal is to utilize student intent data to match with their attainment to get a better grasp on student success.

Sources

- 01 24 18 Academic Affairs Agenda
- a011118
- Advising Experience Survey
- Board mn0118_001
- Board mn0118_001 (page number 3)
- Comparison of BTC Student Success Measure Results to External Comparisons
- Course Success Rates Fall 2017
- Data Definitions of Student Success Measures at BTC(2)
- enrollment plan updated 4.27.2018
- Fall to Spring Persistence Fall 2017
- First year Nursing Student persistence and success Fall 2016- Fall 2017
- Flex Inititiatves Dashboard Fall 2017
- How to Report Enrollment Validation
- How to Report Stop Out

- Procurement outline
- Program Review Outline 2017
- Right Size for BTC, Fall 2017
- Strategic Plan refresh Enrollment and Success 5-2017
- Strategic Plan refresh Enrollment and Success 5-2017 (page number 9)
- Strategic Plan refresh Enrollment and Success 5-2017 (page number 10)
- Strategic Plan refresh Enrollment and Success 5-2017 (page number 14)
- Strategic Plan refresh Enrollment and Success 5-2017 (page number 15)
- Strategic Plan refresh Enrollment and Success 5-2017 (page number 16)
- Strategic Plan Refresh_May2016
- Summary of Student Success Measure Results at BTC

2.3 - Key Stakeholder Needs

Key Stakeholder Needs focuses on determining, understanding and meeting needs of key stakeholder groups, including alumni and community partners.

2P3: PROCESSES

Describe the processes for serving the needs of key external stakeholder groups. This includes, but is not limited to, descriptions of key processes for the following:

- Determining key external stakeholder groups (e.g., alumni, employers, community)
- Determining new stakeholders to target for services or partnership
- Meeting the changing needs of key stakeholders
- Selecting the tools, methods and instruments to assess key stakeholder needs
- Assessing the degree to which key stakeholder needs are met

2R3: RESULTS

What are the results for determining if key stakeholder needs are being met? The results presented should be for the processes identified in 2P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I3: IMPROVEMENT

Based on 2R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

2P3a. Determining key external stakeholder groups (e.g., alumni, employers, community)

In alignment with the College's guiding principle of "understanding and responding to the needs of our students, employers and citizens", the College engages key stakeholder groups on several levels to insure all sectors of our community are represented and help provide direction of the College and its programs.   Beginning with the District Board representation to our strategic planning process, advisory committees, community engagement initiatives, and K-12 outreach, our approach help insures that key external stakeholders are identified and input sought. Stemming from the legislation describing the WTCS published in 38.001, our mission and purpose consists of the following key stakeholders; *business and industry, K-12 Districts,*

and community members. Beginning with the process for District Board selection, the Representation Plan details considerations that are made by the County Board Chairpersons from the College District to insure our community is represented by stakeholders that represent the diversity of our community.

2P3b. Determining new stakeholders to target for services or partnership

The College's strategic planning effort led to the definition of key "audiences" defined as high school completers and their influencers, K-12 District employees, employers, adult learners, and transfers/completers and are the target of our College's promise of flexible education in a supportive environment. These key stakeholders were established based on feedback from our College community, the District Board, community members, and area businesses during the audience research phase of planning.

To achieve BTC's goal "to make BTC a much more vital and highly prized asset of Southern Wisconsin", BTC recognizes there are several other important stakeholders throughout our community. In 2017, a Community Engagement Committee was formed to identify key external stakeholders and develop a comprehensive community engagement plan to engage and meet the needs of these key stakeholders. The committee surveyed the College community to determine the scope of current College engagement. The Committee identified K-12 Partners, Business and Industry, Elected Officials and Government Agencies, and Nonprofit Organizations as key stakeholders.

2P3c. Meeting the changing needs of key stakeholders

Business & Industry

Business & Industry is a key stakeholder of BTC, and the College has a multi-tiered approach to meeting their needs. The Workforce & Community Development (WCD) Division is formed specifically to meet industry needs. The WCD advisory committee meetings, held bi-annually, provides for a broader assessment of the changing needs of business & industry. Regular meetings with the local workforce board, Rock County Business-Education Committee, the Green and Rock County Economic Development Managers, company visits, service on local workforce and economic development boards and attendance at career fairs held by various organizations throughout the year provides opportunities for assessment needs of the business community.

Each academic program is required to hold two program advisory committee meetings each year. Program advisory committees are made of up representatives from businesses that employ graduates of the program, College personnel like WCD and Enrollment Management, and faculty. These meetings provide the opportunity for detailed input into each program and also broad-level input for the College.

K-12 Districts

The Enrollment Management team is organized to stay connected with our K-12 partners by aligning staff to focus on distinct high schools within our District. Our high school outreach initiative insures BTC are visible in all the high schools in our district by dedicating specific high schools to an enrollment team member. In addition, the College hosts an annual High School Partners Breakfast to further engage with all districts, their administrators, teachers and counselors. An example of our adaptation to meet the changing needs of K-12, the College launched a CPI High School Enrollment process that culminated in the implementation of a CRM system and additional investment in enrollment personnel.

Community

The BTC District Board meetings are open to the public and a standing agenda item for public comment. The College is a member of several community organizations that provides for continuous opportunities for input. In 2017, the BTC Board added a standing agenda item to Board meetings where the College President reviews the community engagement activities for the month. The College President serves on the Southwest Wisconsin Workforce Development Board, Janesville Innovation Center Board, Greater Beloit Economic Development Corporation Board, and Madison Region Economic Partnership Board.

The College conducts an annual Community Leaders Breakfast to understand their needs and community trends. The Community Leaders Breakfast and the High School Partners Breakfast has been an opportunity to network and gather feedback about their needs. In response to the decision to close the Beloit Center, the College also conducted listening sessions throughout Beloit to gather input from the community.

2P3d. Selecting the tools, methods and instruments to assess key stakeholder needs

Systematic employer and alumni surveys, environmental scans, demographic and employment data, business and industry visits, group facilitated meetings with constituents, advisory committee meetings, Business Education Summits and committees, and community involvement provide means of gaining community perspectives and determining the needs of other stakeholders. The College analyzes information that is gathered from these and other sources at a programmatic, departmental, and/or College-wide level, depending on the needs.

2P3e. Assessing the degree to which key stakeholder needs are met

The WTCS Employer Satisfaction Survey, advisory committee input, business & education committees input, program needs assessments, survey and listening session data from strategic planning process, and labor market data are used to assess if employer needs are met. Number of dual credit, youth options and youth apprenticeship enrollments, percent of high school graduates enrolling, and number agreements/partnerships with K-12 Districts are used to determine if needs are met.

2R3a. Summary results of measures (include tables and figures when possible)

Business & Industry

- Employer satisfaction continues at 99% in 2017.
- Number of contracts and training has increased as reported in Board report.
- Local job market analysis, company visits, and performance funding measures led to the creation of a Truck Driving program.
- Collaboration with workforce board, local business, and Department of Workforce Development led to creation of three apprenticeships.

K-12 Districts

- Counselor feedback, employer feedback, and listening session results from strategic plan process established worries and concerns of our key stakeholders and audience trends. Perceived "rigidness" was one overriding issue and led to the promise of flexibility.
- The High School Enrollment Survey was sent out to a group of 93 individuals and with a response rate of 16 responses.
- Youth Apprenticeship Data
    - 13-14: 79 high school students from 12 local high schools and 41 employers
    - 14-15: 67 high school students from 12 local high schools and 41 employers
    - 15-16: 63 high school students from 13 local high schools and 51 employers
    - 16-17: 69 high school students from 9 local high schools and 50 employers
    - 17-18: 84 high school students from 9 local high schools and 62 employers
- Dual Credit
    - 2014-2015: 13 high schools offered 23 different advanced standing courses for a total of 79 classes. 12 high schools offered 18 different transcripted credit courses for a total of 43 classes.
    - 2015-2016: 13 high schools offered 22 different advanced standing courses for a total of 98 classes. 13 high schools offered 24 different transcripted credit courses for a total of 74 classes.
    - 2016-2017: 14 high schools offered 28 different advanced standing classes for a total of 91 classes. 14 high schools offered 27 transcripted credit courses for a total of 95 classes.
- High School Enrollment Trends
    - 2015: 10% of in-district high school graduates enrolled at BTC. 62% of in-district grads who enrolled in WTCS enrolled at BTC.
    - 2017: 13% of in-district high school graduates enrolled at BTC. 73% of in-district grads who enrolled in WTCS enrolled at BTC.
- Transfer Agreements - 2009-Current: 72 agreements

2R3b. Comparison of results with internal targets and external benchmarks

Outcomes-Based Funding (ODF) represents 30% of the State allocation to the WTCS Colleges. This performance-based funding model includes job placement, high demand fields,

industry validated curriculum, workforce training, and dual enrollment and provides for a comparison to other Colleges in the WTCS.

The OBF (Outcomes Based Funding) metrics results:

- Job placement – 15th of 16 colleges
- High demand fields – 16th of 16 colleges
- Industry validated curriculum – 16th of 16 colleges
- Workforce training – 16th of 16 colleges
- Dual enrollment – 8th of 16 colleges

Direct high school enrollment is one measure of success in meeting key stakeholder needs. Our external benchmark, set by WTCS, is 30% of District graduates enrolling at BTC within first year of graduation. Although in-district high school enrollment edged upwards in 2017, BTC are still far short of our target.

2R3c. Interpretation of results and insights gained

The Employer Follow-Up Survey results compares very well when compared to other WTCS Colleges showing employers are satisfied with our graduates; the College just need more graduates.

The OBF funding has been in a decline but recent trends in these areas are headed in the right direction; but, it will take three years to recover from a funding perspective.

Feedback clearly delineates strengths of BTC, but, also indicated areas that needed to be addressed, such as a perceived inflexibility, "red tape", shrinking number of offerings, and negative perceptions of technical education. The survey also indicated a significant improvement that was noticed over the past year as many of the changes implemented from College reorganization has had positive impact.

Analysis of direct high school enrollment led to improvements that have helped increase direct high school enrollment.

Feedback received from alumni of BTC has indicated that there is an interest and need to increase our outreach and involvement with alumni.

2I3. Based on 2R3, what process improvements have been implemented or will be implemented in the next one to three years?

Blackhawk Technical College (BTC) does not maintain an active institution-led alumni community. Deficiency in this area is being addressed through the development of alumni networking events by the BTC Foundation. The networking events being developed will be organized to target alumni both geographically and by industry.

In the spring of 2017, the College purchased and implemented a CRM system, called Recruit. Recruit is a customer relations management software which speaks to our ERP system, Banner. BTC will be able to track our yield rates from inquiry to acceptance, pull reports on events (such as seeing what events result in the greatest return on investment (ROI)), and track other data, such as an average number of contacts before a student applies and who is most likely to apply based on trends.

The Community Engagement Committee is working to gather essential data for the development of BTC's community engagement strategy. The committee's findings will be disseminated among both internal and external audiences to increase awareness of BTC's community engagement profile while also assessing the success of current engagement strategies and informing the development of new ones.

Sources

- 111117 Strategic Planning ECIC Notes FINAL 2
- 170206 Worries and Concerns
- 170207 Audience Trends
- 2017 Employer Follow-up WTCS - BTC
- 2017-2020 StratPlan Final Approved
- 2017-2020 StratPlan Final Approved (page number 18)
- a1217
- a1217 (page number 1)
- A-231
- Accounting Advisory Agendas and Minutes_2010-2018
- Administrative Code Chapter TCS 2 District Board Member Appointments
- Administrative Code Chapter TCS 2 District Board Member Appointments (page number 1)
- Audience Research Overview
- Beloit Listening Sessions 2018
- BTC Memberships
- BTC Plan of Representation
- Business & Community Outreach Report - Final
- Business Division Spring 2018 Advisory Schedule
- Community Engagement Meeting 2-28-18
- Community Engagement Non-Profit Sector Report Out 3-1-18
- Community Partners Breakfast
- Community-based Activities Survey Results
- Counselor Feedback
- Counselor Survey Instrument
- ECE Minutes-Spring 2018
- Elected Officials Govt Agencies Sector
- Employer Survey Results - V2
- High School Enrollment Team_Fall 2016
- High School Partners Breakfast Agendas

- HSEnrollmentPres
- mn1217
- mn1217 (page number 1)
- Post-Secondary Plans and Enrollment_BTC District HS_2013-2015-by County
- Service Contract for Giraffe LLC
- Service Contract for Giraffe LLC (page number 12)
- Strategic Plan refresh Enrollment and Success 5-2017
- Strategic Plan refresh Enrollment and Success 5-2017 (page number 7)
- Updated matriculation data, AY 2017
- WCD Minutes 5-8-2018
- WCD presentation to BOT January 2018-Final
- Wis Stats Chap 38
- Wis Stats Chap 38 (page number 1)

2.4 - Complaint Processes

Complaint Processes focuses on collecting, analyzing and responding to complaints from students or key stakeholder groups.

2P4: PROCESSES

Describe the processes for collecting, analyzing and responding to complaints from students and stakeholder groups. This includes, but is not limited to, descriptions of key processes for the following:

- Collecting complaint information from students
- Collecting complaint information from other key stakeholders
- Learning from complaint information and determining actions
- Communicating actions to students and other key stakeholders
- Selecting the tools, methods and instruments to evaluate complaint resolution

2R4: RESULTS

What are the results for student and key stakeholder complaints? The results presented should be for the processes identified in 2P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I4: IMPROVEMENT

Based on 2R4, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

2P4a. Collecting complaint information from students

BTC gathers student complaint information following a General Student Complaint Procedure and Grievance Procedure detailed in the BTC Student Handbook.

Students may submit complaints in person, through letter/email, and by phone. Complaints are divided into two (2) categories:

- Informal: Concerns or complaints recommending improvements (e.g. parking, food service, sidewalk maintenance).
- Formal: Concerns or complaints requesting or requiring immediate action (e.g. policy or practice dispute, grade appeals).

In the case of a Student Code of Conduct complaint from any member of the College community, the student(s) is notified in writing of the alleged violation and directed to the Judicial Affairs Officer who determines the hearing process. The Judicial Affairs Officer, reviews the referral to see if it appears there may have been a violation of the Code. If so, the student is notified and asked to meet with the Judicial Affairs Officer to discuss the incident. Most cases are resolved through this meeting. If they are not, and the allegation(s) are not admitted, the Judicial Affairs Officer will determine, based upon a review of the accused student's previous conduct history and the specific nature of the violation, whether to refer the case to the Student Conduct Board.

Additional concerns and/or complaints may be received in the form of feedback from various College surveys such as the:

- Graduate Follow-Up Survey
- Noel-Levitz Survey
- Student Satisfaction Survey

2P4b. Collecting complaint information from other key stakeholders

Key stakeholders' can submit complaints with staff in-person, by phone, or through letter/email.

A complaint from outside the College is received by the Assistant to the President and District Board of the College. The complaint, which may be discussed at College Council (now Executive Council), is acted on as appropriate, and logged and maintained by the Office of the President. The Office informs the person filing the complaint and the person against whom the complaint is lodged (if appropriate) of its review and resolution, both in-person and through written documentation.

BTC personnel can submit a complaint by completing a Complaint Resolution Procedure Form located in the Employee Handbook and on the College's Intranet site.

A complaint against the Technical College System may be filed with the Wisconsin Technical College System Board (WTCS) Board. A link is provided on the College's website.

2P4c. Learning from complaint information and determining actions

The Deans see every complaint for their divisions, which allows them to recognize and take action on patterns of behavior. BTC recognizes that this is not a very systematic process. BTC is now collecting complaint data on a semester basis and will look at ways to review and share data among the Deans to further improve our complaint process.

The Title IX Coordinator position was created to promote an environment that is free of gender bias and misconduct and oversees all sex discrimination, sexual harassment, and sexual assault and relationship violence complaints at the College. The Title IX Coordinator is responsible for conducting an annual report and review of complaints to ensure compliance with Title IX, make improvements, and identify any patterns or systemic problems within the College community.

2P4d. Communicating actions to students and other key stakeholders

BTC communicates our student complaint procedure in the Student Handbook located on the BTC Portal and our website. Students and stakeholders are encouraged to communicate directly with faculty and staff since often their concerns can be resolved through such direct communication mitigating the need for a formal complaint to be established.. As a general rule, College staff and faculty prefer to handle complaints at the first level, referring unresolved issues or complaints to supervisors/directors/managers only when the solution is beyond their authority or no agreement is reached. Once a complaint moves past this level, the complaint policy stipulates that the College will respond to student or stakeholder regarding their specific complaint status in a timely fashion.

2P4e. Selecting the tools, methods and instruments to evaluate complaint resolution

Faculty, Deans, and the Vice President of Academic Affairs keep files in their divisions of all complaints received. In 2017, the College researched the use of Smartsheets to collect and evaluate the student complaint process. In the future, Smartsheets will be used to track and evaluate student and community complaints.

2R4a. Summary results of measures (include tables and figures when possible)

Student complaints regarding faculty, administration/staff, grading, and College policy and procedure are documented and filed in the division and with the Vice President of Academic Affairs. In 2017, the Vice President of Academic Affairs received two (2) complaints (Please see Total Number of Student Complaints by Topic).

College Surveys

Number of Graduate Follow-Up Survey Responses			
AY 2014	**AY 2015**	**AY 2016**	**AY 2017**
522	324	202	248

Number of Noel-Levitz Survey Responses				
AY 2003	**AY 2006**	**AY 2009**	**AY 2012**	**AY 2015**
565	652	885	731	215

Number of Student Satisfaction Survey Responses		
AY 2016 (Fall)	**AY 2017 (Fall)**	**AY 2017 (Spring)**
464	297	259

2R4b. Comparison of results with internal targets and external benchmarks

The College has no set internal or external benchmarks concerning complaints. BTC does not compare our results with external benchmarks. There is no common method of benchmarking student complaint data within the Wisconsin Technical College System.

2R4c. Interpretation of results and insights gained

Student and stakeholder complaints are taken seriously and addressed immediately at BTC. The number of complaints the College receives is modest and manageable. This may be due to the fact that the College encourages direct communication to resolve complaints informally.

2I4 Based on 2R4, what process improvements have been implemented or will be implemented in the next one to three years?

The College recognized the opportunity to track concerns and complaints in a systematic manner and analyze the data for process improvement. In 2017, the student complaint and grievance procedure was reviewed and revamped. The new and improved Student and Community Complaint Procedure was rolled out in the 2018 spring semester and the use of Smartsheets will assist in College analysis.

Blackhawk Technical College (BTC) will provide a new opportunity for students and members of the community to register complaints through a systematic complaint process (Please see the Student and Community Complaint Procedure and Student and Community Complaint Process Map). The process begins in the informal phase beginning in the functional area related to the complaint. Most complaints are handled in this phase. If a complaint is not resolved informally, students and members of the community may submit a formal complaint using the Student and Community Complaint Form link located on our website (Please see the Student

and Community Complaint Form). The Student and Community Complaint Form provides a student and a member of the community an avenue to submit a concern regarding any area at BTC for which no other specific process exists. The College will address and systematically process all student and community complaints in a timely manner. You can find the new and improved Student and Community Complaint Procedure on our website.

Records

The BTC staff member supervising the area where the complaint is filed shall keep all documents associated with the complaint as part of the files of the College. The records may be subject to public disclosure laws and will be kept according to the state records retention laws. To comply with federal regulations, BTC will maintain a record of formal complaints and their resolution, including those complaints reported to external agencies. The record will be housed within the Institutional Research and Effectiveness Office and made available to the Higher Learning Commission peer reviewers for their examination. A more formalized and systematic complaint tracking process will inform and support the College's continuous improvement process initiatives in customer service.

Sources

- BTC Employee Handbook
- BTC Employee Handbook (page number 52)
- Complaint Process Webpage
- Complaint Resolution Procedure and Form
- General Student Complaint and Grievance Procedure
- Smartsheets
- Student and Community Complaint Form
- Student and Community Complaint Procecure
- Student and Community Complaint Procedure Process Map
- Student Code of Conduct
- Title IX Coordinator_Student Handbook
- Total Number of Student Complaints by Topic
- Wisconsin Technical College System Student Complaint Process Webpage

2.5 - Building Collaborations and Partnerships

Building Collaborations and Partnerships focuses on aligning, building and determining the effectiveness of collaborations and partnerships to further the mission of the institution.

2P5: PROCESSES

Describe the processes for managing collaborations and partnerships to further the mission of the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses)
- Building and maintaining relationships with partners
- Selecting the tools, methods and instruments to assess partnership effectiveness
- Evaluating the degree to which collaborations and partnerships are effective

2R5: RESULTS

What are the results for determining the effectiveness of aligning and building collaborations and partnerships? The results presented should be for the processes identified in 2P5. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I5: IMPROVEMENT

Based on 2R5, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

2P5a. Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses)

BTC creates and builds relationships with educational institutions and other organizations to help the institution fulfill its [statutory mission](). The statutory mission is further empowered with [BTC's vision](). Through the Institution's [strategic planning process](), key [stakeholders are identified]() by both internal and external feedback. Additionally, the Workforce and Community Development Division (WCD) hosts [advisory committee meetings]() to help identify potential partnerships as well as new district-wide themes from the private sector. All academic programs also hold [program advisory committee meetings]() which provide another [source of input]() for the

institution in its search for possible collaborations. Finally, BTC has regular engagement with the community to both listen to concern and to seek input which potentially leads to collaborations.

When collaborative opportunities are identified, they are evaluated for alignment with the strategic plan initiatives. If the opportunity is aligned, further analysis is done to insure sustainability and collaboration creates a win-win-win (partner-BTC-student) partnership.

2P5b. Building and maintaining relationships with partners

The process the institution uses to build and maintain relationships with partners relies on continuous contact with those partners. Student services has recruitment and advising staff in continuous contact with district high schools to meet, connect with, and leverage strengths of both groups. Academic Affairs has long-term plans in place to maximize the existing relationships and to develop new relationship to further enhance BTC's ability to have a positive impact for district students in as many ways as possible. As previously stated, all academic programs engage with partners through a continuous cycle of program advisory committee meetings. The Workforce and Community Development Division (WCD) has a plan for outreach to engage with district businesses and to work as an in-house incubator for new program development. WCD also works with a program advisory committee in the same way as academic programs to build and maintain partnerships within the district community.

2P5c. Selecting the tools, methods and instruments to assess partnership effectiveness

BTC utilizes a cycle of employer/graduate surveys, business and industry visits, group facilitated meetings with constituents, advisory committee meetings, Business Education Summits and committees, and community involvement as a means of assessing the effectiveness of the institution's partnerships. The institution analyzes information gathered from these sources at all levels.

2P5d. Evaluating the degree to which collaborations and partnerships are effective

The number of dual credit, youth options and youth apprenticeship enrollments, percent of high school graduates enrolling, and number agreements/partnerships with K-12 Districts are used to determine if needs are met from the Students Services group. The numbers of outgoing articulation agreements are used to determine effectiveness of BTC's partnership with other institutions of higher learning. WTCS Employer Satisfaction Survey, advisory committee input, business & education committees input, program needs assessments, survey and listening session data from strategic planning process and labor market data are used to assess if partnerships are effective.

2R5a. Summary results of measures (include tables and figures when possible)

Business & Industry

- Employer satisfaction continues at 99% in 2017.
- Number of contracts and training has increased as reported in Board report.
- Local job market analysis, company visits, and performance funding measures led to the creation of a Truck Driving program.
- Collaboration with Workforce Board, local business, and Department of Workforce Development led to creation of three apprenticeships.
- Feedback from WCD customer visit led to the creation of a customized for-credit Welding program within two weeks of request. This collaborative effort with United Alloy is an 8-week academic program followed by 8-week mentorship on-site at United Alloy.

K-12 Districts

- Counselor feedback, employer feedback and listening session results from the strategic plan process established worries and concerns of our key stakeholders and audience trends. Perceived "rigidness" was one overriding issue and led to the promise of flexibility.
- The High School Enrollment Survey was sent out to a group of 93 individuals, with a response rate of 16 responses.
- Youth Apprenticeship Data
  - 13-14: 79 high school students from 12 local high schools and 41 employers
  - 14-15: 67 high school students from 12 local high schools and 41 employers
  - 15-16: 63 high school students from 13 local high schools and 51 employers
  - 16-17: 69 high school students from 9 local high schools and 50 employers
  - 17-18: 84 high school students from 9 local high schools and 62 employers
- Dual Credit
  - 2014-2015: 13 high schools offered 23 different advanced standing courses for a total of 79 classes. 12 high schools offered 18 different transcripted credit courses for a total of 43 classes.
  - 2015-2016: 13 high schools offered 22 different advanced standing courses for a total of 98 classes. 13 high schools offered 24 different transcripted credit courses for a total of 74 classes.
  - 2016-2017: 14 high schools offered 28 different advanced standing classes for a total of 91 classes. 14 high schools offered 27 transcripted credit courses for a total of 95 classes.
- High School Enrollment Trends
  - 2015: 10% of in-district high school graduates enrolled at BTC. 62% of in-district grads who enrolled in WTCS enrolled at BTC.
  - 2017: 13% of in-district high school graduates enrolled at BTC. 73% of in-district grads who enrolled in WTCS enrolled at BTC.
- Transfer Agreements - 2009-Current: 72 agreements

- Rock University High School (RUHS), a charter high school (grades of 11-12) of the School District of Janesville, was located to BTC's central campus.

2R5b. Comparison of results with internal targets and external benchmarks

Outcomes-Based Funding (OBF) represents 30% of the State allocation to the WTCS Colleges. This performance-based funding model includes job placement, high demand fields, industry validated curriculum, workforce training, and dual enrollment and provides for a comparison to other Colleges in the WTCS.

The OBF metrics results:

- Job placement – 15th of 16 colleges
- High demand fields – 16th of 16 colleges
- Industry validated curriculum – 16th of 16 colleges
- Workforce training – 16th of 16 colleges
- Dual enrollment – 8th of 16 colleges

Direct high school enrollment is one measure of success in meeting key stakeholder needs. Our external benchmark, set by WTCS, is 30% of District graduates enrolling at BTC within first year of graduation. Although in-district high school enrollment edged upwards in 2017, BTC are still far short of our target.

2R5c. Interpretation of results and insights gained

The Employer Follow-Up Survey results compares very well when compared to other WTCS Colleges showing employers are satisfied with our graduates. The OBF funding has been in a decline but recent trends in these areas are headed in the right direction; but, it will take three years to recover from a funding perspective. Feedback clearly delineates strengths of BTC but also indicated areas that needed to be addressed, such as a perceived inflexibility, "red tape", shrinking number of offerings, and negative perceptions of technical education. The survey also indicated a significant improvement noticed over the past year as many of the changes implemented from College reorganization has had positive impact. Analysis of direct high school enrollment led to improvements that have helped increase direct high school enrollment.

Feedback received during listening sessions identified confusion with College partners on who to contact within the College. This feedback led to the realignment of our WCD Division and Enrollment Services team to insure a one-point-of-contact philosophy with all partners.

2I5. Based on 2R5, what process improvements have been implemented or will be implemented in the next one to three years?

Workforce and Community Development (WCD)

The WCD division is now a stand-alone division. The mission of WCD was refocused and expanded to ensure the College is meeting the needs of its community. The prior focus was

solely on contract training, professional development seminars, workshops, community education, and continuing education. The new mission includes building pipelines to, from, and between the College, employers, and high schools for non-credit and credit programming, internships, and apprenticeships, as well as, CDL driver assessments, and motorcycle safety training previously housed in the Public Safety division. Because of this expanded mission, the division was restructured to now have a Green County Workforce and Community Development Coordinator, a Workforce Development Manager, and a full-time Workforce Training Specialist, all of whom have sales territories. By splitting the BTC district into target territories, WCD is able to establish deeper relationships with employers, agencies, and community members in a more planned and focused manner.

WCD has a Community Enrichment Manager who restarted the Youth Camps in summer 2017 by collaborating with the Janesville and Beloit school districts offering eight camps and running six camps in career exploration or targeted camps in manufacturing, culinary, manufacturing, IT, and medical for youth in grades 7-9. The camp offerings are planned for expansion next summer and will offer targeted camps throughout the year, such as the planned one-day welding camp for high school women in February.

WCD's Community Enrichment Manager also has responsibility for the High School Internship Program working collaboratively with Rock 5.0 and the Southwest Workforce Development Board and also the soon to be Scholars of Blackhawk Program.

The College is implementing a Workforce and Industry Sector team that will be creating a plan that addresses its goals for community engagement:

- Create and deepen relationships to support college and community
- Build and improve BTC branding – keep BTC top of mind
- Enhance student success (student enrichment, student retention, etc.)
- Increase and enhance employee engagement in the college and community

With the growth of WCD and its mission, it became very clear that there is a need to implement a Customer Relations Management System (CRM) to help manage the workforce and community efforts and connections. The Act! CRM implementation will provide a solution that brings together contacts, account history, notes, and activities into a single, centralized location. Instead of relying on multiple systems, spreadsheets, or documents, WCD users can take notes, manage prospect and customer information, send email campaigns, and track interactions from the same interface. ACT! CRM will also improve the division's marketing efforts as targeted campaigns can be sent out.

RUHS is expanding to 9-12 grades. As a result, the College has identified new space to meet their growing needs. These changes are incorporated in the Facility Master Plan process.

The College created a new position, Early College Specialist, to manage all dual-credit, articulation agreements, early colleges, and academies with our K-12 partners. Several process improvements in managing these partnerships are being implemented including College support of equipment, insuring faculty credentials meet standards, and process for transcripting credit.

Sources

- 111117 Strategic Planning ECIC Notes FINAL 2
- 170206 Worries and Concerns
- 170207 Audience Trends
- 2017 Employer Follow-up WTCS - BTC
- 2017-18 Articulation Agreements
- Advisory Committee Suggestions 2010 - 2018
- Beloit Listening Sessions 2018
- BTC Articulation Agreements 04_30_18
- BTC as First Choice
- BTC Courses Available for Articulation 2017-18
- BTC Plan of Representation
- Build HS K-12 Partnerships
- Business Division Spring 2018 Advisory Schedule
- Campus Resources_Spring 2018_
- Career Prep Consortium Meeting Minutes N
- Combined Advisory Committees
- Community Partners Breakfast
- Developing K-12 Partnerships -Plan
- Early College Ideas
- Employer Survey Results - V2
- High School Enrollment Team_Fall 2016
- High School Partners Breakfast Agendas
- HS Counselor Survey Instrument_Strategic Planning
- Labor Market Folder
- Labor Market Gap Analysis Fall 2017 Executive Summary
- Mission and Vision Webpage
- NEW PROGRAMS Flowchart
- Perkins CAR Indicators (BTC)
- Post-Secondary Plans and Enrollment_BTC District HS_2013-2015-by County
- Rock County Employer Visits 10-16 to 3-18
- Strat plan process notes and development
- Strategic Plan Data Report 5-2017 WCD metrics
- Strategic Plan refresh Enrollment and Success 5-2017
- Strategic Plan refresh Enrollment and Success 5-2017 (page number 7)
- Strategic Planning Process
- Updated matriculation data, AY 2017
- WCD 3yr Plan-SI-Marketing Communications- Employer Relationships
- WCD Business Communite Outreach 2018
- WCD Minutes 5-8-2018
- WCD presentation to BOT January 2018-Final
- Wisconsin Statute - Chapter 38
- WTCS ESM

3 - VALUING EMPLOYEES

3.1 - Hiring

Hiring focuses on the acquisition of appropriately qualified/credentialed faculty, staff and administrators to ensure that effective, high-quality programs and student support services are provided. The institution should provide evidence for Core Component 3.C. in this section.

3P1: PROCESSES

Describe the process for hiring faculty, staff and administrators. This includes, but is not limited to, descriptions of key processes for the following:

- Recruiting, hiring and orienting processes that result in staff and administrators who possess the required qualification, skills and values (3.C.6)
- Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual and consortia programs (3.C.1, 3.C.2)
- Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities (3.C.1)
- Ensuring the acquisition of sufficient numbers of staff to provide student support services
- Tracking outcomes/measures utilizing appropriate tools

3R1: RESULTS

What are the results for determining if recruitment, hiring and orienting practices ensure effective provision for programs and services? The results presented should be for the processes identified in 3P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I1: IMPROVEMENT

Based on 3R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

3P1a. Recruiting, hiring, and orienting processes that result in staff and administrators who possess the required qualification, skills, and values (3.C.6)

Position openings at Blackhawk Technical College (BTC) are viewed as opportunities to strengthen the ability of the College and advance our promise of Flexible Education ~ Supportive Environment. BTC has a centralized recruitment process that is facilitated through our Human Resource (HR) Office.

HR follows a formal posting process to ensure sourcing qualified and diverse candidates for open positions. A formal posting is drafted in collaboration with the hiring manager for the position. All faculty postings are reviewed by the VP of Academic Affairs (VPAA) to ensure listed BTC minimum qualifications are clearly documented and outlined based on HLC requirements. Transcripts are required and reviewed by the VPAA and HR. If BTC education qualifications are not met, an exception of minimum qualifications document must be completed. **[3.C.6]**

After a position posting closes, hiring manager and HR will review and select candidates who will receive an invitation for interview.

A formal interview process follows to ensure a consistent experience for all candidates. Interview teams are identified and include, at minimum, one subject matter expert (faculty member, advisory board member, community member, etc.), while, in practice, interview teams hiring faculty positions have a larger number of faculty. Faculty candidates are asked to prepare a teaching demonstration based on the topical area of instruction.

Our part-time faculty and casual part-time staff follow a more decentralized recruitment approach, as divisions are asked to manage these recruitment processes. This ensures a timely response to hiring needs driven by instructional demands. Deans and individual(s) with knowledge of hiring criteria (ex. HR, Program Coordinators, Associate Deans, etc.) will review and select candidates to interview. The department coordinates the interview process. Offers of employment cannot be made until final authorization of such has been received from HR.

All employees hired to the college have completed background and reference checks, which include two or three references to verify work experience and history. References include one previous supervisor. References for faculty are utilized to verify the occupational work history required through BTC requirements.

Following those checks, HR, in collaboration with the hiring manager, will review background/qualifications to determine wage placement. Offers of employment are then extended to the candidate, outlining compensation and benefit options based on the position. Once search process is completed, all personnel documents including resumes, reference checks, transcripts, etc. are maintained within the HR Offices.

Once a new employee is hired, BTC has a comprehensive plan for onboarding and orienting new employees. This onboarding program focuses on ongoing employee training within their first 12

months of employment to provide the new employee with the resources to experience success within the College. Our onboarding process includes:

Prior to Start Date: The College implemented the use of an onboarding portal through our Applicant Tracking System (iCIMS). This provides a new employee information prior to the start date.

On the start date, the Talent Management Specialist meets with the new employee to officially welcome them to the College. The onboarding program is shared with the new employee so they know what to expect. Newly hired employees are paired with a New Employee Steward, who serves as a mentor to help them navigate the culture within the College. The new employee is then engaged with their department and hiring manager to begin learning their role at the College. Additional sessions within the first several months of start include: Introduction to Employment (focuses on the policies, procedures, and benefits),Who We Are, with additional monthly sessions during the year including: Cultural Competency, Campus Safety & Security, FERPA, and Title IX & Sexual Harassment .

3P1b. Developing and meeting academic credentialing standards for faculty including those in dual credit, contractual, and consortia programs. (3.C.1, 3.C.2)

All teaching job postings have BTC requirements matching HLC requirements for instructors. After applying a minimum qualification form is completed ensuring the BTC requirements for teaching have been met. If an instructor is hired based on equivalency experience, a professional qualifications development plan is put into place. The Vice President of Academic Affairs annually reviews all faculty that failed to meet the BTC faculty requirements at the time of hire to ensure they are progressing along the professional development plan created at the time of hire. Additionally, BTC has a program whereby faculty and staff have opportunities to have training paid for by the institution. **[3.C.1]**

The Early College Specialist has developed a process to ensure dual credit instructors have the correct credentials. The early college specialist collects information to create Employee ID for our dual credit high school teachers who act as adjuncts of the college. College transcripts are collected annually from all adjuncts in case additional coursework has been completed. This is tracked on a spreadsheet managed by the Early College Specialist to ensure the minimum qualifications to teach a dual credit are met. If an adjunct does not meet these requirements, she/he is put on a professional development plan to be completed by September 1, 2022. These PDP plans are tracked and monitored by the early college specialist. BTC earned the High School Teacher Certifications Grant, and will use it to pay for adjuncts to earn any additional coursework, certifications, or externship experience hours by the September 1, 2022, deadline. **[3.C.2]**

3P1c. Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities (3.C.1)

Starting in Spring 2017, BTC's process for ensuring the institution has sufficient faculty begins with examining information derived from data found in the Faculty Needs Analysis (FNA). The

Office of Institutional Research and Effectiveness (ORIE) creates the FNA each semester. The FNA looks at three metrics for each program at the institution. Those metrics are the ratio of students to faculty, the percentage of credit hours taught by full time faculty, and the size of the program in credit hours generated. If the program is above the student to faculty ratio it could present as a need. If a program is below the percentage of credits being taught by FT faculty it could be present as a need. If a program is both above the ratio and below the percentage it presents as a strong need. Next, program size allows for an examination of where the potential additions might have the largest positive impact.

From this analysis, the programs showing need are discussed by the Vice President of Academic Affairs (VPAA) with the Deans. Deans document the need to augment the number of faculty, or replace retiring/resigning faculty with new members, through the use of the New Faculty Request form. In this step, social context is added to the information such as if a program has a significant long term quality pool of adjuncts making additional FT faculty not needed even though the data highlights a program as having need. After these discussions, the VPAA brings the results to the executive council (President, VP Administration, Director Student Services, Director of HR, Director of Teaching and Learning, Director of Institutional Research, and the Assistant to the President) and advocates for the needs discovered through the process. The identified needs are added to other data prepared annually to provide comparisons between BTC and other 2 yr colleges related to the percentage of total expenses by areas. **[3.C.1]**

3P1d. Ensuring the acquisition of sufficient numbers of staff to provide student support services

Blackhawk Technical College reviews FY17 WTCS Cost Allocation Report (Page 2) to monitor expenditures and staffing level within our Student Support functions. The 2016-2017 annual report shows that 9.6% of our annual budget is invested within our Student Support Services. With 75% of expenditures of our operating budget being personnel expenses, this is a good indicator of our investment in staffing within Student Services in comparison to other WTCS schools. As one of the small six institutions within the WTCS System, an additional analysis is completed to compare to similar sized peer institutions. Copy of WTCS Small Peer Comparison 2017 Within this analysis, it was identified the College is consistently in the bottom two peer colleges from an expenditure perspective. These reports are lagging reports and do not reflect recent staffing adjustments. The 2017-2018 fiscal year will be evaluated after the close of the year.

3P1e. Tracking outcomes/measures utilizing appropriate tools

During fiscal year 13-14, HR utilized PeopleAdmin, added in 2009, as our online applicant tracking system (ATS) and experienced some limitations from application and reporting perspectives, and was limited in the optional tools that could increase its functionality. As a result, a decision was made to review other vendors to find out what functionality they could offer.

At BTC, when choosing to change vendors, the College follows a formal purchasing process. A survey was completed of our peer institutions within WTCS to gather feedback on their ATS

system, WTCS Applicant Tracking System Information. Demonstrations of three different applicant tracking systems and our current vendor were reviewed for functionality and costs to implement the systems. To move forward with a change, a formal process must be followed for a budget request. Within the process, limitations of our current system are outlined and what the upgraded functionality would offer to BTC is included within the talking points document. ATS - Talking Points. Based on this analysis, Human Resources was able to implement iCIMS as the ATS in October 2015.

3R1. Results for recruitment, hiring, and orientation practices

Blackhawk Technical College continues to work to attract diverse applicants to our open positions.   Results show good diversity of applicants within our open position which have resulted in increased diversity of our workforce.

The number of requisitions posted has steadily increased year after year. The FY 17-18 results are a reflection of the focus on attracting part-time instructors into our programs. The College is looking to better utilize part-time instructors to ensure industry knowledge into many of our technical programs.

Since the role out of the new on-boarding process in 2015, almost 300 sessions have been attended.

3I1. Improvements to be implemented or planned in the next 1-3 years.

Over the past two years, BTC have focused on improving the staffing level within our Student Service functional area. In a time of reduced budgets additional investments within Administrative Staff can be of a challenge to financial support. As an institution, the College have increased our focus on grant writing to identify external funding sources to assist in supporting these critical student support areas of the College. In FY 2016-2017, BTC invested in hiring a dedicated grant writer to assist in writing and identifying grants to support instruction and instructional support initiatives within the college. In FY 17-18, the College increased our Academic Advisor Staff by 1.0 FTE, added a Full-time Early College Specialist to focus on Dual Credit and Transcripted Credit Relationships, and 1.50 FTE addition to our Enrollment Services team. During FY 18-19, BTC will again expand our investment within our Student Support area through the recruitment and addition of the following positions: Mental Health Counselor, At-Risk Advisor, and full-time Express Services Assistant.

Sources

- 2017 2018 Professional Development Opportunities
- ATS - Talking Points
- BTC 18_19_dual_enroll_pgms_grant_app
- BTC Dual Credit Training for Teachers narrative
- BTC Facts Who We Are - Executive Council Overview February 2018 - wo video link
- BTC Faculty Composition and Information

- BTC Handbook - 2017-08-11 (1)
- BTC Handbook - 2017-08-11 (1) (page number 45)
- Campus Safety
- Capital Budget Request
- Copy of HLC Adjunct Dual Credit Tracking
- Copy of WTCS Small Peer Comparison 2017
- Cost Evaluation
- Cultural Competency Training 2.2018
- data points for comparisons
- data points for comparisons (page number 2)
- Diversity of Applicant Pools and Hires
- Diversity of Applicant Pools and Hires(2)
- dual credit award letter and budget summary SIGNED 5.18
- Dual Credit Minimum Qualifications
- Employee Development Day Agenda
- Employee Numbers
- Faculty credentials FINAL
- Faculty Hiring Process
- Faculty Needs Analysis Spring 2017
- Faculty Needs Analysis Spring 2018
- Faculty Position Request Process
- Faculty Qualifications Addendum to Appointment Letter--new faculty
- FacultyGuidelines_2016_OPB
- FERPA Presentation
- FY17 WTCS Cost Allocation Report
- FY17 WTCS Cost Allocation Report (page number 2)
- High School Dual Credit Faculty Credentials Process
- Hiring Process Diagram
- Hiring Processv2
- iCIMS Applicant Page
- Introduction to Employment (Revised 8.16)
- Manager Checklist (revision 2016-08-18)
- Min Quals certification
- NAMES EXCEPTION TO MINIMUM REQUIREMENT
- Onboarding Process Diagram
- Open Positions Table
- Part-time Hiring Checklist
- Procurement outline
- Purchasing Process
- Request for Course Tuition Assistance Form - Faculty
- Session Attendance
- Session Attendance v2
- Sexual Harassment Training 10.18.2017 NEO
- Sole Source Document
- Staffing by EE Groups - 2004-2014 PT FTE
- Town Hall Meeting 10.2015

- Town Hall Meeting 10.2015 (page number 13)
- WTCS Applicant Tracking System Information

3.2 - Evaluation and Recognition

Evaluation and Recognition focuses on the assessment and recognition of faculty, staff and administrators' contributions to the institution. The institution should provide evidence for Core Component 3.C. within this section.

3P2: PROCESSES

Describe the processes that assess and recognize faculty, staff and administrators' contributions to the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Designing performance evaluation systems for all employees
- Soliciting input from and communicating expectations to faculty, staff and administrators
- Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services
- Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff and administrators (3.C.3)
- Establishing employee recognition, compensation and benefit systems to promote retention and high performance
- Promoting employee satisfaction and engagement
- Tracking outcomes/measures utilizing appropriate tools

3R2: RESULTS

What are the results for determining if evaluation processes assess employees' contributions to the institution? The results presented should be for the processes identified in 3P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I2: IMPROVEMENT

Based on 3R2, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

3P2a. Designing performance evaluation systems for all employees

In Fall 2014, Blackhawk Technical College (BTC) leadership requested a review of the performance management system for the three full-time employee classifications: faculty, administrative, and support staff employees. This process review included updates to incorporate the Core Abilities, employee engagement methods, and other process improvements to enhance performance evaluation of College employees.

The process review was aligned with the strategic priority to increase organizational engagement and effectiveness in BTCs strategic plan. Work teams for each employee classification (faculty, administration, and support staff) were formed. These work teams solicited feedback from their peers and ultimately rebuilt the performance evaluation process. In addition to the new performance evaluation forms, a self-evaluation form was created.

3P2b. Soliciting input from and communicating expectations to faculty, staff, and administrators

After receiving approval of the changes in the performance management system process and evaluation tools, training sessions were conducted for supervisors and employees. Each training session explained the rationale of the process review, steps taken to gather employee input and College Leadership approval, and a detailed review of the performance evaluation tools. The new performance evaluation process was evaluated after the first year of implementation to determine if further revisions were needed. Overall, the feedback concerning the new evaluation forms was positive.

Employees were encouraged to complete and submit a self-evaluation prior to the performance evaluation conversation. This tool provided employees an opportunity to actively participate in the process by communicating significant accomplishments, identifying challenges, and expressing professional development goals for the coming year.

The College recommends employees and supervisors review job descriptions at the start of employment and annually. BTC uses a reclassification process whereby administrative and non-administrative employees complete a form when they feel their job duties have changed significantly.

3P2c. Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services

Through the completion of Operationalizing Core Abilities into Performance Management Systems AQIP Action Project, BTC advanced commitment to integrate the Core Abilities into the organizational culture. The previous administrative performance evaluation had criteria under organizational competencies that represented five of the seven Core Abilities. The new performance evaluation process for both instructional and non-instructional has integrated all

seven Core Abilities. This integration strengthened accountability of employees for modeling the Core Abilities for students.

The performance evaluation instructional form requires a minimum of one goal that aligns with FQAS Professional Development requirements by identifying the category for that goal. The categories are: the initial FQAS competencies, instructor excellence, student success, and currency. The progress faculty achieved through FQAS completion is integrated into the performance management process.

The self-evaluation form for administration and support staff address employee engagement and alignment with the College's mission and vision.

In 2017, BTC developed the 2017-2020 StratPlan Final Approved strategic plan. This plan established 5 strategic initiatives and 26 strategic projects for direction on how BTC meet our goals and deliver our promise. During BTC State of the College Welcome Back - Spring 2018, employees were informed that the strategic plan initiatives would be included in performance goal setting. In 2019, the performance evaluation system will be revised to incorporate these initiatives into employee performance evaluation.

3P2d. Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff, and administrators

Instructional, Administrative, and Support Staff are evaluated annually. Performance evaluations for Administrative and Support Staff are due by the final Friday in April each calendar year. Performance Evaluations for Faculty are due by the final day of the Spring Semester each calendar year. The processes, procedures, and forms are consistent across each employee group, and available on the BTC intranet. The outcomes of evaluations are used to develop performance improvement plans and recognize outstanding performance. **[3.C.3]**

3P2e. Establishing employee recognition, compensation, and benefit systems to promote retention and high performance

Annually, each spring, BTC hosts an employee recognition program to acknowledge employees. Every effort is made so all full-time and regular part-time employees can participate in the event to honor achievements and milestones of these employees.

 Honors and achievements include:

- Service years at the College
- Honoring retiring employees
- Completion of educational degrees
- Attainment of professional certifications
- Professional published works
- Professional service awards
- Community service awards

BTC also administers a BTC Super Performer immediate recognition program. In this program, anyone may request a more expeditious recognition award for any employee at any time.

New in 2017, the President's Office chose to recognize and reward employees in three categories: Exemplary Organizational Contribution, Special Project Contribution, and CPI (Continuous Process Improvement) Team Participants. Those employees were given a certificate for each category relevant to them, as well as thank you cards including a monetary award, amounts of which varied based on the category of their award(s).

Also new in 2017, the College recognized front-line customer service employees during Customer Service Week, October 2-6. Each day, a different item with a note of appreciation was given to those employees. Notes included were:

- "Thanks for your Commit'mint' to outstanding customer service!"
- "Burst-ing with appreciation for your Star-studded effort!"
- "Students and staff dePENd on you!"
- "You are the HIGHLIGHT of our college. Thank you for your outstanding customer service!"

BTC has conducted periodic and systematic studies of employee compensation systems to keep the compensation structure up-to-date and competitive with the marketplace. The following study updates were completed in 2018: BTC Faculty Study Final Report_051518, Blackhawk Technical College - 2018 Educational Support Professionals Compensation Study Report - March 30 2018, and Blackhawk Technical College - 2018 Administrative Staff Compensation Study Report - April 2 2018.

Periodic surveys of peer WTCS Colleges for employee benefit plans are completed to compare programs. A recent survey of WTCS Colleges Sick Vacation Holiday 2018 was done to review paid time off programs.

3P2f. Promoting employee satisfaction and engagement

BTC has re-designed the College governance and created a shared leadership structure to provide all employees with the opportunity to give feedback and share ideas on the decisions and processes impacting stakeholders (students, employees, employers, and community). The shared leadership structure is comprised of two groups. Blackhawk Improvement Group (BIG) focuses on ongoing process improvement activities. The Group for Procedure and Strategy (GPS) will focus on processes and practices of the college. It is the expectation both groups will work in collaboration to move the College forward with a focus on initiatives aligned with the strategic plan. Employees have multiple avenues to submit improvements for consideration at BTC. Employees can elevate improvement ideas through the management structure, submit suggestions directly to the BIG, or talk directly to the individuals that serve on shared leadership groups.

3P2g. Tracking outcomes/measures utilizing appropriate tools

BTC tracks outcomes related to employee evaluations and satisfaction as part of an ongoing cycle of self assessment. One element of this tracking is the percentage of completed performance evaluations. Completed performance evaluations and self-evaluations for Administrative and Support Staff are sent to Human Resources where they are tracked for completion. After final review and related actions, they are placed in the employee's personnel file.

Completed performance evaluations for faculty are tracked by academic affairs and then sent to Human Resources for review and placed in the employee's personnel file.

Personal Assessment of the College Environment (PACE) Satisfaction Surveys were completed by employees in November 2010 and March 2014. Some major changes have taken place in employment laws, financial limitations from state government, and College leadership since completion, including the selection and of a new College President in June 2016. The PACE, or its like, is scheduled for 2018. Until this is completed, outcomes related to recent changes will not be known.

3R2a. Summary results of measures (include tables and figures when possible)

Results for an assessment of BTC's processes for recognizing faculty, staff and administrators contributions to the institution point toward several areas of excellence within the institution as well as an area of clear need for improvement. The connectedness of BTC core abilities all the way through the institution present distinct alignment between the profession of those qualities as important and the institution demonstrating the importance of the abilities. The cycle of assessment is holistic and inclusive with most of the members of staff being evaluated. Improvement is clearly needed in the evaluation of faculty, however upon closer examination these numbers have been impacted by the turn over among senior administrators and is expected to return to full completion with the new Vice President of Academic Affairs. Once the newest PACE survey is completed the institution will have more useful data to analyze related to faculty, staff, and administrators positions on the direction of the institution.

3I2. What process improvements have been implemented or will be implemented in the next one to three years?

BTC plans to expand the performance evaluation process to include evaluation of adjunct faculty and regular part time employees. The frequency of evaluation will be determined withexpectations communicated to management and staff. The opportunity to evaluate part time staff has been encouraged but expectations need to be set and consistently communicated.

BTC also has plans for continued improvements for employee recognition. A current initiative under development is annual recognition of distinguished levels of customer service. A process improvement implementation team was formed in January 2018. Upon completion of the project, the plan will be added to the College's employee recognition program.

Sources

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- 2014 PACE Survey Results
- 2017 CPI Academic Calendar Book
- 2017-2020 StratPlan Final Approved
- Action Project - Operationalizing Core Abilities into Performance Management Systems
- Action Project Update 2017-07-17
- Action Project Update 2017-07-17 (page number 2)
- Administrative Evaluation - Non-Supervisory
- Administrative Evaluation - Supervisory
- BIG Submissions with Assignments
- BIG Suggestions Form
- Blackhawk Improvement Group Charter
- Blackhawk Technical College - 2018 Administrative Staff Compensation Study Report - April 2 2018
- Blackhawk Technical College - 2018 Educational Support Professionals Compensation Study Report - March 30 2018
- BTC Faculty Study Final Report_051518
- BTC State of the College Welcome Back - Spring 2018
- CPI New Program Development team booklet FINAL
- CPI New Student Orientation Document - 2017-11-28
- CPI Scheduling Team_043017
- CustomerServiceCPIbooklet
- Employee Engagement Recognition 2016-2017
- Employee Recognition 2017
- Faculty Classroom Observation Form
- Faculty Evaluation completion percentage
- FQAS Competency List
- FQAS Overview
- FQAS WELCOME
- FY17 WTCS Cost Allocation Report
- Group for Procedure and Strategy Charter
- Group for Procedure and Strategy Charter
- Instructional Evaluation
- Instructional Evaluation (Adjunct) - 2016-09-28
- Job Analysis Questionnaire - Support Staff
- Job Classification Evaluation Process
- Performance Evaluation Process - Supervisor Training
- Performance Evaluation Process v2
- Performance Evaluation Systems Study
- Performance Improvement Plan Template
- Performance Review Process
- Position Analysis Questionnaire - Admin Staff
- Presentation of ESP Compensation Study Update 2018
- Presentation on Administrative Compensation Study Update 2018

- Presentation on Faculty Compensation Study 2018
- Recognition Program 2017 final
- Self-Assessment Cycle
- Self-Evaluation - Administrative
- Self-Evaluation - Support Staff
- Shared Leadership Work Team Meeting 10 (1)
- Spring 2015
- Strategic Plan Refresh_May2016
- Support Staff Evaluation
- Table 3R2.2 Comparison
- WTCS Colleges Sick Vacation Holiday 2018

3.3 - Development

Development focuses on processes for continually training, educating and supporting employees to remain current in their methods and to contribute fully and effectively throughout their careers at the institution. The institution should provide evidence for Core Components 3.C. and 5.A. in this section.

3P3: PROCESSES

Describe the processes for training, educating and supporting the professional development of employees. This includes, but is not limited to, descriptions of key processes for the following:

- Providing and supporting regular professional development for all employees (3.C.4, 5.A.4)
- Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes (3.C.4)
- Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.) (3.C.6)
- Aligning employee professional development activities with institutional objectives
- Tracking outcomes/measures utilizing appropriate tools

3R3: RESULTS

What are the results for determining if employees are assisted and supported in their professional development? The results presented should be for the processes identified in 3P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I3: IMPROVEMENT

Based on 3R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

3P3a. Providing and supporting regular professional development activities for all employees (3.C.4, 5.A.4)

Blackhawk Technical College (BTC) works to provide a variety of opportunities for employees to develop within their individual and professional growth. All full-time and regular part-time employees are scheduled to participate in the New Employee Experience.

Faculty all participate in professional development days each academic year. These professional development days focus on pedagogical processes and provide learning opportunities that align with the Faculty Quality Assurance System (FQAS) and are supplementary to statewide courses offered directly by the Wisconsin Technical College System (WTCS). **[3.C.4, 5.A.4]**

Additionally, employees can identify a variety of other learning opportunities supported by BTC that will assist in role and professional development.

3P3b. Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes (3.C.4)

At hire, all program faculty must meet BTC faculty qualifications, accreditation standards, and/or licensing standards where applicable. If BTC qualifications are not meet, an exception of Minimum qualifications document must be completed. In addition: program faculty must have a minimum of 2 years (4,000 hours) full-time or equivalent demonstrated relevant occupational experience (at a minimum, occupational experience has to have occurred at least 1 year within the last 5 years).

BTC has also Adopted the Faculty Quality Assurance System (FQAS), created by the WTCS, to ensure quality education through a program of continuous participation in professional growth. After meeting initial competency requirements for teaching and learning excellence, faculty must maintain currency in their occupational areas of instruction through professional activities such as:

- Working at least 40 hours in the area of discipline
- Maintaining certification or licensure in the area of discipline
- Serving as an officer in a professional organization for the discipline of study
- Attending a conference or workshop in the field of study
- Completing a self-study or site-visit for program accreditation
- Validating program curriculum with business and industry
- Completing regulatory training such as safety or OSHA training **[3.C.4]**

In addition to these requirements, faculty take part in ongoing College-sponsored professional development activities.

BTC also participates in a Teaching and Learning Grant administered through the WTCS System Office. The grant provides funding for faculty professional development.

3P3c. Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc) (3.C.6)

BTC's Student Services' mission is specifically focused on providing and maintaining a supportive environment that will lead to student success. The process to accomplish this begins with creating a culture of continuous improvement and a commitment to professional development. Each staff member participates in annual institutional performance evaluation. This feedback and inclusive participation loop of all staff creates a culture of discussion and a support for training and cross-functional collaboration within Student Services. In coordination with this culture of inclusion is the leadership of the Student Services Director and the management team's maintenance of a proactive identification of staff professional development needs and to create financial support for training – annual retreats/speakers, All Staff Meetings, BTC Staff Professional Development Day, webinars, WTCS workshops, professional organization membership, conference attendance, and individualized requests for specific areas of training. **[3.C.6]**

3P3d. Aligning employee professional development activities with institutional objectives.

BTC's strategic plan that was approved during Spring of 2017, outlines five strategic initiatives: Flexible Education; Guided Pathways; Marketing & Communications; Organizational Development; and Financial Sustainability.

Within the strategic plan, organizational development was a major category to drive investment to the employees and increase operational knowledge. In early 2018, project teams within the organizational development section of the plan were identified. Each team has an objective and a metric in which to measure the results of the initiatives and activities of the team.

During the annual budgeting process, professional development requests from BTC staff are evaluated and prioritized against the strategic plan objectives, further aligning our investment in professional development with strategic plan.

3P3e. Tracking outcomes/measures utilizing appropriate tools

Investment of time and resources into development is important to BTC and, in order to evaluate these investments, data on attendance and feedback is tracked. The College actively seeks feedback to our development sessions. Annually, when BTC holds employee development day, each session provides a feedback form. Attached is a sample of the feedback that was received during the May 2017 Employee Development Day Session. BTC's partnership with the WTCS and the adoption of the FQAS has been rigorously measured with faculty professional develop built around outcomes.

In partnership with our WTCS College Partners, BTC were able to join a consortium agreement and purchase a user agreement to SkillSoft. SkillSoft provides reporting to track learning plan completion and user participation within the system. As learning programs are developed, the

College has the ability to track learning percentage complete within a learning program and individual results.

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

The tracking and outcomes from the employee development opportunities at BTC offer evidence of significant development among all groups. Faculty are proceeding along development plans developed by BTC's Teaching and Learning Center and evaluated by an outside third party from the WTCS. These results show that 100% of our current full-time and adjunct faculty have transitioned to the FQAS system.   BTC faculty have made significant progress towards both completing initial competency attainment in FQAS and transitioning towards ongoing/maintenance of FQAS competencies.

3I3. Based on 3R3, what improvements have been implemented or will be implemented in the next one to three years.

Improving employee operational knowledge is a key initiative within the strategic plan that was adapted in 2017. During the spring of 2018, 10 employees participated in 12 hours of training to learn to process mapping. These employees were trained as facilitators and can be utilized to facilitate departments' efforts to process map their processes within divisions. The College will continue to focus on development of process maps within the college. This will help employees better understand the processes along with finding ways to build and streamline processes for efficiencies to better utilize our human capital.

Project management professional development has emerged as a needed skill throughout the College. The project-oriented approach to both the CPI process and strategic plan led to the launch of a Project Management CPI team in Fall 2017. This led to an investment in tools and training development in project management.

As WTCS moved from the certification process to Faculty Quality Assurance system (FQAS), the College needed to develop a framework of how BTC would transition our faculty. The FQAS system focuses on competencies that instructors need to maintain to meet the requirements of the system. In April 2018, the College had an on-site review of the management of the system. Based on leadership changes and working through the new system, areas of improvement have been identified.

It is evident that the College needs to improve its tracking of investment in professional development that results from budgetary requests during annual operational planning. The College invests a significant amount in travel for conference attendance, but has not done a good job in tracking the conferences attended to evaluate effectiveness of this investment.

Sources

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- 2017 2018 Spring Professional Development Opportunities
- 2017 Monthly Session Document
- 2017-2020 StratPlan Final Approved
- 2017-2020 StratPlan Final Approved (page number 25)
- 2018 Conferences student services
- 2018 SUMMER Professional Development Opportunities
- 3808_001- YA Forum- Prof Develop
- BB PO
- BTC_2016-17FQAS Review
- Cognos PO
- Compliance Training - Skill Soft
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- CPI Project Management
- Development Opportunties Table
- DRAFT 2018 FQAS District Review Report
- Employee Development Day Agenda
- Employee Engagement Recognition 2016-2017
- Faculty credentials FINAL
- Faculty Qualifications Addendum to Appointment Letter--new faculty
- Faculty Quality Assurance System District Review
- Faculty Quality Assurance System District Review Powerpoint (2)
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- FQAS Faculty Category Results
- FQAS Full-Time Ongoing Professional Development Guidelines
- FQAS improvements based on findings
- FQAS Overview
- FQAS Skills By Department
- FQAS-Competency-Framework
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- New Employee Pieces 2017 Revision
- Professional Learning Plan 17-18
- Sample Session Feedback Summary
- Sample Skillsoft Report - Percent Completed
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- Session Evaluation - General - HALF SHEETS
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- strat plan teams
- strat plan teams (page number 14)
- Student Services PD evidence Agendas May 25 17- Summer Retreat
- Student Services Staff Support Process

- Survey Statistics_ Bb Level 1 – PD_2017-2018_evaluation
- Transition-Plan-3-28-16
- WACTE SS PD Workshop
- WASFAA agenda April 2018 student services
- WASFAA agenda November 2017 FA
- WTCS Continuing Professional Development Recap 05-2016

4 - PLANNING AND LEADING

4.1 - Mission and Vision

Mission and Vision focuses on how the institution develops, communicates and reviews its mission and vision. The institution should provide evidence for Core Components 1.A., 1.B. and 1.D. within this section.

4P1: PROCESSES

Describe the processes for developing, communicating and reviewing the institution's mission, vision and values, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Developing, deploying, and reviewing the institution's mission, vision and values (1.A.1, 1.D.2, 1.D.3)
- Ensuring that institutional actions reflect a commitment to its values
- Communicating the mission, vision and values (1.B.1,1.B.2, 1.B.3)
- Ensuring that academic programs and services are consistent with the institution's mission (1.A.2)
- Allocating resources to advance the institutions mission and vision, while upholding the institution's values (1.D.1, 1.A.3)
- Tracking outcomes/measures utilizing appropriate tools (e.g. brand studies, focus groups, community forums/studies and employee satisfaction surveys)

4R1: RESULTS

What are the results for developing, communicating and reviewing the institution's mission, vision and values? The results presented should be for the processes identified in 4P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I1: IMPROVEMENT

Based on 4R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4P1a. Developing, deploying, and reviewing the institution's mission, vision, and values (1.A.1,1.D.2, 1.D.3)

BTC's new President assumed his leadership role approximately two (2) years ago and one of the first initiatives put in place was to create a new Strategic Plan for the College. Revising the foundational statements of mission, vision, and guiding principles began with the comprehensive strategic planning process and will be finalized in Summer 2018. Internal stakeholders were involved as well as external stakeholders including local business partners and high school counselors.

BTC's statutory mission is defined primarily by Chapter 38 of the Wisconsin State Statutes. This mission provides the structure that defines the College's academic program offerings, its student support services, and its admissions requirements, affecting its enrollment profile. This statutory mission provides the framework upon which the College crafted its current institutional mission. **[1.D.2, 1.D.3]**

BTC's institutional mission is broadly understood within the College and guides its daily operations. These statements were reviewed and refined by the entire College body and then formally approved by the District Board in October 2011. The Vision, Guiding Principles, Mission, and Purpose Policy B-100 reflects the revised mission, vision, and guiding principles adopted within the 2012-2017 Strategic Plan. These principles now guide the College's actions, activities, and decisions **[1.A.1]**.

4P1b. Ensuring that institutional actions reflect a commitment to its values

BTC's Board Retreat (Summer 2017) involved a thorough review of the College's Strategic Plan. After the Board retreat in 2016, the BTC community reviewed the College's vision, mission, and guiding principles. Focus Groups were held at all BTC sites and one-on-one interviews were held with external stakeholders including students, community members, and school counselors. These inputs were analyzed and a 2-Day Strategy Workshop was held to establish target audiences for the College, develop an audience promise (vision), and determine strategic initiatives.

4P1c. Communicating the mission, vision and values (**1.B.1**, **1.B.2**, **1.B.3**)

BTC's mission, vision, and guiding principles are communicated through a variety of platforms, including the College Catalog, Student Handbook, website, and marketing materials. The strategic plan itself is also available on the College's Intranet. The strategic priorities/strategic goals can also be found in the College Catalog, Student Handbook, and on the website. The College also communicated the new Strategic Plan including the mission, vision, and values through faculty and staff in-services and town hall meetings. **[1.B.1, 1.B.2, 1.B.3]**

4P1d. Ensuring that academic programs and services are consistent with the institution's mission (**1.A.2**)

BTC's academic programs and student support services are consistent with the WTCS stated mission which is determined by legislative action. The stated mission of WTCS is to provide vocational, technical, and adult education to the residents of the District. Development of the College's academic programming model involves an assessment of the labor market and student demand for academic programs, resulting in program courses in the format, location, and the time-frame that best meet the needs within the College's resource capacity. **[1.A.2]**

4P1e. Allocating resources to advance the institution's mission and vision, while upholding the institution's values (**1.D.1**, **1.A.3**)

BTC is continuously analyzing and allocating resources to advance the mission of the institution while supporting its guiding principles. The 2017-2020 Strategic Plan includes the Strategic Initiative Financial Sustainability, which includes the following projects: Enrollment Plan, Staffing Plan, Program Evaluation, Facilities Plan, and Resource Optimization. [**1.D.1**, **1.A.3]**

4P1f. Tracking outcomes/measures utilizing appropriate tools (e.g. brand studies, focus groups, community forums/studies and employee satisfaction surveys)

Focus Groups were held at all BTC campuses and centers and one-on-one interviews were held with external stakeholders including students, community members, and school counselors. The May 2017 strategic planning feedback sessions were offered to gather input from staff, administrative, and faculty. ITV support was available for employee participation in Beloit, Monroe, Milton, and CTS. This feedback was an important component to prior finalization and the strategic plan draft that was presented at the June 2017 District Board Meeting. During January 2018, Strategic Planning sessions were held for Academic Affairs Leadership, Faculty (Inservice breakout sessions), Adjunct (Inservice), and the District Board.

BTC's consultant group created a High School Counselor Survey and Industry Survey instrument to gather high school counselor perceptions of BTC's overall image and attractiveness and how BTC can attract more high school graduates.

4R1a. Summary results of measures (include tables and figures when possible)

As part of the 2017-2020 Strategic Planning process, a High School Counselor Survey and Industry Survey was conducted February 27, 2017 through March 9, 2017. The High School Counselor Survey instrument consisted of 15 questions. In all, BTC has mixed reviews based on a history of being not easy to work with. Comprehensively, the high school counselors seem optimistic of the direction of BTC under new leadership. The message of needed change to all aspects of the institution rang true and was expressed in many aspects of feedback, but the optimism was also consistently present.

An area of strength identified in the 2014 PACE Survey of employees was the extent to which employees feel their job is relevant to this BTC's mission.

4R1b. Comparison of results with internal targets and external benchmarks

The results of feedback sessions were compared to feedback received from focus groups with faculty, staff, and other key stakeholders. External strategic plans including mission, vision, values, and strategic priorities for technical colleges, community colleges, and higher education institutions were referred to in the beginning of the planning process. The College performed a gap analysis with our previous internal strategic plan priorities. The strategic plan draft again was compared with our internal and external benchmarks to ensure that major themes were accounted for in the new priorities.

4R1c. Interpretation of results and insights gained

The feedback from feedback sessions, the Industry and High School Counselor Survey, and focus groups provided valuable input to clarify the wording used in the strategic priorities. The resulting dynamic and powerful statements have engaged the College community and helped to move the work of the College forward.

4I1. Based on 4R1, what process improvements have been implemented or will be implemented in the next one to three years?

BTC has a new promise: "We help you build your future with flexible education in a supportive environment" (Long form) or "Flexible education, supportive environment" (Short form). BTC's is also revising the mission and vision during the summer of 2018.

The College has created a Road Map Team that has begun working on various strategic planning marketing materials for internal and external stakeholders. The team is creating a high-level Roadmap or a "one-pager" of the strategic plan and mission and vision.

Sources

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- 2014 PACE Survey Results (page number 12)
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- B-100
- Blaze Beyond CPI Report Out
- Board Meeting_mn0617
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- BTC listening and planning notes 27Feb
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- BTC Draft Facilities Master Plan 5.2018
- BTC Strategic Plan Town Hall_May 2017
- Budget Process
- data points for comparisons

- Employer Survey Results - V2
- enrollment planning, Gap Analysis, Program Review PD day
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- Facilities WTCS Small Six Comparison 2016
- Feedback from Focus Groups
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- Strategic Goals_Catalog Webpage
- Strategic Plan Webpage
- Strategic Planning Process
- Wisconsin Statute - Chapter 38

4.2 - Strategic Planning

Strategic Planning focuses on how the institution achieves its mission and vision. The institution should provide evidence for Core Components 5.B. and 5.C. in this section.

4P2: PROCESSES

Describe the processes for communicating, planning, implementing and reviewing the institution's plans and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Engaging internal and external stakeholders in strategic planning (5.C.3)
- Aligning operations with the institution's mission, vision and values (5.C.2)
- Aligning efforts across departments, divisions and colleges for optimum effectiveness and efficiency (5.B.3)
- Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats (5.C.4, 5.C.5)
- Creating and implementing strategies and action plans that maximize current resources and meet future needs (5.C.1, 5.C.4)
- Tracking outcomes/measures utilizing appropriate tools (e.g. achievement of goals and/or satisfaction with process)

4R2: RESULTS

What are the results for communicating, planning, implementing and reviewing the institution's operational plans? The results presented should be for the processes identified in 4P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I2: IMPROVEMENT

Based on 4R2, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4P2a. Engaging internal and external stakeholders in strategic planning (5.C.3)

The new president of Blackhawk Technical College (BTC) assumed his leadership role in June 2016 and one of the first initiatives put in place was to create a new Strategic Plan and Strategic

Planning Process for the College. The foundational elements of Audience, Objectives, Promise, Initiatives, and Projects were identified in this comprehensive Strategic Planning Process. Internal stakeholders including faculty, staff, and students were involved as well as external stakeholders that included local business partners and high school counselors.

Focus Groups were held at all BTC sites and one-on-one interviews were held with external stakeholders including students, community members, and High School Counselors. These inputs were analyzed and a two-day Strategy Workshop was held to Establish Target Audiences for the College, Develop an Audience Promise, and Determine Strategic Initiatives. Projects and objectives, as well as tasks, were developed at the workshop. Detailed steps on the Strategic Planning Process also included assigning an accountable person for each initiative; a May 2017 Town Hall Meeting to share the Strategic Plan with employees; a Leadership Retreat to finalize projects, tasks and timelines; a Gantt Chart; and approval of the Strategic Plan by the District Board in July 2017. **[5.C.3]**

4P2b. Aligning operations with the institution's mission, vision and values (5.C.2)

Led by the president, the Executive Council at BTC provides leadership, planning, and direction on executing operations in alignment with the mission, vision, and values. The Executive Council membership includes management leads from across the College and oversees the day-to-day operations. The tasks and objectives from the Strategic Plan are assigned to Executive Council or key institution leaders who manage the work groups completing Strategic Plan tasks as illustrated on the Gantt Chart. Progress Reports for each objective are shared at bi-monthly Management Team meetings. Budget requests are aligned with the Strategic Plan objectives on the **BTC Budget Request Form**. **[5.C.2]**

4P2c. Aligning efforts across departments, divisions, and colleges for optimum effectiveness and efficiency (5.B.3)

Efforts in departments and divisions across the college are aligned to BTC's strategic planning, annual planning, and budget. The Strategic Plan objectives are broken down into three years of planned projects with goals for each year to facilitate progress towards meeting goals for each objective. Strategic Tasks within each Strategic Objective are led by cross-functional teams and are listed on Strategic Plan Smartsheets that are regularly updated. The strategic objectives and annual goals include a plan for budget request by departments and divisions. Leadership personnel have performance goals from the Strategic Plan embedded in their annual performance evaluations. Regular progress updates on the Strategic Plan are given at BTC Executive Council and District Board Meetings. **[5.B.3]**

4P2d. Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats (5.C.4, 5.C.5)

As part of the Strategic Planning process done in 2016, a comprehensive SWOT analysis was completed with stakeholder groups that included students, community members, BTC staff, and high school partners and results were shared in the Strategic Plan Strategy presentation. In addition to using this information to form strategic objectives, BTC is able to use opportunities

and strengths to counteract institutional weaknesses and threats. The results of the analysis were reviewed by the Executive Council and the cross-functional Strategic Planning Committee. The objectives and tasks that were included on the Strategic Plan were put in place to bolster opportunities and strengths while decreasing the impact of weaknesses and threats. The recency of comprehensive analysis has allowed the institution to move on key projects such as Flexible Education in a timely and positive manner. **[5.C.4, 5.C.5]**

4P2e. Creating and implementing strategies and action plans that maximize current resources and meet future needs (5.C.1, 5.C.4)

Using efforts described in AP2c, BTC is guided by the Strategic Planning process to align efforts across departments and divisions while integrating the knowledge gained from the recent comprehensive SWOT analysis referenced in AP2d. The SWOT analysis and the Strategic Plan have influenced objectives that maximize current resources while meeting future needs of our district. Cross-functional teams are in place to implement the first year projects and a Town Hall was held in May 2017 to update the College. Individual performance goals are tied to departmental goals and institutional objectives through BTC's performance evaluation system that is referenced in 3P2c. The Strategic plan impacts how the College works to achieve alignment of goals in instructional and non-instructional initiatives, services, and offerings. **[5.C.1, 5.C.4]**

4P2f. Tracking outcomes/measures utilizing appropriate tools (e.g. achievement of goals and/or satisfaction with process)

The team leads for each Strategic Plan objective, under the guidance of the Executive Council, provide oversight for the process of tracking progress and outcomes by measuring results using data. Team leads for each task monitor progress of the task team and report to Executive Council monthly. In alternating months, reports are given at Management Meetings. Annually each June, the Executive Team and the District Board hold a retreat to review progress on strategic initiatives and refocus projects for the upcoming year. Report-outs on goals achieved and projects currently in process are reviewed.

4R2a. Summary results of measures (include tables and figures when possible)

In May 2018, a BTC Strategic Plan Town Hall was held to update the college on work that had been completed in each Strategic Plan Initiative. During Faculty Professional Development Day, faculty and staff attended breakout sessions to learn progress on tasks within each initiative and participate in peer-to-peer discussions. The Strategic Plan Gantt Chart includes a timeline for each task and each of the first-year projects has met the identified deadline. Management Team Meeting updates also share progress made on each initiative. BTC is on track to complete all Year One Strategic Plan tasks.

Initiatives on the strategic plan align with five Performance Based Funding metrics (set by WTCS) The metrics are 1) enrollment growth, 2) the percentage of degree and program completions, 3) job placements, 4) revenue growth, and 5) operating margin. The metrics will

serve as indicators of goal achievement and review will begin in July 2018 after one year of Strategic Plan initiatives have been documented and data has been collected.

4R2b. Comparison of results with internal targets and external benchmarks

Internal benchmarks for BTC Strategic Objectives are noted on the Gantt Chart, with specific individuals identified as responsible and accountable for meeting the task. These measures and goals are tracked internally for the purpose of measuring progress. They do not necessarily define or measure in the same way other colleges would in external bench marking. These are measured with the intent to track progress toward completion and encourage qualitative discussions in the campus community.

4R2c. Interpretation of results and insights gained

The process of Strategic Planning has involved the college community as well as stakeholders from the BTC District including employers, the K-12 school districts, High School students and their parents, as well as adult learners. The inclusiveness of this project has brought support for the new Strategic Plan and the key initiatives from external stakeholders and college staff, faculty, and administration. The regular updates that occur have provided ongoing motivation to complete the tasks and a positive outlook as the College identify Year Two tasks. The new Strategic Plan has motivated change and will continue to drive the focus, budget, and momentum at BTC.

4I2. Based on 4R2, what process improvements have been implemented or will be implemented in the next one to three years?

In July 2018 a BTC Leadership Retreat will be held to assess progress made in year one and identify Strategic Plan tasks and metrics for year-two projects.

Improvements planned include a review in June 2018 of progress-to-date on each of the five initiatives and associated tasks. The Strategic Plan Gantt Chart will be updated with year-two implementation goals and dates. Individuals are assigned as Responsible and Accountable for each Initiative and Task. Members of the Shared Leadership teams (Executive Council, BIG, and GPS) and Strategic Plan responsible managers from across the organization will meet during a July 2018 Strategic Plan Retreat to establish 2019 project plans.

The process of review and update will take place again in July 2019 for year-three project planning.

Sources

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- Strategic Planning Emails from the President_2016-2017
- Strategic Planning Process
- Strategic Planning_Work Sheet 1-The Initiative Plan
- Strategic Planning_Worksheet 2-Flexible Education
- Strategic Planning_Your Strategy

4.3 - Leadership

Leadership focuses on governance and leadership of the institution. The institution should provide evidence for Core Components 2.C. and 5.B. in this section.

4P3: PROCESSES

Describe the processes for ensuring sound and effective leadership of the institution, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Establishing appropriate relationship between the institution and its governing board to support leadership and governance (2.C.4)
- Establishing oversight responsibilities and policies of the governing board (2.C.3, 5.B.1, 5.B.2)
- Maintaining board oversight, while delegating management responsibilities to administrators and academic matters to faculty (2.C.4)
- Ensuring open communication between and among all colleges, divisions and departments
- Collaborating across all units to ensure the maintenance of high academic standards (5.B.3)
- Providing effective leadership to all institutional stakeholders (2.C.1, 2.C.2)
- Developing leaders at all levels within the institution
- Ensuring the institution's ability to act in accordance with its mission and vision (2.C.3)
- Tracking outcomes/measures utilizing appropriate tools

4R3: RESULTS

What are the results for ensuring long-term effective leadership of the institution? The results presented should be for the processes identified in 4P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I3: IMPROVEMENT

Based on 4R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4P3a. Establishing appropriate relationship between the institution and its governing board to support leadership and governance (2.C.4)

Chapter 38 of Wisconsin State Statutes created the WTCS and establishes the governance in the form of a local board. It also states the board will be appointed by designated entities independent of the College. The individuals on the Appointment Committee have no other affiliation with the operations of the College. BTC's governing board is appointed by the County Board Chairpersons for Rock and Green counties, which comprises BTC's District. Maintaining both the integrity of the appointment process and the integrity of the College are critical factors in the success of the WTCS appointment process.

BTC's Board shall be composed of nine (9) members who are residents of the Blackhawk District, including two (2) employers who have power to employ or discharge, two (2) employees who do not have power to employ or discharge, three (3) additional members, one (1) administrator of a public school district which lies within the BTC District, and one (1) elected official who holds a state or local office **[2.C.4]**

4P3b. Establishing oversight responsibilities and policies of the governing board (2.C.3, 5.B.1, 5.B.2)

Members of the governing board preserve independence from undue influence when such influence would not be in the best interest of the institution. Board Policy B-220 stipulates individual Board members or groups of Board members do not have independent authority to speak or act on behalf of the Board and are not to make out-of-meeting commitments, Board members are to be nonpartisan in dealing with school matters and not subordinate the education of youth and adults to any partisan principle, group interest, or personal ambition, and Board members will have no business financial interests that will conflict with the decisions of the Board. **[2.C.3]**

In addition to the full Board, BTC District Board operates with two (2) standing committees - Finance and Personnel. **[5.B.1]**

The District Board is provided information on a routine basis so members are knowledgeable about the institution. Operational learning reports, enrollment reports, strategic plan updates, hands-on activities related to instructional programming, and tours/demonstrations are all sources of College information which are communicated regularly to Board members. **[5.B.2]**

4P3c. Maintaining board oversight, while delegating management responsibilities to administrators and academic matters to faculty (2.C.4)

The District Board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters. The District Board delegate's day-to-day management of the institution to the President/District Director subject to the policies, orders, and Executive Limitations set by the Board. The President/District Director shall be the chief

executive officer of the District and shall have, under the direction of the District Board, general supervision of all activities of the District. **[2.C.4]**

BTC policy C-417 sets forth guidelines for the President/District Director with regard to human relationships, compensation and benefits, budgeting/forecasting, financial condition, asset protection, and communication and counsel to the Board. Faculty's academic freedom and responsibility are supported through Academic Freedom and Responsibility Policy I-110 and through the *Faculty Provisions* found in the Employee Handbook.

4P3d. Ensuring open communication between and among all colleges, divisions and departments

Communication between and among all College campuses, centers, departments, and divisions include electronic and print media as well as small and large group meetings. Monthly District Board meetings are open to the public, while CPI presentations and Town Hall Meetings are held on an as-needed basis to share and to discuss information. Town Hall meetings are also videotaped for those who cannot attend in person.

The President holds regular listening sessions with departments, divisions, and employee groups to gather feedback and inform decisions. Additionally, the institution has begun holding management meetings to provide additional opportunities to share information and provide a vehicle to directly connect people not regularly interacting. These sessions give the president an opportunity to learn first-hand about student trends, needs of constituent stakeholders, and enhancing the College communication processes.

4P3e. Collaborating across all units to ensure the maintenance of high academic standards (5.B.3)

BTC is organized into seven (7) departments/divisions: Academic Affairs, Administrative Services, Human Resources and Organizational Development, Institutional Research and Effectiveness, Marketing and Communications, Resource Development and Community Relations, and Student Services. The department/divisions, are responsible for carrying out the day-to-day operations of the College. The department/divisions, which are led by Vice Presidents or Directors sit on the Executive Council.

Through the new shared leadership process the College's college-wide committees were realigned from the old governance model to the new governance model. In the new model, the institution utilizes several committees, with cross-functional membership, to help maintain the institutional control, promote college-wide understanding of initiatives, and ensure academic standards. The Curriculum and Assessment Committee, the Academic Technology Committee , the Banner Governance Committee are all examples of lasting committees. **[5.B.3]**

4P3f. Providing effective leadership to all institutional stakeholders (2.C.1, 2.C.2)

BTC's image of Shared Leadership is to provide all employees a voice on the decisions and processes that impact our stakeholders (Students, Employees, Employers, and Community). The

Shared Leadership Structure creates two groups. Blackhawk Improvement Group (BIG) will focus on the organization's ongoing process improvement activities at the College.   Group for Procedure and Strategy (GPS) will focus on procedures and practices of the College. It is the expectation that both of these groups will work in collaboration to move the College forward with a focus on Strategic Initiatives outlined with the Strategic Plan. Joint meetings between the two groups are scheduled as necessary to ensure adequate communication and collaboration of efforts, especially as related to the strategic plan. **[2.C.1, 2.C.2]**

4P3g. Developing leaders at all levels within the institution

BTC faculty and staff are encouraged to model leadership through modeling the College's Core Abilities, one of which is to "Lead by Example." This core ability is included in the College's Performance Evaluations.

Faculty and staff are encouraged to develop leadership skills through leading and participating on committees, task forces, serving in the New Employee Steward Program, mentoring students, and presenting at faculty in-services. Involvement in quality improvement is encouraged through participation on the BIG, GPS, Continuous Process Improvement (CPI) teams, and CPI Implementations Teams.

The Wisconsin Leadership Development Institute (WLDI) is designed to prepare future leaders for the Wisconsin Technical College System (WTCS). This is a two-year leadership development program affiliated with The Chair Academy. BTC identifies emerging leaders and sponsors one candidate each year for the training.

The Leadership Development Academy (LDA) offers a leadership center of excellence for the development of leaders in southern Wisconsin. The LDA is comprised of individuals, businesses, and organizations interested in positively impacting our communities by providing a personal and professional empowerment experience for aspiring leaders.

4P3h. Ensuring the institution's ability to act in accordance with its mission and vision (5.B.3)

The Board members operate under the Board Code of Ethics Policy B-800 to ensure all decisions are in the best interest of the College. The Board sets policies consistent with the mission, vision, and guiding principles. The Strategic Planning process involves internal and external stakeholders. **[5.B.3]**

4P3i. Tracking outcomes/measures utilizing appropriate tools

The measurable outcomes of the Strategic Plan are one of the primary tools the District Board will use to annually evaluate the performance of BTC, administrators, and the President. BTC uses predefined metrics to measure achievement as it relates to the strategic plan. These goals and measures are assessed by not only the administration, but also by shared leadership.

4R3a. Summary results of measures (include tables and figures when possible)

BTC tracks results related to strategic planning updating both the older strategic plan and the metrics developed as targets for our newest strategic plan. The older strategic plan will be updated once all enrollments and grade results are finalized. The older strategic plan provides data on key metrics. As with most if not all institutions, enrollment is a focus at BTC. BTC has experienced its first enrollment growth in several years during Fall 2017. Student success and persistence rates at BTC continue to be excellent. From BTC's newest strategic plan's overarching metrics, enrollment is on target and should be very close once enrollment numbers are finalized. Both the graduation and placement metrics will take longer to validate due to the nature of those measures. The financial metrics, annual revenue, percentage of operating margin to new initiatives, and percentage of target debt service mill rate, have all been successfully or appear to be successfully completed awaiting final numbers and the audit.

4R3b. Comparison of results with internal targets and external benchmarks

The year one strategic goals provide our internal benchmarks. Student enrollment of 2,500 credit students each semester is very close to being successful and may become successful as all dual credit enrollments are added after the end of the high school year, which for many area schools continues until June 1. This goal is a stepped goal toward 3,000 credit students which was derived from a comparison of average two-year college enrollments nationally and for the state, getting BTC to the average size based on district population. Recent work from the strategic planning team exploring enrollment has tied BTC target enrollments closer to labor market need and may extend the target to 4,200 credit students. Targets for graduation rate are steps toward an overall goal developed from both National and State averages, while the placement rate is a continuation of BTC stellar placement rate moving forward as the state average would represent a decrease. The financial goals represent internal BTC goals, and year one results show successful attainment of those goals. Annual revenue had a goal of $26MM and is expected to finalize around $27MM. The percentage of operating margin allocated to new initiatives was targeted for one percent and was one point zero four percent. The percentage of target debt service mill rate had a target of less than 103% and was 101%.

4R3c. Interpretation of results and insights gained

Based on the results of the year one goals, BTC is moving in the correct direction. Leadership was presented difficult challenges and set goals to move BTC in the correct direction. As with any academic institution, the leadership must weigh the positive effects of challenging the institution to work toward new goals with the possible perceived decline of importance of previous goals. In the case of BTC, the previous goals were key performance indicators and have been maintained as evidenced by the continued increases in enrollment, high levels of student success, high levels of student persistence, and a continued focus on improving graduation rates.

4I3. Based on 4R3, what process improvements have been implemented or will be implemented in the next one to three years?

The pace of change at BTC for the past two years has been relatively high. The unintended impact of the volume of change has been seen when the same people are on many groups. Membership on multiple groups with the pace of change has decreased interest in participating in shared leadership opportunities. One of the improvement goals is to increase the number of people taking advantage of shared leadership opportunities at the College. To accomplish this, BTC will provide more leadership development opportunities and engage in creative and entertaining activities within the shared leadership framework. Additionally, BTC will increase the number of shared leadership groups in which to participant with at the college. The Blackhawk Improvement Group (BIG) and the Group for Procedure and Strategy provide opportunities for interested individuals to help shape the institution around improving process and aligning strategy. The new group will provide an opportunity around a more direct focus on students.

BTC has also undertaken the process of re-imagining the mission, vision, and guiding principles of the institution. This process will encompass all parts of the institution as well as external stakeholders and as such will provide another opportunity for individuals to share in leadership at the institution.

Finally, BTC is working to bring the strategic plan more to the forefront of the institution through strategic project teams as well as continuous reporting of outcomes of the strategic teams. BTC is truly making the strategic plan the driving focus of the institution and will be working to ensure all staff and stakeholders understand its importance.

Sources

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- 2017-2020 StratPlan Final Approved
- 2017-2020 StratPlan Final Approved (page number 5)
- 2017-2020 StratPlan Year One results
- 2018-05-11 Organizational Chart
- 2018-05-11 Organizational Chart (page number 1)
- A-220
- A-231
- A-240
- Academic Technology Committee
- B-220
- BTC BannerGovernanceCommittee
- BTC Employee Handbook
- BTC Employee Handbook (page number 9)
- BTC Employee Handbook (page number 11)
- BTC Employee Handbook (page number 13)

- BTC Performance Evaluations Combined
- C-417
- College-Wide Committees
- Core Abilities With Descriptions
- Curriculum and Assessment Committee Mission and goals
- enrollment, program, gap analysis presentation
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- Group for Procedure and Strategy Charter
- I-110
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- management meeting agendas 2018
- New Employee Steward Program Overview
- Policy B-800
- Smartsheet Strategic Plan Update_January 2018
- Strategic Plan refresh Enrollment and Success 5-2017
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- Strategic Plan refresh Enrollment and Success 5-2017 (page number 10)
- Student Planning_Proactive Advising
- The Chair Academy Website
- Wisconsin Statute - Chapter 38
- Wisconsin Statute - Chapter 38 (page number 7)
- WLDI Foundation Brochure
- WLDI Handout

4.4 - Integrity

Integrity focuses on how the institution ensures legal and ethical behavior and fulfills its societal responsibilities. The institution should provide evidence for Core Components 2.A. and 2.B. in this section.

4P4: PROCESSES

Describe the processes for developing and communicating legal and ethical standards and monitoring behavior to ensure standards are met. In addition, identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Developing and communicating standards
- Training employees and modeling for ethical and legal behavior across all levels of the institution
- Operating financial, academic, personnel and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty and staff (2.A.)
- Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents (2.B.)

4R4: RESULTS

What are the results for ensuring institutional integrity? The results presented should be for the processes identified in 4P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I4: IMPROVEMENT

Based on 4R4, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4P4a. Developing and communicating standards

Integrity begins with the District Board (Policy B-800 Board Ethics) and transcends through the organization as evidenced in policies (C-200 Employee Ethics, D-558 District Relations with the

Private Sector, D554 Policy & AR – Procurement). BTC ensures the ethical practices of all BTC employees through College leaders' collaborations with all staff and through dissemination of College policies. Some specific ethical and expected practices are finalized by the District Board, recorded in the Board/Operational Policy Manual and Administrative Regulations and are posted on the College's Intranet. Applicable board policies are described during the New Employee Orientations, leadership meetings, and through electronic communications.

Revisions to Board policies and bylaws are approved by the District Board. Revisions to Operational Policies and Administrative Regulation are approved by the Executive Council (Please see Three-Year Policy Review Schedule). BTC employees are notified of approved new operational polices as well as revised board and operational polices/administration regulations by way of email and postings on the College's Intranet.

4P4b. Training employees and modeling for ethical and legal behavior across all levels of the institution

Introduction to Employment for newly hired employees focuses on policies, procedures, and benefits with additional monthly sessions during the year including: Cultural Competency, Campus Safety and Security, FERPA, and Title IX and Sexual Harassment.

BTC offers Supervisory training for all managers and supervisors. Course offerings include Hiring Procedure Training, Coaching, Responsibilities and Legal Requirements of Supervisors and Managers, Writing and Delivering, Performance Evaluations, Procedures of Performance Evaluations, Wage and Hour Compliance, Communicating with Impact, and Duty of Care.

SkillSoft (an online learning portal) provides prescribed learning such as Compliance Training for all BTC faculty and staff. Training can be assigned to specific employees and employee groups within the system. Six (6) Compliance Trainings are available through SkillSoft: Harassment Prevention for Employees – Higher Education Edition, Harassment Prevention for Managers – Higher Education Edition, FERPA for Higher Education, Title IX for Higher Education, Active Shooter – Campus, and EEO and Lawful Hiring. The trainings are assigned and/or required based on an employee's classification.

Another example of ethical and legal behavior training was at the fall 2016 Faculty In-Service. A law firm presented on Copyright Law for Educators, with topics from copyright basics to guidelines for fair use in education.

4P4c. Operating financial, academic, personnel, and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty and staff (2.A.)

District Board members are subject to the Wisconsin Code of Ethics for Public Officials and Employees, and are required to file Statements of Economic Interests with the State of Wisconsin Ethics Board (Please see Board Members Code of Ethics Policy B-800).

The College expects employees to maintain a professional environment that supports student learning and provides a collaborative atmosphere for faculty and staff. (Please see the Employee Handbook). All District employees shall comply with Wisconsin Statutes with respect to the proper and appropriate conduct of their positions (Employee Code of Ethics Policy C-200).

The BTC District Board shall manage all of its resources, including its financial resources, in a manner that is prudent to the local taxpayer while seeking to address the educational and support service needed by the community (Please see Annual Budget Policy D-200). The College has an independent auditor to conduct an annual audit of the District's financial status (Please see Auditor Policy B-212.6).

Any use of College computer equipment and systems for illegal, unethical, or fraudulent purposes is prohibited (Please see Acceptable use of College Computer Equipment and Systems Policy E-610 AR). **[2.A]**

4P4d. Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents (2.B.)

BTC's website serves as the repository for information about programs and classes, requirements, faculty and staff, tuition and fees, accreditation, and the District Board. The District Board information, includes Board Bylaws and Policies. **[2.B]**

4R4a. Summary results of measures (include tables and figures when possible)

Operational policies and Administrative Regulations are reviewed at least every three (3) years (Please see the Three-Year Policy Review Schedule).

As detailed in Section 5.2, the College has a long standing tradition of positive audit reports.

The number of faculty and staff that attended the Introduction to Employment additional monthly training sessions during the 2017-2018 year are: Cultural Competency = 18, Campus Safety and Security = 16, FERPA = 13, and Title IX and Sexual Harassment = 17.

SkillSoft provides tracking reports such as learning plan completions and user participation results. As learning programs are developed, the College has the ability to track the percentage of learning plan completions within a learning program, as well as individual results.   Faculty and staff are able to view and print their learning transcript which includes the date completed and the current score.

During the spring 2016, 550 employees completed SkillSoft's BTC compliance training.

Evidence of compliance with ethical standards are evidenced by auditor's letter, auditor's report on grants compliance, WTCS desk review of audit, and annual procurement report to the Board.

4R4b. Comparison of results with internal targets and external benchmarks

Employees are enrolled in five (5) different training sessions once hired at BTC. These training sessions help newly hired employees learn more about the College and important training sessions such as Title IX and Sexual Harassment. Please see the New Employee Introduction Monthly Training Sessions table that compares the number of newly hired employees attendance for the last three (3) years.

PACE survey results indicates an area of improvement with the extent to which open and ethical communication is practiced at this institution, yet shows the extent to which employees are committed to doing quality work is an area of strength. Overall, the College rates closely with national norms.

4R4c. Interpretation of results and insights gained
BTC's three-year policy review not only ensures integrity of the policy but also serves to focus leadership's attention on the content and intent of the policy.

4I1. Based on 4R4, what process improvements have been implemented or will be implemented in the next one to three years?

In 2018, BTC partnered with the other WTCS technical colleges, to join a consortium agreement and purchase a user agreement to SkillSoft. SkillSoft is an on-line learning resource for employees. This resource will provide employees the opportunity to take professional development, explore technology training, and enhance skills within the positions.

BTC three-year policy and review schedule is planned to continue in the future. All board and operational polices/administration regulations communications will continue through email, Internet and Intranet postings.

Sources

- 2014 PACE Survey Results
- 2014 PACE Survey Results (page number 7)
- 2014 PACE Survey Results (page number 14)
- 2014 PACE Survey Results (page number 16)
- 2014 PACE Survey Results (page number 22)
- Acceptable Use Of College Computer_Policy E-610 AR
- Accreditation Webpage
- Admissions Webpage
- Annual Budget - Policy D-200
- Approved New Operational Policy Email
- Auditor-Policy B-212.6
- Auditors Letter 2017
- Auditors report on grants 2017
- Blackhawk Technical College_Manager Training

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- Board Members Code of Ethics-Policy B-800
- BTC Desk Review Letter 2016-17
- BTC Employee Handbook_08112017
- BTC Employee Handbook_08112017 (page number 49)
- BTC Facts Who We Are - Executive Council Overview
- BTC Responsible Training 2017
- BTC Website
- Bylaw_Policy and Administrative
- Copyright Law For Educators 2016
- Copyright Presentation Outline
- Cultural Competency Training
- D-554
- D-558
- District Board Webpage
- Employee Code of Ethics-Policy C-200
- Employee Contact Us Webpage
- Faculty_Catalog Webpage
- Intranet Notification of Policy Revisions
- Introduction to Employment
- New Employee Introduction Monthly Training Sessions
- New Employee Pieces 2017 Revision
- Policy Review-Policy B-450
- Procurement Board Report 10.18.2017
- Program and Classes Webpage
- Responsibilities and Legal Requirements of Supervisors and Managers
- Sample SkillSoft Report - Users
- Sexual Harassment Training
- SkillSoft Completion Training
- SkillSoft Compliance Training
- SkillSoft Individual Learning Transcript
- Skillsoft Login
- Supervisory Training Schedule - 2016-2017
- Three Year Policy Review Schedule
- Tuition and Fees Webpage
- Wage and Hour, FMLA Regulations

5 - KNOWLEDGE MANAGEMENT AND RESOURCE STEWARDSHIP

5.1 - Knowledge Management

Knowledge Management focuses on how data, information and performance results are used in decision-making processes at all levels and in all parts of the institution.

5P1: PROCESSES

Describe the processes for knowledge management, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting, organizing, analyzing and sharing data and performance information to support planning, process improvement and decision making
- Determining data, information and performance results that units and departments need to plan and manage effectively
- Making data, information and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning and improvements
- Ensuring the timeliness, accuracy, reliability and security of the institution's knowledge management system(s) and related processes
- Tracking outcomes/measures utilizing appropriate tools (including software platforms and/or contracted services)

5R1: RESULTS

What are the results for determining how data, information and performance results are used in decision-making processes at all levels and in all parts of the institution? The results presented should be for the processes identified in 5P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

5I1: IMPROVEMENT

Based on 5R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

5P1a. Selecting, Organizing, Analyzing, and Sharing Data and Performance Information to Support Planning, Process Improvement, and Decision-Making

The Information Technology Services (ITS) department manages the majority of BTC's data using the Banner ERP system and related systems. Other business and learning data are stored on BTC's Storage Area Network (SAN) or hosted on the WTCS data system. The Office of Institutional Research and Effectiveness (OIRE) and the ITS departments are the cornerstones of the development of information derived from data at BTC. The OIRE and BTC have access to a significant body of data and information both within institutional sources (Banner ERP) and the framework of the Wisconsin Technical College System (WTCS) Client Reporting System.

The OIRE is responsible for the organization, analysis, and reporting of data. The institution has invested in substantially increased access data for decision-making relative to four years ago, and it has had a tremendous impact on the institution's ability to utilize data for decision-making.

Both quantitative and qualitative data are highly sought after at the institution as all levels of the College use the information to make evidence-based decisions. The majority of quantitative data is from Banner and accessed through Cognos reporting or the new Blackboard Analytics.

For qualitative data, Qualtrics assists in the development of survey instruments for the entire College. Other types of data the College collects and distributes regularly are those that are obtained from national surveys such as Noel-Levitz Student Satisfactory Inventory and PACE. Those obtained from State surveys include the Graduate Follow-up Survey, Employer Survey, and the Student Satisfaction Survey.

Data is now regularly used as part of strategic planning, enrollment planning, academic planning, and budgeting.

The OIRE provides data and support to faculty for program-specific accreditation purposes as well as other support. The OIRE has also reimagined program review along with help from faculty and staff. Program review has moved to a three-year cycle for all programs and departments at BTC. Program review begins at the culmination of the Spring semester with a series of meeting discussing data and the information to be garnered from it and finishes in December with all reviewers conducting a presentation about their program or department. In each presentation, required data elements make up the skeleton of program/department presentation and facilitate the telling of the program/department's story and culminate in the development of a academic logic model addressing the maximization of found strengths or the plan for addressing weaknesses discovered.

WTCS has also created six QRP cubes to be used for data analysis. The purpose of the QRP Cubes is to provide WTCS colleges with business intelligence resources to drive continuous improvement efforts. Data within the Cubes is sourced to the data the technical college districts supply in Client Reporting and Course and Curriculum submissions.

5P1b. Determining data, information, and performance results that units and departments need to plan and manage effectively

The process for determining data and information needs for the campus revolves around continuous cycle of consultation and discussing requests for information. The OIRE fields requests for data and, in turn, reaches out to each requester to develop a better understanding of the interest driving the request. In many cases, the items being requested would not deliver - or other items might go further in delivering - meaningful information.

BTC has also participated in the National Community College Benchmarking Project (NCCBP) and utilizes data from the NCCBP and the WTCS data cubes to create meaningful measures for the institution. Additionally, the OIRE has developed institutional definitions for data and measures with the help of members from around the institution via the Data Task Force (DTF).

5P1c. Making data, information, and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning, and improvements

BTC's primary source for data is Cognos and now Blackboard Analytics (BbA). The move to BbA allows the OIRE to create live dashboards customized for each individuals needs. These dashboards allow for overarching institutional data down to job specific data, all of which are updated daily. Additionally, the OIRE publishes reports on our intranet site to further empower the use and development of a data informed culture.

5P1d. Ensuring the timeliness, accuracy, reliability, and security of the institution's knowledge management system(s) and related processes

ITS and OIRE are responsible for ensuring the effectiveness of BTC's information systems and related processes. Cognos, BbA, and Banner reports assure information that is accurate and reliable. ITS and the Banner Governance Team, a cross-functional group, have the primary responsibility for monitoring, evaluating, and improving information infrastructures. Industry-standard hardware and software are used to promote system reliability, and staff is trained as new systems are brought online. OIRE maintains final data review authority for presentations and survey design.

The WTCS serves as an additional check by reviewing submitted data for accuracy and security through its comprehensive statewide reporting process. In 2013, the state office completed a review of user access to data systems at each of the 16 technical colleges, ensuring security access to each system.

5P1e. Tracking outcomes/measures utilizing appropriate tools (including software platforms and/or contracted services)

Using Cognos and now BbA, BTC regularly tracks a number of institutional outcomes/measures. Additional measures are requested by departments for use in program accreditation, program reviews, assessment, CPI teams, and College projects.

5R1a. Summary results of measures (include tables and figures when possible)

BTC captures data to report on KPIs both semester by semester and annually. Additionally, the OIRE surveys faculty and staff about data in the Data Needs Assessment (DNA). In total, 115 individuals responded to the DNA survey, with 110 completions. This is a response rate of 19.7%, as there are 583 full-time and part-time employees at BTC.

The DNA survey provides results across all survey items overall. These results will help in prioritizing efforts on how to improve how data is collected, stored, shared, and used at BTC.

Major Findings

- Each of the seven data-related core areas were considered important to address, confirming respondents understand the seriousness of this at BTC.
  - *Data Accuracy and Completeness* and *Data Processes: Collection, Entry, and Sharing* were the two core areas with the highest importance.
- Low agreement was found for all statements for the core areas, suggesting, not unsurprisingly, respondents have a high degree of uncertainty related to data.
- The most frequently identified solutions were related to Training (available reports and information, general practices and systems); Access to data, Information, or Reports (appropriate to position or departmental needs and easier to find, use, or request); and Communication (availability of reports or information).
- Statistically significant differences on responses were found on items and core areas by demographics, primarily by Full-Time or Part-Time Status and Location.
  - Full-Time respondents reported more importance for addressing and less agreement with all items than did Part-Time respondents.
  - Those from Central Campus reported more importance for addressing and less agreement with all items than did employees at Other Campuses

When data is examined from ITS Help Desk the College sees an average of around 5,700 tickets issued each year with almost all tickets closed each year.

5R1b. Comparison of results with internal targets and external benchmarks

BTC is able to compare and benchmark against the other 15 WTCS colleges through the WTCS Portal maintained by the WTCS Administrative Offices. Data submitted to the WTCS via these systems are available to member institutions to measure annual performance.

Report data is organized into the following areas:

- **AEFL** – Contains National Reporting System (NRS) report data. WTCS, BTC
- **Client Reporting** – Contains information on students such as course and program enrollments.
- **Contracting** – Contracted employee reports.
- **Employer Follow-up** – Survey result data from employers resulting from follow-up of graduates.

- **Graduate Follow-up** – Survey result data from students resulting from follow-up of graduates.
- **Longitudinal Follow-up** – Survey result data from students resulting from follow-up of graduates after 4 years.
- **Perkins** – Consolidated Annual Report (CAR) reports. WTCS, BTC

5R1c. Interpretation of results and insights gained

From the Data Needs Assessment survey, more support can be expected for training needs. IT has created a checklist for managers to follow for their incoming employees. Human Resources has implemented checklists for supervisors to use with new hires, including IT needs.

5I1. Based on 5R1, what improvements have been implemented or will be implemented in the next one to three years?

A variety of activities are planned or ongoing at this time. BTC has implemented BbA for student data and is working on building out the capacity of this tool, especially the dash-boarding data access capabilities. BTC also will be implementing BbA for Learn, learning management solution, which the institution expects to provide tremendous insight to both faculty and students as BTC adopts student facing analytics. BTC is also implementing a customer relations management (CRM) software to better allow important data to be tracked and available to the campus community. Lastly, but by no means least, BTC is seeking a student tracking system to link together student support services utilization data to student success measures. This opens a wide variety of opportunities to be prescriptive to students about the impact of different interventions but will also allow the institution to maximize its investments in the myriad of student support services.

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- CNT010 (Comparison of Contracts)
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- Completion rates at 150% of time (2017)
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- Course Success Rates Fall 2017
- CPI Scheduling Team_043017
- Data Definitions of Student Success Measures at BTC(2)
- data points for comparisons
- Data Taskforce_2016
- E-800 AR - Data Review and Verification Procedure
- E-810 Survey Review and Approval
- Emp300 (WTCS)
- enrollment plan updated 4.27.2018
- Faculty Needs Analysis Spring 2018
- Faculty Position Request Process
- Fall to Spring Persistence Fall 2017
- Fall to Spring Persistence Fall 2017
- First year Nursing Student persistence and success Fall 2016- Fall 2017
- Flex Inititiatves Dashboard Fall 2017
- Graduate Followup Survey 2017
- Help desk plan
- IE Mission and Values
- Information Systems Protection
- ITS for Inservice January 2014
- LNG306 (WTCS)
- Logic Model Output
- Manager Checklist (revision 2016-08-18)
- Mission of OIRE
- MyBTC Portal
- NRS Table 1 (BTC)
- NRS Table 1 WTCS
- Oversight Plan Diagram
- Perkins CAR Indicators (BTC)
- Perkins CAR Indicators (WTCS)
- Program QRP Indicators in the WTCS OLAP Cubes
- Program Review and Evaluation Plan 2017 v2
- Program Review and Evaluation Process 2018
- Program Review Outline 2018v2
- Recruitment Dashboard
- Spring 2017 Student Satisfaction Survey Results
- Spring 2018 Student Satisfaction Survey Results
- Strategic Plan refresh Enrollment and Success 5-2017
- Strategic Plan refresh Enrollment and Success 5-2017 (page number 6)
- WTCS portal

5.2 - Resource Management

Resource Management focuses on how the resource base of an institution supports and improves its educational programs and operations. The institution should provide evidence for Core Component 5.A. in this section.

5P2: PROCESSES

Describe the processes for managing resources, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Maintaining fiscal, physical and technological infrastructures sufficient to support operations (5.A.1)
- Setting goals aligned with the institutional mission, resources, opportunities and emerging needs (5.A.3)
- Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected (5.A.2)
- Tracking outcomes/measures utilizing appropriate tools

5R2: RESULTS

What are the results for resource management? The results presented should be for the processes identified in 5P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

5I2: IMPROVEMENT

Based on 5R2, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

5P2a. Maintaining fiscal, physical, and technological infrastructures sufficient to support operations (5.A.1)

BTC is a good steward of public resources and strategically engages in partnerships to expand services and maximize its resources. State and federal statutes and administrative rules govern the College's financial policies and processes. The College's accounting procedures also meet or exceed all requirements, which are confirmed annually by an audit conducted by a CPA firm that

provides a professional opinion that the College's financial records fairly represent the College's financial condition.

Annually, the Vice President of Administrative Services presents the District Board with budget projections for the upcoming fiscal year as compared to the past year's actual figures; the current year's estimates; and three-year projections of full-time equivalents (FTEs), salaries, and healthcare costs. Trend data includes five years of historical information as well as current projections. Based on this information, the District Board's final budget approval balances the available resources with the requirements for continuing services and the new investments needed to meet the College's strategic priorities. On an ongoing basis, the budget is monitored through the Enterprise Resource Planning (ERP) system by responsible budget managers. Throughout the fiscal year, budget managers may request additional resources for unanticipated expenses through a budget modification request. The appropriate supervising executive reviews requests and forwards them for final approval to the District Board. These requests are approved based on available resources.

A multi-year rolling facility renewal plan and technology obsolescence plan stabilizes capital funding for infrastructure sustainability. As referenced in 5P3, the Facilities Deferred Maintenance Plan guides capital renewal funding for the College's physical plant and the Technology Obsolescence Plan ensures the technology infrastructure is updated as equipment reaches end-of-life. **[5.A.1]**

5P2b. Setting goals aligned with the institutional mission, resources, opportunities and emerging needs (5.A.3)

The College's strategic priorities were developed with consideration of opportunities and emerging needs and are aligned to support fulfillment of the College's mission. The strategic target to serve 3,000 students is based upon an analysis of population demographics which demonstrates the opportunity for greater service to the region. Labor market data, employer demand for skilled workers, and student interest serve to inform the College of opportunities for new academic programs. Financial resources in support of strategic goals are committed via the budget process. The College's Technology Strategic Plan and Facilities Master Plan are in the process of being updated to align with and support the College's strategic priorities. **[5.A.3]**

5P2c. Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected (5.A.2)

BTC has been able to maintain human resources sufficient to support its programs, despite several years of declining enrollment and reduced state support. BTC's academic divisions identify those programs which are significantly aligned with future workforce needs of the District and the College reviews its organizational structure to ensure efficiencies. The planning and budgeting process commits resources for academic and support operations and 1-1.5% of general fund revenues earmarked for operational support of strategic initiatives. Operational and capital resources are allocated in support of new programs launched to meet business and industry need and strategic initiatives. The College issues bonds as needed to fund capital

investment in instructional equipment, information technology, and physical plant infrastructure. Annually, the District Board authorizes the debt service property tax levy in an amount to meet the current debt service obligations. [5.A.2]

5P2d. Tracking outcomes/measures utilizing appropriate tools

The Board adopts the budget annually in June and reviews financial performance monthly. Budget modifications are processed thereafter as needed. The College maintains compliance with its fund balance policy despite a lengthy period of declining financial resources.

Enrollment is a key measure in resource management. Enrollment reports with prior year comparative data are electronically produced and distributed to College administrators weekly. The Vice President for Administrative Services forecasts tuition revenue based upon weekly enrollment status reports and alerts the Executive Team if a tuition revenue gap is predicted. The Executive Council coordinates the planning activities to close the budget gap.

Information Technology Services tracks the utilization of resources to inform equipment needs planning and purchase decisions. With the classroom technology standardization project spanning several years, rooms were prioritized in the plan based upon utilization. Demand for desktop computers has declined in tandem with enrollment. Desktop utilization tracking software is aiding the College in determining the appropriate quantity, configuration, and location for computers. Technology support services are recorded in the helpdesk software system for effective knowledge management and rapid identification of recurring issues that may signal the need for rapid replacement.

5R2a. Summary results of measures (include tables and figures when possible)

General Motors' closure of its Janesville plant resulted in unprecedented enrollment growth which far outpaced our small college peers. Enrollment declines, likewise, outpaced these same peers.

Since 2011, Wisconsin state-funded institutions have experienced tumultuous legislative change. The State's 2011 and 2013 adopted budgets significantly altered funding for Wisconsin's Technical Colleges. These changes, combined with the steady decline in enrollment, resulted in significant financial pressure on the general fund budget. The 2016-2017 enrollments are at a level not seen since the mid 1990s. The College responded to these pressures with a commitment to its educational purposes and a focus on increasing efficiency. Data demonstrates the balanced approach in responding to declining resources over the last seven years. The College's FY17 commitment to instruction remained at a healthy 58% of general fund expenditures.

5R2b. Comparison of results with internal targets and external benchmarks

In addition to ongoing monitoring of enrollment and financial performance against budget, BTC also monitors the operating revenues and expenditures of our WTCS small college peers to compare the volume of services provided (Full-Time Equivalent Enrollment) and measures the

funding support for the respective volume. The small college peer percentage of expenditures by function serves to inform budgetary decisions regarding the allocation of resources.

The Facilities Report demonstrates consistent improvement in work order management, preventative maintenance efforts, and customer service delivery. Comparison of this data with industry benchmarks confirm the performance level meets or exceeds standards for performance within the maintenance service industry.

The District Board remains informed on strategic initiatives progress via a semi-annual report on accomplishments and outcomes achieved.

5R2c. Interpretation of results and insights gained

The budget forecast includes enrollment impact of new program offerings. BTC monitors enrollment and effectively responds to projected revenue gaps by reducing expenditures and maintaining fund balance targets. The College monitors budget allocations to functional classifications to ensure funding supports college operations, specifically educational programming. The College is regularly audited by federal and state agencies in addition to the annual public entity audit with positive reports from these audits.

5I2. Based on 5R2, what process improvements have been implemented or will be implemented in the next one to three years?

The College recently improved the budget planning and monitoring process which links academic scheduling with budget planning. Instructional divisions manage the variable (adjunct and overload) personnel budgets utilizing the College's ERP system.

BTC's financial sustainability strategic priority will build upon the current planning and budgeting process. This initiative will increase the percentage of revenue dedicated to strategic initiatives; utilize enrollment planning built from program retention and recruitment targets resulting in improved tuition revenue forecasting; implement a new staffing plan that is competitive with the marketplace and internally equitable; expand guidelines for resource allocation; update the facilities master plan in alignment with the College's strategic priorities; and establish a formal process for program evaluation and review.

A new program proposal process was piloted in the FY18 budget development process. Feedback resulted in improvements to the process. The New Program Proposal process, which aligns with the planning and budget calendar, allows for the prioritization of new and emerging needs for better resource allocation decisions. New programs will be folded into the program evaluation process for performance monitoring.

BTC will continue to utilize WTCS Peer Institutions for comparative data. The Financial Services Department will seek to expand comparative data to include quality technical colleges located outside the state of Wisconsin for broader comparison purposes.

Sources

- Board FY18 Proposed Budget Plan
- Board Meeting Minutes 1.2018 Strategic Plan Update
- Board Three Year Projection Report 05.17.2017
- BTC Budget Request Form
- BTC District Financials 06.17 Audit Letter
- BTC FTEs 1981 to 2017
- BTC New Program Proposal Draft
- Budget Mod_8-08-17
- Budget Process
- D-630 Fund Balance Policy
- Deferred maintenance plan 2019-2021
- Enrollment Forecast of new programs
- Enrollment Revenue Gap Forecast
- FY18 Capital Concepts Funded
- FY18 Early Alert Budget Request
- FY18 MidYr Budget Reduction Worksheet
- FY19 Capital Concepts Excerpt
- General Fund Expenditure Percentage by Function
- General Fund Revenue History
- General Fund Unreserved Fund Balance History
- GF Budget Planning FY18.19
- IT Planned Obsolesence Plan FY18-22 revised
- Maintenance Performance Report
- New Expanded Program Proposals Financial Summary
- New Initiative Funding
- Occupations_Report_Truck_Driving478
- Right Size for BTC Fall 2017
- SP Enrollment Targets
- Strategic Plan
- Wisconsin Legislative Acts
- WTCS Enrollment Trend

5.3 - Operational Effectiveness

Operational Effectiveness focuses on how an institution ensures effective management of its operations in the present and plans for continuity of operations into the future. The institution should provide evidence for Core Component 5.A. in this section.

5P3: PROCESSES

Describe the processes for operational effectiveness, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Building budgets to accomplish institutional goals
- Monitoring financial position and adjusting budgets (5.A.5)
- Maintaining a technological infrastructure that is reliable, secure and user-friendly
- Maintaining a physical infrastructure that is reliable, secure and user-friendly
- Managing risks to ensure operational stability, including emergency preparedness
- Tracking outcomes/measures utilizing appropriate tools

5R3: RESULTS

What are the results for ensuring effective management of operations on an ongoing basis and for the future? The results presented should be for the processes identified in 5P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

5I3: IMPROVEMENT

Based on 5R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

5P3a. Building budgets to accomplish institutional goals

The annual budget development process begins with a top-down projection of revenues which are determined based upon external (state aid, property taxes, and tuition rate) and internal (enrollment estimates) factors. This resource determination establishes the funds available to support general fund activities, including wage and benefit adjustments. The College earmarks 1-1.5% of general fund revenues for strategic initiatives.

BTC's academic leadership identifies those programs which are significantly aligned with future workforce needs of the District. The budget process then aligns the financial resources of the College to support these programs and related support services. Base operational expenditure budgets are adjusted for planned changes, then rolled forward. In addition, budget managers may request new funding in support of operational needs.

Divisions prioritize capital requests for Executive Council funding consideration. A long-range capital investment and debt service plan ensures sufficient annual funding is available to support capital improvements. A multi-year rolling plan guides the facilities plant maintenance, information technology systems renewal, and furniture replacements.

The budget process includes presentation of historical trend data and a three-year projection for operational, capital, and debt service funds. The District Board's fund balance policy guides budget planning to ensure sufficient funds remain on-hand to meet operational cash flow needs and to respond to a mid-year reduction in state aid formula funding.

5P3b. Monitoring financial position and adjusting budgets (5.A.5)

The College maintains budgetary controls to ensure compliance with legal provisions embodied in the budget adopted by the Board. The budget is a plan and change inevitably occurs, including items that were not known or anticipated at the time the budget was developed. Budget modifications are presented to the Board quarterly to ensure the budget remains an accurate projection of expectations.

Budget managers utilize the College's Enterprise Resource Platform (ERP) to monitor budgets in real time and receive automated electronic financial reports via email bi-weekly. Instructional divisions utilize the ERP system to manage variable payroll budgets. Budget managers process a budget transfer to bring accounts into positive funding position should a deficit occur. Budget managers may transfer funds within their functional area as funds are available. The College maintains a central contingency fund to support unexpected expenses.

Leadership receives enrollment reports weekly and the Vice President for Administrative Services monitors revenue projections regularly. If a revenue shortfall is expected, a budget modification is processed to close the gap and maintain fund balance reserves. The District Board receives monthly financial reports and the Board Finance Committee conducts an in-depth quarterly financial review. The College maintains a Aa2 rating from Moody's Investors Services for its general obligation debt. Moody's Investors Services cited the College's "significant flexibility to modify expenditures to offset fluctuating revenues driven by enrollment changes" as a strength. **[5.A.5]**

5P3c. Maintaining a technological infrastructure that is reliable, secure, and user-friendly

Several measures are in place to maintain the security and reliability of BTC's technological infrastructure. BTC's information technology leadership remains abreast of technological advances and continually changing cyber risks which guide and influence the measures deployed to maintain a secure, reliable infrastructure. This is accomplished via attending national

conferences and reading publications and blogs, as well as networking with peers. The IT leaders from the 16 Wisconsin Technical Colleges meet regularly to share knowledge and explore opportunities for collaboration.

Technology projects originate from four primary sources: the College's strategic priorities, the academic technology committee, the technology governance committee, and the technology services department. Several technology projects were completed in recent years to expand services and improve the user experience. These include standardizing classroom technologies for ease of faculty use regardless of location or classroom, implementing a portal for student and staff single sign-on access to communications and resources, and administrative system redesign for optimal utilization resulting in improved accuracy and processing efficiency.

5P3d. Maintaining a physical infrastructure that is reliable, secure, and user-friendly

BTC maintains a multi-year Facilities Master Plan which guides purchase, construction, remodeling, and annual maintenance activities. A new Facilities Master Plan was developed in 2017-2018 and is pending feedback and adoption. Upon adoption, the plan is reviewed annually with adjustment as appropriate to reflect the changing needs of instructional programs and support services. Facility needs information is collected from the academic and support units, then evaluated, prioritized, and if supported, incorporated into the College's planning and budgeting process.

The Facilities Master Plan is developed in consideration of and integrated with the College's Long-Range Debt Plan. These plans are maintained by the College's Finance Division. The Facilities Master Plan and the Long-Range Debt Service Plan are reviewed annually by the BTC District Board. BTC utilizes the services of bond counsel and R. W. Baird and Associates to review and implement the capital and related debt service plan.

The Facilities and Operations staff lead and coordinate the detailed planning of each project. The College utilizes the services of architects, engineers, and construction management as needed. Key stakeholders are involved in the project design. All projects follow the College's procurement process. Facilities and Operations staff manage the projects to ensure work is completed on-time and within budget.

The College embarked on an accelerated physical plant improvement plan from 2014 to 2016 to create state-of-the-art manufacturing and health science instructional training centers and a student success center in support of student learning. Other support projects were concurrent with these improvements. During this timeframe, enrollment plummeted to levels not seen in more than twenty years. In accordance with the Facilities Master Plan, future improvements will continue albeit at a more moderate level of investment.

Evaluation of footprint in comparison to peer institutions confirmed the need to reduce physical footprint. To this end, the College sold the Aviation Center (25,210 sq. ft.) in spring 2017 after several years on the real estate market. In January 2017, the College reduced its footprint in the Beloit Center leased facility by 35%, and will vacate this space (29,068 sq. ft.) entirely in August 2018. In an effort to improve student support services while achieving greater efficiency, the

College is seeking to relocate the Center for Transportation Studies to the Central Campus. This relocation is dependent upon the sale of the current facility (30,846 sq. ft.). The result will be three primary locations of operation which are Central Campus in Janesville, Advanced Manufacturing Training Center (AMTC) in Milton, and Monroe Campus in Monroe.

5P3e. Managing risks to ensure operational stability, including emergency preparedness

BTC ensures operational stability by maintaining sound fund balance reserves and contingency funding. Operational reserves are a healthy 35% of expenditures and transfers. The FY18-19 operational budget includes $250,000 in contingency and $150,000 in unallocated new initiative funding.

BTC recognizes that risk arises from natural and man-made occurrences. The College employs several strategies to mitigate risk and continually reviews its response protocols in the event of an incident.

Information Technology Services security protocols are designed to minimize risk to continuity of technology operations. Facilities staff minimize risk to physical plant operations through the preventative maintenance and planned replacement of building system components. The College maintains appropriate levels of insurance for the replacement of buildings and equipment should a loss occur. In addition, our insurer provides the College with access to Agility Recovery Services to meet a wide range of emergent building and equipment needs due to unexpected loss.

The Campus Safety and Security Department leads the planning effort for environmental health, campus safety, and emergency response. The Campus Safety and Preparedness Manager works with two committees which assist with assessment and planning activities. The Health and Safety Committee reviews incident reports, campus environmental health practices, and physical plant conditions to identify opportunities for improving safety. The Emergency Preparedness Committee reviews the College's emergency response plan and training protocol.

BTC adopted the National Incident Management System (NIMS) template for managing incidents. This includes declaration of Incident Command, the opening and staffing of an Emergency Operations Center (EOC), and planning for recovery. An Emergency Procedures Quick Reference Guide, posted in all classrooms, includes shelter-in and evacuation procedures. Campus alerts and emergency notifications are conducted for immediate and/or ongoing threats to the health or safety of students and employees. The College conducts periodic training and testing which includes table top exercises, evacuation, and shelter-in-place drills. Building security has been improved through the implementation of electronic door access controls and systematic improvements in building surveillance systems.

5P3f. Tracking outcomes/measures utilizing appropriate tools

The College utilizes a variety of internal trend and external benchmarks for evaluation of operations. These include key financial metrics such as unreserved fund balance as a percentage of general fund expenditures, the Wisconsin Technical College System Cost Allocation Reports with particular focus on small college (peer) data, WTCS Outcomes Based Funding

report, capital asset condition report, debt service rates, enrollments, IPEDs data, student satisfaction surveys, etc.

5R3a. Summary results of measures (include tables and figures when possible)

BTC has maintained a strong general fund unreserved fund balance position despite several years of declining enrollment. Moody's Investor Services has cited management's ability to reduce expenditures in light of declining enrollment thereby preserving the general fund unreserved fund balance position as a strength.

BTC defines proper stewardship as matching asset consumption with capital investment. By establishing a long-range debt service target, the College ensures capital asset funding meets near-term needs while avoiding the creation of a deferred maintenance burden placed on future generations. The Net Capital Assets Condition Report and Long Range Debt Service Plan combined with consideration of peer institutions net asset condition and debt service rates provide a basis for evaluating the effectiveness of these processes.

The Noel Levitz Student Satisfaction Inventory (SSI) includes a measure of the College's responsiveness to students' personal safety and security. As the world around the Institution has changed, students are expressing a higher importance on the campus being safe and secure for all students. In the last survey, students rated the safety and security of campus for all students as the eighth highest factor of importance and rated the College's performance on this item as second highest in satisfaction.

5R3b. Comparison of results with internal targets and external benchmarks

BTC is relatively efficient in the delivery of services in comparison to our small sister institutions. In 2016-2017, BTC ranked fifth out of the seven colleges in operational expenses per full-time equivalent (FTE) student served, a rank that has been held three out of the last four years.

The College's unreserved general fund balance as a percentage of general fund expenditures is recognized by Moody's Investor Services as a strong position. BTC's position in comparison to its WTCS sister institutions is very strong with just two institutions holding a higher percentage.

BTC has demonstrated its ability to maintain healthy fund balance reserve despite several years of declining enrollment. The College's Flexible Education Strategic Initiative is designed to expand opportunity as well as stabilize and grow enrollment. The College expects to maintain its healthy fund balance position well into the future and predicts pressure due to further enrollment decline is unlikely.

As BTC continues planning its capital improvement, the College remains mindful of its stewardship responsibility in managing capital assets and tax levies. The Finance Division reviews the net capital asset condition and tax levy rate of sister institutions.

5R3c. Interpretation of results and insights gained

In 2017, BTC had the fifth highest mill rate among the sixteen technical colleges. The College expects the debt service mill rate to remain elevated for the next five years with all current debt outstanding retired within ten years. The reduced capital renewal plan is reflected in these overall projections as the College plans to improve and maintain its facilities in accordance with the Master Plan.

The 2015 Noel Levitz Student Satisfaction Inventory (SSI) survey was administrated from April to May 2015. All BTC students were invited to complete the survey via emails and various postings in campus buildings. In total, 228 students completed the survey (8% response rate). The survey includes the collection of responses related to campus safety. The survey results support student recognition of the importance of campus safety and preparedness activities including campus alerts, emergency notifications, and safety drills.

An independent firm has been engaged to conduct a comprehensive campus safety and security risk analysis with a report on findings and recommendations to be presented to the District Board by Fall 2018.

5I3. Based on 5R3, what process improvements have been implemented or will be implemented in the next one to three years?

Financial sustainability is a strategic plan initiative that will 1) formalize the annual program evaluation and periodic program review process, 2) link the enrollment plan with budget forecasting, 3) develop an equitable, market-based instructional compensation system, 4) update the Facilities Master Plan, and 5) establish guidelines for resource allocation to ensure sustainability of quality education programs and services at varying levels of enrollment.

Reducing the College's physical footprint to three locations will ensure resources are optimized in the delivery of academic offerings and support services as the College strives to improve student retention and success. Information Technology Services will support several system improvements including the launch of an integrated student planner and an early alert system, both of which are part of the guided pathways strategic initiative.

BTC utilizes Ellucian's Banner Enterprise Resource Platform (ERP) for student and administrative data processing activities. BTC's ERP system has been hosted and supported by Waukesha County Technical College (WCTC) for 16 years. Information Technology Services Division completed an assessment of options to improve data security and disaster recovery for this critical system. WCTC and BTC recently completed the migration of Banner ERP to Ellucian's Application Hosting Service in the Amazon Cloud.

BTC recognizes the need to continue continuity of operations planning. To this end, the Information Technology Services Division will continue efforts to improve technological disaster recovery readiness, while the Campus Safety & Preparedness Division will continue working with college departments to further develop continuity plans for essential services. The recommendations emerging from the independent all-hazards risk assessment completed in

spring/summer 2018 will shape future improvements in support of risk mitigation and enhanced safety.

Sources

- 2018-19 Budget Calendar
- Base Budget Planning FY18.19
- Board FC Minutes 2.2018
- Board Historical and Three Year Projection Report 05.17.2017
- Board Mtg Minutes 1.2017
- Board Qtrly Financial Statement 2017-12
- Board Three Year Projection Report 05.16.2018
- BTC Draft Facilities Master Plan 5.2018
- BTC Noel Levitz SSI
- BTC Technological Infrastructure
- Budget Modification 1.2018
- D-630 Fund Balance Policy
- DMI Insurance Coverage
- Facilities Historical Trend Work order report
- Facilities maintenance plan 2019-2021
- Facilities WTCS Small Six Comparison 2016
- Facility Capital Improvements
- Furniture Plan
- FY17 WTCS Cost Allocation Report
- Fy18 Budget Assumptions
- FY18 MidYr Budget Reductions Summary Worksheet
- IT Accomplishments FY13-18
- IT Planned Obsolesence Plan FY18-22
- Long Range Capital and Debt Service Plan
- Monthly Summary of Revenue and Expenditures 2017-11
- Moodys Investor Services Rating
- Moodys Published Report - significant flexibility
- Net Asset Condition Report
- New Expanded Program Proposals Financial Summary
- Other Facility Improvements
- Quarterly Financial Statement Narrative Report 201712
- Unreserved Gen Fund Balance % of Exp
- Weekly Trend Enrollment Data
- WTCS 2017 Levy
- WTCS Small Peer Comparison 2017

6 - QUALITY OVERVIEW

6.1 - Quality Improvement Initiatives

Quality Improvement Initiatives focuses on the Continuous Quality Improvement (CQI) initiatives the institution is engaged in and how they work together within the institution.

6P1: PROCESSES

Describe the processes for determining and integrating CQI initiatives, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting, deploying and evaluating quality improvement initiatives
- Aligning the Systems Portfolio, Action Projects, Comprehensive Quality Review and Strategy Forums

6R1: RESULTS

What are the results for continuous quality improvement initiatives? The results presented should be for the processes identified in 6P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

6I1

Based on 6R1, what quality improvement initiatives have been implemented or will be implemented in the next one to three years?

Responses

6P1a. Selecting, deploying and evaluating quality improvement initiatives

Action projects have served as the foundation for our system of continuous improvement. BTC selects quality improvement initiatives related to action projects in the following ways: reviewing Systems Appraisal recommendations, the strategic plan, and suggestions from faculty and staff.

In August of 2016, BTC's new President asked for volunteers to serve on a committee which would propose a new shared leadership system.   This shared leadership system consists of two (2) groups the Blackhawk Improvement Group (BIG) and the Group for Procedures and Strategy (GPS).

The role of the BIG is to provide oversight and review of process improvements--create Continuous Process Improvement (CPI) teams on a semester basis, provide sponsorship to CPI teams, oversee CPI implementations, and provide oversight to the ongoing CPI training process. The role of GPS is to provide oversight and guidance for operational decisions, approval of procedure changes that impact more than two (2) functional areas, strategic planning, and college accreditation (AQIP).

CPI training is required for all CPI teams. BTC hired a consultant to train the first group of CPI teams in early spring 2017 and the second group of CPI teams in fall 2017. The consultant focused on strategic and process improvement planning for college growth, program development, resource development, strategic technology adoption, and leadership. As a result of of this training, the College decided to have the consultant train (train-the-trainer) internal BTC employees to become CPI trainers for the College community.

Employee's suggestions can be submitted anonymously to the BIG electronically through the Suggestion Form. Suggestions are posted publicly after two (2) BIG members have reviewed it to ensure it contains no personal attacks and is constructively worded. BIG members discuss and evaluate the suggestions to determine alignment to strategic plan, urgency, stakeholders impacted, and level of impact. Once a project is determined, the BIG recruits and appoints members of each CPI team based on cross-functional representation reflective of the process being evaluated. The BIG informs each CPI team when progress reports and completion is expected. CPI teams research and study the issue in depth and propose a solution to the BIG under the guidance of a team sponsor from the BIG. The BIG and Executive Council evaluate the CPI team's proposal based on use of best practices, costs, and level of improvement expected. Once the proposal initiatives are approved, an implementation team is formed to execute the plan. If an initiative is not approved, the BIG will communicate to the CPI team and recommend a corrective course of action.

6P1b. Aligning the Systems Portfolio, Action Projects, Comprehensive Quality Review and Strategy Forums

BTC's dedication to continuous improvement is reflected in its choice and ongoing commitment to the Higher Learning Commission's (HLC) Academic Quality Improvement Program (AQIP) pathway. BTC was accepted into AQIP in December of 2005. The College has participated in three (3) AQIP Strategy Forums and submitted two (2) Systems Portfolios. In April 2012, the College went through a Quality Check-up Visit. The two (2) Systems Appraisal reports provided BTC with valuable information on how to strengthen our continuous quality improvement strategies. The College is now submitting its third Systems Portfolio (Please see BTC AQIP Pathway).

As BTC has launched the new Shared Leadership structure and CPI process, action projects are aligned with the CPI project teams. In Fall 2016, a Website team was formed to improve our website for student and stakeholder use. This CPI project was utilized as an action project. This process insures that our Shared Leadership structure and CPI process are aligned with our strategic plan and AQIP structure.

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

The HLC's Appraisal feedback highlighted BTC's strengths and opportunities for improvement from the 2009 and 2013 Systems Portfolios. BTC compared both systems portfolios appraisal feedback. The College reviewed and created a table and charts of weaknesses and strengths for each of the AQIP categories. We used the feedback for institutional dialogue about what processes at BTC needing to be "firmed up" and/or improved upon, to identify improvements that have been made as a result of participation in AQIP to "celebrate" what BTC does well, and to prepare for AQIP's Check-up Visit (Please see BTC Portfolio Analysis).

To date, BTC has initiated 15 action projects, 13 of which have been successfully completed and two (2) that are currently active. Action projects serve as a key continuous improvement activity at BTC. The effort put into planning, supporting, and maintaining the best practices that come out of the projects is critical to the Institution's planning processes.

CPI teams are volunteers from all over the campus. The teams are given a topic, CPI training, a sponsor from the BIG, and then they decide on their direction, research, and recommendations. So far the CPI teams have tackled 13 topics: Advising, Scheduling, Registration, Academic Calendar, Guided Pathways, High School Enrollment, Project Management, New Student Orientation, Customer Service, New Program Development, Website, Shared Leadership, and Student Retention.

Currently, BTC has three (3) internal CPI trainers who train all CPI teams in the CPI process of current BTC practices, best practices, and recommendations for future state.

6I1. Based on 6R1, what quality improvement initiatives have been implemented or will be implemented in the next one to three years?

BTC has made many improvements to our culture of quality improvement over the last four (4) years. The College has seen an increase in employee awareness of AQIP and the importance of continuous quality improvement. BTC will continue to facilitate CPI teams and CPI Implementation teams to purposefully engage our staff, faculty, students, the District Board, and stakeholders, both internal and external, in quality continuous improvement.

Sources

- 2017 CPI Academic Calendar Book
- AQIP Action Projects Table
- BIG Submissions with Assignments
- BTC AQIP Pathway
- BTC Website Redesign
- BTC_Portfolio Analysis
- CPI Academic Calendar Book
- CPI Advising Book
- CPI College Governance

- CPI Customer Service
- CPI New Program Development
- CPI New Student Orientation
- CPI Project Management
- CPI Registration Booklet
- CPI Scheduling Team
- CPI Student Retention Book
- CPI Training
- Group for Procedure and Strategy Charter
- HS_Team_Proposal
- Portfolio Systems Appraisal Comparisons 2010_2014
- Process Improvement Suggestion Form
- Shared Leadership Charter
- Shared Leadership Presentation
- SP Appraisal Feedback Charts Comparisons
- Strategic Planning Process
- The BIG Project Evaluation Rubric
- Website Presentation

6.2 - Culture of Quality

Culture of Quality focuses on how the institution integrates continuous quality improvement into its culture. The institution should provide evidence for Core Component 5.D. in this section.

6P2: PROCESSES

Describe how a culture of quality is ensured within the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Developing an infrastructure and providing resources to support a culture of quality
- Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations (5.D.1)
- Ensuring the institution learns from its experiences with CQI initiatives (5.D.2)
- Reviewing, reaffirming and understanding the role and vitality of the AQIP Pathway within the institution

6R2: RESULTS

What are the results for continuous quality improvement to evidence a culture of quality? The results presented should be for the processes identified in 6P2. All data presented should include the population studied, the response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

6I2: IMPROVEMENT

Based on 6R2, what process improvements to the quality culture have been implemented or will be implemented in the next one to three years?

Responses

6P2a. Developing an infrastructure and providing resources to support a culture of quality

BTC has a long history of focusing on and maintaining a culture of quality improvement. 6P1 outlines the importance and use of action projects in the College's system of continuous improvement. Since 2016, the College has worked to improve this culture and build on this history by infusing quality concepts throughout the institution through the use of CPI. The very foundation of the Shared Leadership model is built on the BIG. This College-wide committee is focused on process improvement throughout the institution. Another interlocking component of creating a culture of quality improvement is the new infrastructure and management approach to the strategic planning process. These two (2) processes encompass the College's systematic approach to quality while recognizing that not all improvements need to be accomplished as a formal action project, CPI team, or strategic planning project.

6P2b. Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations (**5.D.1**)

The College has implemented the following comprehensive strategy to infuse a culture of improvement.

Long-term CQI

The strategic plan was built utilizing a dynamic strategic planning process with a three-year time frame and annual refresh. The College determines the three-year initiatives, projects, and strategy to reach specific improvement goals with annual targets used to determine progress for annual refresh evaluation. The Board, Executive Staff, the management team, the BIG, the GPS, and entire College community are updated at various frequency throughout the year as described in how well the institution are performing on achieving the three-year objectives and will update all initiatives and projects annually as described in 4.2.

Short-term CQI

BTC's new Shared Leadership includes the Blackhawk Improvement Group (BIG) that focuses on the organization's ongoing process improvement activities while the Group for Procedure and Strategy (GPS) focus on procedures of the College. These groups work in collaboration with Executive Council to move the College forward with a focus on the Strategic Initiatives outlined with the Strategic Plan. Where the strategic planning teams are focused on longer-term improvement initiatives, CPI and CPI Implementation teams (Please see 6P1) focus on improvement initiatives that are typically one year or less, aligning these improvement projects to Action Projects. Each semester, the CPI teams report out their improvement ideas during townhall meetings where all members of the College community, including Board members, are engaged in process improvement.

Integration of CQI into Operations

The College's focus on data-driven decision-making combined with ongoing process improvement professional development helps integrate quality improvement into everyday operations **[5.D.1]** By promoting a culture of data-driven decisions through the District Board, President, Executive Council, Shared Leadership, management team, and departments/divisions, employees are empowered to bring quality improvement to every facet of their job and the College. BTC conducts multiple surveys and makes the results available for the public. These surveys are analyzed for continuous improvement purposes and communicated to all stakeholders.

6P2c. Ensuring the institution learns from its experiences with CQI initiatives (5.D.2)

The key to any CQI initiative is using a structured planning approach to evaluate the current processes and improve systems and processes to achieve the desired outcome and vision for the College. BTC ensures that the institution learns from our experiences through the Shared Leadership model and a communication plan.Through the use of bi-annual updates on strategic

plan progress and lessons learned, quarterly management team updates, bi-annual CPI team report outs, and development of dashboards help insure that CQI initiatives are understood and results examined and learned **[5.D.2]**.

6P2d. Reviewing, reaffirming and understanding the role and vitality of the AQIP Pathway within the institution

Due to our strong culture of quality improvement, in-services feature information about AQIP and/or the strategic plan. BTC's action project cycle reflects that continuous improvements occur through the format and structure of retired action projects.

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

- Program review and evaluation.
- BTC conducts multiple surveys and makes the results available for the public. These surveys are analyzed for continuous improvement purposes and communicated to all stakeholders.
- Alignment of strategic plan with shared leadership model.
- The Website Governance team focused on continued improvement of the website. The mission of the Website Governance team is to enforce new standards for our website, review and utilize web analytics, and continuously improve the user experience. The team will work to maintain the standards, structure, and content of the College's website, utilizing our newly developed website guidelines and style guide, and with direction from user experience research and industry best practices.
- Launch of 1**3 CPI projects** and training of 116 people in process improvement tools.
- Training of 12 people in process mapping skills (Please see, Strategic Plan - Organizational Development: Task 3 - Standard Operating Procedures - Develop list of priority areas for process mapping).

6I2. Based on 6R2, what process improvements to the quality culture have been implemented or will be implemented in the next one to three years?

- The continued refinement of the Shared Leadership model.
- Better measurement of **CPI teams** and implementation teams process improvement impact on metrics.
- Dashboard development at every level of organization with targets and well developed metrics to allow for easier analysis of improvement needs and impact of CQI.
- Development of process mapping skills throughout organization with lean thinking concepts to help areas of college recognize potential process improvement areas.

Sources

- 2017-2020 StratPlan Final Approved
- 2017-2020 StratPlan Final Approved (page number 5)

- 2017-2020 StratPlan Final Approved (page number 6)
- Action Project 1 - Revising College Core Abilities
- Action Project 15 - Assessing Students Achievement of Core Abilities
- Action Project 4 - Assessing Core Abilities in Career and Technical Education Programs
- Action Project 7 - Integrating Core Abilities into BTC's Culture Status
- AP 12 Operationalizing Core Abilities Into Performance Management Systems
- Blackhawk Improvement Group Charter
- CPI New Program Development team booklet FINAL
- Final Master Strategic Plan Task Gantt Chart_2017-2020
- Group for Procedure and Strategy Charter
- Institutional Research_Surveys
- Program Review and Evaluation Process 2018
- Strategic Plan Update 5.18.18
- Strategic Planning Process