



Empowering Students ~ Enriching Communities

Blackhawk Technical College



2013 Systems Portfolio

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Institutional Overview

Blackhawk Technical College (BTC), one of sixteen technical colleges within the Wisconsin Technical College System (WTCS), serves 567 full-time and 2,860 part-time students through more than 50 programs leading to Associate degrees, Technical Diplomas, Certificates, and Apprenticeships. In addition, BTC offers more than 40 courses through online delivery. In 2013 the average age for BTC credit students is 30.3 years 18% are minority. The District encompasses the greater portion of Rock and Green Counties in South Central Wisconsin, including the cities of Beloit, Janesville, and Monroe. While classes are offered at the Rock County Job Center in Janesville and at several area high schools, the majority are held at the College's four sites: the Beloit Center in Beloit, the Center for Transportation Studies in Janesville, Central Campus, located between Beloit and Janesville, and the Monroe Campus in Monroe. Full-time faculty (106), administrators (80), and staff (41) provide the educational and other services BTC offers to its District and to the southern Wisconsin - northern Illinois region. In addition, BTC employs 70 adjunct faculty who teach credit courses.

In February 2011 the College launched a participative planning process to review and revise its Mission, Vision, and Guiding Principles and to develop a five-year strategic plan which was formally adopted by the District Board in October 2011.

BTC's Mission Statement

Empower our Students ~ Enrich our Communities

BTC's Vision Statement

Blackhawk Technical College is a valued and integral partner in a prosperous and vital region.

BTC's Eight Guiding Principles:

- ❑ *Community-Focus:* We seek to understand and respond to the needs of our district's students, employers, and citizens.
- ❑ *Partnerships:* We make the best use of our resources by working collaboratively with community business, education, economic, and nonprofit partners.
- ❑ *Transparent Communication:* We communicate clearly and frequently so that information flows vertically and horizontally through the organization.
- ❑ *Accountability:* We accept responsibility for our actions and we follow through on our agreements.
- ❑ *Campus Community:* We create an inclusive college community where all students and employees feel welcome and supported in achieving their goals.
- ❑ *Interdependence:* We recognize that we are interconnected both within our college and with the communities we serve and consider both intended and unintended consequences of our decisions and actions.
- ❑ *Data-Informed Decisions:* We appropriately use both qualitative and quantitative data in making decisions.
- ❑ *Forward-Focused:* We are focused on the future and ready to move in new and innovative ways.

While the HLC reviewers did not find any accreditation or strategic issues in their review of BTC's 2009 Systems Portfolio, the College examined all comments and began addressing them as part of the organization's commitment to systematic quality improvement. An important first step in this continuous improvement journey was the implementation of a participatory strategic planning process. Through this College-wide process, BTC identified five new strategic priorities, which set the framework for the 2012-2017 Strategic Plan (Table IO-1). BTC integrated these strategic priorities within the AQIP process to ensure that appropriate resources are committed to the strategic initiatives. The strategic priorities, guidelines, and alignment framework provide continuity and direction for these projects and activities now and into the future. To advance the College's five strategic priorities, BTC has created six governance councils, five of which are held responsible for the five strategic priorities. The sixth council provides oversight of the progress made by the other councils. BTC's Governance Councils are: Administrative Services Council, College Council, Employee Support Services Council, Institutional Effectiveness Council, Instructional Council, and Student Support Services Council. The alignment among BTC's five Strategic Priorities, six Governance Councils, nine AQIP Categories, and BTC's three active Action Projects is illustrated in Table 8P4-1.

Since its acceptance into AQIP in 2005, BTC has recognized the need to be more comprehensive and systematic in its use of data and information for decision-making. The adoption of Key Performance Indicators (KPIs) as part of the College's 2012-2017 Strategic Plan and the purchase of a Business Intelligence (BI) tool affords renewed opportunities for growth in this area. One opportunity that the College has identified is the need for widespread use of learning assessment results to improve curriculum and instruction at the course level. While program accreditation processes and the Wisconsin Technical College System's (WTCS's) Quality Review Process (QRP) and Technical Skill Attainment (TSA) initiatives result in outcome-based improvements at the program level, BTC acknowledges that similar comprehensive approaches at the course level is an area for further development.

Table IO-1: BTC's 2012-2017 Strategic Plan—Strategic Priorities, Organizational Objectives, and Performance Measures

Strategic Priority	Organizational Objectives	Performance Measures
Position BTC as a Key Economic Driver	1.1 Increase the Percent of BTC Graduates Hired by Regional Employers in their Related Fields	KPIs: 1. Graduate Follow-up Survey (Benchmark 2010-11: Calculate the number of graduates employed within the BTC District) (KPI-1) 2. Employer Satisfaction Survey – Indirect Measure (Baseline 2011-12 survey) (KPI-2) 3. The number of employees in district who received customized/contract training (KPI-3) 4. Employer satisfaction with customized/contract training (KPI-4)
Increase Student Recruitment, Retention, and Success	1.1 Strengthen Student Recruitment and Assessment Models and Practices 1.2 Increase the Enrollments of Under-Represented Student Populations 1.3 Enhance Pedagogical Knowledge and Skill 1.4 Monitor and Improve Student Retention 1.5 Monitor and Improve Student Support Services	KPIs: 1. Retention of students (KPI-8) 2. Minority student enrollment and retention (KPI-9) 3. Student satisfaction (KPI-10) 4. Technical skills attainment (KPI-11) 5. Core ability skill attainment (KPI-12) 6. Student persistence (KPI-13)
Increase the Diversity and Inclusiveness of the Environment	1.1 Educate our Staff and Community about Diversity, Inclusion, and Cultural Competency 1.2 Recruit and Retain Diverse Staff	KPIs: 1. Employee satisfaction (KPI-5) 2. Retention of employees (KPI-6) 3. Minority hiring and retention rates (KPI-7)
Enhance Organizational Engagement and Effectiveness	1.1 Improve the College Culture and Climate 1.2 Improve the Effectiveness of Core Processes 1.3 Increase Employee Engagement	KPIs: 1. Employee satisfaction (KPI-5) 2. Retention of employees (KPI-6) 3. Minority hiring and retention rates (KPI-7)
Develop New Resources	1.1 Increase Foundation Revenue by Maintaining and Ensuring a Strong and Active Foundation 1.2 Increase Grant Revenues that Support Strategic Priorities by Designing and Managing a Coordinated Grant Procurement Process	KPIs: 1. Grant revenue received during the fiscal year (Benchmark 2011-12)

Finally, the HLC's April 2012 on-site reviewers acknowledged BTC's continued movement towards strategic alignment: "Blackhawk has approached systematic improvement by defining larger goals, understanding the organization's strengths and limitations, by integrating more members of the organization in planning through the newly launched College Council, through the analysis and application of data and information to inform decisions and direction and by making incremental adjustments to existing systems while anticipating larger change requirements. The College is clearly dedicated to ensuring all students succeed. As one participant said, 'We've moved from providing an opportunity for students to have the right to fail, to believing we are obligated to make sure every student succeeds'"(BTC's 2012 *Quality Checkup Report*, 4).

Category One: Helping Students Learn

The Systems Appraisal Team identified various strengths and opportunities for Blackhawk Technical College for Category 1: *BTC is committed to quality student learning, and diligently works to ensure all relevant internal and external stakeholders participate in program and course development and revisions. Evidence exists of improvements made after reviewing and analyzing data. National tools are used and comparisons reviewed. Opportunity exists to establish an assessment plan for various areas of the College, such as the impact of online tutoring and accounting internships.*

BTC has moved from a *systematic* to an *aligned* approach in *Helping Students Learn* as evidenced by its 2012-2017 Strategic Plan, the integration of General Education and BTC Core Abilities into its educational offerings, and the supporting comments by the HLC's 2012 on-site review team's comments (IO).

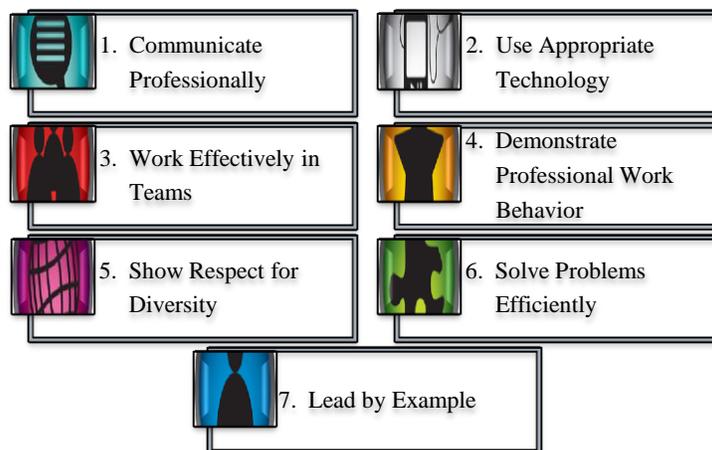
BTC's Strategic Priority to *Increase Student Recruitment, Retention, and Success* as well as the structure provided through the Strategic Plan assure that improvement strategies for student learning are *aligned* throughout the College and that assessment is integrated into all students' pre-college and college coursework and post-college endeavors. The priority includes the following strategies for student learning:

- Assess student readiness to begin college and to place all entering students appropriately in pre-college and college-level courses.
- Strengthen instructional delivery.
- Increase course completion, course-to-course transitions, and graduation rates.
- Redesign and expand tutoring services.

Central to the evaluation of the Strategic Plan are KPIs (Table IO-1), used throughout the College to measure institutional success. The following KPIs measure for assessing student learning: Technical Skills Attainment (TSA), Core Ability skill attainment, student persistence, and employer satisfaction with graduates.

In keeping with its mission, BTC developed common or shared student learning outcomes called Core Abilities. Continued efforts to incorporate BTC's seven College-wide Core Abilities into all educational offerings contribute to the *alignment* of processes for *Helping Students Learn* as explained in 1P2 [4.B.]. BTC's seven College-wide core abilities (or general education outcomes) are evidenced in Figure 1P1-1:

Figure 1P1-1: BTC's Seven College-Wide Core Abilities



While the WTCS requires the integration of General Education knowledge and skills into occupational programs, BTC is in the process of revalidating the *alignment* of General Education courses to its associate degree and technical diploma programs. In 2012 General Education faculty and administration renewed its process to integrate General Education knowledge and skills that included General Education faculty or dean representation on all program advisory committees. The process is intended to develop linkages between General Education and technical curricula and to enhance communication among staff members. The College's Core Abilities are also

being integrated into all certificate, program, and General Education offerings and form the basis for a new co-curricular Certificate of Professional Development as explained in 1P16 [3.E.].

1P1 – Reviewer Comment (S) *In alignment with the College’s mission, Blackhawk Technical College (BTC) developed seven College-wide core abilities or general learning outcomes and these include communicating professionally, using appropriate technology, working effectively in teams, demonstrating professional work behavior, showing respect for diversity, solving problems efficiently, and leading by example. In today’s fast-paced global economy, there is a high demand for workers with high interpersonal skills, and BTC has incorporated a lot of these soft skills in its general education requirements.*

1P1

In keeping with its mission, BTC developed common or shared student learning objectives called Core Abilities to address both student learning and development. The Core Abilities, as statements of key employability skills and General Education outcomes, are central to all departments, programs, divisions, and units of the College and are requirements for all associate degree level and technical diploma programs. In 2006 the goal of BTC’s Action Project 1 was to revise the College’s Core Abilities which yielded a dual purpose of reflecting workplace skills as well as establishing classroom learning competencies. Faculty, administration, staff, the College’s HLC Assessment Workshop mentor, and program advisory committee members were directly involved in this process. In 2011 the College reaffirmed its Core Abilities through two Employer Summit meetings involving local business, industry, manufacturing, and healthcare employers.

3.B. The acquisition, application, and integration of broad learning and skills are integral to BTC’s educational programs as described in 1P1.

1. The General Education program is grounded in a framework established by the WTCS Board and determined to be appropriate to the mission, educational offerings, and degree levels of the institution. All General Education program offerings and revisions are subject to approval by the WTCS Board.

2. All associate degree General Education courses were developed collaboratively among the sixteen Wisconsin Technical Colleges to assure consistency in learning specific outcomes and transferability of course credits within the system. Associate degree general education requirements are met through thirty statewide courses. BTC’s program faculty and staff determine which General Education courses best provide the knowledge and skills every college-educated person in each discipline should possess. These course requirements are validated by advisory committees made up of employers and employees within the program discipline.

BTC Core Abilities are based on the WTCS framework and are grounded in the faculty’s shared philosophy of general education as described in the *College Catalog*: “Historically, in many career and technical education programs, the focus has been on technical topics specific to the occupational area. Today’s fast-paced global marketplace is demanding more, and ‘soft skills’ are emerging in importance. In today’s global workforce, soft skills are more directly related to professional success than ever before. The faculty of BTC has identified seven related topics of soft skills or ‘core abilities’ that are crucial to success both during school and after graduation.”

3. Evidence that the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments is provided through the integration and assessment of its seven Core Abilities within all programs and certificates—specifically through the *Communicate Effectively* and *Solve Problems Efficiently* Core Abilities:

Core Ability	Indicators
Communicate Effectively	<ul style="list-style-type: none"> ○ Demonstrate communication standards specific to occupational area ○ Write professionally ○ Speak professionally ○ Interpret professional documents ○ Demonstrate critical listening skills ○ Communicate using professional non-verbal behavior
Solve Problems Efficiently	<ul style="list-style-type: none"> ○ Recognize and gather relevant information ○ Identify a problem to be solved ○ Select an appropriate problem-solving methodology ○ Apply mathematical reasoning ○ Use appropriate resources ○ Recognize when to change direction, if needed ○ Recognize when the process is complete

4. BTC demonstrates that it recognizes the human and cultural diversity of the world in which students live and work by embedding its *Show Respect for Diversity* Core Ability within all of its academic offerings.

Core Ability	Indicators
Show Respect for Diversity	<ul style="list-style-type: none"> ○ Interact with diverse groups respectfully ○ Treat everyone without bias ○ Seek information when necessary to interact effectively with others ○ Adapt to diverse situations ○ Demonstrate respect and common courtesy

BTC further recognizes the diverse society in which it plays a role through its statutory mission for *Equal Opportunities* that remove barriers created by stereotyping and discrimination and its 2012-2017 Strategic Plan priority to *Increase the Diversity and Inclusiveness of the Environment*. In support of this strategic priority, the College identified best practices which could be replicated for incorporating diversity into additional courses through a Diversity Mapping project, completed in 2012 by consultants from San Jose State University.

5. BTC offers Associate Degrees in Applied Sciences (AAS) and Technical Diplomas, designed to assist persons preparing for entry into, remaining in, or advancing in an occupation. Significant contributions to scholarship, creative works, or discovery of knowledge are largely beyond the scope and mission of an AAS and Technical Diploma granting institution although many BTC faculty are involved in scholarship through graduate programs or in advancing knowledge in their fields through publications.

1P2 – Reviewer Comment (S) BTC's program outcomes and learning objectives are an industry-driven process and program faculty and administrator are involved to ensure that these objectives are met. To determine specific program learning objectives, BTC conducts internship supervisor assessments, technical skill attainment, National and State Licensure/Certification Exams, Faculty-led Core Abilities Team (FLCAT), and program level assessment. Faculty and administrators develop program outcomes and learning objectives. BTC determines specific program learning objectives through a combination of processes that include the Developing a Curriculum (DACUM) model, program accreditation standards, statewide curriculum committees, advisory committee/stakeholder meetings, and involves faculty, administrators, graduates, and employers.

1P2

BTC's process of determining industry-driven program outcomes and learning objectives is the responsibility of program faculty and administrators. Program outcomes are developed through one or more of the following processes:

Developing a Curriculum (DACUM):

Since 2009 two programs, Pharmacy Technician and Phlebotomy Technician, were created through a DACUM process. Subject matter experts identified competencies or tasks performed by individuals employed in the respective occupational area. Additional information came from national accrediting bodies or professional associations, national skill standards, stakeholder recommendations, and labor market data. Faculty and administrators used this input to develop program outcomes, course competencies, performance standards, course sequences, and related General Education requirements.

Accreditation:

BTC maintains specialized accreditation in programs as shown in Table 1P2-1:

Program	Accrediting Agency	Last Accreditation or Approval Year
Air Conditioning, Heating, and Refrigeration Technology	American Refrigeration Institute/Partnership for Air Conditioning, Heating, Refrigeration Accreditation	2011
Automotive Technician	National Automotive Technicians' Education Foundation (NATEF) and the National Institute for Automotive Service Excellence (ASE)	2009
Criminal Justice	WI Department of Justice – Training and Standards Bureau (T&S)	2010
Culinary Arts	American Culinary Federation Accrediting Commission	2006
Dental Assistant	Council on Dental Education/American Dental Association	2011
Diagnostic Medical Sonography and Vascular	Commission on Accreditation of Allied Health Education Programs	2008
Medical Assistant	Commission on Accreditation of Allied Health Education Programs	2006
Medical Laboratory Technician	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	Ongoing
Nursing	National League for Nursing Accrediting Commission	2011
Nursing Assistant	WI Department of Health Services	2012
Nursing/Practical Nurse	WI State Board of Nursing	Ongoing
Physical Therapist Assistant	Commission on Accreditation in Physical Therapy Education	2011
Radiography	Joint Review Committee on Education in Radiologic Technology	2012

Statewide Curriculum:

Statewide programs are developed through collaboration among all sixteen Wisconsin Technical Colleges. Faculty members, representing those districts offering the programs, identify common program outcomes, competencies, and performance standards. Students are afforded transferability of courses and programs throughout the system and articulation with four-year institutions. The following BTC program curricula are developed and revised through this statewide process:

- | | | |
|---|--|---|
| <input type="checkbox"/> Criminal Justice – Law Enforcement | <input type="checkbox"/> Fire Protection Technician | <input type="checkbox"/> Nursing Assistant |
| <input type="checkbox"/> Dental Assistant | <input type="checkbox"/> Medical Assistant | <input type="checkbox"/> Nursing – Associate Degree |
| <input type="checkbox"/> Early Childhood Education | <input type="checkbox"/> Medical Coding Specialist | <input type="checkbox"/> Physical Therapist Assistant |
| <input type="checkbox"/> Emergency Medical Technician | <input type="checkbox"/> Medical Laboratory Technician | <input type="checkbox"/> Practical Nursing |
| | | <input type="checkbox"/> Radiography |

Advisory Committees and Stakeholder Meetings:

Advisory Committees consisting of employers, employees, program graduates, and BTC faculty and administrators meet biannually to discuss skills gaps, labor market information, and industry trends. Members suggest program improvements and approve curriculum changes.

In 2011-2013 BTC hosted four Business Education Summits with stakeholders from business, manufacturing, and healthcare. Goals of the summits were to:

1. Determine the extent to which employers were satisfied with the skills and the quality of BTC graduates.
2. Identify any deficiencies or skills gaps in students' training.
3. Gather input about employer expectations and improvements in future training and/or facilities.

Feedback from these meetings was used to affirm or realign BTC's program, general education, and Core Abilities outcomes.

Core Component 3.B. is answered in 1P1

4.B. BTC demonstrates its commitment to educational achievement through the ongoing assessment of Core Abilities, Program Outcomes, and Course Competencies (1P1) [3.B.]. Faculty are supported in analyzing student learning assessment results through professional development opportunities (such as in-service days), the WTCS Quality Review Process (QRP), and interactions with area employers.

1. BTC has the following goals and processes for student learning and achievement:

Student Learning Goals	Processes for Assessment and Achievement
Core Abilities and Indicators	○ Core Ability rubrics embedded in program courses (1P18), Internship Supervisor Assessments, Employer Satisfaction Survey (1P17), Core Ability and Program Outcome Rubric (Nursing Program pilot)
Program Outcomes and Indicators	○ TSA assessments, National/State Licensure and Certification Exams, Internship Supervisor Assessments, Employer Satisfaction Survey (1P17), Core Ability, and Program Outcome Rubric (Nursing Program pilot)

2. BTC assesses achievement of its learning outcomes for its programs as follows:

Learning Outcomes	Outcome Achievement Assessments
Core Abilities and Indicators	○ Writing rubric pre- and post-assessments conducted since 2009 (1R2)
	○ Technology rubric piloted in 2013 (1R2)
	○ Professional Behavior rubric piloted in 2013 (1R2)
	○ Internship assessments piloted in Accounting, Horticulture/Landscape, and Pharmacy Technician programs (1R2) (1R3)
	○ Employer Satisfaction Surveys conducted every two years (1R2) (1R3)
Program Outcomes and Indicators	○ Core Ability and Program Outcome rubric piloted in the Nursing program in 2013
	○ Five programs in Phase III of WTCS TSA (1R3)
	○ Thirteen programs report licensure/certification exam results (1R3)
	○ Internship assessments piloted in Accounting, Horticulture/Landscape, and Pharmacy Technician programs (1R2) (1R3)
	○ Employer Satisfaction Survey conducted every two years (1R2) (1R3)
	○ Core Ability and Program Outcome rubric piloted in the Nursing program in 2013

3. BTC uses the information gained from the assessment of its Core Abilities and Program Outcomes to improve student learning as exemplified in the following:

Core Ability Rubrics:

BTC's Core Ability rubrics are in development-pilot-implementation stages. Results of BTC's first rubric, the writing rubric, are shared regularly at faculty in-service sessions. Assessment results led to reductions in Written Communication class size and Written Communication faculty dedicating assigned time to the Learning Lab.

Internship Supervisor Assessments:

Faculty and administration used results of the Internship Supervisor Assessments to revise program outcomes and course content.

Employer Satisfaction Survey:

BTC has identified which programs are contributing to the recent decline in its Employer Satisfaction.

Technical Skill Attainment:

- Early Childhood Education faculty updated portfolio requirements, aligning them to the Wisconsin Registry Childhood Care and Education Profession requirements and standardized portfolio assessments.
- Marketing faculty increased emphasis on budget development within the student portfolio marketing plan; students were given an opportunity to revise weak or missing portfolio elements.

National and State Licensure/Certification Exams:

Recent examples of program improvements as outcomes from certification exam results include:

- Nursing faculty changed rounding rules to reflect NCLEX standards and increased the mental health medication content in response to lower scores in this area.
- Physical Therapist Assistant faculty and staff brought in an instructor with expertise in neurology, increased safety curriculum, and increased wound care curriculum in response to lower scores in these areas. In all cases, scores increased after the changes were made.

Nursing Core Ability and Program Outcome Rubric:

The Nursing program faculty began this pilot in 2013, and early results are in the process of analysis.

4. BTC's faculty and staff are substantially involved in assessment of student learning outcomes:

Core Ability Assessment:

In 2006 when BTC was accepted into the HLC's Academy for Assessment of Student Learning, the College focused on revising and assessing its core abilities for student learning. After the College's four-year commitment to the HLC Academy, BTC faculty formed the Faculty-led Core Abilities Team (FLCAT) and continued to create rubrics for additional College-wide Core Abilities as stated in the following timeline:

- ❑ During 2008-2009 FLCAT piloted the writing rubric to assess writing samples from selected BTC programs as part of the College's Action Project 4.
- ❑ In 2010 FLCAT determined the necessary level of faculty involvement and monetary funds needed to ensure continued participation in the Core Ability project; the Vice President of Learning budgeted on-going financial support.
- ❑ In 2012, FLCAT completed the Core Ability rubric for the *Demonstrate Professional Work Behavior* and piloted it in spring 2013.
- ❑ FLCAT piloted the *Use Appropriate Technology* Core Ability rubric in fall 2013.

Program-Level Assessment:

- ❑ Three outcome assessment workdays were held since 2008 to provide time and support for faculty to evaluate program outcomes and make necessary revisions based on analyses of skills gaps, labor market information, and local industry trends.
- ❑ In January 2013 administrators met with groups of full-time and part-time faculty within program areas to set minimum course requirements, review and revise course content, and to share best practices.

1P3 – Reviewer Comment (S) BTC uses measures from WTCS Quality Review Process (QRP), National Community College Benchmarking Project (NCCBP), WTCS client reporting, Integrated Postsecondary Education Data System (IPEDS), regional employment statistics, and other sources as appropriate. Faculty members develop new curricula using performance-based curriculum design software, World-wide Instructional Design System. Processes used in designing new programs by BTC include data collection, analysis, and revisions prior to implementation.

1P3

BTC staff, advisory committee members, and students are encouraged to suggest ideas for new programs and courses that are responsive to the needs of the District based on their interaction with business, industry, K-12, higher education, and community members. The process for designing new programs and courses includes data collection, analysis, and revisions prior to implementation.

Program Development and Evaluation:

To determine the optimum programming mix for the College and its stakeholders, in 2013 BTC contracted with Eduventures, Inc. to develop an Academic Programming Model Framework illustrated in Table 1P3-1:

Table 1P3-1: Academic Programming Model Framework			
Enrollment, Conferral, and Retention	Labor Demand Employability	Economic Development, Policy and Regulation	Institutional Fit
○ Competition	○ Current Employment Estimates	○ Initiatives That Will Impact Employment	○ Current and Future Portfolio Alignment
○ Market Size	○ Future Employment Projections	○ Policy Changes in Field	○ Credential Alignment
○ Market Saturation	○ Percent Growth	○ Cost to Acquire/ Maintain Accreditation	○ Fit with Institutional Mission
○ Market Growth	○ Numeric Growth		○ Fit with Existing Faculty – New Programs
○ Retention	○ Typical Education Requirements		○ Fit with Community Needs
○ Prospective Student Pipeline	○ Student Outcomes Data		
○ Conversion Rate	○ Median Hourly Wage		
○ Wait List			
○ Graduation Rate			
○ Exam or TSA Pass Rate			

Measures come from WTCS Quality Review Process (QRP), National Community College Benchmarking Project (NCCBP), WTCS client reporting, Integrated Postsecondary Education Data System (IPEDS), regional employment statistics, and other sources as appropriate.

New Courses:

New courses are developed in response to new program development, changes in industry standards, program advisory committee input, or student outcome assessment data. New course proposals, after receiving advisory committee support, are submitted to BTC’s Curriculum and Assessment Committee and the Curriculum Management Team for review and recommendation to the Vice President of Learning. Upon the Vice President’s approval, new courses are submitted to the WTCS. Faculty develop curriculum for all approved courses using the performance-based curriculum design software, *Worldwide Instructional Design System (WIDS)*.

1P4 – Reviewer Comment (SS) BTC maintains course prerequisites, rigor, and student learning expectations for all courses and the WTCS approval process ensures that all degree programs align with the system’s mission to provide associate degrees and technical diplomas. Additionally, BTC balances learning goals, career needs, and realities of employment by using employment statics, job forecasts, wages, and demographics characteristics. BTC created a Technical Studies program unique for Wisconsin Technical Colleges for individualized program development by students.

1P4

BTC designs responsive academic programming that balances learning goals, students’ career needs, and realities of the employment market through analysis of employment statistics, job forecasts, wages, and demographic characteristics, as described in Table 1P3-1.

New Programs:

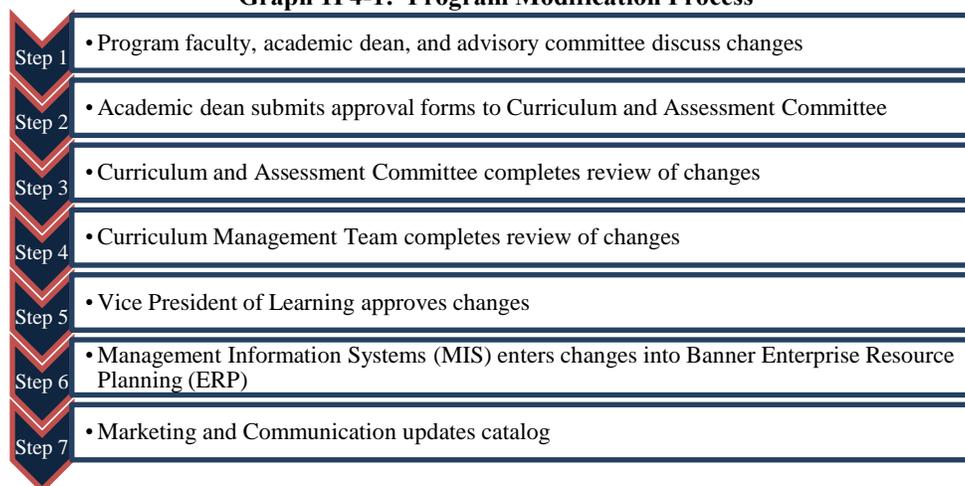
When an unmet need is identified and a decision is made to pursue a new program, the appropriate dean and faculty members, with advice from industry focus groups and the assistance of BTC’s Director of Institutional Effectiveness (IE), develop a proposal and conduct an initial feasibility study that includes consideration of employment opportunities and student demand, competition from other institutions, institutional fit, and resource requirements. New proposals are then presented to the District Board for approval. Following District Board approval, the College provides the WTCS Board with the required information shown in Table 1P4-1 as part of the WTCS approval process. Program outcomes and General Education course requirements for approved programs are developed through the processes described in 1P1 and 1P2. These elements, along with course information and course sequencing, are presented to BTC’s Curriculum and Assessment Committee. After review, proposals are forwarded to the Vice President of Learning for approval and submission to the WTCS.

Table 1P4-1: WTCS Program Development Process	
WTCS Board Concept Review	WTCS Program Approval
<input type="radio"/> Aid code, proposed program number, title and description	<input type="radio"/> Validation of Concept Review
<input type="radio"/> Occupational title and associated Standard Occupational Classification Code	<input type="radio"/> Response to issues raised
<input type="radio"/> Mean starting hourly salary	<input type="radio"/> Adult Career Pathway, dual credit, embedded certificates or diplomas and transfer opportunities
<input type="radio"/> Analysis of how the program supports employment demand in the district (assessment methodology, rate of return, employment trends, student demand)	<input type="radio"/> Estimates of Full-Time Equivalents and headcounts
<input type="radio"/> Stakeholders and discussions in support of the program	<input type="radio"/> Documentation of costs
<input type="radio"/> Summary of discussions with other WTCS offering districts	<input type="radio"/> Cost/benefit to district stakeholder analysis
<input type="radio"/> Expected WTCS Board action meeting date	
<input type="radio"/> District Board approval	

Program Modifications:

Program modifications, based on a continuous assessment of their effectiveness, are approved with advisory committee support; major program modifications require additional WTCS approval through a process outlined in Graph 1P4-1:

Graph 1P4-1: Program Modification Process



The WTCS allows its colleges flexibility when designing programs for specific needs of the employment market and student populations through certificate programs. Given the ever-changing needs of the students and the local economy, BTC has developed certificate and advanced technical certificate programs, which include essential courses to prepare students for successful employment in specific occupations.

The WTCS established an Individualized Technical Studies degree option for currently employed individuals and other students who have specific career objectives that cannot be met by the local technical college’s existing degree programs. With the guidance of an occupational faculty mentor, students may create a unique associate degree by combining WTCS Board-approved courses from two or more major areas of study with established general education requirements.

- ~ ~ ~ ~ ~ **1.C.** BTC recognizes the diverse society in which it plays a role through its statutory mission for *Equal Opportunities* and through its 2012-2017 Strategic Plan priority to *Increase the Diversity and Inclusiveness of the Environment*.
- ~ ~ ~ ~ ~ **1.** In addition, BTC addresses its role in a multicultural society through College-wide integration of the *Show Respect for Diversity* Core Ability.
- ~ ~ ~ ~ ~ **2.** BTC’s Strategic Priority to *Increase the Diversity and Inclusiveness of the Environment* includes the following action plan: Review the diversity mapping data; research best practices; incorporate a longitudinal project on

underrepresented populations; identify programs with high attrition of minority populations and determine contributing factors; and, upon completion of research, prepare and present design plan. In addition, the College's Diversity Advancement Committee seeks to ensure BTC is responsive to the diversity of its internal and external stakeholders. This Committee also provides professional development opportunities by sponsoring speakers, hosting book discussion groups, and coordinating times for staff to participate in webinars.

3.A. The WTCS program approval process ensures that all degree programs are appropriate to the system's mission and scope to provide associate degrees and technical diplomas.

1. The College ensures that its courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded through its program accreditation, DACUM, statewide curricula, advisory committee, and other stakeholder input processes.

2. Explicit program outcomes for all associate degree and technical diploma programs are articulated in the course catalog, in informational brochures, and on the College's website. Core Ability outcomes are determined to be appropriate for all graduates of the College and communicated as such.

3. BTC's programs and courses are developed using WIDS, thereby ensuring that program outcomes and 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 syllabus template and a syllabus checklist of seventeen minimum standards to ensure consistency across all courses and delivery modalities.

4.A. Program faculty, administrators, and advisory committees demonstrate their responsibility for the quality of BTC's educational programs by working together to ensure program relevancy and effectiveness.

1. BTC regularly reviews programs through the WTCS QRP, semi-annual program advisory committee meetings, program accrediting agency reviews, and statewide curriculum review meetings as explained below:

Quality Review Process:

All programs are evaluated by the WTCS QRP on a five-year rotation cycle. This state-mandated General Education and program evaluation process focuses on multiple state and local performance indicators to allow colleges with similar programs to compare performance results. QRP indicators include disaggregated data on course completion, retention and graduation rates, and job placement.

The process brings together College, community, agency, business, and WTCS resources to identify strengths and opportunities for improvement for the purpose of developing improvement plans. Essential components of this process include: a critical analysis of data to determine the cause of performance gaps, identification and evaluation of strategies to improve performance, and sharing of best practices.

Advisory Committee Meetings:

Program faculty and administrators meet semi-annually with employer/employee occupational advisory committees, as described in 1P2, 1P3, and 1P4. Recommendations for improvement, either at the course or program level, emerge as a result of these meetings.

Accrediting Agencies:

Many programs are regularly reviewed for program quality by outside accrediting bodies as listed in Table 1P2-1.

Statewide Curriculum:

Associate degree General Education courses and several BTC programs use statewide curricula to ensure consistency across the WTCS. Education directors from the WTCS and faculty representatives from the sixteen colleges meet periodically to revise the shared curriculum for these courses and programs.

2. BTC deans are responsible for evaluating all credits awarded for the following prior learning experiences:

- Dual or Transcribed Credit – BTC creates formal articulation agreements with area school districts to provide students opportunities to earn college credit while in high school. Articulation agreements are

developed through a review of the high school course curriculum by BTC's program and General Education faculty to ensure that technical college standards (competencies, textbooks, assessment criteria, and grading formula) are met. When the course is not taught by BTC faculty, the high school teacher must meet WTCS articulation certification requirements. A high school student receiving a *C* or better receives technical college credit and the earned grade, which is posted to their BTC official transcript and applied to the student's GPA. Students not meeting course requirements are withdrawn and receive a *W* on their transcripts.

- ❑ Credit for Prior Learning Credits – BTC follows the College's Credit for Prior Learning Policy (I-730). No more than 75% of program course work may be earned through the Credit for Prior Learning process.
- ❑ Advanced Placement Exams – Students scoring a three or above on The College Board Advanced Placement exams may receive credit in courses comparable to the placement exam content upon verification by the appropriate division dean.
- ❑ Proficiency Testing – When students have had life experiences, advanced high school courses, or other undocumented/unaccredited experiences that provide them with the knowledge and skills that are learning outcomes of a particular course, BTC offers an opportunity to receive credit through a proficiency test as approved and arranged by the appropriate division dean.

3. BTC's Credit for Prior Learning Policy (I-730) states: *A student enrolled at Blackhawk Technical College may obtain credit for prior learning by:*

- ❑ *Transferring only postsecondary credits awarded a minimum 2.0 grade point on a 4.0 scale from a nationally or regionally accredited institution of higher education;*
- ❑ *Completing a prescribed school or work-based learning experience while in high school;*
- ❑ *Completing a registered apprenticeship;*
- ❑ *Demonstrating competency in a subject by passing a district developed or national examination;*
- ❑ *Providing evidence of previous work experience, education or training, or other prior learning comparable in content and level of rigor to a specific technical college course or courses.*

All aspects of granting credit for prior learning will follow the guidelines and procedures as prescribed by the Wisconsin Technical College System Board (Educational Services Manual) and the Higher Learning Commission.

4. BTC maintains and exercises authority over course prerequisites, course rigor, and student learning expectations for all courses not governed by statewide curriculum. Moreover, all BTC faculty must meet minimum academic, occupational, and teaching WTCS certification standards. General Education faculty typically hold a master's degree or higher and have completed substantial graduate coursework in the discipline of those courses. Each Occupational instructor must have a Bachelor's degree and 4,000 hours of related work experience. Each Occupational instructor may also have the equivalent of a Bachelor's degree which is related occupational experience combined with education and training, totaling 14,000 hours. In addition, all BTC faculty must complete the WTCS certification requirements towards a five-year certification.

BTC dual credit courses maintain learning outcomes and achievement that are equivalent to College-level courses through articulation agreements as described. According to WTCS Board Policy, all articulated credits negotiated between high schools and technical colleges for high school courses for which students later seek college credit require a minimum 3.0 grade point on a 4.0 scale to qualify for transfer as credits for prior learning to a WTCS college. In addition alternative college-level experiences for high school students; include:

- ❑ *Youth Apprenticeship (YA)*, which integrates academic and technical instruction with a mentored work experience at a local jobsite. For each year of involvement, students must take two semesters of related, technical instruction at their home high school or through BTC and work 450 hours under the guidance of a skilled mentor.
- ❑ *Youth Options*, a statewide program that allows high school students to take college courses in disciplines not offered by the school district. Youth Options students participate in BTC courses, earning college credit while also earning credits towards their high school diploma.

5. BTC maintains specialized accreditation for 12 programs, as detailed in Table 1P2-1.

6. BTC evaluates the success of its graduates to ensure that its degree and certificate programs prepare them for employment. As part of this evaluation process, BTC looks to the following indicators appropriate to its mission:

- National and state certification and licensure examination pass rates (1R3)
- WTCS TSA results (1R3) and QRP indicators (1R6)
- Graduate Follow-up Surveys (1R2)
- Employer Satisfaction Survey (Table 1R2-6)
- Internship Supervisor Assessments (1R2) (1R3)

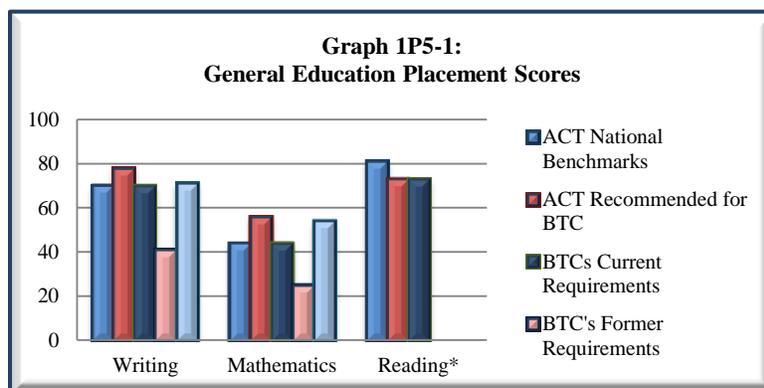
1P5 – Reviewer Comment (S) BTC uses American College Test (ACT) Compass® assessments to advise students and assign them to general education courses. The College adheres to an open-door admission policy, but additional programs requirements are needed for some programs such as Law Enforcement Recruitment Academy, Accounting, Electromechanical, and health programs.

1P5

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. Beyond this, BTC uses several indicators to determine the preparation required of students for specific curricula.

General Education Requirements:

Applicants without a previously earned post-secondary degree are required to take the writing, mathematics, and reading ACT Compass® assessments, used to advise students and to place them in General Education courses. As part of the WTCS *Prepared Learner Initiative* (a collaborative effort among the Wisconsin Technical Colleges to develop an assessment, instructional, and advising model that prepares learners for technical college level instruction), BTC increased its placement score requirements for new students enrolling in most General Education courses in 2009. Minimum ACT Compass® scores for specific General Education courses were originally determined through comparisons of ACT national scores, WTCS average scores, and ACT recommendations. Graph 1P5-1 shows the data collected and analyzed to establish higher placement scores for BTC's incoming students as recommended by ACT:



*WTCS and BTC did not require reading scores.

Program Requirements:

The College adheres to an open-door admission policy for its programs and courses with certain exceptions as follows:

- Law Enforcement Basic Recruit Academy minimum standards are covered under State Statute 165.85(3) (d).
- Accounting and Electromechanical programs require minimum ACT Compass® math scores to enroll in core classes.
- Associate degree healthcare programs use petition processes for entry into clinical courses that include criteria for healthcare-related assessment tests, prerequisite General Education coursework, additional coursework, and prior work experience. These requirements were established using the data and information in Table 1P5-1:

Table 1P5-1: BTC Healthcare Program Admission Requirements	
Minimum Requirements	Rationale
<ul style="list-style-type: none"> ○ Test of Essential Academic Skills (TEAS) Test Scores: (Nursing, Practical Nurse) ○ <i>Proficient</i> – level cut scores for reading, math, science, English and overall 	<ul style="list-style-type: none"> ○ ATI recommendations – significantly related to early nursing student success ○ BTC preliminary research results show a positive relationship between test scores and first year pass rates ○ Composite and science scores were significant predictors of program completion in one study ○ Two-thirds of students testing at the proficient level achieve early success in nursing programs (ATI) ○ Proficient level cut-scores maintain 60% of the applicant pool (ATI)
OR	
<ul style="list-style-type: none"> ○ Health Occupations Basic Entrance Test (HOBET) Test Scores: (Radiography, PTA) 	<ul style="list-style-type: none"> ○ Better predictor of GPA than ACT in one study
OR	
<ul style="list-style-type: none"> ○ Minnesota Board Test (DMS) 	<ul style="list-style-type: none"> ○ Research indicating that spatial relation abilities important to this field
AND	
<ul style="list-style-type: none"> ○ Successful completion of prerequisite high school and General Education coursework with a minimum grade of “B -” 	<ul style="list-style-type: none"> ○ BTC study results indicating that the number of credits earned and College GPAs were the best predictors of program completion of the 20 items studied ○ Science coursework GPA was the most predictive variable of program completion in one research study ○ Studies found science coursework GPA to be related to NCLEX pass rates
Additional Points	Rationale
<ul style="list-style-type: none"> ○ Additional pre-clinical program courses completed with a minimum grade of “B -” 	<ul style="list-style-type: none"> ○ BTC study results indicating that the number of credits earned and College GPAs were the best predictors of program completion of the 20 items studied
<ul style="list-style-type: none"> ○ Work experience 	<ul style="list-style-type: none"> ○ Advisory committee feedback
Technical Diploma Program Entry Requirements	
<ul style="list-style-type: none"> ○ No additional program requirements beyond general College admissions standards 	<ul style="list-style-type: none"> ○ Lack of research on completion rates in technical diploma programs ○ Accepting a wide range of applicants increases the diversity of the pool and allows for internal studies to determine which indicators might predict success

Course Prerequisites:

Within a program, courses are sequenced to develop student knowledge and skills progressively; prerequisites are identified through analysis of course competencies.

Online requirements:

While there are no additional requirements beyond ACT Compass® scores, students taking online and hybrid courses are encouraged to self-assess their preparation for a technology-rich learning environment through the *SmarterMeasure* (formerly *READI*) assessment tool.

1P6 – Reviewer Comment (S) BTC uses a multi-facet approach to communicate to current and prospective students the required preparation and learning and development objectives for specific programs, courses, and degrees or credentials by using printed and/or publications, information distributed through radio advertisement, career expo, program shadowing student orientation, follow-up communication via e-mail and phone calls. Additionally, registration, records, financial aid staff, and admission personnel are cross-trained to assist students efficiently and to respond to questions. BTC has various ways to inform the public about college offerings and requirements. The reach out to K-12 schools and adult learners appears to be extensive in reaching beyond the prospective student and helping potential adult learners gain a deeper understanding of the time commitment. Pre-enrollment assessments and career exploration along with New Student Orientation are services to students and may aid in their success.

1P6

In addition to ongoing registration and advising sessions, BTC uses a multi-faceted approach to communicate to current and prospective students the required preparation for programs, courses, degrees, and credentials. Examples include:

- ❑ Printed and/or online publications such as the College catalog, website, *Student Handbook*, program planning guides, program brochures, program fact sheets, and course syllabi.
- ❑ Information distributed through radio, local television, and on social media sites.
- ❑ Individual meetings with admissions staff, program faculty, and administrative staff.

- ❑ Career Expos, program shadowing, student orientations, high-demand program informational meetings, and petition-program process meetings.
- ❑ Follow-up communications, such as e-mails, phone calls, and letters from admissions and student services staff.
- ❑ Express Services area staffed by registration, records, financial aid and admissions personnel who are cross-trained to assist students efficiently and respond to questions.

BTC's College and Career Specialists work with K-12 schools to provide students, counselors, and parents with information about BTC programs, entrance requirements. These specialists also work with returning adults and their unique needs of balancing academics with family and work obligations. Student Services staff provide pre-enrollment assessments and career exploration services to all prospective students. Job outlook, wages, background check restrictions, driving histories, and physical requirements are also reviewed when necessary. Admitted students are encouraged to attend one of many New Student Orientation sessions, offered prior to the start of each semester.

Associate degree healthcare programs use petition processes for entry into clinical classes as described in 1P5. Since 2011 BTC Admissions, Student Services, MIS, and Health Sciences staff have met to design, streamline, and simplify the admission and petition processes into healthcare programs.

2.B. BTC presents clearly and completely both printed and digital versions of program entry requirements, costs, accreditation, governance, and financial information through materials available at all College campuses and sites and through its Internet website.

1P7 – Reviewer Comment (S) The College's faculty and staff visit high schools and adult career fairs, and meet often with counselors from WCTS's fourteen area school districts. BTC provides support for traditional and nontraditional students' learning through the Office of Student Development, Financial Aid, Student Success, Enrollment Services, and Academic Support. Also, BTC's Teaching Learning Centre (TLC) provides an ongoing faculty support. Faculty participation in high school visits and adult career fairs is commendable and shows commitment to programs and overall college enrollment.

1P7

The majority of students select their own programs of study prior to applying to BTC. For students who are undecided, the Career Development office provides a variety of career assessments. BTC's College and Career Specialists also present career planning workshops throughout the year and offer one-on-one counseling to help prospective students select programs of study that match their needs, interests, and abilities as described in 1P6.

BTC staff and faculty participate in high school visits, high school, and adult career fairs and meet regularly with counselors from the District's 14 area school districts. BTC also offers prospective students hands-on experiences in a variety of associate degree and technical diploma programs through its annual Tech Exploration Days. Detailed individual program information, including job outlook information, is provided on the College's website.

Disability Services staff advises students about specific program requirements and develop accommodation plans to meet their unique needs.

As part of a federal initiative conducted through the WTCS, BTC participates in two Career Pathways programs to help high school students and adults select appropriate programs of study as described below:

- ❑ The high school career pathway program is designed to guide students from high school to the technical colleges, the workplace and/or to a four-year college/university. The WTCS Career Pathway Program developed the <https://www.wicareerpathways.org/> website to be used by students, parents, and guidance counselors to aid students in building programs of study. These programs of study provide students with a curriculum framework for career planning to ensure they have a clear and purposeful plan to transition from high school to post-secondary education.
- ❑ Adult career pathways provide opportunities to create flexible, individualized plans that better meet student and workforce needs. These career pathways provide a framework for mapping education and job opportunities in an industry or occupational cluster through employer involvement and labor market

connections. Flexibility is accomplished by “chunking” associate degree programs into stackable credentials which allow multiple entry and exit points.

3.D. BTC provides support for student learning through its offices of Student Development, Financial Aid, Student Success, Enrollment Services, and Academic Support. To ensure effective teaching, all faculty are required to take WTCS instructor certification courses covering curriculum development, teaching methods, and evaluation. In addition, BTC’s Teaching and Learning Center (TLC) provides ongoing faculty support. Workshops offered to faculty through the TLC include: Blackboard management, WIDS curriculum, syllabus development, assessment techniques, grading strategies, classroom management, clicker use, graphics creation, and online facilitation.

To meet the needs of a growing online student population, BTC has taken the following steps to improve online teaching and learning:

- The TLC offers numerous courses and workshops to improve teaching including:
 - Basic and advanced courses in how to use Blackboard, offered through face-to-face and online formats.
 - An Online Facilitation Methods class offered in a hybrid format.
 - One hour face-to-face workshops on a number of technology and teaching methods such as developing courses in Blackboard for ease of student use, assessment in online courses, best practices in online instruction, online activities for students, and online teaching and effective online discussions.
- Training is required for faculty members who teach online.
- The Online Learning Committee developed an Online Course Rubric to evaluate online and hybrid courses.
- The Online Learning Committee developed a standard Blackboard template for all online courses that simplifies their structure and eases navigation. In addition, all courses must include links to the following four resources: 24/7 Live Online Tutoring, BTC Library, Student Tech Resources, and Blackboard Help.

1. In addition to the services noted above, the College provides student support through:

- Mandatory academic program planning meeting with counseling and advising staff.
- Behavior intervention for students with behavioral or other concerns impacting learning.
- Welcome Reception for New and Returning Students of Color and ongoing multicultural services.
- New Student Orientations with information on clubs, financial aid, advising, and other services.
- STARS Mentoring Program with experienced students, faculty, and staff.
- Services for Students with Disabilities.
- Student Activities: Student Awards Banquet, Back Yard Bash, Movie Nights, and other social events.
- Student success workshops and employability conferences.
- Technology: Help Desk troubleshooting, 24/7 online Blackboard support, open computer labs, computer skill development workshops, one-on-one and group computer and software assistance, and other technical support.
- Veterans Affairs: Financial aid, online resources, and student organization.
- WINGSPAN: Support services for displaced homemakers and students in nontraditional occupations.

2. The College also provides the following learning support and preparatory instruction to address the academic needs of its students:

- Academic Early Alert Process: Faculty refers academically struggling students for counseling and guidance.
- Academic Skill Assessment: Test of Adult Basic Education (TABE) and English Language Learner (ELL) assessments.
- Academic Skill Development: Individualized, computer assisted, and classroom instruction focusing on basic skills, study skills, math, science, reading, and writing and oral communication.
- Certificate of Professional Development: Workshops tied to BTC’s Core Abilities.
- English Language Learner (ELL) classes: English language skills.
- General College precollege courses: *Intro to College Reading*, *Intro to College Writing*, *Pre-Algebra*, and *Elementary Algebra* preparatory courses for students testing below General Education course requirements.
- GED/HSED preparation.
- Library: Learning resources, program-oriented resource guides, and presentations on effective research strategies.

- Online and hybrid course-taking assistance: Online orientation classes, online basics workshops, and one-on-one assistance.
- Placement test preparation: ACT Compass®, TEAS, and HOBET.
- Program course preparation: Math and science emphasis.
- Student Success course: Time management, study skill development, and information on support services and resources.
- Tutoring Services: Peer tutoring, lab assistance, study circles, and customized 24/7 live online tutoring with subject matter experts in accounting, math, physics, writing, psychology, economics, nursing, and other areas.

BTC has a comprehensive process for directing entering students into courses and programs for which they are adequately prepared as described below:

- Placement testing, as described in 1P5 and 1P8.
- After acceptance to the College, students are required to meet with a counselor or advisor to create an academic plan that meets their needs before they are permitted to register for classes.
- Enrolling and re-enrolling students are directed to academic support, tutoring, career and professional development, technology, and financial aid support services during New Student Orientations.
- Online students are automatically enrolled in an online orientation class through the Blackboard course management system and invited to attend regularly offered one-hour workshops covering online course-taking basics.
- Associate degree Health Sciences programs use criteria-based selection processes as presented in 1P5.

3. Counselors and advisors assist students with their academic and career goals and personal issues within their scope of practice as outlined:

- Provide information on program requirements, registration procedures, and general college information.
- Assist with schedule planning/course selection.
- Process transfer, proficiency and work experience credit.
- Clarify instructional policies, procedures, and requirements.
- Develop an academic plan according to student needs and refer students to additional support.
- Facilitate the transition into college for new and returning students.
- Provide short-term personal counseling crisis intervention and conflict resolution.
- Refer students to community agencies for additional support services.

4. BTC provides students and faculty with over 400,000 square feet of facilities on its five campuses and centers that include: 28 computer labs; 46 science and program-specific labs (Nursing, Human Patient Simulation, Welding, Shooting Range, etc.); 3 libraries; a theatre-style classroom; distance learning, accelerated learning, testing and counseling, and learning lab spaces; and over 50 standard classrooms. Over the past 10 years BTC has invested nearly 45 million dollars in remodeling, instructional equipment, technology infrastructure, furnishings, and 125,000 square feet of new construction.

The College also supports the following technology infrastructure to support teaching and learning:

- Multiple Wireless Access Points providing coverage to approximately 80% of the campus indoor areas.
- Approximately 600 office analog and digital telephone handsets connected to telephone switch located at Central Campus.
- Campus External and Internal Firewalls.
- Managed Network Printing Services for approximately 129 campus printers.
- A student printing allocation program which limits the number of free print pages available to students, with additional services available for purchase online or in person.
- Security Infrastructure.
- Desktop Support for 2,200+ workstations.
- Core Software Standard Image for Windows PCs: Office (Word, Excel, PowerPoint, and Access), Outlook 2010 Email and Calendar, Internet Explorer, Sophos Anti-Virus, Adobe Flash, Adobe Reader, Adobe Shockwave, Apple QuickTime, Apple iTunes, Banner Shortcut, Exam View, Java Runtime, Turning Point, and VMWare View.

In 2007, BTC embarked on a multi-year project to address classroom technology needs. An advisory committee

made up of faculty and administrators developed classroom technology standards, classified 132 instructional spaces according to these standards, and developed a prioritized list of spaces to receive upgrades. In 2012, twenty-seven spaces received upgrades.

In addition to its own facilities, the College maintains contract agreements with over 200 clinical affiliates and approximately 200 internship sites.

Currently, all 12 of BTC's programs undergoing an external accreditation process have been found to be in compliance or substantial compliance with respect to physical space and resources and in some cases, these resources were identified specifically as program strengths.

5. As part of the College's efforts to graduate lifelong learners, BTC teaches its students to conduct quality research. Towards this end, the College library staff works one-on-one with students and in tandem with faculty to help students identify and feel comfortable using the wide variety of resources available to them. In addition, many faculty include a library/research orientation session as part of their semester's course work.

Students can also find research assistance at BTC's website. The site links to program-specific Subject Guides designed to help students identify available sources, both hard copy and electronic, most strongly related to their research needs. The library's webpages also contain links to tutorials designed to assist students in many of the same research activities addressed in face-to-face instruction: accessing/navigating electronic databases, writing a research paper, and properly citing sources. Every year BTC's 44 program subject guides are updated on the library website for students to access online information specific to their programs for their research papers.

1P8 – Reviewer Comment (S) BTC increased the number of General College preparatory courses, i.e., Introduction to College reading, Introduction to College Writing, Pre-Algebra and Elementary Algebra to support students who did not meet placement requirements. Academic support services include an early alert system, disabilities services, behavior intervention and counseling, a STARS Mentoring Program, Veterans Affairs services, and WINGSPAN services for displaced homemakers and nontraditional occupations students.

1P8

BTC admissions staff, faculty, and advisors direct underprepared students to academic support services appropriate to their needs as described in 1P7 [3.D.]. Students who struggle in their coursework despite the College's efforts to place them appropriately are referred to counseling services through an Academic Early Alert process.

In 2009 the College increased the General Education ACT Compass® placement scores to improve student success as described in 1P5. The College increased the number of General College preparatory sections of *Intro to College Reading*, *Intro to College Writing*, *Pre-Algebra*, and *Elementary Algebra* to support those students who did not meet minimum placement scores.

1P9 – Reviewer Comment (O) BTC has the opportunity to explain how the faculty learn about student learning styles or how the information is used, however, BTC does measure students' learning styles through an online Index of Learning Styles Questionnaire as well as Study Strategies Inventory (LASSI) that provide students with strengths and weaknesses in ten different areas. Online and hybrid students take a voluntary Online Standard orientation class in Blackboard, and BTC faculty teach an Active Learning Methods workshop biannually.

1P9

BTC detects and addresses students' learning style differences early in each student's experience. The *Student Success* course, required of all new students during their first semester, includes measurement of students' learning styles through the online *Index of Learning Styles Questionnaire*, developed by Solomon and Felder, or the *Learning and Study Strategies Inventory* (LASSI) that provides students with their strengths and weaknesses in ten different areas. The LASSI also identifies strategies to address areas for improvement. Students may also choose to attend a Learning Styles workshop each semester.

Online and hybrid students are encouraged to take the voluntary *Online Student Orientation* class in Blackboard, which many faculty use as part of their first class assignment. Students are also encouraged to take the

SmarterMeasure (formerly READI) online assessment tool that helps them determine their readiness for online/technology learning environments.

To enhance instructors' skills in addressing learning style differences, BTC faculty teach an *Active Learning Methods* workshop biannually. This professional development course prepares educators to create a learning environment that supports learners with a variety of learning preferences and needs, resulting in the achievement of designated learning outcomes.

1P10 – Reviewer Comment (S) As shown in Table IP-10-1, BTC addresses special needs of student subgroups, i.e., disabled (provided reasonable accommodation); underprepared (provided General College preparatory courses); high school non-completers (provided individualized instruction to prepare for GED and HSED); high school at risk (provided services to complete HSED); displaced workers (Provided counseling and services); limited English proficiency (provided English Language Learner ~ ELL lab); displaced homemakers/non-traditional (provided career exploration and assessment); minority (offered orientation advocacy, support, intervention, and advisement); incarcerated (provided ABE, GEE and HSED instruction through Rock County); commuters (provided public transportation); senior citizens; and students with children (provided on-site child care).

1P10

BTC addresses the special needs of many student subgroups through services described in Table 1P10-1:

Student Subgroup	Response to Special Needs
Disabled	Provided reasonable accommodations and support services in compliance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Amendment Act (ADA), including note-taking, assistive technologies, and testing accommodations.
Underprepared	Provided services as outlined in 1P8.
High School Non-completers	Provided individualized and classroom instruction when preparing for the GED and the HSED examinations.
High School At-Risk	Served through contracted services with students' home high schools for completion of their HSED. High school students do not receive high school credit.
Displaced Workers	Provided counseling and services through an interagency Employer Response Team.
Online	Provided online orientation course, online workshops, one-on-one tutoring, and 24/7 Blackboard support.
Limited English Proficiency	ELL classes and labs to develop more proficient English skills in listening, speaking, reading, and writing.
Minority	Offered Students of Color welcome and orientation sessions and services including advocacy, support, inclusion, intervention, advising, leadership, and access to resources.
Displaced Homemaker/ Non-traditional	Provided career exploration and assessment, college preparation, job readiness, mentoring, and financial assistance; offered Wingspan Program [3.D.1].
Incarcerated	Provided Adult Basic Education (ABE) and GED/HSED instruction through Rock County Education and Criminal Addictions Program (RECAP), Cognitive Interventions Program (CGIP), drug and alcohol counseling, job readiness, and work experience.
Commuters	Provided public transportation to BTC's Central Campus from the District's two largest cities, Janesville and Beloit. In August 2011 the College started the "Coins for Caring" fund with donations from faculty and staff.
Senior Citizens	Provided many non-credit classes for a nominal material fee.
Students with Children	Provided ELL parents on-site child care through the Beloit <i>Even Start</i> program.

Students with disabilities or special needs must self-identify with the Student Resource Learning Center (SRLC) in the Academic Services Department (ASD). The Disability Services Coordinator works with other College staff to meet the unique needs of these students. Incoming students are informed of these services and all BTC course syllabi include a standard statement about disability and other services; printed material and the College's website provide additional information. Follow-up with students occurs at the beginning, mid-term, and end of each semester and more frequently if necessary.

For incarcerated populations, the RECAP is a cooperative program among BTC, the Rock County Sheriff's Office, and Cooperative Educational Service Agency #2 (CESA #2). The program serves approximately 200 county inmates at the Rock County Jail. Additionally, GED/HSED and employability courses are offered at Beloit Probation and Parole and Rock Valley Community Programs.

Core Component 1.C. is answered in 1P4

1P11 – Reviewer Comment (S) Practice for ensuring effective teaching and learning is integrated into hiring practices, faculty training requirements, and faculty evaluation processes which include student feedback. The use of Worldwide Instructional Design System (WIDS) curriculum development software is an excellent example of an integrated and systematized process to inform teaching and learning. Additionally, the development of assessment plans and the use of the results is defined and aligned with curriculum development and instruction improvements.

1P11

BTC's expectations for effective teaching and learning are defined, documented, and communicated through several processes including: Faculty hiring, training, and evaluation, performance-based curriculum development, the WTCS faculty and administration certification process, and student outcome assessment.

Faculty Hiring Process:

As part of the hiring process, faculty applicants are required to present a teaching lesson that is evaluated for active learning and other effective teaching methods.

Faculty Training Processes:

The WTCS requires its faculty, including adjuncts, to complete certification courses relevant to adult, career, and technical education, as described in 1P4 [4.A.4.] and 1P7 [3.D.]. Furthermore, all certified faculty must complete six credits of approved professional development coursework or 324 hours of appropriate professional work experience every five years.

Ongoing professional development and instructional training opportunities are also offered to all faculty, both full-time and adjunct, through in-service sessions and workshops offered by the TLC as described in 1P7[3.D.].

Faculty Evaluation Processes:

Academic supervisors conduct annual employee performance and goal-setting reviews with full-time faculty. During the first three years of employment, supervisors observe classroom instruction and provide faculty with written feedback at least twice a year, regarding strengths and areas for improvement.

Faculty administers, collect, and tabulates student evaluations which are to be completed by mid-term. For classes of less than eight weeks and non-conventional delivery classes, faculty determines when the evaluation takes place to maximize the effectiveness of the feedback. Results of student evaluations may be used for improvement of instruction and shared with supervisors in a format chosen by individual faculty.

Students complete evaluations of courses taught by adjunct faculty; these evaluations are submitted directly to the appropriate dean who then shares the composite results with faculty.

Curriculum Development Process:

BTC uses the WIDS curriculum development software to plan, create, and communicate program outcomes and course competencies, learning objectives, and performance standards. WIDS is a learner-centered, performance-based framework for curricular design that defines student performance according to occupational standards and Core Abilities. Each course syllabus communicates course competencies and expected performance standards as detailed in 1P4.

Student Outcome Assessment:

Core Ability and Program Outcome assessment is accomplished through Core Ability rubrics, Internship Supervisor Assessments, Employer Satisfaction Survey, Program Outcome rubrics, Technical Skill Attainment Assessments, and National/State Licensure and Certification Exams as described in 1P2. 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.

2.D. BTC is committed to freedom of expression and the pursuit of truth in teaching and learning as stated in the College's Academic Freedom and Responsibility Policy (I-110), which states, in part: *In adopting the following statements concerning academic freedom and responsibility, the Blackhawk Technical College District Board affirms that academic freedom should not be abridged or abused and joins the numerous other organizations which have endorsed such principles.*

Institutions of higher education are conducted for the common good and not to further the interest of either the individual faculty member or the institution as a whole. The common good depends upon the free search for truth and its free exposition. Academic freedom is essential to these purposes and applies to both teaching and all other faculty duties.

The *BTC Employee Handbook* reiterates the right to free expression as follows: *When an employee speaks or writes as a citizen, the employee shall be free from administrative and College censorship and discipline. However, the employee has the responsibility to clarify the fact that he/she speaks as an individual and not on behalf of the College.*

2.E. The College addresses faculty and staff academic responsibility in Policy I-110. Moreover, Administrative Regulation J341.5 states, “Any use of College computer equipment and systems for illegal, unethical, or fraudulent purposes is prohibited.” Finally, faculty sign a statement assuring the College that no copyright laws were violated in the development or modification of curriculum.

Student academic responsibility is addressed in the *BTC Student Handbook* as follows: *“All students must be honest and forthright in their academic studies. To falsify the results of one’s research, to steal the words or ideas of another, to cheat on an assignment, or to allow or assist another to commit these acts corrupts the educational process.”* The *Student Handbook* further explains various kinds of academic dishonesty and the process used when violations occur.

1. The BTC District Board assigns overall responsibility for learning offerings to the President/District Director or designee. Intellectual Property Policy I-I20 and the *BTC Employee Handbook* state: *“College employees are responsible for adhering to all legal and ethical requirements in accordance with State and Federal law when developing intellectual property.”*

2. Given the increasing ease with which students can access and retrieve information from a vast array of sources, the College recognizes a corresponding need to guide students in the ethical use of resources. The College has included a plagiarism statement in its syllabus template, referring students to the *Student Handbook* which clearly defines plagiarism, offers specific examples of it, and spells out the academic penalties for such behavior.

The College’s required Student Success course offers a deeper discussion of plagiarism, including how to cite sources properly. Library staff provides additional guidance as described in 1P7.

3. BTC has and enforces policies on academic honesty and integrity in the *Student Handbook Code of Conduct* as described above. BTC Board Policy J-341 supports a Code of Conduct as stated in the *Student Handbook*, including statements of academic honesty and integrity. To aid faculty in enforcing academic honesty and integrity, assignments can be turned into SafeAssign[®], a plagiarism-checking service offered through Blackboard.

1P12 – Reviewer Comment (S) BTC builds an effective and efficient course delivery through input from program advisory committees, research on post-secondary course delivery, and consideration of occupation requirements, graduation requirements, technology and facility needs, instructional needs, and availability of qualified faculty. A foundational consideration is BTC's commitment to freedom of expression and the pursuit of truth in teaching and learning. The *BTC Employee Handbook* reiterates the right to free expression. BTC also emphasizes the advancement of common good for faculty and the institution as a whole. A plagiarism policy exists. The College submitted a Substantive Change Application for Distance Delivery to the HLC in 2012 and was approved to offer 20% of its associate degree programs online. Structures were put in place to guide effective online course delivery. BTC’s identifies programs evaluated by outside accrediting bodies.

1P12

BTC’s academic deans and program faculty build an effective and efficient course delivery system that addresses both students’ needs and the College’s requirements through input from program advisory committees, research on effective post-secondary course delivery, and consideration of the following factors:

- Student demand and enrollments
- Occupational requirements
- Graduation requirements
- Technology and facility needs
- Instructional needs
- Appropriate course delivery methods
- Availability of qualified faculty

To meet the growing student, business, and community demand for online classes, the College submitted a Substantive Change Application for Distance Delivery to the HLC in 2012 and was approved to offer 20% of its associate degree programs online. Structures were put in place to guide effective online course delivery as follows:

- Creation of the Director of Learning Resources and the Curriculum and Assessment Coordinator positions.
- Development of an Online Learning Committee to create and refine processes and procedures to ensure the quality of online and hybrid classes, to promote faculty development opportunities, and to recommend changes in policies when needed to support other changes.
- Reactivation of the Academic Technology Committee to advise the Vice President of Learning and other senior administrators on issues and policies which affect instructional technology.
- Adoption of a policy requiring online faculty to take approved training in online delivery before teaching an online course.

All courses are developed using WIDS as described in 1P4 [3.A.3.], 1P7 [3.D.], and 1P11.

1P13 – Reviewer Comment (S) BTC program faculty members meet semi-annually with employers and program advisory committees to review programs and ensure that programs are up-to date and effective. Also, faculty complete WTCS certification course requirements and must complete six credits of approved coursework or related work experience equivalencies every to maintain certification. Many check points ensure programs and courses are effective and current. Advisory committees, industry feedback, and employer feedback are integrated into program and course design from beginning to end. Of particular note, is the expansion of internship opportunities and BTC's commitment to the initiative through the hiring of an Internship Coordinator.

1P13

BTC's administrators and faculty ensure that College programs and courses are up-to-date and effective through the following:

Program Advisory Committee and Industry Feedback:

Program staff meet regularly with employer/employee program advisory committees to ensure that programs are up-to-date and effective through semi-annual reviews of program assessment data, curriculum, and employment trends. Recommendations for improvement, either at the course level or at the program level, emerge as a result of these meetings (See Graph 1P4-1). Faculty also stay current with the needs of industry through ongoing communication with approximately 400 internship/externship and clinical site administrators.

Employer Feedback:

BTC conducts the Employer Satisfaction Survey every two years to gain information about how well its programs prepare graduates to meet employers' expectations. This survey also indicates employer satisfaction with the technical skills, soft skills, and attitudes of the College's recent graduates and employer willingness to hire graduates again or to recommend them to other employers.

BTC's Accounting, Horticulture/Landscape, and Pharmacy Technician programs are piloting Internship Supervisor Surveys of Core Ability and Program Outcome attainment. Surveys are given at the completion of each student's four to six week capstone internship experience, and results are used to improve teaching and learning in these programs. Additionally, increasing the number of internship opportunities is one of BTC's 2012-2017 Strategic Plan strategies. In support of this strategy, BTC hired an Internship Coordinator who is developing internships within additional programs along with a uniform internship supervisor survey.

Faculty Professional Development:

After finishing WTCS certification course requirements, faculty must complete six credits of approved coursework or related work experience equivalencies every five years to maintain certification. In addition, many faculty participate in instructor externships and professional conferences and workshops.

Program Accreditation:

Several of BTC's programs are evaluated by outside accrediting bodies as listed in Table 1P2-1. Feedback from program self-studies and onsite reviews indicate needed improvements in these programs and validate student learning.

Licensure/Certification Exams and Technical Skill Attainment (TSA):

Graduate licensure/certification exam and TSA results provide valid, external measures of student outcome attainment and serve to drive program improvement efforts. BTC regularly tracks the results of its graduates' successes on national or state licensure or certification exams for eleven of its programs. In addition, the WTCS initiated a statewide TSA project for all degree and diploma programs in response to Carl Perkins IV Legislation. This shared reporting process ensures that each program has an assessment plan that objectively measures students' attainment of industry recognized skills. Colleges collaborate to identify common core program outcomes and to identify TSA assessment instruments, subject to WTCS approval. This allows for additional dialogue, comparison, and benchmarking for those programs offered in multiple districts. BTC currently has five approved program TSA plans: Accounting, Business Management, Early Childhood Education, Marketing, and Radiography.

WTCS Quality Review Process (QRP):

The WTCS QRP guides continuous program improvement efforts through its focus on self-study, analysis of WTCS program scorecard data, benchmarking of best practices, and identification of industry trends which may impact future program needs. This process of assessment, evaluation, and improvement brings together College, community, agency, business, and WTCS resources to identify strengths and opportunities for improvement and to develop improvement plans on a five year cycle.

Curriculum Development and Modification:

BTC's curriculum development and modification processes were described previously. Each year the College funds curriculum development projects that are evaluated by using a check sheet to ensure that Core Ability, competencies, performance criteria, external standards, and learning and assessment activity requirements are met. Program curriculum maps further ensure that all General Education and program courses are linked to program outcomes and Core Abilities.

As discussed in 1P2, General Education courses and several programs use statewide curricula to ensure consistency across the WTCS. WTCS education directors and representatives meet on a regular cycle to update or revise the statewide curricula after reviewing educational needs and industry trends.

Program Monitoring:

In 2013 the College began a process of program monitoring through a system of program evaluation metrics as outlined in Table 1P3-1. These measures of relevance and effectiveness are used to decide optimal program mix for the College and the communities it serves.

Core Component 4.A. is answered in 1P4

1P14 – Reviewer Comment (S) BTC changes and updates programs through inputs from program advisory committees, accrediting agencies, and the District Board. Additionally, Quality Review Process (QRP), i.e., course completion, graduation rate, and job placement factors is used to determine program health and viability. BTC determines program and courses changes and discontinuance through program improvement plans conducted every five years, program accreditation recommendations, and its Academic Program Mix Framework in addition to the processes discussed in 1P2, 1P4, and 1P13.

1P14

Program faculty and administrators change and update programs and courses using inputs from program advisory committees, accrediting agencies, and other stakeholders through processes discussed in 1P2, 1P4, and 1P13. The WTCS program modification process mandates that program changes of more than 20% provide documentation of program advisory committee recommendations. When a change affects programming in other WTCS colleges, a two-thirds consensus is required before the change can be made. Programs with statewide curriculum are also changed through consensus at WTCS state-called program meetings.

QRP course completion, graduation, and job placement factors are reviewed to determine program health and viability. Program improvement plans are developed every five years in response to this data.

Program accreditation agencies at times recommend changes. These changes follow standard WTCS program modification processes.

BTC implemented an Academic Program Mix Framework described in 1P3 that analyzes data to guide decisions regarding academic programs and to set enrollment targets that reflect job market and industry needs. Based on these assessments, the College may decide to suspend or to discontinue a program. When BTC suspends or discontinues a program, the program curriculum and course files are maintained to allow enrolled students to complete the program while the College notifies the WTCS of its intent. A program may be in suspension for a maximum of three years, during which time the suspended program is removed from all District and State promotional materials.

1P15 – Reviewer Comment (S) The College determines and addresses the learning and support needs of students through survey (Noel Levitz Student Satisfaction Inventory, Student Government Association - SGA survey, Perkins Performance Score Board, National Community College Benchmark Project - NCCBP comparative data), information, data analysis, and subsequent action plan.

1P15

BTC determines and addresses its student and faculty learning support needs through survey and other feedback, information and data analysis, and subsequent action planning.

Student Learning Support Needs:

Determining student support learning needs begins before students are admitted to BTC and continues through graduation. ACT Compass® placement assessments indicate students' learning support needs. When students are enrolled, BTC assesses the College's learning support needs through administration of the Noel Levitz Student Satisfaction Inventory (SSI) every three years, an annual Student Government Association (SGA) student survey, and annual analyses of the Perkins Performance Scorecard and NCCBP comparative data. Finally, the College determines student needs and concerns through the student government representative to the District Board. BTC's learning support services are defined in 1P7 [3.D.].

Faculty Support Needs:

General Education and program administrators serve as the primary day-to-day contact for faculty as needs arise. Additional faculty needs, relative to learning support, are determined through surveys by the TLC with workshops and in-service activities developed and offered in response to identified needs.

BTC further supports faculty needs through the following:

- | | |
|--|---|
| <input type="checkbox"/> New staff orientation | <input type="checkbox"/> Professional growth opportunities through conferences, in-service presentations, |
| <input type="checkbox"/> Summer curriculum grants | <input type="checkbox"/> "Power Hour" informational lunch sessions |
| <input type="checkbox"/> WTCS certification courses | <input type="checkbox"/> Standard classroom instructional technology |
| <input type="checkbox"/> Wisconsin Leadership Development Institute Leadership Academy | |

Core Component 3.D. is answered in 1P7

1P16 – Reviewer Comment (O) BTC has an opportunity to describe specifically how student organizations and student activities align with the learning outcomes; however, BTC offers co-curricular educational leadership, employability, etiquette lunches, professional conferences, job search workshops, and mock interview experiences which align with program outcomes and the College-wide core abilities.

1P16

BTC's Office of Student Engagement works with faculty and administrators to offer co-curricular educational, leadership, employability, and social programs which align with program outcomes and the College-wide Core Abilities. Student Engagement offers students opportunities to participation 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. 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. Occupational clubs are facilitated by program faculty and are often affiliated with national organizations. These clubs provide activities which are directly related to the students' chosen career fields, such as trips to conferences and conventions, skills competitions, and visits to business and industry.

BTC's 19 student organizations are available at the following link:

<http://www.blackhawk.edu/StudentEngagement/StudentOrganizations.aspx>

3.E. BTC fulfills its claims for an enriched educational environment through its many student organizations, student-centered workshops and activities and community service opportunities.

1. BTC's Student Success Center created a co-curricular Certificate of Professional Development (CPD) as an outgrowth of the College's Business Education Summits and Core Ability Action Projects. Three modules, covering professional communication and technology applications, diversity and teambuilding, and leadership and professionalism in the workplace, conclude with a capstone experience. These modules are designed to provide students with the following benefits:

- Specialized training and feedback on skills in relation to the BTC Core Abilities.
- Experiences which can be applied to the workplace so BTC graduates are viewed as exemplary applicants during the hiring process, including mock interviews conducted by area employers.
- Professional development and employment search processes.
- Relationships with District employers, and other BTC students to improve networking skills.

Other co-curricular opportunities sponsored by SGA and the Student Success Center include: Core Ability conferences, etiquette lunches, employability and job search workshops, mock interview experiences, and professional conferences. Credit and non-credit internships offer students additional job training and professional development opportunities.

2. Students may focus on professional growth opportunities, improve Core Ability skills, and participate in service learning projects to benefit themselves and the community. Every semester each BTC club performs a community service project. The following are recent activities:

- Fall Carnival, a partnership with Beloit YMCA, provides approximately 1,500 families with a child-friendly and safe Halloween.
- Adopt-a-highway clean-up projects are sponsored by Phi Theta Kappa and AITP.
- Annual Volunteer Income Tax Assistance (VITA) is offered annually.
- Annual food drives competition, organized to support area food banks.
- Family Movie Nights, scheduled routinely, are open to the community.

1P17 – Reviewer Comment (S) BTC uses direct and indirect measures to determine that students to whom the College awards degrees and certificates have met learning and development expectations, which are detailed in the Systems Portfolio.

1P17

BTC determines that students to whom the College has awarded degrees and certificates have met its learning and development expectations through *direct* and *indirect* measures of program outcomes and Core Abilities as follows:

Direct Measures of Learning and Development:

- Licensure/certification exam results
- TSA portfolio, capstone, clinical skill rubric, business plan, and internship evaluation results
- Internship supervisor assessment rubrics
- Core Abilities assessment rubrics
- Skills and Clinical Check-off results
- Course-level assessments

Indirect Measures of Learning and Development:

- Graduate Follow-up Survey at six months and five-years post-graduation
- Employer Satisfaction Survey of recent graduates conducted every two years
- Program accreditation self-study and onsite review feedback
- Feedback from program advisory committees
- University of Wisconsin transfer data

These results are analyzed and shared with both internal and external College stakeholders and used in planning program modifications.

1P18 – Reviewer Comment (S) BTC designs processes for assessing program outcomes and College-wide core abilities through Plan-Do- Check-Act Cycle. The Faculty Led Core Abilities Team (FLCAT) is currently assessing four of the seven core abilities (communicate professionally, solve problem efficiently, demonstrate professional work behavior, and use appropriate technology). BTC uses Worldwide Instructional Design System (WIDS) to design course assessments and students are assessed at course level through written and applied examinations, projects, reports, skills demonstrations, and clinical expectations. Additionally, all competencies are linked to program goals to ensure courses are aligned within each program.

1P18

BTC designs its processes for assessing its program outcomes and institution-wide Core Abilities, using the Plan-Do-Check-Act Cycle.

Core Ability Assessment:

Evaluation of the General Education student outcomes, now known as BTC's Core Abilities, began in 2001, and resulted from the work with the HLC's Academy for Assessment of Student Learning (AASL). Four of the seven Core Abilities, *Communicate Professionally*, *Solve Problems Efficiently*, *Demonstrate Professional Work Behavior*, and *Use Appropriate Technology*, are currently being assessed through rubrics developed by the FLCAT.

During 2008 BTC submitted Action Project 4, *Assessing Core Abilities in Career and Technical Education Programs*. This faculty-led action project team adopted a standardized writing rubric to assess the *Communicate Professionally* Core Ability and established guidelines for administration of the tool. The team conducted two pilots, revised the rubric, and began assessing student learning in writing across the College. In February 2010 the FLCAT conducted an in-service session where BTC faculty reviewed the writing rubric. Faculty then completed an exercise that determined the importance of the writing rubric's criteria by rating the importance of the four criteria to their programs. On a 5-point scale with "5" being the highest, the criteria received the following scores for importance to all programs: Development 4.0, Fluency 4.5, Focus 4.3, and Mechanics 4.4.

The *Solve Problems Efficiently* Core Ability Team was organized in fall 2009 with program and General Education faculty. The team identified a preliminary set of indicators that assessed both problem-solving and critical thinking. At the May 2010 Faculty Assessment Work Day, a faculty survey solicited input on the most important problem-solving and critical-thinking skills and their indicators. A rubric was developed to assess students' skills.

The *Demonstrate Professional Work Behavior* FLCAT began in 2009 with survey of faculty to determine appropriate indicators. The rubric was piloted in spring 2013 in face-to-face and online courses. The *Use Appropriate Technology* core ability team also began planning and identifying indicators in 2009. Data collection on this rubric began in fall 2013.

Program Outcome Assessment:

BTC uses WIDS to design course assessments. Using these performance standards, students are assessed at the course-level through written and applied exams, projects and reports, skills demonstrations, and clinical evaluations. All competencies are linked to Program Outcomes to ensure alignment of courses within each program. Faculty use results to evaluate learning and to improve teaching effectiveness. End-of-program assessments include licensure/certification exams, TSA results, and internship supervisor evaluations as described previously.

Core Component 4.B. is answered in 1P2

1R1 – Reviewer Comment (S) BTC uses multiple direct and indirect measures of student learning and development. The College collects and analyzes Noel Levitz Student Satisfaction Inventory, tutoring results, Student Government Association - SGA survey, Carl D. Career and technical Education Perkins Act performance standard data, National Community College Benchmark Project (NCCBP) comparative data, transfer success data, and Adult Education and Family Literacy (AEFL) Act score card data.

1R1

BTC regularly collects and analyzes both *direct* and *indirect* measures of student learning and development as noted in 1P17 with these additional measures:

- Noel-Levitz SSI
- Tutoring results
- NCCBP
- Adult Education and Family Literacy (AEFL) Act score card data
- Transfer Success data
- Carl D. Perkins Career and Technical Education Act performance standard data

1R2 – Reviewer Comment (O) The College has an opportunity to develop longitudinal data for all core abilities. Additionally, employer satisfaction survey results presented in Table IR2-6 demonstrate an opportunity for improvement since a decrease in performance satisfaction occurred from 2010 to 2012. However, BTC shared rubric, supervisor, and employer satisfaction survey data from two of its seven core ability assessments. Pilot data from 2013 for demonstrating professional work behaviors reveals a range of scores for eleven programs on eleven measures and a solid base for future comparisons. Longitudinal data for three years in Accounting and Horticulture/Landscaping provides important points for comparison and consideration as do overall employer satisfaction results.

1R2

BTC's performance results for its seven Core Abilities are assessed through Core Ability rubrics, internship supervisor assessments, and Graduate Follow-up Employer Surveys as follows:

Core Ability Assessment Rubrics:

Each *Communicate Professionally* writing rubric sample is independently scored by program faculty, General Education faculty, and Academic Support faculty to ensure consistency and to decrease rater bias. Since 2009 instructors have rated over 1,300 papers using this process. Average scores for each of the categories where 6 was the highest rating possible and 1 the lowest are: Focus = 4.3, Development = 4.1, Fluency = 4.0, and Mechanics = 3.9.

The results for the *Demonstrate Professional Work Behavior* rubric, piloted by faculty to assess students in the General Education and Business Divisions, are shown in Table 1R2-2:

Table 1R2-2: 2013 Demonstrate Professional Work Behavior Rubric Average Score Results											
Rating: 6=Wow / 5=Strong / 4=Effective / 3=Developing / 2=Emerging / 1=Not Yet / NA=NA											
Indicators	Accounting	Automated Systems Technology	Automotive Technician	Early Childhood Education	Human Resources	Legal Administrative Professional	Marketing	Medical Administrative Specialist	Medical Laboratory Technician	Physical Therapist Assistant	Radiography
	n=20	n=8	n=5	n=8	n=16	n=6	n=6	n=25	n=8	n=14	n=14
Attendance	4.9	5.5	4.8	5.3	4.7	3.3	4.8	4.3	5.1	5.7	5.4
Dress Appropriately/ Self-Presentation	5.0	4.8	5.8	5.0	4.6	5.5	5.7	4.6	5.1	5.9	5.1
Be Accountable	4.9	4.0	5.0	5.3	4.7	4.0	5.7	4.0	4.7	5.9	5.2
Manage Time/Prioritize	4.3	3.5	4.4	4.1	4.8	4.2	5.0	3.8	4.3	5.6	5.0
Accept Feedback	4.4	3.9	4.4	5.0	4.8	4.8	5.7	3.7	4.6	5.9	4.9
Take Initiative	4.7	4.0	5.0	4.8	4.7	5.2	5.8	4.2	4.6	6.0	4.6
Follow Policies and Procedures	4.9	4.0	4.8	4.9	4.8	5.0	5.8	3.6	4.9	5.9	5.4
Work Productively	4.7	3.6	5.0	4.6	4.9	4.2	5.2	3.7	4.9	5.9	5.1
Adapt to Change/ Transfer Learning	4.4	3.6	4.6	5.1	4.9	5.3	5.8	3.8	4.0	5.9	5.1
Customer Service	4.8	4.3	NA	5.1	4.8	5.8	5.5	3.8	4.5	6.0	5.4
Overall Evaluation:	4.7	4.1	4.9	4.9	4.8	4.7	5.5	3.9	4.7	5.9	5.1

Internship Supervisor Assessments:

BTC’s Horticulture/Landscape, Accounting, and Pharmacy Technician programs are piloting third-party supervisor assessments of student Core Ability attainment in each program’s capstone internship course. The internship supervisor is given an assessment survey at the completion of each student’s internship experience. Results of these surveys are summarized in Tables 1R2-3 through 1R2-5. As the results in these tables indicate, BTC internship students consistently receive high ratings on Core Ability attainment.

Table 1R2-3: Supervisor Assessments of Core Abilities - Horticulture/Landscape Internships 5 Point Likert Scale (5 = Excellent / 1 = Failing)			
Core Abilities	2011 n=15	2012 n=13	2013 n=9
Communicate Professionally	4.1	4.4	4.4
Use Appropriate Technology	4.1	4.5	4.3
Work Effectively in Teams	4.4	4.3	4.3
Demonstrate Professional Work Behavior	4.4	4.6	4.4
Show Respect for Diversity	4.4	4.7	4.9
Solve Problems Efficiently	4.3	4.3	3.9
Lead by Example	4.2	4.4	4.6
Overall Supervisor Evaluation	4.3	4.5	4.4

Table 1R2-4: Supervisor Assessments of Core Abilities - Accounting Internships 5 Point Likert Scale (5 = Excellent / 1 = Failing)			
Core Abilities	2011 n=9	2012 n=6	2013 n=4
Communicate Professionally	4.7	4.7	3.8
Use Appropriate Technology	4.4	4.8	4.5
Work Effectively in Teams	4.4	4.4	4.3
Demonstrate Professional Work Behavior	4.6	4.8	4.3
Show Respect for Diversity	4.7	4.7	4.3
Solve Problems Efficiently	4.4	4.5	4.3
Lead by Example	4.1	4.5	4.3
Overall Supervisor Evaluation	4.5	4.6	4.3

Table 1R2-5: Supervisor Assessments of Core Abilities Pharmacy Technician Internships 5 Point Likert Scale (5 = Excellent / 1 = Failing)	
Core Abilities	2013 n=12
Communicate Professionally	4.6
Use Appropriate Technology	4.5
Work Effectively in Teams	4.8
Demonstrate Professional Work Behavior	4.7
Show Respect for Diversity	4.7
Solve Problems Efficiently	4.3
Lead by Example	4.2
Overall Supervisor Evaluation	4.5

Employer Satisfaction Survey:

BTC surveys employers every two years to assess their satisfaction with graduates’ soft skills, technical work skills, application of knowledge, and relevancy of skills to real world applications at six months post-graduation. The results of the 2010 and 2012 Employer Satisfaction Survey for soft skill attainment are shown in Table 1R2-6:

Table 1R2-6: 2010/2012 Employer Satisfaction Survey		
Survey Question (% Meets or Exceeds Expectations) (Note: The apparent drop in employer satisfaction results is explained in 1P2 [4.B.3])	2010 n = 88 (67% response)	2012 n = 95 (68% response)
Ability to communicate effectively with coworkers and/or customers	87%	85%
Mastery of science, technology, engineering, or math skills needed	86%	79%
Overall preparedness for employment at your company	91%	84%

1R3-4 – Reviewer Comment (O) While BTC provided an impressive list of recent results for licensure and certification examination, and technical skills attainment, opportunities exist to improve results of program learning outcomes for Horticulture/Landscape, Accounting internships, and Diesel and Heavy Equipment – Electrical/Electronic Systems, and HVAC / - Industrial competency exam - residential. The College recognizes an opportunity to study and improve the second-year retention rate of its students who transfer into the University of Wisconsin System.

1R3

BTC's performance results for specific program learning objectives are assessed through licensure and industry examinations, TSA, Third-party Internship Supervisory Assessments, Employer Satisfaction Survey, skills demonstrations, and clinical evaluations.

Licensure and Certification Examinations:

BTC's performance results for specific program learning objectives are indicated in pass rates for licensure and certification examinations. Performance results of these exams and comparisons to national results, where available, are presented in Table 1R3-1:

Program/ Certifying Organization	Years Reported	Exam	Pass Rate	Comparison
Automotive: National Automotive Student Skills Assessment Exam	2012	<ul style="list-style-type: none"> ○ Suspension and Steering, brakes ○ Electrical/Electronic Systems 	100% 100% 100%	N/A
Diagnostic Medical Sonography: Vascular Technology and ARDMS	2008-2012	<ul style="list-style-type: none"> ○ Abdomen ○ Obstetrics and Gynecology ○ Vascular Technology ○ Sonography Principles/ Instruments 	83% 77% 75% 100%	60% 72% 58% 70%
Diesel and Heavy Equipment: National Automotive Student Skills Assessment Exam	2012	<ul style="list-style-type: none"> ○ Diesel Engines ○ Electrical/Electronic Systems ○ Brakes ○ Steering and Suspension 	86% 67% 86% 100%	N/A
EMT: National Registry of Emergency Medical Technicians (NREMT)	2009-2013	<ul style="list-style-type: none"> ○ First Attempt Pass ○ Cumulative Pass Within 3 Attempts 	79% 86%	68% 79%
HVAC/R: EPA Section 608 Exam	2013	<ul style="list-style-type: none"> ○ Core Test ○ Type I Test ○ Type II Test ○ Type III Test 	100% 100% 100% 92%	N/A
HVAC/R: Industrial Competency Exam Residential	2013	<ul style="list-style-type: none"> ○ Core ○ Air Conditioning ○ Air Distribution ○ Heat Pumps ○ Gas Furnaces ○ Oil Furnaces 	68% 69% 61% 55% 62% 69%	73% 67% 70% 61% 68% 64%
HVAC/R: Industrial Competency Exam	2013	<ul style="list-style-type: none"> ○ Light Commercial ○ Commercial 	67% 100%	56% 49%
Medical Laboratory Technician: American Society for Clinical Pathologists (ASCP)	2011	American Society for Clinical Pathology Exam	78%	77%
Nursing (ADN): National Council of State Boards of Nursing (NCSBN)	2012	National Council Licensure Exam (NCLEX-RN)	93%	89%
Nursing Assistant (NA): Organization: National Council of State Boards of Nursing (NCSBN)	2012	National Nurse Aide Assessment Program Exam: Written/Skills	97/89%	94/82% **
Practical Nursing: National Council of State Boards of Nursing (NCSBN)	2012	National Council Licensure Exam (NCLEX-PN)	100%	84%
Physical Therapy Assistant: American Physical Therapy Association	2009-2012	National Physical Therapy Exam (NPTE)	100%	75%
Radiography: American Registry of Radiologic Technologists (ARRT)	2008-2011	Radiography: American Registry of Radiologic Technologists (ARRT) Exam	93%	92%

** Wisconsin Comparison; all others are National Comparisons

Technical Skill Attainment (TSA):

BTC's TSA results for the five programs currently in Phase III as described in 1P13 are shown in Table 1R3-2:

Program	Assessment Type	Number of Students	Passed	Failed	Not Assessed
Accounting	Portfolio	9	9	0	0
Business Management	Internship evaluation form, comprehensive business plan, and case study	42	28	12	2
Early Childhood Education	Portfolio	21	20	0	1
Marketing	Portfolio	4	4	0	0
Radiography	Clinical skills rubrics	13	13	0	0

Internship Supervisor Assessments:

Results of Program Outcome attainment from BTC's Horticulture/Landscape, Accounting, and Pharmacy Technician Internship Supervisor Assessments are summarized in Tables 1R3-3 through 1R3-5:

Program Goals and Objectives	2011 Average <i>n=15</i>	2012 Average <i>n=13</i>	2013 Average <i>n=9</i>
Assess tasks based on sustainable, environmentally-responsible practices	3.9	4.1	3.9
Create sustainable, environmentally sound landscape design plans	4.0	4.6	3.5
Select plants adapted for various applications	4.3	4.7	4.1
Construct landscape design plans	3.9	4.4	3.3
Maintain turf and landscape plants	4.2	3.8	4.4
Demonstrate safe operation of tools and equipment used in landscape applications	4.5	4.4	4.7

Program Goals and Objectives	2011 Average <i>n=9</i>	2012 Average <i>n=6</i>	2013 Average <i>n=4</i>
Prepare financial statements and related schedules in conformity with generally accepted accounting principles	4.2	4.6	4.0
Apply accounting skills and principles creatively and innovatively in accordance with the standards of professional ethics	4.3	4.5	3.7
Process financial transactions throughout the accounting cycle	4.4	4.5	3.7
Analyze financial and business information to support planning and decision-making	4.0	4.2	3.0
Perform payroll preparation, reporting, and analysis tasks	4.6	4.6	4.0
Perform cost accounting preparation, reporting, and analysis tasks	3.8	4.3	N/A
Perform individual and/or organizational tax accounting preparation, reporting, and analysis tasks	3.8	4.0	4.0

Program Goals and Objectives	2013 Average <i>n=12</i>
Prepare prescription orders accurately	4.5
Provide effective customer service	4.6
Process third party and direct payment transactions	3.3
Prepare pharmaceutical products	4.4
Maintain inventory and supplies	3.5

Employer Satisfaction Survey:

The College continues to measure student performance of technical work skills six months after graduation through employer surveys. The results of the 2010/2012 Employer Satisfaction Survey are shown in Table 1R3-6:

Survey Question (% Meets or Exceeds Expectations) <i>Note: The apparent drop in employer satisfaction results is explained in 1P2 [4.B.3].</i>	2010 <i>n</i> = 86 (67% response)	2012 <i>n</i> = 95 (68% response)
Mastery of knowledge in the field.	86%	82%
Ability to perform technical skills of the profession.	93%	79%
Relevancy of graduates' skills and/or knowledge base in relationship to real world applications within the industry.	86%	80%

Skills Demonstrations/Clinical Evaluations:

BTC's Skills and Clinical Check-off Results are listed in Table 1R3-7:

Program	Skills and Clinical Check-Off	2012-2013 Pass Rate
Medical Assistant	○ Skills and clinical check-offs	100%
Nursing	○ First-semester skills check-offs	93-100%
Physical Therapist Assistant (PTA)	○ Program lab skills (28 check-offs)	90-100%
Police Academy	○ Use-of-force and non-use-of-force (5 check-offs)	95%
Radiography	○ Skills and clinical check-offs	100%

1R3-4 – Reviewer Comment (O) While BTC provided an impressive list of recent results for licensure and certification examination, and technical skills attainment, opportunities exist to improve results of program learning outcomes for Horticulture/Landscape, Accounting internships, and Diesel and Heavy Equipment – Electrical/Electronic Systems, and HVAC / - Industrial competency exam - residential. The College recognizes an opportunity to study and improve the second-year retention rate of its students who transfer into the University of Wisconsin System.

1R4

BTC's evidence that its graduates have acquired the knowledge and skills required by its stakeholders are based on subsequent licensure, job performance, or continued education as determined by:

National Examination Test Results:

Results of national certification and industry test results are listed in Table 1R3-1.

Graduate Follow-Up Survey:

The Graduate Follow-Up Survey is conducted annually. Survey results for the last four years indicates high satisfaction rates and improving employment outcomes are shown in Table 1R4-1:

Measure	2010	2011	2012
Satisfied or Very Satisfied with Quality of Instruction in Major	97%	96%	97%
Graduates' Reason for Attending Accomplished	89%	87%	89%
Graduates Recommend BTC to other Students	98%	96%	97%
Percent of Graduates Employed in Related Occupations	77%	73%	78%

Employer Satisfaction Survey:

The percent of graduates meeting or exceeding employer expectations for technical and soft skills are listed previously in Tables 1R2-6 and 1R3-6, respectively. Overall employer satisfaction results with BTC graduates in 2010 and 2012 are reported in Table 1R4-2:

Table 1R4-2: 2010/2012 Employer Satisfaction Survey Results		
Questions	2010	2012
Note: The apparent drop in employer satisfaction results is explained in 1P2 [4.B.3].		
How satisfied are you with the graduates' technical college education? (Percent Satisfied or Very Satisfied)	96%	92%
Would you recommend graduates of this program to another employer? (Yes or No)	89%	85%
Would you hire a technical college graduate again? (Yes or No)	97%	88%

Internship Supervisor Assessment:

BTC collects in-depth measures of student learning and development for the Horticulture/Landscape, Pharmacy Technician, and Accounting programs. These third-party evaluations results are completed annually by employers and are reviewed by deans, faculty, and advisory committee members. Continuous program improvement steps are taken based on the analysis of student achievement in meeting program goals and objectives, demonstrating Core Abilities and performing skills required on the job. These results were shown in Tables 1R2-3 to 1R2-5 and Tables 1R3-3 to 1R3-5.

Program Accreditations:

Program accreditation by respective accrediting bodies includes a review of each program's curriculum for appropriate rigor and relevancy. Table 1P2-1 lists the BTC programs that are currently accredited by their respective professional organizations.

UW Transfers:

Table 1R4-4 and Table 1R4-5 provide information regarding BTC student success rates upon enrolling in the University of Wisconsin System.* BTC recognizes these results as an area for further study and improvement.

Table 1R4-4: First Year GPA for Students Transferring to the UW System			
Comparisons	2009	2010	2011
BTC	2.8	3.0	2.8
WTCS Average	2.8	2.9	2.9
UW 2-Year Transfer Colleges	2.9	2.9	3.0
Wisconsin Private Colleges	2.9	2.8	2.9

Table 1R4-5: Second Year Retention Rates for Students Who Transfer to the UW System in 2010 <small>* Cohort = 60 students. Source University of Wisconsin System Information Memorandum – Transfer Student 2011-12</small>			
Comparisons	Full-Time Students	Part-Time Students	Total
BTC	53%	50%	52%
WTCS Average	74%	58%	70%
UW 2-Year Transfer Colleges	82%	65%	80%
Wisconsin Private Colleges	70%	48%	66%

1R5 – Reviewer Comment (O) Adult education data for the College in comparison to the WTCS reveals generally lower achievement levels for Blackhawk over a three-year period. The College recognizes an opportunity to determine why adult basic education students are not being retained and to develop retention strategies to increase the number of students who take the post-test. In addition, because the Noel-Levitz Student Satisfaction Inventory (SSI) response rate was 22%, the College may want to consider forming a plan to increase this response rate.

1R5

BTC's learning support services work closely with its academic programs to ensure student success. The College's overall performance results for learning support processes are demonstrated through:

Noel-Levitz SSI:

The most recent Noel-Levitz SSI was completed by 719 credit students who represented 22% of the total credit student body. Noel-Levitz SSI groups questions into composite scales and reports three scores: an importance score, a satisfaction score, and a performance gap score which is calculated by subtracting the satisfaction score from the importance score. A large performance gap score on an item indicates that the institution is not meeting the expectation; a small gap score indicates that the institution is close to meeting the expectation, and a negative gap score indicates that the institution is exceeding the students' expectations. By tracking scale gaps, BTC not only looks at student satisfaction but also considers relative importance to students in the major survey areas.

Graph 1R5-1 provides evidence that BTC is maintaining or improving its levels of service in a number of areas:

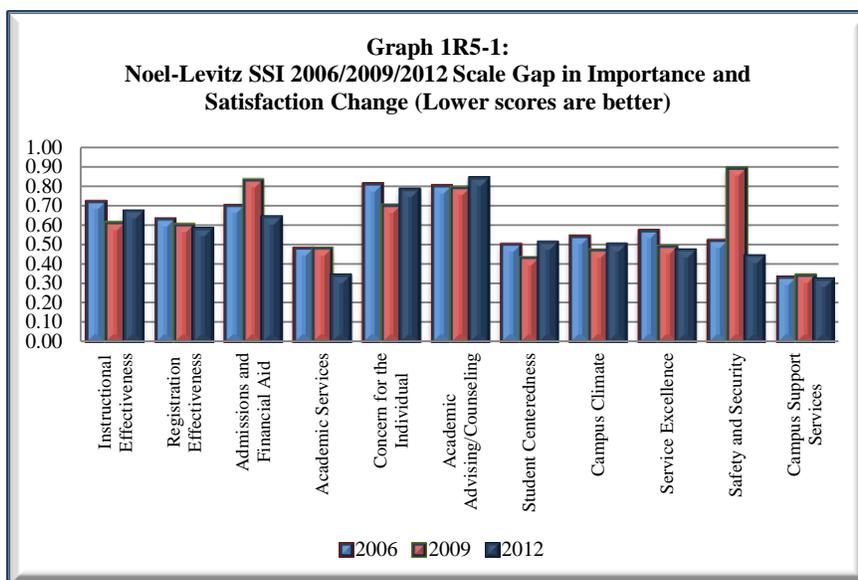


Table 1R5-1 shows the results of specific Noel-Levitz SSI learning support processes indicating an overall improvement in student satisfaction in all items listed:

Table 1R5-1: Noel-Levitz SSI Learning Support Processes Satisfaction (7 = Very satisfied / 1 = Not satisfied at all)			
Items	2006	2009	2012
Academic Advising/Counseling:			
My academic advisor is approachable.	5.4	5.3	5.6
My academic advisor helps me set goals to work toward.	4.8	4.7	5.1
My academic advisor is concerned about my success as an individual.	5.0	4.8	5.2
My academic advisor is knowledgeable about my program requirements.	5.5	5.4	5.5
My academic advisor is knowledgeable about the transfer requirements of other schools.	5.1	5.0	5.5
Counseling staff care about students as individuals.	5.2	5.2	5.6
The school does whatever it can to help me reach my educational goals.	5.1	5.2	5.6
Academic Services:			
Library resources and services are adequate.	5.5	5.6	6.0
There are a sufficient number of study areas on campus.	5.5	5.4	6.0
Library staff are helpful and approachable.	5.4	5.4	6.1
Computer labs are adequate and accessible.	5.7	5.6	6.1
The equipment in the lab facilities is kept up to date.	5.4	5.5	5.7
Tutoring services are readily available.	4.8	5.1	5.8
Academic support services adequately meet the needs of students.	5.1	5.2	5.8

Tutoring:

Table 1R5- 2 indicates the number of minutes students spent visiting the College's 24/7 live online tutoring service in various subject areas from January 2013 to July 2013:

Business/Accounting	Math	Nursing	Sciences	Writing
183	500	41	317	1117

In addition, 235 students visited BTC's drop-in computer labs during Spring Semester 2013.

Finally, BTC staff reviewed the end-of-semester grades for the clinical nursing students who formally met in study groups and/or requested individual tutors during the 2012-2013 academic year. Students meeting in facilitated study groups had a 72% pass rate for all clinical courses as compared to a 41% pass rate for students meeting one-on-one with a tutor. Based on these results, the College will expand its formal study group program to other classes and programs and continue to monitor results.

Adult Education and Family Literacy (AEFL) Act Score Card Data:

As part of the AEFL Grant, the College is evaluated on a core set of measurements within the AEFL Scorecard as indicated Table 1R5-3:

	2009-2010		2010-11		2011-2012	
	BTC	WTCS	BTC	WTCS	BTC	WTCS
Educational Gains						
ABE Beginning Literacy	46.2%	63.8%	76.9%	81.8%	75.0%	72.1%
ABE Beginning Basic Education	36.4%	54.0%	68.4%	63.6%	50.0%	58.6%
ABE Intermediate Low	53.2%	60.2%	60.7%	67.1%	54.4%	64.6%
ABE Intermediate High	54.2%	58.4%	58.5%	63.6%	57.6%	66.7%
ASE Low	70.6%	68.0%	77.4%	73.7%	70.5%	79.6%
ASE High	94.9%	89.2%	92.5%	90.5%	80.4%	91.1%
ESL Beginning Literacy	40.0%	49.6%	50.0%	58.8%	35.0%	56.6%
ESL Low Beginning	61.5%	64.0%	50.0%	68.7%	63.0%	67.6%
ESL High Beginning	61.5%	80.0%	70.4%	79.0%	53.6%	75.6%
ESL Intermediate Low	75.0%	87.8%	73.3%	81.3%	71.4%	79.8%
ESL Intermediate High	62.5%	65.0%	80.0%	77.0%	63.6%	75.9%
ESL Advanced	100.0%	78.2%	100.0%	81.1%	NA	60.5%
Entered Employment	30.70%	35.0%	5.2%	3.5%	2.3%	2.4%
Retained Employment	NA	NA	0.0%	0.0%	0.0%	0.0%
GED/HSED Completion	81.70%	81.6%	90.5%	86.0%	85.3%	91.3%
Continue Education	51.90%	25.8%	54.8%	26.5%	37.5%	27.2%

The primary reason for the decline in the percentage of adult basic education students earning educational gains is these students are not being retained long enough to be administered a post-test assessment. An opportunity for the College lies in determining why students aren't being retained, and then developing retention strategies that will increase the number of students being post-tested.

1R6 – Reviewer Comment (S) BTC shared data from the National Community College Benchmark Project (NCCBP), Noel-Levitz, licensure examinations, employer satisfaction surveys, graduate follow-up surveys, adult education, Perkins, Quality Review Process, transfer success rates, and state and national competitions as evidence of performance in comparison with other higher education organizations. Much of the data is longitudinal and comparisons are generally favorable to the College. Blackhawk has also developed strategies for its communications curriculum in response to NCCBP data.

1R6

BTC's results for the performance of its processes in *Helping Students Learn* compare with the results of other higher education institutions through the following:

National Community College Benchmark Project (NCCBP):

BTC made a commitment to join the NCCBP at the 2010 AQIP Strategy Forum. The College is now in its fourth year of participation. Table 1R6-1 illustrates that BTC compares favorably with NCCBP's medians in all measures for the years reported with the exception of Math completer success rate in remedial courses and Composition completer success rate in core academic skills.

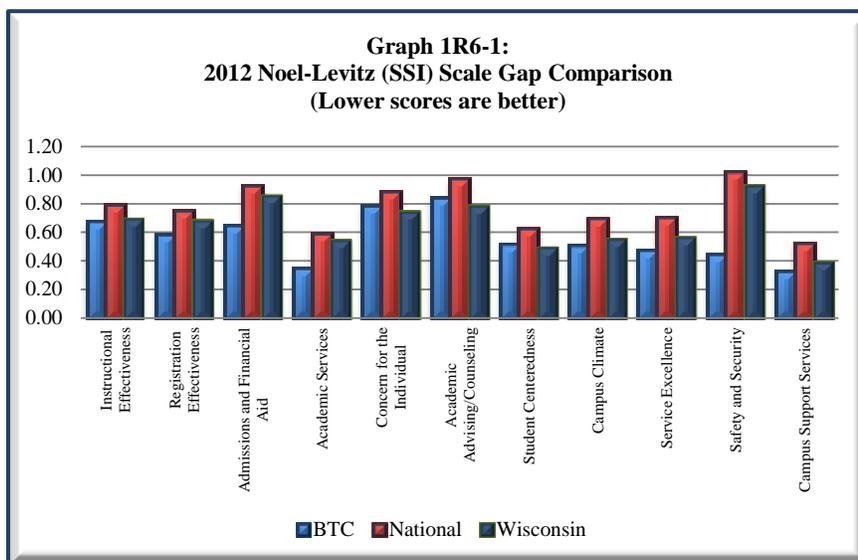
Table 1R6-1: National Community College Benchmark Project (NCCBP) Comparatives

NCCBP Indicators	BTC 2010	Median 2010	BTC 2011	Median 2011	BTC 2012	Median 2012
Percent completed in 3 years (Full-time)	41.10%	18.24%	40.69%	19.80%	39.75%	20.16%
Percent completed in 3 years (Part-time)	23.76%	5.42%	35.57%	6.52%	34.06%	6.50%
Next-term persistence rate	83.19%	70.98%	80.27%	71.80%	73.52%	71.56%
College experience met expectations	4.80	4.80	4.80	4.80	5.00	4.8
Overall satisfaction with experience	5.60	5.50	5.60	5.50	5.80	5.5
Instructional Effectiveness	5.50	5.40	5.50	5.50	5.90	5.5
Student Centeredness	5.50	5.40	5.50	5.40	5.90	5.5
Completer success rate	87.51%	83.67%	88.97%	84.39%	88.31%	83.04%
Retention (college-level)	92.12%	89.55%	93.92%	89.93%	93.92%	89.85%
Enrollee success rate (college-level)	80.62%	74.40%	83.56%	75.29%	82.94%	74.31%
Math completer success rate (remedial course)	68.97%	68.06%	66.07%	67.58%	N/A	68.84%
Math completer success rate (first college-level course)	93.33%	78.48%	100.00%	80.24%	75.81%	77.43%
Writing completer success rate (first college-level course)	90.48%	80.60%	90.91%	80.94%	85.56%	80.58%
Composition completer success rate (core academic skills)	77.89%	79.99%	78.72%	80.67%	78.45%	80.00%
Algebra completer success rate (core academic skills)	79.73%	74.45%	83.08%	73.84%	78.05%	74.17%
Speech completer success rate (core academic skills)	86.71%	85.89%	87.44%	86.79%	84.88%	85.57%
Distance learning completer success rate	72.37%	76.11%	77.72%	77.72%	80.93%	77.14%

To increase success and completion rates in writing courses, BTC's Communications faculty initiated a number of strategies in AY 2014 such as: reducing class sizes in writing classes, creating a writing lab staffed by writing instructors, adjusting writing assignments based on assessment results and surveys of BTC Occupational program instructors, and piloting an online writing tool. Preliminary results showed that 50 students received an average of 30 to 45 minutes of tutoring from full-time Communications faculty during the first five weeks of the fall 2013 semester.

Noel-Levitz Student Satisfaction Inventory (SSI):

Noel-Levitz SSI scale gaps are compared to national and state (WTCS) standards by institutional type. As indicated in Graph 1R6-1, BTC compares favorably (lower gaps) on all national gap scales and on all but two of the gap scales.



BTC’s favorable comparative responses to individual Noel-Levitz SSI items are as listed in Table 1R6-2:

Items	BTC 2012	WTCS 2008-2011	National 2012
Faculty care about me as an individual.	0.56	0.52	0.61
The quality of instruction I receive in most of my classes is excellent.	0.75	0.82	0.84
Faculty are understanding of students’ unique life circumstances.	0.87	0.82	0.91
Faculty are fair and unbiased in their treatment of individual students.	0.83	0.82	0.87
Faculty take into consideration student differences as they teach a course.	0.68	0.72	0.85
Faculty provide timely feedback about student progress in a course.	0.81	0.87	0.92
Faculty are interested in my academic problems.	0.69	0.72	0.85
Nearly all of the faculty are knowledgeable in their fields.	0.56	0.59	0.66
Faculty are usually available after class and during office hours.	0.36	0.49	0.60
Nearly all classes deal with practical experiences and applications.	0.57	0.56	0.67
Students are notified early in the term if they are doing poorly in a class.	0.97	1.16	1.28
Program requirements are clear and reasonable.	0.68	0.64	0.75
There is a good variety of courses provided on this campus.	0.58	0.51	0.70
I am able to experience intellectual growth here.	0.42	0.46	0.60

Licensure and Industry Examinations:

BTC students’ pass rates on licensure examinations compare favorably with other higher education institutions as demonstrated previously in Table 1R3-1.

Employer Satisfaction Survey:

As discussed in 1R4, Wisconsin's 16 technical colleges survey employers of program graduates every four years. Table 1R6-3 provides a comparison of BTC with the other technical colleges:

Item (Note: The apparent drop in employer satisfaction results is explained in 1P2 [4.B.3])	BTC			WTCS		
	Meets or Exceeds Total	Nearly Meets or Does Not Meet Total	Does Not Apply	Meets or Exceeds Total	Nearly Meets or Does Not Meet Total	Does Not Apply
1. Mastery of knowledge in the field	86%	14%	0%	89%	10%	1%
2. Ability to perform technical skills of the profession	93%	7%	0%	90%	10%	1%
3. Ability to communicate effectively with co-workers and/or customers	87%	13%	0%	89%	11%	0%
4. Relevancy of graduates' skill and/or knowledge base in relationship to real world applications within the industry	86%	13%	1%	87%	13%	0%
5. Mastery of science, technology, engineering, or math skills, needed in the field	86%	7%	7%	82%	9%	9%
6. Overall preparedness for employment at your company	91%	9%	0%	89%	10%	1%

Graduate Follow-Up Data:

Table 1R6-4 provides WTCS comparative data on graduates' satisfaction with training received and employment in related fields six months after graduation:

Measures	BTC	WTCS
% Satisfied or Very Satisfied with Training Received	97%	97%
% Employed in Related Field	78%	73%

AEFL Scorecard Comparative Data:

AEFL Scorecard comparative data are shown previously in Table 1R5-2.

Perkins IV Performance Indicators:

Table 1R6-5 contains three-year comparative data for Perkins IV Performance Indicators for Perkins cohort students enrolled in one- and two-year programs or apprenticeships:

Indicators	BTC		WTCS
	Target	Actual	Actual
Technical Skill Attainment	79%	82%	79%
Academic Skill Attainment	78%	83%	75%
Combination of Graduation and Retention/Transfer	64%	63%	69%
Student Placement	92%	84%	89%
Nontraditional Participation	13%	13%	15%
Nontraditional Completion	13%	9%	11%

Quality Review Process (QRP) Comparative Data:

Table 1R6-6 provides comparative data with the 15 other technical colleges for the WTCS QRP performance indicators:

Indicators	BTC	WTCS
C200 Course Completion (80% of courses)	67%	63%
C400 Special Populations Course Completion (80% of courses)	62%	60%
C600 Minority Course Completion (80% of courses)	51%	54%
F200 Second Year Retention (fall to fall or graduated)	56%	63%
F400 Third Year Retention (enrolled or graduated)	43%	46%
F600 Third Year Graduation (percent graduated)	28%	27%
F800 Fifth Year Graduation (percent graduated)	27%	32%
I300 Job Placement - All Employment	86%	88%
I600 Job Placement - Related Employment	72%	65%
J500 Non-Traditional Gender Percent	10%	15%

Transfer Rate Success:

Comparative data for BTC students transferring to the UW System are given in Tables 1R4-5 and 1R4-6.

State and National Competitions:

- ❑ The Human Resources program team achieved a first place finish against all other two and four-year colleges and universities in a 2012 state-wide competition.
- ❑ Three BTC students placed in the top five in a 2012 statewide Welding competition. BTC's first-place finisher went on to compete in Skills USA Nationals and placed thirteenth overall.

III – Reviewer Comment (S) BTC has implemented a number of strategies designed to improve its performance in response to its examination of processes and data, among them an AQIP Action Project aimed at integrating core abilities into the College's culture, creating an Internship Coordinator position, developing online tutoring, developing a mentoring program, implementing changes in the communications curriculum, and integrating basic skills into several programs. Clear evidence exists that processes are reviewed, results analyzed using data, and improvements made. Quality improvement is systematic and comprehensive and alignment exists between departments in using rubrics and other practices.

III

BTC's recent improvements in *Helping Students Learn* are both systematic and comprehensive as demonstrated in the following programs and activities:

Core Ability Assessment and Integration:

Ongoing Core Ability improvement activities include FLCAT development of rubrics for *Solve Problems Efficiently* and *Show Respect for Diversity* and the *Integrating Core Abilities into BTC's Culture* Action Project:

- ❑ Progress on the *Show Respect for Diversity* Core Ability began in spring 2013 with the FLCAT naming a facilitator and team members. The team identified rubric components and, following the fall 2013 in-service session, the team continues its development of an operational (and measurable) definition of "diversity."
- ❑ The Action Project, *Integrating Core Abilities into BTC's Culture Status*, began in 2011 with the goal of increasing awareness and use of the Core Abilities as skills and attitudes that the institution believes every college-educated person should possess. Individual faculty, programs, divisions, and the College as a whole were asked to identify ways in which the Core Abilities should impact expectations of students and staff. While the project is still underway, steps to accomplish this include:
 - Assuring that all students, staff, faculty, and other stakeholders understand the Core Abilities and the indicators used to demonstrate their successful attainment. Towards this goal, posters of the Core Abilities and indicators are placed in every classroom and office area.
 - Aligning the action project to the Business Education Summits which focused on manufacturing, healthcare, and other employment sectors. In 2011 employers identified a lack of soft skills (identified with the Core Abilities) in their new employees. The 2012 Business Education Summit focused on

- ways in which the College could address this skills gap and resulted in the co-curricular Certificate of Professional Development workshops and conferences.
- Aligning the Core Abilities with staff development. The College recognized that in as much as Core Abilities are important for students, they should also be reflected in the actions of all College staff. Through the new Participatory Governance Model implemented in October 2012, the newly-formed Employee Support Services Council began developing performance evaluations that are aligned with the Core Abilities.

Student Internships:

Three of the College's key strategies under the 2012-2017 Strategic Plan are to "Identify, engage, and build relationships with employers"; "Align programs to meet business and industry needs"; and "Increase internships." Towards these goals, BTC created an Internship Coordinator position to serve as a liaison linking employers and academic departments with career and internship information, resources, and internship opportunities. The Internship Coordinator developed an *Internship Handbook* and a standard Internship Supervisor Assessment rubric for use in all programs. The College plans to move the Internship Supervisory Assessment rubric to an online format.

Student Tutoring and Mentoring:

The emphasis on online tutoring came in response to BTC's 2012-2017 Strategic Plan that called for development of alternate tutoring strategies and to the HLC's review and approval of Distance Delivery, conducted in October 2012. A Tutoring Services Coordinator was designated in 2012 to explore appropriate technologies that partner with Blackboard for online course tutoring support. In 2012 BTC implemented *NetTutor* as described in 1P7 [3.D.2.].

The Student Success Center recently began a student mentoring program available to all BTC students. Anticipated benefits to students include:

- Establishing a contact person who can answer questions about campus policies and procedures and who can make referrals to campus services.
- Becoming more involved in student activities.
- Learning about opportunities to take on leadership roles on campus.
- Establishing a supportive relationship with a student in a similar program area or with similar interests.
- Meeting other mentees and forming friendships.

General Education Writing Focus:

In 2012 General Education Communication faculty examined results from the Business Education Summits where students' writing abilities were identified as weak, discussed writing achievement across-the-college, and researched best practices at other two-year and four-year colleges. In spring 2013 communication faculty also designed and analyzed a survey that identified specific writing skills needed by BTC program areas. The culmination of these efforts by General Education faculty was a proposal presented to College leadership with suggested strategies to improve writing across-the-College, as explained in 1R6.

With the support of the General Education dean, Communications faculty's recommendations were implemented fall 2013. Writing class size was capped at 17 students per section with faculty being assigned to no more than four writing classes per semester; full-time Communication faculty were assigned to the Writing Lab to provide students with in-depth writing assistance.

Integrating Basic Skills into the Classroom:

Since 2012 BTC's Accounting, Nursing Assistant, and Welding programs introduced an IBEST-type learning model. In this model, basic skills faculty provide underprepared learners just-in-time math and writing assistance within the regular instructional environment.

112 – Reviewer Comment (OO) As a result of the approval and implementation of BTC’s 2012-2017 Strategic Plan and changes invoked, BTC has identified measures, and is analyzing the results to make quality improvements. To complete a culture of improvement, specific targets for Helping Students Learn need to be identified and communicated. Doing so will enable the College to use these measures and results for specifically targeted future improvements. The College also should include results and establish targets for each of the core abilities.

112

BTC’s 2012-2017 Strategic Plan, developed through College-wide participation, provides the framework and the environment which guide the selection of processes to improve. Two of the five Strategic Priorities along with Performance Measures are presented in Table IO-1.

Category Two: Accomplishing Other Distinctive Objectives

The Systems Appraisal Team identified various strengths and opportunities for Blackhawk Technical College for Category 2: *BTC has mature non-instructional activities with positive economic impact on the region. BTC's Business and Community Development Department meets internally as well as with their advisory committee members, and through annual retreats to keep the lines of communication open on non-instructional objectives. Other feedback is received through business and industry contacts, surveys, course evaluations, and various partnerships. Results of these activities are evident within the economy through increased employee skill set, satisfaction with training, repeat business, student success, completion rates, and community service hours. To provide contract information with real-time updates, the College recently implemented the Client Relationship Management system software.*

The other component of distinctive objectives is training the county prison population. Although the prison objectives are pre-determined by the U.S. Department of Education with a State annual review and a five-year quality review, the Rock County Education and Criminal Additions Program staff continue to determine new activities to fit the needs of inmates.

The college has identified numerous methods to evaluate its BCD and RECAP objectives. However, it is unclear if the targets set for these objectives have been met. The portfolio needs to identify these targets and report on their status.

BTC's non-instructional processes in *Accomplishing Other Distinctive Objectives* concentrate primarily on services provided to the District's business and industry, local community, and on rehabilitation for its non-traditional prison population. These processes are well *aligned* to enhance the District's commitment to significant stakeholder groups in the area of Economic Development as stated in its strategic priority, *Position BTC as a Key Economic Driver*. The College's *Business and Community Development (BCD)* department and its *Rock County Education and Criminal Additions Program (RECAP)* provide the current and *aligned* framework for this strategic priority.

BTC's BCD department supports the College's mission for economic development through customized training, technical assistance, and professional development seminars for the region's businesses and industry. Its processes and goals are *integrated* into the College community and culture.

BTC's economic development efforts must work to support all of its citizens if widespread economic progress in the region is to occur. Toward this end, BTC *systematically* creates partnerships with the Rock County Sheriff's Office and the Cooperative Educational Service Agency #2 (CESA #2) to provide RECAP to the District's prison population with the purpose of reducing recidivism. This *integrated* program provides Adult Basic Education (ABE), GED/HSED instruction, Cognitive Interventions Program (CGIP), drug and alcohol counseling, job readiness training, work experience, and service opportunities for approximately 200 inmates per academic year at the Rock County Jail.

2P1 – Reviewer Comment (S) BTC designs and operates its non-instructional services in accordance to Wisconsin Technical College System (WTCS) policies, the College's vision, mission, and core values as adopted by the institution and the District Board. The College's 2012-2017 strategic plans had an input from partnering organizations, consortia, and advisory committees with oversight by the Institutional Effectiveness Council (IEC), College Council, and the District Board.

2P1

BTC designs and operates its key non-instructional processes for Economic Development in accordance with its statutory mission; Wisconsin Technical College System (WTCS) policies; and the College's vision, mission, and core values; as adopted by the institution and the District Board. The design for these processes is guided by the College's 2012-2017 Strategic Plan with input from partnering organizations, consortia, and advisory committees. Oversight is provided by the Institutional Effectiveness Council (IEC), College Council, and the District Board, as specified in the institutional governance structure. Responsibilities for these objectives fall to the Instructional Council, Student Support Services Council, and College Council.

2P2 – Reviewer Comment (S) BTC other distinctive objectives arise from regional employment and community needs as identified by a wide variety of environmental stakeholders and scanning mechanisms. Data come from advisory committees, economic development agencies, business and industry contracts, surveys, course evaluations, and partnerships. Parameters for strategic planning efforts are set by the District Board and college administration; the budget and resource allocation processes are used to consider initiatives and include various segments of the College community.

2P2

BTC's major non-instructional objectives for its external stakeholders are intricately linked to its mission, its strategic plan, and processes. The College's non-instructional objectives are developed from regional labor demands and community-based needs as determined by advisory committees, economic development representatives, business and industry contacts, surveys from students and businesses, course evaluations, and information from state and local partnerships. The individuals involved in determining these objectives represent a broad spectrum of the institution's stakeholders.

The BTC Board and College administration set parameters for all College activities through the strategic planning process, subsequent biannual planning, priority-setting, strategic investments, and performance monitoring. Priorities are determined through the biannual planning and review process and are adjusted as warranted. New initiatives which require significant financial or other resource investments are vetted through the College Council, using its annual budget/resource allocation process. This inclusive process allows for open discussion of new initiatives and identifies the investments required to achieve established goals.

2P3 – Reviewer Comment (S) Expectations for business and industry training and professional development activities are communicated through Business and Community Development Advisory Committee (BCD) that include local leaders, faculty, staff, local government economic representatives, and an annual BCD staff retreat. Expectations from Rock County Education and Criminal Addictions Program (RECAP) are communicated from the U.S. Department of Education through the WTCS State Office.

2P3

Expectations for BTC's non-instructional objectives are broadly communicated through the 2012-2017 Strategic Plan. This communication is supported through the College's six governance councils as explained in the IO.

Specific expectations for BCD training and RECAP activities are communicated as follows:

- ❑ Desired outcomes for business and industry training and professional development are communicated through weekly BCD departmental meetings, BCD Advisory Committee meetings (comprised of local industry leaders, faculty, staff, and local government economic development representatives), and an annual BCD staff retreat.
- ❑ Expectations or targets for RECAP objectives are communicated from the U.S. Department of Education through the WTCS State Office.

2P4 – Reviewer Comment (S) BTC's non-instructional objectives are reviewed biannually for their appropriateness and value by the Instructional Council, Student Support Services, IEC, and the District Board. Business and Community Development (BCD) collects evaluations from participants and surveys employers after each training program to improve programs and identify future training needs; advisory committee meetings and an annual staff retreat review performances and refocus priorities. Using U.S. Department of Education objectives, the Rock County Education and Criminal Addictions Program (RECAP) advisory committee aligns college and federal goals in a five-year review cycle.

2P4

The Instructional Council, Student Support Services Council, IEC, College Council, and the District Board review the College's non-instructional objectives biannually for their appropriateness and value. Specifically, the IEC examines the College's performance compared to its stated mission and strategic priorities. BCD and RECAP assess and review their respective program objectives as follows:

- ❑ At the conclusion of each training program, BCD collects evaluations from participants and then surveys employers to assess the training's economic impact. Feedback is reviewed with clients and faculty for the

purposes of improving programs and identifying future training needs. Advisory committee meetings (with membership made up of business leaders, clients, faculty, economic development representatives, chamber members, and BCD staff) and an annual BCD staff retreat are conducted to further review performance and refocus priorities.

- ❑ The U.S. Department of Education determines the overall objectives for the RECAP program while the RECAP Advisory Committee reviews and approves activities to meet specific College goals in support of these objectives. The WTCS conducts an annual review of the program and oversees a five-year Quality Review Process (QRP) self-study to assess the appropriateness and the value of these goals and activities.

2P5 – Reviewer Comment (O) BTC’s use of evaluation tools and stakeholder input informs faculty and staff needs though the process does not appear to be an integrated part of non-instructional processes. There is opportunity to more fully align the process into college planning sessions.

2P5

BTC determines faculty and staff needs relative to these objectives and operations through BCD and RECAP:

Business and Community Development (BCD):

BCD relies on information gathered through the engagement of its training managers with local business and industry and from training evaluation feedback. As part of the evaluation process, employers are asked to identify additional training needs; this information, along with advisory committee input, assists BCD in planning for future faculty needs and recruitment efforts. BCD staff strive to identify internal faculty who have the appropriate credentials, skills, and capacity to deliver training services. When internal capacity or expertise is unavailable, the College either invests in faculty training to acquire the competencies needed or recruits the desired expertise from the outside.

Rock County Education and Criminal Addictions Program (RECAP):

Annually, the College analyzes QRP results and goal attainment in collaboration with the WTCS State Office to develop improvement plans which drive faculty and staff needs. These needs are further refined by determining the number of eligible inmate participants, their diagnostic test results, and their physical and scheduling limitations to determine RECAP faculty and staff needs.

2P6 – Reviewer Comment (S) BTC incorporates information on faculty and staff needs to revise its objectives and support processes through its review and strategic planning processes and in response to the particular needs of the offices involved in its major non-instructional initiatives. BCD determines needs through employer feedback; RECAP adjusts participant needs with its grant-funding support levels.

2P6

On an institutional level, responsible councils report the progress towards meeting BTC’s non-instructional objectives through its biannual Board review process and then adjust the 2012-2017 Strategic Plan as needed. Subsequent budget allocations for faculty and staff needs are established, and decisions are made based upon alignment with the strategic plan, priorities, and delivery feasibility.

The BCD department and RECAP program respond to faculty information and staff needs as follows:

- ❑ Because BCD operates largely on an enterprise model basis, the department does not typically readjust objectives and processes based on staff needs. Rather, the department determines its faculty and staff needs through employer feedback as indicated in 2P5.
- ❑ RECAP objectives are adjusted by balancing participant needs with grant-funding support.

2R1 – Reviewer Comment (O) Although BTC collects and analyzes data related to its major non-instructional objectives and activities using WTCS economic impact, contract training participant evaluation, and RECAP participant data, an opportunity exists to obtain RECAP participant feedback.

2R1

The measures that BTC collects and analyzes regularly related to accomplishing its 2012-2017 Strategic Plan are listed in Table 2R1-1:

Table 2R1-1: Measures of Distinctive Non-Instructional Objectives	
Strategic Priority	Measures Collected
Position BTC as a Key Economic Driver	<ul style="list-style-type: none"> ○ WTCS Economic Impact Study ○ WTCS Economic Impact Survey ○ Contract Training Participant Evaluations ○ RECAP Participants: National Reporting System (NRS) Functional Level Attainment and GED/HSED Completion

2R2 – Reviewer Comment (S) Results from economic impact data, economic impact survey, RECAP success rates, and RECAP GED/HSED completion rates indicated that BTC outperformed other WCTS from 2009 to 2012. Data on economic impact and student return on investment for 2010 are strong and a benchmark for future studies. Satisfaction with contract training for four years from 2008-2012 is consistently strong. RECAP participant data for three years from 2009-2012 indicate success and GED completion rates that strong outpace those across the state.

2R2

BTC's performance results for Accomplishing Other Distinctive Objectives as part of the College's mission to *Position BTC as a Key Economic Driver* includes:

WTCS Economic Impact Study:

A 2010 independent study commissioned by the WTCS demonstrates that BTC's processes for economic development are robust, as indicated in Tables 2R2-1 and 2R2-2. Table 2R2-1 provides the rate of return and payback period for students' investments in their education while Table 2R2-2 defines the present value of the taxpayer benefits versus costs of BTC's educational activities.

Table 2R2-1: Students' Present Value of Benefits and Costs of Education (\$ thousands)		
	BTC	WTCS
Present value of future benefit stream	\$187,773	\$5,641,317
Present value of costs	\$37,236	\$1,149,449
Net present value	\$150,537	\$4,491,868
Benefit/cost ratio	5.0	4.9
Internal rate of return	17.8%	16.8%
Payback period (number of years)	8.1	8.6

The data in Table 2R2-1 indicate that for every dollar students spend, they receive five dollars in return in terms of future income (Benefit/cost ratio = 5.0). If this money were invested, the rate of return would equal 17.8%, resulting in a payback period for their investment in education of 8.1 years.

Table 2R2-2: Taxpayers' Present Value of Benefits and Costs of Education (\$ thousands)		
	BTC	WTCS
Present value of future added income	\$363,286	\$10,333,079
Present value of future avoided social costs	\$15,469	\$416,735
Present value of total benefits	\$378,755	\$10,749,814
Present value of total state and local taxpayer costs	\$26,416	\$878,611
Net present value	\$352,339	\$9,871,203
Benefit/cost ratio	14.3	12.2

The data in Table 2R2-2 indicate a benefit/cost ratio of 14.3 (378.8 million dollars of additional benefits associated with lower unemployment costs, lower health care costs, lower crime, and other social benefits divided by 26.4 million dollars of state and local taxpayer support).

WTCS Economic Impact Survey:

Each year the WTCS compiles economic impact survey results from companies that participated in employee training programs. Table 2R2-3 identifies BTC's results from this survey for the 2011-2012 Academic Year (AY).

Table 2R2-3: 2011-2012 WTCS Economic Impact Survey		
	BTC	WTCS
Increased Employee Skills	100%	98%
> 10% Improved Employee Productivity	57%	43%
Improved Work Environment	100%	100%
Addressed Safety/Compliance	100%	99%
Satisfied with Services	96%	94%
Employ Services Again	85%	70%
Recommend Services to Others	88%	78%

Contract Training Participant Evaluations:

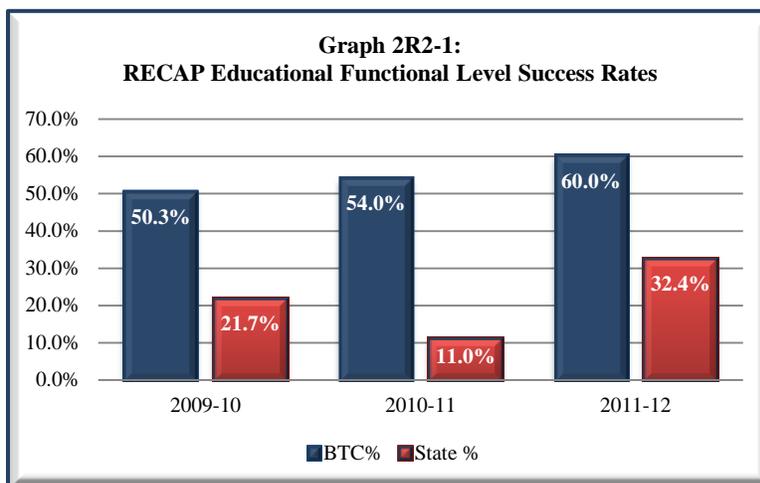
BTC regularly conducts participant evaluation of its contract training programs. Participants’ satisfaction is assessed for each course or upon the final delivery of a contract service; results are compiled and shared with the appropriate staff. Table 2R2-4 indicates consistent high satisfaction ratings with training received from the 2008-2009 through the 2011-2012 AY:

Table 2R2-4: 2008-2012 Satisfaction Rating on Contract Training				
	2008-09	2009-10	2010-11	2011-12
Average Satisfaction Rating (5=Excellent)	4.5	4.5	4.5	4.5

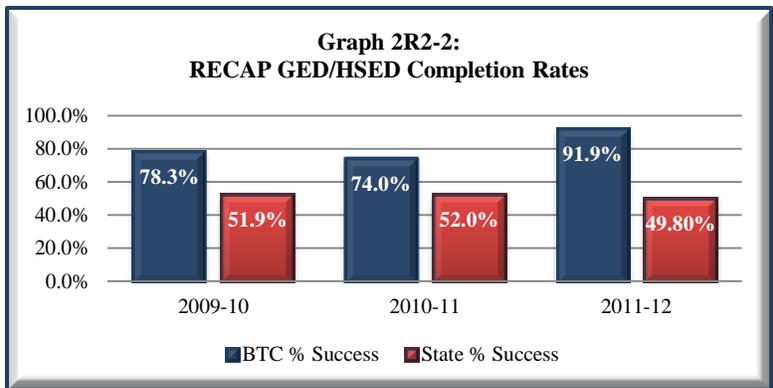
RECAP Performance Results:

RECAP progress is reported to the WTCS for U.S. Department of Education review. BTC’s performance is measured against previously identified targets and performance of the other WTCS Colleges.

Graph 2R2-1 shows a steady increase in the percentage of RECAP students who achieved functional level gains in Adult Basic Education as measured from pre-test to post-test.



Graph 2R2-2 indicates that 92% of BTC RECAP students whose goal was to obtain a GED or HSED did so in 2011-2012. This significant increase from the previous two years is representative of both a fluctuating population and continued faculty success.



2R3 – Reviewer Comment (O) While BTC has shown positive results for non-instructional activities there is opportunity to provide data that includes the n specifically related to contract training. This may allow for further analysis, comparisons, and possible improvements. In addition, the College has an opportunity to develop longitudinal data in these areas to further determine its effectiveness.

2R3

BTC’s performance results for accomplishing its distinctive objective for economic development compare favorably with other WTCS institutions:

WTCS Economic Impact Study:

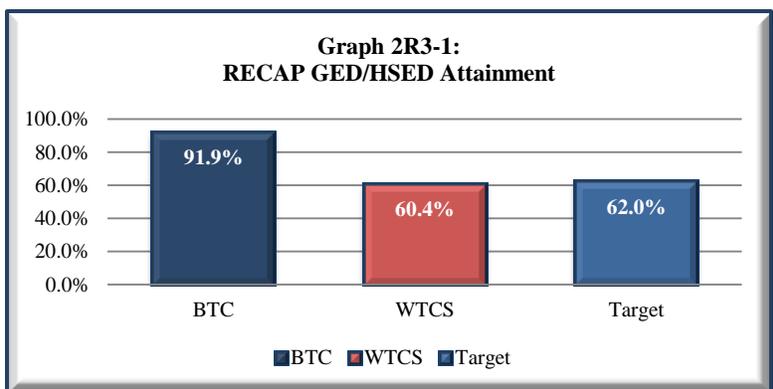
BTC’s rate of return for students’ investments in their education exceeds the WTCS average by one full percentage point, as indicated previously in Table 2R2-1. The benefit/cost ratio for tax payers in the BTC District exceeds that of other WTCS Districts by more than 2%, as shown in Table 2R2-2.

WTCS Economic Impact Survey:

BTC met or exceeded the WTCS average in all areas reported in a compiled survey of companies receiving business and industry training in 2011-2012, as identified in Table 2R2-3.

RECAP Performance Results:

Graph 2R2-1 demonstrates that RECAP consistently surpasses the WTCS in Educational Functional Levels success rates. Most recently, the 60% of students who succeeded in achieving functioning levels compared very favorably with the WTCS average of 32.4%. The 91.9% of RECAP students who reached their goal of obtaining a GED or HSED compare favorably with the WTCS average of 60.4% and the NRS target of 62.0% in 2011-2012, as shown in Graph 2R3-1. These results are consistently achieved, as illustrated in Graph 2R3-1.



2R4 – Reviewer Comment (O) BTC shared observations on the impact of its BCD and RECAP programs as evidence of how performance results strengthen the College and its service area. The College has an opportunity to share longitudinal data related to contract training and RECAP services to provide a better impression of the long-term impact these key noninstructional areas leave on the College and community.

2R4

BTC's accomplishments in driving economic development through its BCD and RECAP programs strengthen the institution through building and enhancing relationships with business, industry, and the communities it serves.

- ❑ Through contracted training services, BCD delivered training to over 4,000 participants, representing almost 80 companies in 2011-2012. These contracted training services allow the College to respond more quickly to business and industry needs than through traditional credit programming. Additionally, these training events expose additional students to BTC who might not otherwise engage with the College.
- ❑ BTC's participation in the RECAP program reinforces its mission for Economic Development while fostering interagency cooperation. The RECAP program has provided services to more than 2,000 inmates since its inception in 1992, and its accomplishments are recognized throughout Wisconsin. RECAP students typically provide over 16,000 hours of community service each year.

2I1 – Reviewer Comment (S) BTC is positioned as a key economic driver as evidenced in its 2012-2017 strategic plan. Additionally, BCD implemented a new Client Relation Manager (CRM) to assist with contract training efforts as a result of its examination of data in relation to its strategic priority to be an "economic driver" in the region.

2I1

By adopting *Position BTC as a Key Economic Driver* as one of its five Strategic Priorities within the 2012-2017 Strategic Plan, the College has placed processes and performance results for "Accomplishing Other Distinctive Objectives" front and center.

More recently, as part of its continuous improvement efforts, BCD employed a new Client Relationship Management (CRM) tool, specifically designed for contract training. This CRM system manages contacts with clients and prospects and streamlines the contracting process by efficiently sharing information within the division and providing real-time updates about companies served, dates of service, and types of training received.

2I2, O. Although the College has in place processes to support continuous improvement through surveys, skills attained, and program completion to set future performance targets for its BCD and RECAP, there is an opportunity to identify these targets and report on their status.

2I2

Through its mission, BTC's culture and infrastructure support continuous improvement in its contributions to the Economic Development of the communities it serves. The College analyzes economic impact surveys, participant evaluations, skills attainment, and program completion data to assess current processes and to set future performance targets for its BCD and RECAP objectives.

Category Three: Understanding Students and Stakeholders' Needs

The Systems Appraisal Team identified various strengths and opportunities for Blackhawk Technical College for Category 3: *BTC collects and analyzes students' retention, persistence, and program completion through WCTS Client Reporting, Integrated Postsecondary Education data System (IPEDS), Quality Review Process (QRP), and National Community Benchmark Process (NCCBP). The College uses students' retention, persistence, and program completion to make improvements in scheduling locations, times, delivery methods, and improved on reports submitted to respective accrediting agencies. Noel-Levitz SSI results presented in Table 1R6-2 and performance results for stakeholders' satisfaction shown in Table 3R4 demonstrate an opportunity for improvement in support of student learning. There is a need to incorporate longitudinal data and set targets. The College has an opportunity to share more information on how it incorporates the pursuit of relationships with other institutions into a process for analysis and action and to explain the significance of some of the data shared.*

BTC's mission ("Empower our Students ~ Enrich our Communities"), its vision (to be "a valued and integral partner in a prosperous and vital region") and one of its guiding principles ("to understand and respond to the needs of our district's students, employers, and citizens") directly align with Category Three: *Understanding Students' and Other Stakeholders' Needs*. As the only provider of hands-on training within its District, BTC's communities, students, and other stakeholders rely on the institution for workforce training and career and technical education.

In response to its mission, vision, and guiding principles, BTC developed a multi-faceted approach to improving overall quality of the student experience and the potential for increased student retention and success. One example of this approach was the creation of a new advising process which connects all students to program advisors shortly after admission to develop personalized academic plans.

BTC recognizes the importance of feedback from its students and stakeholders to maintain a quality educational system and to serve the needs of the community. The College uses the Noel-Levitz Student Satisfaction Inventory (SSI), the Student Government Association (SGA) Resource Usage Survey, student involvement on advisory boards and committees, as well as daily contact through courses, workshops, and work-study employment to gain information about students' changing needs.

Systematic employer and alumni surveys, environmental scans, demographic and employment data, business and industry visits, advisory committee meetings, Wisconsin Technical College System's (WTCS's) Quality Review Process (QRP) program reviews, Business Education Summits, and community involvement provide means of gaining community perspectives and determining the needs of other stakeholders. Student representation on the District Board and an open public forum at the Board's monthly meetings provide additional conduits for connecting with both students' and stakeholders' needs.

To understand more clearly the needs of K-12 staff and students, BTC reaches out by offering placement testing in the high schools, Tech Exploration Days, Youth Options and Youth Apprenticeship opportunities, and dual (transcripted) credit agreements. BTC's School-to-Work Partnership builds relationships through high school visits and counselor meetings.

Finally, in response to the 2009 AQIP Systems Appraisal that noted an outstanding opportunity for improvement in the College's complaint system for student use, BTC created further alignment by defining a complaint process that is easily accessed and followed. This process is described in detail in 3P6.

3P1 – Reviewer Comment (SS) BTC uses a variety of instruments to identify changing student needs. The College collects and analyzes students' retention, persistence, and program completion through WCTS Client Reporting, Integrated Postsecondary Education data System (IPEDS), Quality Review Process (QRP), and National Community Benchmark Process (NCCBP). Constituents take data to college councils, including the College Council, to develop improved processes for students.

3P1

BTC uses a variety of tools to identify the changing needs of student groups as outlined in Table 3P1-1:

Table 3P1-1: Identification of Changing Student Needs

Student Need	Data and Information Analyzed
Academic Programs	Academic Programming Model Framework (Eduventures, Inc.)
Academic Support and Tutoring	Noel Levitz Student Satisfaction Inventory (SSI), SGA Student Resource Survey
Adequate Funding/Financial Aid	Noel-Levitz SSI, SGA Student Resource Survey, Financial Aid Assessment
Admission/Placement/Registration	Noel-Levitz SSI, QRP, Admissions Test Results
Co-Curricular Activities	SGA Bimonthly meetings, SGA Representative to District Board, Student organization annual reports and goals
Counseling and Advising	Noel-Levitz SSI, QRP, Student representation on Conduct Board
Current, Relevant Programming	QRP, Graduate Follow-up Surveys, Labor Market Information, Advisory Committees, Accrediting Agencies, Business Education Summits
Inclusive, Welcoming Environment	Noel-Levitz, SGA Resource Usage Survey, Student representation on Diversity Action Committee
Inviting Facilities	Noel-Levitz SSI
Jobs Related to Training	Graduate Follow-up Survey, Employer Satisfaction Survey, QRP
Library and Technology Support	Noel-Levitz SSI, SGA Student Resource Survey
Retention, Persistence, Completion	QRP, National Community College Benchmarking Project (NCCBP), Integrated Postsecondary Education Data System (IPEDS), Adult Education and Family Literacy (AEFL) Act Scorecard Data, Perkins IV Performance Indicators

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. Sanctioned councils provide recommendations for needs with College-wide impact to the College Council which selects an appropriate course of action based on consideration of strategic priorities and budgetary constraints. Examples of how data and information are identified, analyzed, and used to meet the changing needs of students are given as follows:

- ❑ To identify the changing academic needs of students entering college for the first time, BTC began ACT Compass® testing in area high schools. Scheduled follow-up meetings with counselors identify possible remediation needs prior to entering the College. School-level performance reports are provided to high school administrators for further study and action.
- ❑ In response to the 2012-2017 Strategic Plan's Organizational Objective to "Increase Enrollments of Under-represented Student Populations through Identification and Removal of Barriers to Enrollment," BTC conducted a focus group involving 25 members from the Latino community and area organizations to identify barriers for the growing number of Hispanic/Latino students. As a result of this meeting, BTC responded with the following:
 - The College joined the Rock County Latino Service Providers Group.
 - English Language Learners (ELL) were integrated into the Nursing Assistant program using an Integrated Basic Education and Skills Training (IBEST) model of curriculum delivery that paired the content instructor with an ELL instructor to provide language support. Additional lab assistance was provided by the ELL instructor outside of class. All ELL students successfully completed the program and passed the National Nurse Aide Assessment Program Exam.
 - An expanded Students of Color Orientation/Welcome was held in August 2013 with approximately 150 students of color in attendance.
 - The College began offering orientation/preparation for GED testing in Spanish.
- ❑ In response to the increasing demand for tutoring services, especially during off hours and online, the College engaged *Net Tutor*, a 24/7 live online tutoring service.
- ❑ To better assist new applicants, Student Services initiated the "one stop" approach for application, financial aid, and general information. Student Services offices remain open longer and have added student workers to assist with online registration. Most services also are available online.
- ❑ In response to safety concerns, BTC hired a safety coordinator, trained staff in security measures, developed an in depth emergency response plan, and coordinated with local law enforcement to patrol parking lots.
- ❑ To improve services to the 70% of BTC students using financial aid, the Financial Aid office streamlined its application processes, resulting in more timely financial aid awards. In response to student and faculty concern about the timeliness of book purchases, Financial Aid developed an agreement with the BTC Bookstore that allows students to use pending financial aid for textbook purchase or rental.
- ❑ In response to declining job placements, Student Services offers assistance in resume writing, mock interviews, and job search assistance.
- ❑ In response to concerns about application delays, the Admissions department streamlined processes through better tracking systems, reducing processing time from six weeks to two weeks from the date of

application to completion. In addition, the number of “open” files was reduced as was the number of “touches” with the applicant.

4.C. BTC demonstrates a commitment to educational improvement through its 2012-2017 Strategic Plan and its focus on these measures of student success:

2012-2017 Strategic Plan	
Strategic Priority: <i>Increase Student Recruitment, Retention, and Success</i>	
Organizational Objectives	Strategies*
Monitor and improve student retention	<ul style="list-style-type: none"> ○ Increase course completion ○ Increase course-to-course transition ○ Increase graduation rates
Monitor and improve student support services	<ul style="list-style-type: none"> ○ Redesign and expand tutoring services

*Attached to each of these strategies are detailed annual action plans to ensure their success.

Key Performance Indicators (KPIs) were also developed to monitor College success and continuous improvement efforts. Three indicators specifically address the institution’s commitment to retention, persistence, and completion: Retention of students, minority student enrollment and retention rates, and student persistence.

1. BTC’s definitions and goals for student retention, persistence, and completion are as follows:

Term	BTC Definition	Goal	Measure
Retention	Course completion	90% of enrollments	NCCBP
Persistence	Fall-to-fall enrollment or graduation	60% of enrollments	NCCBP/IPEDS
Completion	Graduation	50% of enrollments	NCCBP/IPEDS

2. BTC collects student retention, persistence, and completion of its programs through WTCS Client Reporting, IPEDS, QRP, and NCCBP processes. This information is analyzed through in-depth QRP program reviews every five years as described in 1P4. The College analyzes the data annually through the Academic Programming Model Framework as described in 1P3. In addition, the College’s accredited programs analyze this information in preparation for self-studies and onsite visits.

3. BTC uses information on student retention, persistence, and completion data and information from WTCS Client Reporting, QRP, IPEDS, and Banner Enterprise Resource Planning (ERP) to make the following improvements:

- ❑ Every five years programs submit detailed improvement plans based on analysis of QRP program-level trend and comparative data and best practices from across the state as described in 1P4.
- ❑ WTCS Client Reporting, QRP, IPEDS and Banner ERP data and information are used to determine the program mix and scheduling locations, times, and delivery methods which are optimal for the institution and its stakeholders.
- ❑ WTCS Client Reporting, QRP, IPEDS and Banner ERP data and information lead to improvement plans submitted to programs’ respective accrediting agencies. These plans are reviewed and approved as needed.

4. The College’s processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. The WTCS office and the partnering colleges developed and validated the Client Reporting and QRP processes and methodologies for collecting and analyzing information on student retention, persistence and completion using standards of good practice.

3P2 – Reviewer Comment (S) BTC processes seek to build and maintain relationships with students through their first and subsequent contact with the College, faculty, administration, and staff. Prospective students are contacted through ongoing mail, email, phone calls, and meetings with admission specialists and career services staff. The Student Services Welcome Center provides a “One-Stop Shop.” Remedial needs are referred to the College’s Academic Support Department. College-wide activities, orientation, and New Student orientations build relationships for prospective and entering students.

3P2

BTC builds and maintains relationships with students through connections with faculty, administration, and staff from their first contact with the institution through matriculation and after graduation.

Pre-admission and Admission:

BTC maintains contact with prospective students through ongoing mail, email, phone calls, and meetings with admission specialists and career services staff. The College tracks testing, counseling, financial aid, and other pertinent information through its Banner ERP to assist in individual educational program and support service planning throughout the admissions process. Prospective students are able to have most questions answered at their first point of contact through the Student Services Welcome Center “One-Stop Shop.”

In addition to the student support services explained in 1P7 [3.D.], other activities designed to build and maintain relationships with new students include:

- Students with remedial needs are referred to the College’s Academic Support Department.
- Student Ambassadors build relationships by participating in New Student Orientations, by providing tours for prospective students and by participating in other College-wide activities.
- Financial Aid assists students in obtaining general and program-specific financial aid resources. Ongoing efforts are made to keep students informed of additional external funding opportunities, such as industry scholarships.

Matriculation:

As students matriculate to the classroom, faculty assumes a key role in building and maintaining relationships through course contact and scheduled office hours. Students also have access to electronic tools and systems, such as email and Blackboard, to maintain communication with faculty. Detailed syllabi provide students with course expectations, ADA assistance, and other available services as detailed in 1P4. Many programs offer program-specific student orientation sessions which provides additional opportunities to meet faculty and staff.

Midterm course progress notifications are posted for all students on Banner Web. When students experience academic and nonacademic difficulties, faculty refer them to Student Services through the Early Academic Alert system described in 1P7 and 1P8. Counselors and advisors discuss areas of concern with students and develop plans of action.

BTC’s mentoring and tutoring programs are other significant tools used to build relationships with students. The STARS Mentoring Program provides a vehicle for students to obtain assistance from experienced students, faculty, and staff. The program is designed to help students intellectually, socially and culturally meet the challenges of pursuing their academic and professional goals. BTC’s tutoring programs are discussed in 1P7 and 1I1.

Student representation on boards, councils and committees provides opportunities to obtain valuable feedback and build relationships, as explained in 1P15 and 1P16.

For one of BTC’s 2012-2017 Strategic Plan priorities, *Increase the Diversity and Inclusiveness of the Environment*, College departments and programs work continually to improve support services for students with documented disabilities, for displaced homemakers or students from underrepresented groups.

Students are recognized through the annual Awards Banquet, Scholarship Breakfast, program pinning ceremonies, End-of-Year Project Showcases, and on the President’s Honor List.

Graduation and Post-graduation:

BTC builds and maintains relationships with its graduating students primarily through its Career Development Office and the BTC Foundation. As students prepare to graduate, BTC’s Career Development Office prepares them for careers through resume and interview skills development and job search techniques.

One of the College’s key strategies is to strengthen its Alumni Association. Over 300 BTC alumni have signed up to receive updates on BTC activities and invitations to special events through an alumni website established in 2012.

3P3 – Reviewer Comment (S) Table 3P3-1 identifies key stakeholders and lists the data and information used to analyze the needs of its employer, K-12, postsecondary, community, and taxpayer key stakeholder groups. These include the WTCS Economic Impact Study, an Employer Satisfaction Survey, Advisory Committee Input, Business Education Summits, Licensure/Certification Exams, Technical Skill Attainment (TSA), WTCS Economic Impact Survey, Program Needs Assessments, Labor Market Data, Environmental Scans, Dual or Transcribed Credit Agreements; Dual Credit, Youth Options and Youth Apprenticeship enrollments, percent of High School Graduates Enrolling, At-Risk High School enrollments, Transfer Agreements, Shared Programs, Reciprocal Agreements. College departments and/or divisions review the data and information and submit recommendations to the appropriate governance council.

3P3

BTC uses the data and information listed in Table 3P3-1 to analyze the changing needs of its employer, K-12, postsecondary, community, and taxpayer key stakeholder groups at all levels of the College.

Table 3P3-1: Analysis of Changing Stakeholder Needs	
Key Stakeholder Need	Data and Information Analyzed
Community/Taxpayers: Economic Development, Value for Investment	WTCS Economic Impact Study
Employers: Skilled workers, Effective incumbent workforce training	Employer Satisfaction Survey, Advisory Committee Input, Business Education Summits, Licensure/Certification Exams, Technical Skill Attainment (TSA), WTCS Economic Impact Survey, Program Needs Assessments, Labor Market Data, Environmental Scans
K-12 Districts and Postsecondary Institutions: Dual-credit opportunities, At-Risk Education, Youth Apprenticeship/Youth Options, Program Entry Requirements, Articulation Agreements	Dual or Transcribed Credit Agreements: Dual Credit, Youth Options and Youth Apprenticeship enrollments, percent of High School Graduates Enrolling, At-Risk High School enrollments, Transfer Agreements, Shared Programs, Reciprocal Agreements

College departments and/or divisions review the data and information and submit recommendations to the appropriate governance council, as described previously.

An example of BTC recognizing and meeting the changing need of a key stakeholder group is its response to the increased demand for skilled welders. The College began training an additional 20 welders in the 2012-2013 academic year by hiring a third full-time faculty member and scheduling additional welding classes in the evenings and on weekends.

1.D. The institution’s mission to “Empower our students, Enrich our communities” demonstrates its commitment to the public good and is reinforced through the College’s statutory mission to “Provide for the future of the District through its excellence in technical education.”

1. BTC’s commitment to serving the public is emphasized in the following Guiding Principles: Community Focus, Partnerships, Accountability, Campus Community, and Interdependence. BTC’s Strategic Priorities further reflect an understanding of its role to serve the public as detailed below:

- ❑ *Position Blackhawk Technical College as a Key Economic Driver:*
 - Identify, engage, and build relationships with employers
 - Align programs to meet business and industry needs
- ❑ *Increase Student Recruitment, Retention, and Success:*
 - Assess student readiness to begin college and appropriately place all entering students in pre-college and college-level courses.
 - Identify and remove barriers to enrollment

- Implement programming that increases enrollments (both credit and non-credit) focusing on Hispanic/Latino student populations
- Increase course completion, course-to-course transition, and graduation rates
- Redesign and expand tutoring services

An example of this commitment is BTC’s decision to build an Advanced Manufacturing Training Center in Milton, WI, thereby extending its geographical reach and increasing District residents’ access to postsecondary education and training.

2. As a publicly-funded, not-for-profit institution, BTC’s first obligation is to the residents and taxpayers of the District and the State to meet its statutory mission to provide technical education.

3. The College began its broadly inclusive strategic planning process in 2010. As part of this process, BTC engaged many of its key stakeholders (students, employers, the workforce, alumni, community, and K-12 educators) to provide input. The College’s mission was developed as a result of this process and demonstrates the institution’s commitment to aligning its educational resources to meet the needs of the economy and the community through targeted training and education.

3P4 – Reviewer Comment (O) An opportunity exists to clarify the processes used in relationship development. The College may benefit from further clarification of processes as opposed to what groups are involved.

3P4

BTC builds and maintains relationships with its key stakeholders through its active presence in the District it serves. Examples of this relationship-building with employers, K12 and postsecondary institutions, and communities and taxpayers are outlined in Table 3P4-1:

Table 3P4-1: Building and Maintaining Key Stakeholder Relationships	
Key Stakeholder	Means to Build/Maintain Relationships
Community/Taxpayers	<ul style="list-style-type: none"> ○ Affirmative Action Advisory Committee: Promote a diverse College environment ○ Diversity Action Committee: Meet multicultural community needs ○ Recognition/Awards: Honor accomplishments and service of community members ○ BTC Foundation: Raise scholarship funds ○ Community meetings: Provide facilities for community events ○ Open houses: Offer BTC program and service exploration events ○ Forward Janesville membership: Build relationships with area business ○ Health Fairs: Provide health information and awareness ○ Blood drives: Offer biannual donation opportunities ○ Career Workshops: Assist with career decision-making ○ Rapid Response Team: Partner with area agencies to aid dislocated workers ○ District Board meeting open forums: Listen to community members’ concerns or feedback ○ Volunteer Income Tax Assistance (VITA): Free tax help for low-income families, approved by the IRS ○ Speakers, educational events, cultural activities: Providing enrichment to the community ○ Community Leaders’ Breakfast: Information-sharing between BTC and community stakeholders
Employers	<ul style="list-style-type: none"> ○ Advisory committee meetings: Receive input on curriculum and employment trends ○ Job postings: Sponsor Wisconsin TechConnect website ○ Job fairs: Network with students, faculty, staff, and employers ○ Business and industry visits: Define workforce needs ○ Workforce Development Training: Meet short-term training needs ○ Contracted Training: Meet company-specific training needs ○ Business Education Summits: Identify skills gaps and trends ○ Internships/Clinicals: Develop mentoring and preceptor relationships with students ○ Awards Banquet: Recognize contributions of business and industry partners ○ Open Forums at District Board meetings: Discuss concerns of business/industry leaders

**Table 3P4-1: Building and Maintaining Key Stakeholder Relationships
Continued**

Key Stakeholder	Means to Build/Maintain Relationships
K12 and Postsecondary Institutions	<ul style="list-style-type: none"> ○ Dual or transcripted credits: Provide earned college credit in partnering high schools ○ K12 visits: Participate in career fairs and classroom presentations ○ ACT Compass® testing: Offer college-readiness assessments to high school juniors and seniors ○ BTC School-to-Work Partnership: Offer Youth Apprenticeship and Youth Options ○ Tech Exploration Days: Offer visits to campus programs and services ○ Articulated Agreements: Develop credit transfers to four-year institutions ○ SOAR Ahead: Partner with University of Wisconsin System for ADN to BSN ○ WTCS: Share curriculum, policies, state and federal aids, credit standards and fee structures, QRP, client reporting, other accountability measures, external partnerships ○ Professional associations: Build public awareness of career and technical education

3P5 – Reviewer Comment (S) BTC responds to students’ short- and long-term needs, including increased training and services provided to displaced workers during industry shut-downs, increased English Language Learner (ELL) support to meet the needs of an influx of Latino students, and a new Computed Tomography Advanced Technical Certificate to meet employer need for this specialized training. For long-term needs, BTC uses a formal Academic Programming Model Framework discussed in 1P3, which considers employment opportunities and student demand, competition from other institutions, institutional fit, and resource requirements. New program development follows the WTCS process outlined in 1P4. 1P2 and Tables 3P1-1, 3P3-1, and 3P4-1 explain how BTC determines whether to target new student and stakeholder groups.

3P5

BTC determines whether to target new student and stakeholder groups that can benefit from the College’s educational offerings and services based on factors discussed in 1P2 and shown in Tables 3P1-1, 3P3-1, and 3P4-1. In addition, BTC is responsive to stakeholders’ short and long-term needs.

Short-term Needs:

The College has systems and processes in place to respond to short-term needs as they arise. Enrollment Management and the appropriate division determine how short-term stakeholder needs should be addressed with consideration of available resources and the College’s mission and goals. Examples of short-term responses include increased training and services provided to displaced workers during industry shut-downs, increased English Language Learner (ELL) support to meet the needs of an influx of Latino students, and a new Computed Tomography Advanced Technical Certificate to meet employer need for this specialized training.

Long-term Needs:

BTC analyzes opportunities to meet long-term needs of new student and stakeholder groups through its formal Academic Programming Model Framework discussed in 1P3. This framework considers employment opportunities and student demand, competition from other institutions, institutional fit, and resource requirements. New program development follows the WTCS process outlined in 1P4.

Core Component 1.D. is answered in 3P3

3P6 – Reviewer Comment (S) The process for collecting student complaints and formal concerns includes a formal grievance process described in The Student Handbook, and a process where complaints go through the Vice President of Student Services. Students communicate with faculty and staff directly about concerns and try to resolve them informally through direct communication. Academic appeals go through the faculty, Dean, and Vice President of Learning. Harassment/Discrimination go through the Title IX Officer, Affirmative Action Officer, ADA Officer, Diversity Specialist. Student conduct goes through the Student Life Coordinator, Judicial Affairs Officer, and Student Conduct Board.

3P6

BTC collects and analyzes complaint information, selects courses of action, and communicates these actions as described below:

Student Complaints:

BTC collects student complaint information following grievance procedures detailed in the *BTC Student Handbook*. Students may submit complaints and formal concerns in person, through email, and by phone. These complaints are divided into two categories: informal concerns or complaints recommending improvements (e.g. parking, food service, sidewalk maintenance); and formal concerns or complaints requesting or requiring immediate action (e.g. policy or practice dispute, grade appeals). A database of complaints is compiled and maintained by the Vice President of Student Services or a delegate.

Students are encouraged to communicate directly with faculty and staff since often their concerns can be resolved informally through such direct communication. As a general rule, College personnel and departments prefer to handle student complaints at the first level, referring unresolved issues or complaints to supervisors/directors only when the solution is beyond their authority or no agreement is reached. Those responsible for reviewing and responding specific student concerns and complaints are shown in Table 3P6-1.

Complaint or Concern	Responding Individuals and Groups
Academic Appeals	Faculty, Dean, Vice President of Learning
Harassment/Discrimination	Title IX Officer, Affirmative Action Officer, ADA Officer, Diversity Specialist
Student Conduct	Student Life Coordinator, Judicial Affairs Officer, Student Conduct Board

Formal processes for filing and appealing decisions for grades, student conduct, and other grievances are detailed in the *Student Handbook*, available in print and through the College's website. The *Student Handbook*, which is reviewed and updated annually, outlines timelines and procedures for BTC personnel responding to grievances.

In the case of a Student Conduct Complaint, whether from faculty or another student, the student is notified in writing of the alleged violation and directed to the Student Engagement Coordinator who determines the hearing process. After determining the legitimacy of the incident, the Judicial Affairs Officer refers the matter to the Student Conduct Board for a hearing. A single verbatim digital record of all Student Conduct proceedings is maintained and students are notified in writing of any sanctions. These procedures, including the appeals process, are outlined in detail in the *Student Handbook*.

Stakeholder Complaints:

Stakeholders are able to register complaints with staff in person, by phone or through email. Stakeholders may also share concerns during the public comments portion of the agenda at monthly District Board meetings.

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, 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.

A complaint against the Technical College System may be filed with WTCS Board. Information on the procedure is located at http://www.wtcsystem.edu/student_complaints.htm. A link is provided on BTC's website.

Grade Appeal Process:

This process is also outlined in greater detail in the *Student Handbook*. Students are informed that all appeals must occur within 30 calendar days from the official end of the semester (as defined by the College Academic calendar) in which the course was offered, and under no circumstances will the use of the Grade Appeal Process result in adverse action towards the student. The student appealing a grade must produce all the relevant course materials.

Under Step 1, the student must first attempt to resolve the issue through discussion with the faculty member. If the student is unable to complete Step 1, or is dissatisfied with the outcome, then he/she can proceed to Step 2 and request a meeting with the appropriate Dean.

At this step, the student submits the Grade Appeal Form and other relevant documents. After a review or investigation, the Dean will respond to the student in writing within 15 calendar days of the meeting indicating the outcome. If the student remains dissatisfied, he/she may proceed to Step 3 and request the appeal be forwarded to the Vice President of Learning for review. The *Student Handbook* makes clear that the decision of the Vice President of Learning is final and no further appeal steps are available.

Grievance Procedure:

A grievance is a complaint by a student who considers a policy or practice of the College or College staff to be improper or unfair, or where there has been deviation, misinterpretation, or misapplication of a practice or policy. As described in the *Student Handbook*, a student wishing to pursue a grievance must take a series of steps to try to resolve the grievance prior to submitting an official complaint form. These steps involve working directly with the appropriate College staff and/or faculty members.

If resolution is not achieved through these more informal steps, the student may file a complaint using the appropriate complaint forms and following the timeline as described in the *Student Handbook*. The student may withdraw the complaint at any point during the formal procedure. The President will appoint the grievance committee annually, and it will consist of five individuals representing various College constituencies.

This committee will make its report in writing to the Vice President of Student Services or a designee after receipt of the report by the investigating officer. If not satisfied with the outcome of the committee, the student may submit a written appeal to the President within 10 working days from the date the decision is made, and the student must specify what corrective action is desired. The President may uphold the decision of the committee, and at that point no further appeals within the College will be considered. Or, the President may instruct the committee to go forward with the grievance hearing process, in which case a hearing will be held.

After considering an appeal, the President will issue a written decision to the parties involved. The decision of the President will be final and no further appeals within the College will be considered.

All of these processes, as well as a General Student Complaint Procedure, are described in the *Student Handbook* which offers details on the information that is reviewed and analyzed, the responsible parties, and the methods and timelines for communicating outcomes of the complaint processes.

3R1 – Reviewer Comment (S) Table 3R1-1 identifies stakeholders and measures collected/frequency reported for determining satisfactions. These include surveys, evaluations, training, scholarship outcomes, dual credit agreements, meetings, apprenticeships, shared program enrollments, and other measures.

3R1

Student and stakeholder satisfaction is determined and measured through the ongoing collection and the analysis of the following surveys and evaluations as evidenced in Table 3R1-1:

Stakeholder	Measure Collected/Frequency Reported
Students and Alumni	<ul style="list-style-type: none"> ○ NCCBP/annually ○ QRP/annually; every 5 years per program ○ Noel-Levitz SSI/every 3 years ○ SGA Resource Usage Survey/every two years ○ Course Evaluations/every semester ○ Contract Training Participant Evaluation/ongoing ○ Financial Aid Assessment/periodic ○ Graduate Follow-Up Survey/annually ○ Scholarship Outcomes/annually
Employers	<ul style="list-style-type: none"> ○ Employer Satisfaction Survey/every 2 years ○ WTCS Economic Impact Survey/ongoing ○ Advisory Committee Meetings/biannually ○ Business Education Summits/bi-annually
K-12 Districts and Post-Secondary	<ul style="list-style-type: none"> ○ Dual Credit Agreements/annually ○ At-Risk Participants/annually ○ High School Graduate Enrollments/annually ○ Youth Apprenticeship Participation/annually ○ Youth Options Participation/annually ○ Reciprocal Agreements/annually ○ Shared Program Enrollments/annually ○ Transfer Articulation Agreements/annually
Community/Taxpayers	<ul style="list-style-type: none"> ○ WTCS Economic Impact Study/periodically

3R2 – Reviewer Comment (S) BTC reports favorable results in course completion, graduation and job placement rates as well as use and review of the SSI and other areas.

3R2

BTC's performance results for student satisfaction are:

National Community College Benchmarking Project (NCCBP):

NCCBP results shown previously in Table 1R6-1 provide evidence of an increase in student satisfaction from 2010 to 2012 in the categories of *College Experience Met Expectations*, *Overall Satisfaction with Experience*, *Instructional Effectiveness*, and *Student Centeredness*.

Quality Review Process (QRP):

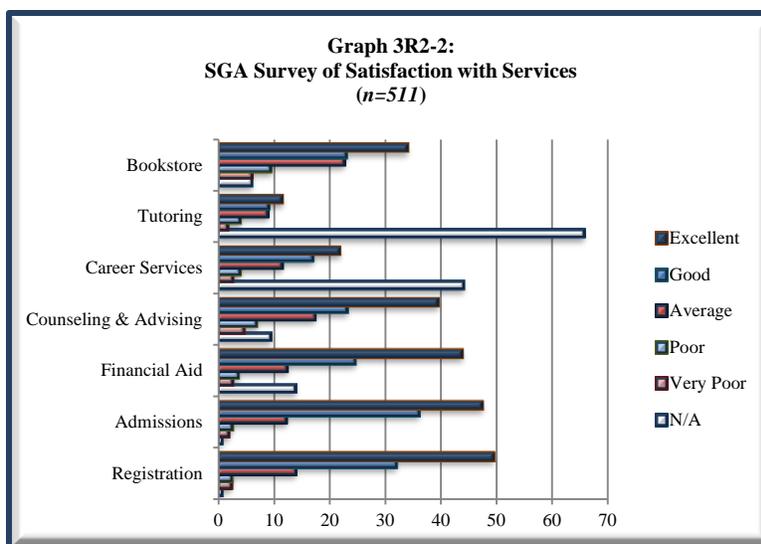
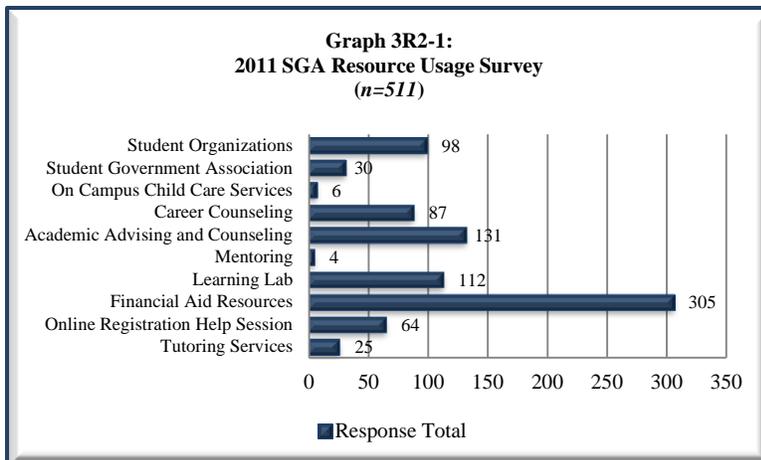
The WTCS QRP results in Table 1R6-6 show that BTC's course completion, graduation, and job placement rates are comparable with the other 15 WTCS colleges.

Noel Levitz Student Satisfaction Inventory (SSI):

The Noel-Levitz SSI results shown in Graph 1R5-1 indicate a substantial improvement in gap results from 2009 to 2012 in the areas of: *Admissions and Financial Aid*, *Academic Services*, and *Safety and Security*. The remaining categories remained largely consistent in the same time period.

SGA Resource Usage Survey:

Every two years SGA conducts a survey to determine student use and satisfaction with BTC's student services. Graphs 3R2-1 and 3R2-2 illustrate that BTC students use and are generally satisfied with the services provided:



Contract Training Participation Evaluations:

Previously Table 2R2-4 indicates consistent high satisfaction ratings with training received from the 2008-2009 through the 2011-2012 Academic Years (AY).

Financial Aid Assessment:

BTC’s Student Services Financial Aid department engaged an outside agency to conduct a secret shopper assessment of its customer service through its website and over the phone. Favorable results for the evaluation and assessment of and comparisons to four other public/private area post-secondary institutions are shown in Tables 3R2-1 and 3R2-2:

Table 3R2-1: Website Assessment (5=Very Effective to 1=Very Ineffective)		
Assessment Item	BTC Average Scores	Other Postsecondary Average Scores
Aesthetic Appeal	4.0	3.0
Ease of Use/Navigation	4.0	3.8
Quality of Information	4.0	3.5
Sense of Authenticity	4.0	3.0

Assessment Item	BTC Average Scores	Other Postsecondary Average Scores
All of my questions were answered satisfactorily	4.7	3.3
The information I received was helpful	4.0	3.3
The staff member was friendly and polite	3.3	3.3
I was not rushed and was able to ask all of my questions	4.0	3.3
Overall I received quality customer service	4.0	3.4

3R3 – Reviewer Comment (O) BTC’s portfolio included performance results for building relationships with students involving data from the Noel-Levitz, graduate follow-up surveys, and student assistance levels. While the Noel-Levitz data indicated the College met or exceeded national averages for faculty-student relationships, counseling, and advising longitudinally, the College has an opportunity to develop and share longitudinal data developed using the graduate follow-up survey and to explain the significance of the student assistance data. The College has an opportunity to maintain and reduce variability in scholarship and other student financial support.

3R3

BTC’s performance results for building relationships are:

Noel-Levitz SSI:

BTC’s faculty are the primary point-of-contact in building relationships with students. The Noel-Levitz SSI responses demonstrate that BTC meets or exceeds national averages in faculty/student relationships as shown previously in Table 1R6-2. Moreover, the Noel-Levitz SSI responses for the counseling and advising statements indicate a steady increase in satisfaction from 2006 to 2012 as indicated previously in Table 1R5-1.

Graduate Follow-Up Survey:

Results of the 2012 Graduate Follow-up Survey shown in Table 1R4-1 indicate that 97% of BTC graduates were satisfied or very satisfied with their experience and would recommend BTC to other students.

Student Assistance:

The College also builds relationships through the financial support of its students. The number of applicants, recipients, and scholarships awarded is shown in Table 3R3-1:

Term	Number of Applications	Number of Recipients	Total Dollar Value
Spring 2010	65	32	\$22,450
Summer/Fall 2010	72	42	\$21,000
Spring 2011	95	62	\$20,500
Summer/Fall 2011	55	55	\$27,500
Spring 2012	44	33	\$16,000
Summer/Fall 2012	56	35	\$24,240
Spring 2013	102	48	\$28,387
Summer/Fall 2013	48	42	\$21,500
Total	537	349	\$181,577

Table 3R3-2 indicates the percentage of 174 recipients receiving financial support from *Coins for Caring* and *Dreamkeepers* were more likely to enroll in the following semester:

	Fall 2012	Spring 2013	Summer 2013
Coins for Caring and Dreamkeepers	84%	59%	100%
All Students	47%	41%	42%

Sixty-seven students also received almost \$90,000 of work-study aid at BTC during 2012-2013.

3R4 – Reviewer Comment (O) BTC’s portfolio included performance data related to stockholder satisfaction which showed mixed results from a longitudinal perspective in dual credit articulation, youth apprenticeships, and high school graduate enrollment trends. The College has an opportunity to share information on how its relationships with post-secondary institutions are pursued, measured, and analyzed. The College has an opportunity to sustain its At-Risk program participation and to increase youth apprenticeship program participation.

3R4

BTC’s performance results for stakeholder satisfaction are stated in Table 3R4-1:

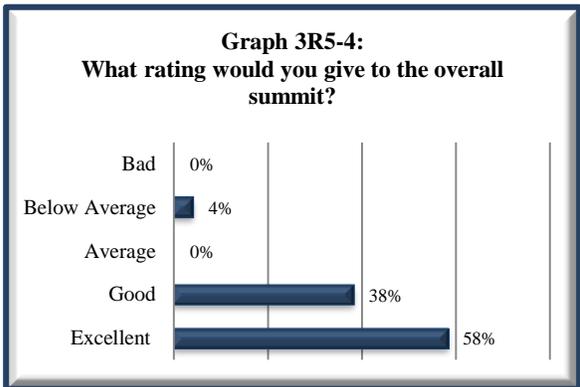
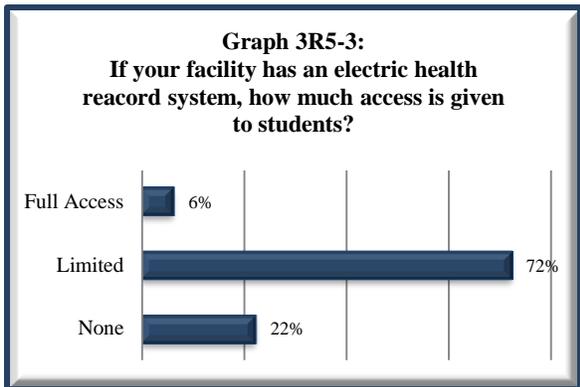
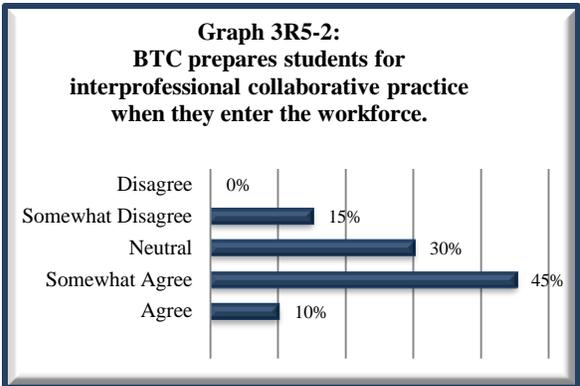
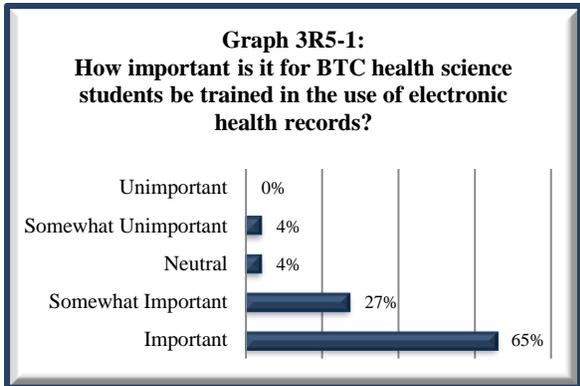
Table 3R4-1: Performance Results for Stakeholder Satisfaction	
Relationships	Performance Results
K-12 School Districts	<ul style="list-style-type: none"> ○ Dual Credit Articulation Agreements and Subjects: <ul style="list-style-type: none"> ○ 2009-10: 3 high schools were offered advance standing courses in 6 subjects ○ 2010-11: 10 high schools were offered advance standing courses in 16 subjects ○ 2011-12: 11 high schools were offered advance standing courses in 25 subjects ○ 2012-13: 12 high schools were offered advance standing courses in 18 subjects ○ BTC At-Risk Program participants: <ul style="list-style-type: none"> ○ 2009-10: 114 participants ○ 2010-11: 85 participants ○ 2011-12: 39 participants ○ 2012-13: 31 participants <p>Note: The steady decrease of BTC At-Risk Program participants is due to District high schools providing their own services for cost-savings.</p>
	<ul style="list-style-type: none"> ○ High School Graduate Enrollment Trends: <ul style="list-style-type: none"> ○ 2008: 13% ○ 2009: 12% ○ 2010: 12% ○ 2011: 12%
	<ul style="list-style-type: none"> ○ Youth Apprenticeship participants: <ul style="list-style-type: none"> ○ 2010-11: 85 high school students from 9 local high schools participated with 25 businesses ○ 2011-12: 91 high school students from 9 local high schools participated with 47 businesses ○ 2012-13: 69 high school students from 9 local high schools participated with 45 businesses
	<ul style="list-style-type: none"> ○ Reciprocal Agreements with Highland Community College in Freeport, IL and Rock Valley College in Rockford, IL ○ Shared Programs with Gateway Technical College in Elkhorn, WI and Lakeshore Technical College in Cleveland, WI ○ Transfer Agreements: <ul style="list-style-type: none"> ○ 2009-13: 15 WTCS colleges, 21 UW system institutions, and 12 other post-secondary institutions
Post-Secondary Institutions	<ul style="list-style-type: none"> ○ Economic Impact Survey (Table 2R2-3) ○ Employer Satisfaction Survey (Table 1R4-1)
	<ul style="list-style-type: none"> ○ Economic Impact Survey (Table 2R2-3) ○ Employer Satisfaction Survey (Table 1R4-1)
Employers	<ul style="list-style-type: none"> ○ Economic Impact Survey (Table 2R2-3) ○ Employer Satisfaction Survey (Table 1R4-1)

3R5 – Reviewer Comment (O) While BTC lists a variety of data recognizing the number of credits, contracts and students served, the College has an opportunity to explain how it collects and analyzes improved processes in this category.

3R5

BTC’s performance results for building relationships with its key stakeholders are:

- ❑ BTC transfers course credits from 171 post-secondary institutions.
- ❑ During 2011-2012 Business and Community Development (BCD) provided 112 contract training and consulting services to more than 1,500 individuals representing more than 800 businesses and organizations throughout Rock and Green Counties.
- ❑ Over 3,000 students participated in internship experiences between Spring 2009 and Fall 2012.
- ❑ In 2012 almost 200 low income community members were served through the Accounting program’s Volunteer Income Tax Assistance (VITA) program.
- ❑ The Annual Health Fair involved over 40 vendors and 400 participants in 2013.
- ❑ Continuing Education offered 137 topics to 2,213 participants in 2012.
- ❑ Four Business Education Summits were held between 2011 and 2013. Over 40 area business and industry representatives attended each of the Business and Manufacturing Business Education Summits. Graphs 3R5-1 through Graph 3R5-4 show 30 participants’ feedback from BTC’s 2013 Health Care Employer Summit:



3R6 – Reviewer Comment (OO) The portfolio did not include a response to 3R6. When compared with other WTCS, the College has an opportunity to improve on Noel-Levitz SSI results presented in Table 1R6-2. BTC has an outstanding opportunity to share comparative performance results data arising from its processes related to Understanding Students’ and Other Stakeholders’ Needs.

(Please Note: 3R6 was accidentally omitted from the original 2013 Systems Portfolio submission; thus the reason for the OO)

3R6

BTC uses the following comparative results when evaluating processes for Understanding Students’ and Other Stakeholders’ Needs:

NCCBP:

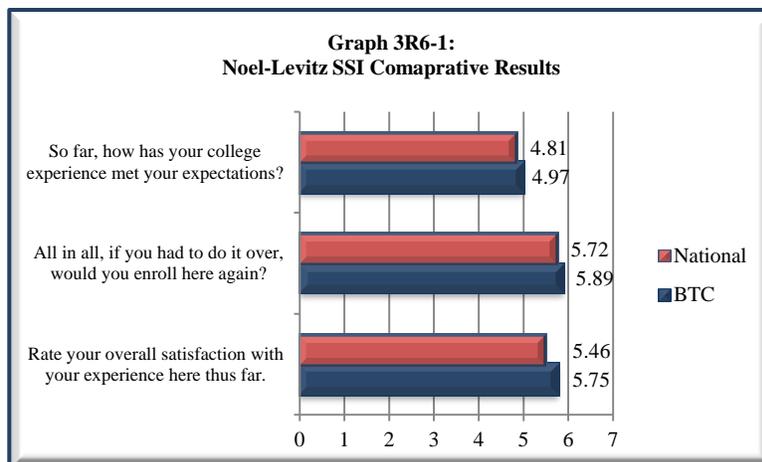
Table 1R6-1 illustrates that BTC compares favorably with NCCBP’s medians in all measures for the years reported with the exception of Math completer success rate in remedial courses and Composition completer success rate in core academic skills.

QRP:

BTC’s QRP results are comparable to those of the other 15 Wisconsin Technical Colleges as shown previously in Table 1R6-6.

Noel-Levitz SSI:

BTC compares favorably to national results for overall student satisfaction with their College experience, as demonstrated in Graph 3R6-1 below:



2012 Noel-Levitz SSI scale gap comparatives to WTCS and national results for individual scales are shown previously in Graph 1R6-1. Detailed comparative results for all scales are given in Table 3R6-1 below. As the table shows, BTC’s scale gaps were lower (better) for all of the items measured.

Scale	Blackhawk Technical College			National Community Colleges		
	Import	Satis/SD	Gap	Import	Satis/SD	Gap
Student Centeredness	6.26	5.75 / 1.15	0.51	6.01	5.39 / 1.15	0.62
Instructional Effectiveness	6.43	5.76 / 1.05	0.67	6.21	5.42 / 1.08	0.79
Responsiveness to Diverse Populations		5.87 / 1.15			5.51 / 1.25	
Campus Support Services	5.83	5.51 / 1.19	0.32	5.5	4.98 / 1.18	0.52
Safety and Security	6.18	5.74 / 1.06	0.44	6.05	5.03 / 1.20	1.02
Academic Advising/Counseling	6.28	5.44 / 1.32	0.84	6.17	5.20 / 1.33	0.97
Admissions and Financial Aid	6.33	5.69 / 1.12	0.64	6.08	5.16 / 1.23	0.92
Academic Services	6.27	5.93 / 0.93	0.34	6.08	5.49 / 1.06	0.59
Registration Effectiveness	6.37	5.79 / 0.93	0.58	6.19	5.44 / 1.05	0.75
Service Excellence	6.24	5.77 / 1.03	0.47	5.99	5.29 / 1.44	0.70
Concern for the Individual	6.28	5.50 / 1.22	0.78	6.11	5.23 / 1.22	0.88
Campus Climate	6.26	5.76 / 1.06	0.50	6.01	5.32 / 1.08	0.69

Graduate Follow-up Survey:

Table 1R6-4 shows that both BTC and WTCS graduates give 97% *satisfied* or *very satisfied* approval ratings for the training they received six months after they graduate.

Employer Satisfaction Survey:

Responses to the WTCS 2010 Employer Satisfaction Survey in Table 1R6-3 indicate that BTC performed comparably to the other 15 Wisconsin Technical Colleges in its ability to prepare its graduates for employment.

Economic Impact Survey:

Table 2R2-3 identifies BTC’s results from the WTCS Economic Impact Survey of employers receiving employee training for the 2011-2012 Academic Year. The table shows that BTC met or exceeded the other WTCS institutions for every item in this survey of its key stakeholders.

Economic Impact Study:

BTC’s favorable rate of return for student investment and favorable benefit/cost ratio for taxpayers compared to other WTCS institutions are illustrated previously in Tables 2R2-1 and 2R2-2.

3I1 – Reviewer Comment (S) The College reports a number of related improvements. These include a reorganization of student services into BTC’s “One-Stop Shop”, improvements to financial aid processes, added employability courses and co-curricular offerings, increased tutoring support and online mechanisms, the addition of Internship and Safety Coordinators, and redesigned healthcare admissions processes.

3I1

BTC’s processes for Understanding Students’ and Other Stakeholders’ Needs are driven by the 2009 AQIP Portfolio review, the 2012 HLC Onsite Review, the 2009 and 2012 Noel Levitz SSI, the SGA Resource Use survey, four Business Education Summits, and the 2012-2017 Strategic Plan. Analysis of these results and the College’s Strategic Plan ensure that processes and performance results are systematic and comprehensive.

Recent improvements in this category include:

- ❑ Student Services reorganized its Admissions, Registration, and Financial Aid offices to form a comprehensive service modeled after the “One-Stop Shop” concept used in other higher education institutions. The new structure created cross-trained generalist positions to provide registration, payment, and basic financial aid services, preventing the need for multiple inquiries by students. More complex issues that arise are immediately referred to co-located specialists for resolution.
- ❑ The Financial Aid department hired a consultant to study its processes and the resulting improvements may have contributed to the higher levels of satisfaction on the 2012 Noel Levitz SSI.
- ❑ Faculty and staff added employability topics to courses and co-curricular offerings based on feedback from the four Business Education Summits. A co-curricular Certificate of Professional Development (CPD) and related workshops were developed as a direct result of these meetings.
- ❑ Student services increased tutoring support and added a live online 24/7 tutoring service.
- ❑ BTC created an Internship Coordinator position, as described in 1P13 and 1I1.
- ❑ The College hired a Safety Coordinator to oversee safety for the BTC campuses, train staff in security measures, develop an in-depth emergency response plan, increase coordination with local law enforcement to patrol parking lots, and institute a campus-wide evening safe walk program. The 2012 Noel Levitz SSI results reflected higher levels of satisfaction in *Safety and Security*.
- ❑ Health Science and Student Services staff redesigned healthcare program admissions processes to improve student services and to reduce wait times using value-stream mapping and other quality tools.

3I2 – Reviewer Comment (O) BTC shared information on how its culture and infrastructure help it select processes and improvement targets related to student success and process improvement, including the inclusion of student college readiness in a strategic planning priority focus, the selection of AQIP Action Projects, and the development of policies in response to Wisconsin Technical College System and state legislative requirements. However, the College has an opportunity to specify its targets for this category.

3I2

One of BTC’s greatest cultural strengths is its continued dedication to student success and process improvement as described in 3I1. This culture and the College’s infrastructure provides the framework for selecting processes and setting targets for improved performance in *Understanding Students’ and Other Stakeholders’ Needs* as follows:

- ❑ BTC’s 2012-2017 Strategic Plan includes a priority focusing on identifying students’ college readiness and placing all entering students in the appropriate level courses to ensure success.
- ❑ The three current AQIP action projects and their annual updates exemplify BTC’s college-wide commitment to process improvement: *Implement a Participatory Governance System*, *Integrate Core Abilities into BTC’s Culture Status*, and *Create Alignment Among Strategic Planning, AQIP, and Budgeting*.
- ❑ The WTCS has requirements for evaluating and improving the performance of programs, services, facilities and operations to meet District’s needs as in the QRP for programs.
- ❑ Operating under WTCS and legislative requirements, the BTC District Board sets policies using recommendations from the College Council and input from a broad spectrum of community, business, education, political, faculty, and student leaders previously identified in 3P1 and 3P3.

Category Four: Valuing People

The Systems Appraisal Team identified various strengths and opportunities for Blackhawk Technical College for Category 4: *BTC has many systematic processes in place and measures identified to collect data and analyze its results related to Valuing People. Some processes appear to be quite comprehensive, while others are new and in development stages. The College is committed to valuing people as evident by one of the strategic priorities in the 2012-2017 Strategic Plan. Furthermore, the College has worked to engage a large number of employees from throughout the institution in the strategic planning and participatory governance processes and AQIP Action Projects.*

The College has several opportunities including the collection of additional data related to employee satisfaction with an analysis and demonstration that these numbers support valuing people, other benchmarking, and the identification of clear targets for improvement. In addition, there is no succession plan in place if a key vacancy occurs. This could cause a hardship if the College is unprepared when a primary administrator steps down.

Category Four's *Valuing People* explores BTC's commitment to the development of employees as the success of the organization hinges greatly on the knowledge and abilities of its faculty, staff, and administrators. This category examines the College's processes and systems related to work and the job environment, human capital needs, recruitment, hiring and retention, employee development, health and safety, as well as rewards, recognition, compensation, and benefits.

BTC's *systematic* processes include the 2010 Diversity-Mapping project with San Jose University to educate the College about Cultural Competence (4P6, 4R2, 4R4), the 2010 PACE Survey with results indicating College climate (4P10, 4R2, 4R4), and the inclusive process used in developing the 2012-2017 Strategic Plan with its participatory governance model (4P6, 4P12). From Spring 2011 to the present, education in Wisconsin has been faced with numerous challenges, as a result of the 2011 Wisconsin Act 10 law, also known as the Wisconsin Budget Repair Bill. With the end of collective bargaining, BTC's revised *Employee Handbook* now offers a new system for employees to work collaboratively with Human Resources to develop a more open, cohesive, and *mature* culture. In addition, Town Hall meetings (4P4, 4R1-2) were organized by College leadership to increase communication among all BTC employees. The benefits of all these changes have emerged as the College organized these initiatives into *systematic* processes.

BTC's *aligned* processes have guided the College in its efforts to empower students and enrich communities. The organization's administration of the *Employer Satisfaction Survey* (4R3), *Graduate Follow-Up Survey* (4R3), and *Noel-Levitz Student Satisfaction Inventory (SSI)* (4R3) are those processes which are not only *aligned* but also *integrated* into BTC culture. Together the results of these surveys assist BTC faculty, staff, and administrators to achieve College goals and to convey to students their importance to the organization.

4P1 – Reviewer Comment (S) BTC reviews all open positions prior to posting and regularly reviews job descriptions through the performance evaluation management process to identify specific position credentials and align these with the Wisconsin Technical College System (WTCS). The College also has a position reclassification process to identify changes in job roles to address the changing needs and operations of the organization.

4P1

BTC identifies specific credentials, skills, and values required for faculty, staff, and administrators by carefully reviewing and updating all open positions at the College prior to position postings. To determine key duties and responsibilities, each position is discussed with departmental staff and human resources, and by looking at similar positions within the Wisconsin Technical College System (WTCS). Qualifications are based on the necessary credentials outlined by the WTCS certification requirements and verified with BTC's Certification Specialist.

A regular review of job descriptions is completed as a part of the performance evaluation management process. It is determined by the incumbent in the position as well as the supervisor if the job description is to be changed or modified in a manner that reflects that actual job function. A position re-classification process is in place for both administrators and Educational Support Professionals (ESP). This system identifies changes in job roles to address the changing needs and the operations of the organization.

4P2 – Reviewer Comment (S) BTC employs standard industry hiring practices—screening, reference checks, human resource and employee input, teaching demonstrations for faculty—to ensure that new employees possess the credentials and skills the College requires and uses inservice, orientation, and mentoring programs to train new employees in institutional values.

4P2

BTC's formal hiring process makes certain that the people it employees possess the credentials, skills, and values necessary to meet the College's mission and goals as follows:

The Screening Process:

- ❑ *PeopleAdmin* is a software program that automatically analyzes answers to supplemental questions to identify qualified candidates.
- ❑ The Vice President of Human Resources (HR) and the HR Diversity/Staff Development Specialist have access to *PeopleAdmin* and can review candidates and make recommendations.
- ❑ The hiring manager and the Employment Specialist review candidates separately, meet to discuss the credentials of candidates, and then identify the candidates who can move forward to the interview process.

Background and Reference Check Process:

- ❑ The Employment Specialist conducts background checks (criminal and educational) on all full-time and part-time (20+ hours) employees.
 - Education verification is completed through the National Student Clearinghouse.
 - The Certification Specialist assists with WTCS certification verification.
- ❑ The Employment Specialist does employment reference checks on the final candidates.
 - BTC requires two professional references, ideally both supervisory.
 - If references are not obtainable, the candidate may be contacted to obtain additional information.

Candidates for faculty positions are required to deliver a 10 to 15 minute presentation during the first interview.

3.C. BTC has the faculty and staff needed for effective, high-quality programs and student services as follows:

1. BTC has sufficient numbers and continuity of faculty to carry out both classroom and non-classroom roles including curriculum oversight, expectations for student performance, establishment of academic credentials, and assessment of student learning.

- ❑ BTC employs 106 full-time faculty and 70 adjunct faculty who teach credit courses.
- ❑ BTC's average length of service for full-time faculty is 12.7 years.
- ❑ According to BTC's *Employee Handbook* Appendix D, "Class size will be determined by the instructional supervisor in consultation with the employee(s) assigned to the class. The class size is determined by taking into account room capacity and function, educational effectiveness, program accreditation and agency compliance requirements, College resources, and the best interests of the students."
 - BTC's Faculty to Student ratios: 2010 (1 to 12), 2011 (1 to 15), 2012 (1 to 16).
- ❑ BTC's faculty is involved in assessment of student learning as fully explained in Category 1.

Instructional assignments for faculty include the following provisions:

- ❑ Student contact hours per week/per semester are up to 21 hours. The specific assignment will be determined by the instructional supervisor and discussed with the employee. Assignment of student contact hours greater than 21 hours will result in additional compensation or work schedule adjustment.
- ❑ Four office hours per week will be determined mutually by the instructional supervisor and the employee to afford as many students as possible the opportunity to meet with the employee and for purposes of scheduling department meetings.
- ❑ Organizational support activities may be assigned to an employee (in-part or as-a-whole) in lieu of student contact hours and office hours to meet program, department, and/or organizational needs.
- ❑ College engagement participation of one hour per week on average allows the employee to participate in College-wide planning, functions, and activities to promote instructional opportunities, student support services, and improvement processes.

2. BTC faculty are appropriately credentialed, including those in dual credit, contractual, and consortial programs:

- ❑ All full-time and adjunct faculty must meet WTCS requirements and are required to participate in statewide WTCS certification courses.

- Faculty credentials must fulfill program accreditation standards and/or licensing standards where applicable.
- High school instructors who are dual credit instructors must maintain their Wisconsin Department of Public Instruction Educator License issued under Wis. Admin. Code PI 34 and related work experience, and all dual credit instructors have qualifications equivalent to BTC faculty, according to WTCS certification requirements.
- BTC has no contractual or consortial instructed programs.

3. BTC faculty are evaluated regularly in accordance with established institutional policies and procedures. Goal-setting and continuous improvements were the drivers for a revised full-time faculty evaluation process ratified in the 2008-2011 Blackhawk Technical Faculty Federation (BTFF) contract. Each year supervisors meet with faculty members to develop goals and courses of action. The *Professional Goal Setting and Assessment-Instructors Positions* instrument includes the performance ratings of the following essential functions: Instruction/Delivery, Course/Program Management, Student Support, and Institutional Support. Adjunct faculty are evaluated primarily through student evaluations; results are then shared with the adjuncts' immediate supervisors.

4. BTC has processes and resources for assuring that faculty are current in their disciplines and adept in their teaching roles; it supports their professional development as follows:

- Faculty and staff participate in two College in-services per year.
- Faculty and staff participate in one Professional Development Day per year.
- Adjunct faculty participate in two College in-services per year.
- Various Professional Development trainings are available yearly.
- The *Employee Handbook* Appendix D states, "College Engagement participation is an average of one (1) hour per week. Employees are requested to participate in College-wide planning, functions, and activities to promote instructional opportunities, student support services, and improvement processes."
- The College also encourages its employees to pursue industry-approved credentials. Employees who attain industry-recognized and professional credentials, approved by the College, are given consideration for additional compensation.
- Divisional budgets provide resources for faculty's conference/workshop travel and participation in professional development opportunities.

Certification: BTC strives to ensure quality education by adhering to the WTCS Certification requirements. BTC requires certification and recertification of faculty, counselors, librarians, instructional specialists, instructional supervisors, instructional administrators, instructional-related supervisors, and instructional-related administrators.

Most Academic and Occupational Instructors are granted Provisional Certification upon WTCS employment. General Education faculty typically hold a master's degree or higher and should have completed substantial graduate coursework in the discipline of those courses. Each Occupational Instructor must have a Bachelor's degree and 4,000 hours of related work experience. Each Occupational Instructor may also have the equivalent of a Bachelor's degree which is related occupational experience combined with education and training, totaling 14,000 hours.

5. BTC's *Employee Handbook* Appendix D explains student-faculty contact hours and office hours assigned per week/per semester as explained in 4P2 [3.C.1.]

6. BTC staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities are appropriately qualified, trained, and supported in their professional development:

- Staff members providing student support services are required to meet minimum education/experience qualifications at the time of hire.
- Regular team meetings are scheduled for staff to stay up-to-date on issues and changes in policy/procedure.
- Professional development is offered as explained in 4P2 [3.C.4].
- Staff development dollars are budgeted to keep skills current. The *Employee Handbook* states, "The College will pay for any training expenses incurred by an employee for attending training required by the College for job-related courses. . . The suitability, acceptability, and scheduling of training will be determined by the supervisor, in his/her sole discretion."
- All instructional supervisors are required to participate in WTCS Certification requirements.

4P3 – Reviewer Comment (S) BTC employs a well-defined and comprehensive process to recruit, hire, and retain employees. Recruitment involves the use of local and national advertising, job fairs, professional and trade publications, and targeted mailings. Hiring involves steps for posting through screening to hiring and provides information on benefits, mentoring, and professional development. Retention involves benefits, orientation, mentoring, professional development and training, service awards, membership in professional organizations, and recognition of exceptional service.

4P3

New employees are recruited, hired, and retained through:

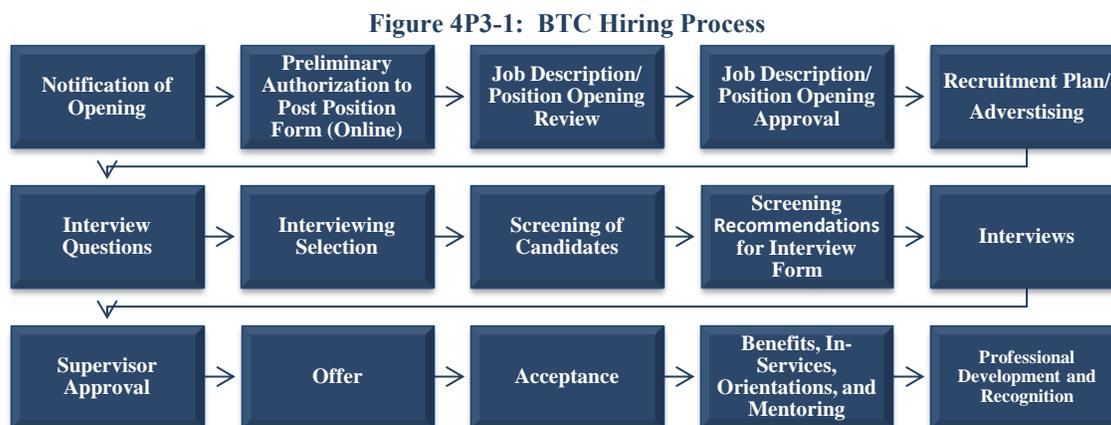
Recruitment:

Positions are posted electronically, utilizing BTC's *PeopleAdmin* system, WTCS, and local job service sites. In addition, local and national newspapers are utilized as well as trade journals, journals, publications, diverse community links, and a variety of job fairs in the tri-state area.

To achieve diversity in the workforce, a variety of advertising sources are used; job announcements are then directed to professional groups, community-based organizations, and educational institutions. Targeted mailings are made available to potential applicants, and the job openings are posted on a variety of websites including BTC's.

Hiring:

BTC's hiring process is detailed in Figure 4P3-1:



When an offer is declined, BTC's Vice President of HR and the Employment Specialist meet to identify other viable candidates in the interview pool. When necessary, they decide either to conduct second interviews or to repost the position. When another viable candidate is selected, the process previously discussed is repeated.

Retention:

The College provides a wide variety of benefits to retain its employees as follows:

Employee Benefits Package:

This package includes dental insurance, health insurance, term life insurance, disability and liability insurance, educational reimbursement, flexible spending account, Wisconsin Retirement Systems (WRS), early retirement, and paid time-off. The College also offers an annual salary increase, reflecting the current economy.

Management Development Program:

Employees hired or promoted with supervisory responsibilities are expected to participate in the *Management Development Program*. Twenty training sessions, totaling 26 hours, are offered; certificates of completion are given to participants when exiting the program.

New Employee Orientation:

The New Employee Orientation, a two-day program which takes place twice a year, is designed to maximize employees' experiences at BTC. Throughout the semester, employees attend three Power Hour information sessions to discuss various topics. In addition, all new employees receive BTC Passports requiring them to visit divisions

listed in the passport and to complete the tasks assigned. Passports are completed within the 60 days allowed, returned to HR, and finally placed in a drawing for gifts.

New Employee Sponsor Program:

This program is designed to transition new staff to the College. Experienced staff members are assigned to share their knowledge and to provide their feedback, support, and assistance for the purpose of refining present skills, learning new skills, and/or solving problems.

Professional Development and Training:

Professional development and training are provided for employees on a regular basis to increase position knowledge, to enhance professional skills, and to build awareness of affirmative action, diversity, and sexual harassment. Staff development activities are created in collaboration with the Professional Development Committee such as *The Wisconsin Leadership Development Institute (WLDI) of the Chair Academy*.

Respect, Appreciate, and Value Everyone (RAVE) Award:

RAVE nominations are accepted from College faculty, staff, or students. RAVE recipients are individuals who are experiencing hardship and/or difficult times, need encouragement or support, have gone above and beyond the call of duty, or have provided an act or service, benefitting the College. Individuals may be nominated more than once, having no limit to the number of times that they may receive “Act of Kindness” certificates.

Service Awards:

Employees are recognized at BTC’s Annual Employee Development Day for their 1, 5, 10, 15, 20, 25, 30, and 35 years of service to the College.

STAR Award:

BTC Employees may nominate other employees who have completed projects or organized presentations beyond the scope of their usual work day. Employees awarded receive gifts and are acknowledged in BTC’s *Coffee Break*, a bi-monthly College-wide newsletter.

Sunshine Fund:

The Sunshine Fund helps in celebrating special occasions of co-workers, assisting in times of sorrow, and acknowledging retirements.

Membership in Professional Organizations:

- ❑ Wisconsin Association for Career and Technical Education (WACTE), a professional organization of over 800 members, is dedicated to the advancement of career and technical education, unites individuals involved in career and technical education, provides professional development, encourages leadership in the political arena, and promotes innovative change to enhance lifelong learning in Wisconsin.
- ❑ Blackhawk Association for Career and Technical Education (BACTE) is BTC’s local professional organization, joining staff, faculty, and administration to market career and technical education at BTC and to grant annual BACTE awards to BTC members.

4P4 – Reviewer Comment (S) BTC familiarizes employees with the organization’s history, mission, and values through a variety of means, including orientation sessions, professional development, inservice opportunities, college-wide meetings, and mentoring programs.

4P4

BTC orients all employees to the organization’s history, mission, and values through the programs explained in 4P3.

In addition, BTC also provides both Town Hall meetings and adjunct in-service sessions with information about the College’s history, policies, and procedures as well as offers its employees opportunities to meet and network with other staff, faculty, and administration. Full-time faculty members meet with their adjunct faculty counterparts to orient them to the College.

4P5 – Reviewer Comment (O) BTC plans for changes in personnel through its annual budgeting process when departmental needs are examined at several levels. The College’s employee handbook details the processes for changes in personnel due to temporary assignments, staff reduction, retirement, and leadership succession. However, the College has an opportunity to develop a long-term formal succession plan.

4P5

BTC plans its changes in personnel through the annual budgeting process. Key factors considered are the needs of instructional services, support services, and administrative support. Department and divisional supervisors make recommendations, and the Executive Council of the College conducts evaluations. Final decisions regarding staffing needs ensure that College revenues are sufficient to meet operational expenses.

BTC’s *Employee Handbook* includes the following processes for changes in personnel:

Temporary Assignments/Involuntary Transfer:

“When necessary, employees may be temporarily and/or permanently transferred to different jobs or promoted to meet immediate or long-term operational needs. These assignment changes will be based on the employee’s relative ability, experience, and other qualifications.”

Staff Reduction:

“The College may need to reduce the number of employees employed by the College due to a lack of work and/or funds, or for conditions beyond our control. The College may also reduce the number employees for reasons of efficiency of operation or changes in the nature of the work to be performed. The College will make decisions for staff reductions based on the affected area(s) of services or instructional programs, the qualifications and experience of the employees in the affected area, and the service time of employees.”

Succession Plan:

BTC’s Executive Council and District Board ensure that the College maintains and preserves its integrity when addressing leadership succession. While the College cannot deliberately select future leadership, due to federal and state Affirmative Action guidelines, employees are encouraged to seek advanced positions through professional development and training opportunities in preparation for future vacant positions (4P3).

Retirement:

BTC reviews the status of all staff and those who have the potential to retire. As faculty and staff begin to announce their retirements, positions are evaluated to assist in determining College needs and changes. BTC’s early retirement provision states that the College contributes the amount designated for health insurance coverage in coordination with Medicare, based on the employees’ years of service to the College.

4P6 – Reviewer Comment (S) BTC aims to enhance organizational productivity and employee satisfaction by empowering personnel to modify work processes and activities at the departmental level; incorporating staff performance and goal setting reviews into the evaluation process; educating staff about diversity, inclusion, and cultural competency; and communicating strategic plan summaries and timelines.

4P6

BTC designs its work processes and activities for both organizational productivity and employee satisfaction as explained in the following:

- ❑ Work processes and activities are generally designed at the departmental level where department supervisors are charged with maximizing both organizational productivity and employee satisfaction. In many departments, employees are empowered to modify work processes and activities to enhance organizational and individual productivity.
- ❑ Staff performance/goal-setting reviews are utilized as a portion of the annual evaluation process for faculty, administrative staff, and support staff.
- ❑ In 2010 BTC initially engaged in a Diversity Mapping project with San Jose University to improve diversity and inclusiveness at the College; efforts to educate the staff and the community about diversity, inclusion, and cultural competency continue.
- ❑ The College Council is responsible for communicating the Strategic Action Plans Summaries and Timeline; this information is also available on the College’s Internet.

4P7 – Reviewer Comment (S) BTC has well-developed policy development and communication processes to ensure ethical practices of its staff by collaboration among employees; disseminate information through College policies; and employ orientations, meetings, and electronic communications to highlight Board policies.

4P7

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 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.

2.A. BTC operates with integrity in its financial, academic, personnel, and auxiliary functions. It establishes and follows fair and ethical policies for its governing board, administration, faculty, and staff through the following:

Board Members Code of Ethics Policy, B-800: 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.

Employee Code of Ethics Policy, C-200: All District employees shall comply with Wisconsin Statutes with respect to the proper and appropriate conduct of their positions.

The Employee Handbook, Standards of Conduct: The College expects employees to maintain a professional environment that supports student learning and provides a collaborative atmosphere for faculty and staff.

Fiscal Management Goals and Objectives, Policy D-100: 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.

BTC shall use the Generally Accepted Accounting Principles (GAAP). Employees can refer to BTC's Board Policies/Administrative Regulations in Category D and the WTCS Financial and Administrative Manual (FAM).

Auditor, Policy B-212.6: BTC has an independent auditor to conduct an annual audit of the District's financial status.

Acceptable use of College Computer Equipment and Systems, Policy E-610 AR: Any use of College computer equipment and systems for illegal, unethical, or fraudulent purposes is prohibited.

The Employee Handbook, Electronic Communication Policy: This guide for employees concerns the use of the College's electronic communications systems, which include, but are not limited to, its desktop and portable computer systems, access to the Internet and World Wide Web, facsimile machines, voice mail, e-mail, Intranet, and telephone systems (including smart phones and other wireless devices).

The Employee Handbook, Professional Work Environment: The College will not allow harassment directed at an employee, student, or vendor, whether sexual harassment or harassment because of his/her age, race, creed, color, disability, marital status, national origin, ancestry, arrest record, conviction record, military service, or any other characteristic protected by federal, state, or local law.

Discrimination/Sexual Harassment Grievance Procedure, Policy C-201 AR: This is any complaint regarding the interpretation of application of the Provisions of Title VII, Title IX, the Rehabilitation Act of 1973, Section 504, or sec. 38.23, Stats.

4P8 – Reviewer Comment (S) BTC determines training needs through formal and informal processes geared to particular employee groups, including compliance with state and federal laws, compliance with accreditation group requirements, introduction of new software, surveys, strategic priorities, advisory committee feedback, and performance reviews.

4P8

BTC training needs are determined through a variety of formal and informal processes, depending on the staff member's employee group:

Training needs for all staff are determined through:

- Compliance with federal laws such as Affirmative Action, Family Educational Rights and Privacy Act (FERPA), Family Medical Leave, and Workers Compensation.
- Introduction of new software such as Banner, Blackboard, Cognos, and Microsoft Office.
- Training needs surveys through the Teaching Learning Center (TLC) and staff in-services.
- BTC's Professional Development Committee whose primary charge is to identify development needs regarding each respective employment group.
- College Council meetings, with the participatory governance structure.
- BTC's 2012 Strategic Priorities.
- The *Management Development Program*.

Training needs for BTC faculty are determined through:

- WTCS certification requirements for all Academic and Occupational faculty.
- Accrediting bodies often with additional requirements.
- Advisory committees recommended training based on occupational trends.
- Annual performance and goal-setting reviews.

Training needs for counselors, librarians, instructional specialists, instructional supervisors, and instructional administrators are determined through:

- WTCS certification requirements.
- Annual performance and goal-setting reviews.

4P9 – Reviewer Comment (O) BTC trains and develops and reinforces training for its employees through the processes discussed in 4P2 and 4P3 and supplements this with the work of its Professional Development Committee for the entire college, adjunct in-service sessions for faculty, specific divisional training, and tuition reimbursement for faculty and staff. However, the College has an opportunity to clarify how training is reinforced outside of its tuition reimbursement program. The College's portfolio also did not include a succession plan.

4P9

BTC has several processes in place to train and to develop all faculty, staff, and administrators to contribute fully and effectively throughout their careers as explained in 4P2 and 4P3.

The Professional Development Committee is charged with identifying training and development opportunities to enhance the skills and capacity of College staff. Recommendations from the committee are forwarded to the appropriate member of the College Leadership Team for consideration and possible inclusion in future budgetary and professional development planning. Additional training and development programs are as follows:

- The General Education Division has held several professional development sessions throughout the semester with full-time and adjunct staff members. Sessions are faculty-led with the purpose of increasing the consistency of curriculum and student outcomes within specific courses.
- The Business Division (BD) holds program meetings with full-time faculty and adjunct faculty to build a more collaborative relationship and a cohesive learning environment for students and to discuss the course texts, syllabi, course outcomes, and core abilities.
- During adjunct in-services, full-time faculty meet with their adjunct counterparts.

BTC also reinforces its training opportunities through faculty and staff tuition reimbursements.

4P10 – Reviewer Comment (S) BTC’s Vice President of Human Resources and a cross-functional team design its personnel evaluation systems using feedback from annual performance evaluations and data from a recent administration of the Personal Assessment of the College Environment (PACE) survey.

4P10

The Vice President of HR and a cross-functional team at BTC design personnel evaluation systems with the intent of improving instructional and non-instructional programs and services as well as providing proper feedback regarding job performance and developmental opportunities.

As part of the annual performance management process, the supervisor and the employee review the job description. If any changes in the job description are necessary, recommended revisions are noted on the job description. HR approves all job descriptions changes. If an employee believes that his/her performance review is needed and/or past due, the employee can discuss the matter with his/her immediate supervisor or HR.

With the elimination of collective bargaining and the revision of the BTC *Employee Handbook*, the performance management process remains in place with the intent for revisions in the future. Processes for the evaluation of job performance of clerical/custodial, faculty, and administration are as follows:

- ❑ Administrators are evaluated annually using a process designed to incorporate their understanding and demonstration of core organizational competencies which encourage direct conversations between employees and supervisors. Improvement strategies related to job performance and opportunities for professional growth may be discussed.
- ❑ Annually, supervisors meet with their faculty members to develop goals and courses of action, using measureable outcomes. Together they utilize the Professional Goal-Setting and Assessment-Instructors Positions instrument which includes the performance ratings of such essential functions as Instruction/Delivery, Course/Program Management, Student Support, and Institutional Support.
- ❑ Supervisors meet with and evaluate clerical/custodial staff annually. The evaluation includes measures for interpersonal skills and work performance, including Time Management, Reliability, Interpersonal Skills, Job Knowledge and Competence, Work Quality, Self-Development, and Goals for the Next Rating Period.

Personal Assessment of the College Environment (PACE) Survey:

In November 2010, the PACE survey was administered to BTC employees. The survey’s purpose was to obtain the perceptions of personnel concerning the College climate, and to provide data to assist BTC in promoting more open and constructive communication among faculty, staff, and administrators.

Core Component 3.C. is answered in 4P2

4P11 – Reviewer Comment (S) BTC designs its employee recognition, reward, compensation, and benefits system to support a strategic priority of improving the College culture and climate and in response to changes in Wisconsin law. The College is engaged in a comparative study of compensation for administrative staff. Recognition incorporates campus activities and rewards for faculty and staff.

4P11

BTC designs its employee recognition, reward, compensation, and benefit systems to address and to support one of the College’s 2012-2017 Strategic Priorities: *Enhance Organizational Engagement and Effectiveness* and its strategy to “Improve the College Culture and Climate” through the following:

Benefits Systems:

- ❑ BTC offers a comprehensive benefits package that includes health and dental insurance, life insurance, disability insurance, flexible spending plans, educational reimbursement, and paid vacation, sick, and personal time.
- ❑ BTC has developed an Insurance Committee that meets annually and is charged with the task of reviewing health and dental insurance plans and discussing potential changes to these plans.

Compensation:

- ❑ Employment relations continue to evolve as a result of the 2011 Wisconsin Act 10 law. These changes restricted collective bargaining to negotiation of base wages only. In response, BTC formed a Transition

Team which included members of the Faculty Federation, Educational Support Professionals Council, and Administrative staff to gather input on working conditions, compensation, and employee benefits. The College Administration continues to gather input from the College Governance Councils and associated employee committees to remain competitive and to meet organizational goals.

- ❑ The College engages a compensation consulting firm to review compensation practices on a three-year cycle and provide market analysis for administrative staff and part-time faculty.
- ❑ Currently, College Administration is conducting a study of compensation for full-time administrative support staff in positions represented by the Educational Support Professionals. This study includes an evaluation of positions by a College committee and a market analysis by a compensation consulting firm. This study will be completed in FY 2013-2014 for implementation of a compensation system in FY 2014-15.

Employee Recognition/Rewards:

- ❑ The Employee Recognition Breakfast takes place each April to highlight the staff accomplishments which include both professional and educational achievements.
- ❑ BTC nominates one faculty member each year for the *National Institute for Staff and Organizational Development* (NISOD) Excellence Award to attend the annual conference in Austin, Texas.
- ❑ Support staff members' participate in the *Wisconsin Great Support Staff* Seminar.
- ❑ BTC participates in the Beloit Rotary Club's Teacher of the Month Award.
- ❑ "Sixty Second Success Stories" which highlight staff accomplishments are reported by a BTFF member at monthly Board meetings and to the College via email.
- ❑ WACTE/BACTE issues staff awards as explained in 4P3.

4P12 – Reviewer Comment (S) BTC determines key issues related to employee motivation through its participatory governance model, surveys, and strategic planning and complaint resolution processes.

4P12

The College uses the following formal processes and courses of action to determine and address key issues related to motivating faculty, staff, and administrators:

- ❑ The Vice President of HR meets on a regular basis with the BTFF President and the ESP President. The Vice President of HR shares the results with the College Council who considers and selects appropriate courses of action.
- ❑ Results of the PACE survey as explained in 4P10 are utilized.
- ❑ The College's strategic planning process identifies goals and outcomes as well as monitors progress on current initiatives and continuous improvement actions.
- ❑ The Complaint Resolution Procedure provides a framework used to resolve conflicts between employees and supervisors.
- ❑ The Participatory Governance Model has been designed to promote dialogue, understanding, joint investigation, and creative collaboration among all College staff.

4P13 – Reviewer Comment (S) BTC provides for employee satisfaction, health, and well being through an extensive benefits package that involves participation in the state retirement and health and life insurance programs, a campus wellness incentive program, and such activities as an annual health fair. Campus safety is addressed through the use of an emergency response plan; existence of Emergency Preparedness, Safety, and Early Alert committees; safety equipment and training; emergency telephones on campus, and escort programs for students and employees.

4P13

BTC provides for employee satisfaction, health, and well-being through an extensive benefits package, as explained in 4P3 and 4P11.

BTC is a local participant in the Wisconsin Retirement System (WRS) and the Wisconsin Group Health and Life Insurance programs. Employees are kept current of any changes in their benefits through electronic communication, personal communication, and various events such as the Benefits Fair held annually each October.

In 2009 a Health Insurance Wellness Incentive Program for employees was created to encourage BTC insurance participants to make positive lifestyle choices and to use preventative services in reducing the probability of major health issues.

Campus health is further enhanced by the College's Health MDs Committee which provides information and activities to promote a healthy lifestyle such as its annual Health Fair.

Campus safety is addressed through the following:

- ❑ Automated External Defibrillator (AED) training is offered, and devices are installed on all campuses and centers.
- ❑ Early Alert Team: The College has instituted a zero tolerance to violence policy. The Early Alert Team is responsible for assisting students with behavior that is affecting their performance at BTC.
- ❑ BTC's Emergency Preparedness Committee and its Coordinator provide College-wide safety and security measures. Safety policies and procedures are created, maintained, and communicated through training, e-mail notifications, and signs and posters distributed around the College. Security inspections are conducted on a regular basis with an emphasis placed on risk reduction, education, compliance, and measuring effectiveness.
- ❑ BTC's Emergency Response Plan provides guidelines for responding to emergency and crisis situations. Copies are placed in key areas throughout all BTC campuses and centers along with reference pamphlets for quick access.
- ❑ BTC's *Interior Lock Conversion Project* is a campus-access security proposal to replace the handsets on classroom doors, division/department doors, offices and conference rooms that are accessible from the hallway.
- ❑ Cardiopulmonary Resuscitation (CPR) classes are provided.
- ❑ The District Mutual Insurance Company conducts an annual safety audit.
- ❑ Employee picture identification badges are available.
- ❑ Fire extinguishers are strategically placed throughout all BTC campuses and centers.
- ❑ First-aid kits are stored and available in division offices, shops, and labs.
- ❑ Operation *Safewalk*, sponsored by the Criminal Justice program, is a service where Criminal Justice students accompany staff and students safely to their vehicles Monday through Thursday from 6:00 p.m. to 10:15 p.m. They will have a two-way radio with them at all times and can call for assistance from 911 directly if needed. In addition, an evening administrator schedule is developed each semester so that at least one College administrator is on campus during the *Safewalk* hours to respond to any emergencies. Administrators on evening duty are also given a two-way radio and an emergency response guide.
- ❑ Red emergency telephones, available at the BTC Central Campus and Beloit Center, are located in the hallways and connect directly to the switchboard. This telephone system automatically informs the switchboard operator of the location of the emergency phone to call 911 to summon emergency assistance.
- ❑ The SAFE Alert system disseminates emergency messages to all BTC students, faculty and staff. This service delivers messages by text, phone or email. anytime there is an emergency that poses a safety concern for the BTC community.
- ❑ The Safety Committee provides a venue for all stakeholders to review reports, plans, and systems related to environmental health and safety as follows:
 - Assists with development of safety plans such as a Chemical Hygiene Plan.
 - Reviews accident/incident reports to identify trends and develops recommendations to reduce risk of injury.
 - Assists in the coordination of the BTC's Operation *Safewalk* program.
 - Assists with review of the annual safety inspection report and develops recommendations to improve environmental health and safety.
- ❑ Tornado, fire, and active-shooter drills are conducted as needed.

4R1 – Reviewer Comment (S) BTC collects and regularly analyzes data on benefits, communication, employee longevity, productivity, professional development, and safety.

4R1

BTC’s measures for *Valuing People* that it collects and analyzes regularly are as follows:

Benefits

- Dental Insurance
- Health Insurance
- Life Insurance
- Paid Leave
- Tuition Reimbursement

Communication

- Diversity
- Performance Reviews
- Personal Assessment of the College Environment (PACE) Survey
- Town Hall Meetings

Longevity

- Employee Longevity/Years of Service
- Longevity Pay

Productivity

- Faculty/Student Ratio

Professional Development

- Employee Development Day
- Out-Of-District Training Requests
- Teaching Learning Center (TLC)Usage Reports
- WTCS Certification

Safety

- Campus Arrest Statistics
- Campus Crime Statistics
- PACE Safety Results
- Staff Accident Reports

4R2 – Reviewer Comment (O) BTC shared information on benefits, diversity, communications, employee longevity, professional development, and crime and accident statistics as evidence of its performance results related to Valuing People. Some of the data is longitudinal in nature and some is not; some of the results do not address overall employee satisfaction with these programs. The College has an opportunity to explain how the participation in various programs reflects a conscientious effort to improve processes in valuing people.

4R2

BTC’s performance results for *Valuing People* are found in:

Benefits

The College provides a competitive employee benefits package which offers eligible employees the following benefits:

Dental Insurance:

The College offers group dental insurance to eligible employees through Delta Dental of Wisconsin as shown in Table 4R2-1. Employees electing for insurance coverage must pay any portion of the premium not covered by the College.

Employee Group	Number of Employees	Single Coverage	Employee +1 Coverage	Family Coverage
Administration	92	19	35	38
Clerical	44	11	22	11
Faculty	108	21	23	64
Total Enrollees	244	51	80	113

Health Insurance:

BTC is the only College of the 16 Wisconsin Technical Colleges that utilizes the State of Wisconsin Health Plan. Premium costs and increases remain low as BTC is grouped with all Wisconsin State and Local Government Employers that utilize the plan. *The Department of Employee Trust Funds* administers the plan and provides essential guidance on plan design, new regulations, and compliance with the Affordable Care Act. This plan allows BTC employees to choose from several HMO insurance carriers, offering uniform benefit coverage (employees make this choice based on their provider preference and location) as shown in Table 4R2-2:

Health Plan	Family	Single	Total
Dean Care	15	8	23
GHC	3	2	5
Mercy Care	4	1	5
Physicians Plus	1	1	2
Unity Community	144	30	174
Unity-UW	16	1	17
WEA Trust	1	0	1
Total Enrollees	184	43	227

BTC provides health insurance to its retirees based on years of service. Currently, there are 32 retirees enrolled in health coverage.

Years of service:

- 12 years = 3 years of paid health insurance in coordination with Medicare
- 15 years = 4 years of paid health insurance in coordination with Medicare
- 18 years = 5 years of paid health insurance in coordination with Medicare

Life Insurance:

The College provides coverage equal to a one-time annual salary to all of its full-time employees who can then purchase additional and supplemental coverage through payroll deductions. The cost of coverage is based on age and annual salary. This plan is administered by the State of Wisconsin and allows for continuation after retirement with no premiums and a minimum benefit of 25% of final annual earnings for those aged 65 or older. There are 227 employees insured under this plan.

Paid Leave:

BTC provides its full-time employees with a generous paid-leave package that includes holidays, vacation, sick leave, personal leave, bereavement leave, military leave, jury duty, and extended leaves.

Administrative and support staff are provided with paid vacation which updates each fiscal year. They receive 12 sick days and 4 personal days per year. Faculty receives 10 sick days and 4 personal days per year. Bereavement leave and jury duty pay are provided for all full-time staff.

Tuition Reimbursement:

The College provides reimbursement for direct instructional costs limited to tuition, course fees, and other course related user fees for education courses.

The educational levels of 227 full-time BTC employees are illustrated in Table 4R2-3:

Degree	Administrative	Clerical/Custodial	Faculty
High School	6	24	2
Associate or Technical	9	11	9
Bachelor/Apprenticeship	29	5	26
Master	31	1	66
Doctorate	5	0	3

Administrative staff are reimbursed the cost of college or university course tuition up to a maximum of 1,200 dollars per year. BTC's Administrative Tuition Reimbursement is shown in Table 4R2-4:

Year	Number of Employees	Number of Classes	Total Tuition Paid
2010-2011	11	14	\$11,785.60
2011-2012	13	14	\$12,479.33
2012-2013	13	14	\$13,373.53

Clerical/custodial staff will be reimbursed the cost of the College's course tuition up to six credits based on BTC's tuition rate. The College's Clerical/Custodial Tuition Reimbursement is indicated in Table 4R2-5:

Year	Number of Employees	Number of Classes	Total Tuition Paid
2010-2011	6	9	\$3,335.80
2011-2012	4	8	\$2,306.32
2012-2013	4	6	\$2,052.76

BTC faculty are reimbursed the cost of college or university course tuition up to nine credits at the rate of 130 dollars per credit as shown in Table 4R2-6:

Year	Number of Faculty	Number of Classes	Number of Credits	Total Tuition Paid
2010-2011	28	51	143	\$16,327.10
2011-2012	26	48	128	\$13,048.00
2012-2013	20	43	110	\$12,275.00

Communication

Diversity:

In 2010 BTC hired a consulting firm from San Jose State University to conduct diversity mapping activities for approximately a year and a half. The data collected resulted in 744 responses. Results and findings are as follows:

Diversity Courses

- 34 active diversity related courses at BTC.
- 24% of all diversity related courses are housed in the General Education program.
- 32% of these courses are centrally focused on diversity.

Diversity Efforts by Unit

- There are 36 active diversity efforts on campus.
- 53% of these efforts are centrally focused on diversity.
- 47% of these efforts are partially focused on diversity.

Diversity Efforts by Theme

- The majority (39%) of the diversity efforts are mission statements/policy.
- 22% are trainings/workshops and campus events.

Conclusions:

- Prognosis = Solid footing, exciting starting point.
- Next steps = Tiered approach with progressive stages to cover bases.
- Range = Exposure to awareness to skill sets to campus initiatives.

Table 4R2-7 shows that in the 2010 PACE Survey, the "Climate Factor" related to diversity was one of BTC's top scores.

Climate Factor	Clerical/Custodial	Faculty	Administrative	Part-Time Non-Teach	Part-Time Faculty
The extent to which the institution effectively promotes diversity in the workplace	3.6	3.8	3.9	4.5	4.3

College Climate:

In November 2010, the PACE survey was administered to BTC employees as discussed in 4P12. Of the 704 employees, 292 (41.5%) completed the 46 item PACE instrument that was organized into four climate factors:

Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus along with a customized section designed specifically for BTC.

The overall results from the PACE instrument indicate a healthy campus climate, yielding an overall 3.7 mean score or high consultative system. The Student Focus category received a 4, the highest mean score, the Institutional Structure category received a 3.5, the lowest mean score. Table 4R2-8 illustrates the Top Performance *mean* scores from BTC's 2010 PACE Survey:

Climate Factor	Clerical/ Custodial	Faculty	Administrative	Part-Time Non-Teach	Part-Time Faculty
The extent to which I feel my job is relevant to this institution's mission (4.49)	4.0	4.6	4.7	4.5	4.5
The extent to which I am given the opportunity to be creative in my work (4.11)	3.6	4.2	4.0	4.2	4.5
The extent to which my supervisor expresses confidence in my work (4.07)	3.9	3.9	4.1	4.5	4.2
The extent to which I feel safe on campus (4.14)	3.4	3.8	4.5	4.5	4.6
The extent to which my associates or fellow employees are committed to doing quality work (4.05)	3.4	3.9	4.1	4.7	4.3

Town Hall Meetings:

Another outcome of BTC's second Strategy Forum in Fall 2010 was College leadership's decision to increase communication to all BTC employees, regarding the state of the College. All Town Hall meetings are videotaped and made available to employees on the College's Intranet website. Dates and agenda items for the 2010-2013 meetings are listed in Table 4R2-9:

Date	Agenda Items
November 30, 2010	<ul style="list-style-type: none"> ○ Condition of Education ○ Strategic Planning and Master Facilities Planning Negotiations ○ Master Facilities Planning Process, and Negotiations
February 24, 2011	<ul style="list-style-type: none"> ○ WI Governor's Budget Repair Bill ○ Biennial Budget
April 26, 2011	<ul style="list-style-type: none"> ○ Current State of the Budget ○ Legislative Visits in Madison ○ Launch of the Strategic Planning Process ○ BTC Picnic, Graduation, and Alumni Event ○ Emergency Preparedness
October 10, 2011	<ul style="list-style-type: none"> ○ BTC's Strategic Plan-Draft
April 12, 2012	<ul style="list-style-type: none"> ○ BTC's Strategic Plan-Draft
May 1, 2012	<ul style="list-style-type: none"> ○ Schedule for Facilities Master Plan
September 10, 2012	<ul style="list-style-type: none"> ○ Strategic Plan-Draft
April 25, 2013	<ul style="list-style-type: none"> ○ BTC Budget ○ Advanced Manufacturing Training Center ○ Merging of General Education and ASD Divisions
October 22, 2013	<ul style="list-style-type: none"> ○ Internal Communications Plan ○ HR Announcements: Health Insurance Open Enrollment and Retirement Planning Workshop

Longevity

Employee Longevity/Years of Service:

In 2013 BTC clerical/custodial, full-time faculty, and full-time non-teach have high retention rates as shown by their average length of service:

- Clerical/Custodial – 14.2 years of service
- Full-Time Faculty – 12.7 years of service
- Full-time Non-Teach – 8.2 years of service

Support Staff Longevity Pay:

Support Staff employees will earn a year of service each year on their anniversary dates. In addition to their regular salary, all employees, having attained the required length of service, will receive the following longevity pay annually as illustrated in Table 4R2-10:

Table 4R2-10: 2013 Support Staff Longevity Pay Dollar Amount				
Length of Service (Years)	10 to 14	15 to 19	20 to 24	25 or more
Longevity Payment	\$230	\$345	\$460	\$575

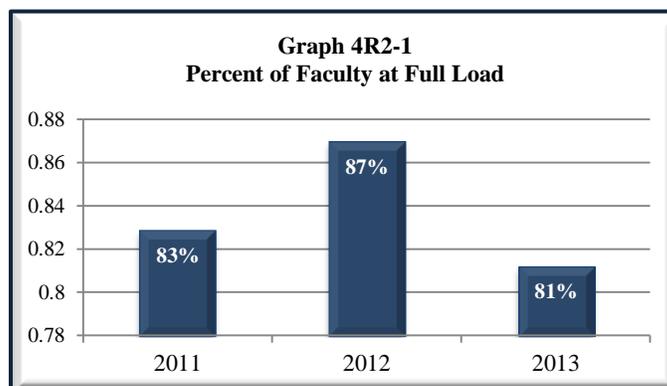
Productivity

Faculty/Student Ratio:

BTC faculty/student ratios are as follows:

- 2010 = 1 to 12
- 2011 = 1 to 15
- 2012 = 1 to 16

The percent of BTC faculty at full load is illustrated in Graph 4R2-1:



Professional Development

WACTE/BACTE:

BTC’s professional organizations explained in 4P3 have the following membership:

- WACTE/BACTE – 47 members
- BACTE only – 15 members

Employee Development Day:

The Diversity Advancement Committee (DAC) and HR ratings for their 2012 Training and Professional Development Sessions are as follows (Scale: 5=Excellent/1=Poor):

- DAC’s five sessions received an overall score of 4.7.
- HR’s ten sessions received an overall score of 4.4.

Out-Of-District Training Requests:

BTC staff requests, granted for out-of-District training opportunities with costs, have decreased due to the 2011 State funding cuts to the WTCS. This is illustrated in Table 4R2-11:

Table 4R2-11: 2010-2013 Out-Of-District Training Requests				
	FY 2010	FY 2011	FY 2012	FY 2013
Travel Authorization Requests	780	770	603	582
Number of Staff	201	185	186	174
Total Cost	\$233,650.66	\$129,985.13	\$199,956.31	\$131,122.99

Teaching Learning Center (TLC):

BTC's TLC is described in 1P7 [3.D]. Table 4R2-12 shows the increase in the number of faculty served and workshops conducted by TLC staff from the 2009-2010 Academic Years (AYs) through the 2012-2013 AYs.

Academic Year	Faculty Served	Workshops Conducted
2009-2010	101	46
2010-2011	130	69
2011-2012	179	57
2012-2013	186	99

WTCS Certification:

The number of faculty who took certification courses in 2011 are listed below (WTCS Certification is explained in 4P2):

#50 Curriculum/Course Construction – 20	#54 Educational Evaluation – 19
#51 Philosophy of VTAE – 25	#55 Guidance and Counseling – 21
#52 Teaching Methods – 27	#64 Professional Experience – 0
#53 Educational Psychology – 21	#69 Educational Diversity – 17

Safety*Campus Arrest/Crime Statistics:*

BTC provides a safe learning environment for its students and work environment for its employees.

The 2009-2011 results for BTC crimes for 10 offense categories at its campuses and centers are:

- Aviation Center: No crimes reported.
- Beloit Center: One aggravated assault reported in 2009.
- Center for Transportation Studies: No crimes reported.
- Central Campus: One forcible sex offense reported in 2011.
- Monroe Campus: No crimes reported.

The number of BTC arrest reports from 2009-2011 for three offense categories at BTC campuses and centers are:

- Aviation Center: No arrests reported.
- Beloit Center: One drug arrest in 2009 and four drug arrests in 2010.
- Center for Transportation Studies: No arrests reported.
- Central Campus: One liquor offense in 2009, two liquor offenses in 2010, and one drug offense in both 2010 and 2011.
- Monroe Campus: No arrests reported.

PACE Safety Results:

Table 4R2-8 shows BTC's PACE Survey results, regarding campus safety with a mean score of four on a five-point scale.

Staff Accident Reports:

The number of BTC staff accident reports for 2010 through 2012 is:

- 2010 – 10 accidents
- 2011 – 14 accidents
- 2012 – 10 accidents

Interior Lock Conversion Project:

During Summer 2013 personnel completed the handset conversions at all BTC campuses and centers as explained in 4P13.

4R3 – Reviewer Comment (O) BTC shared information on productivity and effectiveness indicating general employer and graduate satisfaction with the College and improvement on thirteen scales measured by the Noel-Levitz Student Satisfaction Inventory between 2009 and 2012. PACE survey Student Focus category results from 2010 revealed a mean overall score of four on a scale of one to five, although some considerable differences exist on several subscales between employee classifications. The College has an opportunity to explain better the results in Tables 4R3-1 and 4R3-2, develop direct measures, and provide more longitudinal data related to several of its reported satisfaction measures.

4R3

Evidence indicating productivity and effectiveness of BTC faculty, staff, and administrators in helping achieve College goals is based on the following:

2012 Employer Satisfaction Survey:

Results of the 2012 *Employer Satisfaction Survey* are:

- 92% of employers are satisfied with BTC's graduates' technical college education
- 85% of employers would recommend graduates of this program to another employer
- 88% of employers would hire a technical college graduate again

2011-2012 Graduate Follow-Up Survey:

The survey provides information on job placement, employment status, and salaries of students graduating in 2011-2012:

- 57% of the students responded to the survey
- 97% were satisfied or very satisfied with the training they received at BTC
- 89% are employed with a median hourly wage in related occupations of \$14.00 an hour
- All programs reported an average hourly wage in related occupations of \$16.06 per hour
- 78.4% of the respondents are working in fields related to their training
- 62.2% are employed in the BTC district
- 24.5% are employed elsewhere in Wisconsin

2009 and 2012 Noel-Levitz Student Satisfaction Inventory (SSI):

BTC administers the *Noel-Levitz SSI* Community, Junior, and Technical College version every three years. The survey evaluates BTC's efforts to convey to students that they are important to the institution. Table 4R3-1 shows how students evaluate the College in various categories:

Scale	Spring 2009			Spring 2012		
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap
Student Centeredness	5.9	5.5	0.4	6.3	5.8	0.5
Instructional Effectiveness	6.1	5.5	0.6	6.4	5.8	0.7
Responsiveness to Diverse Populations	NA	5.4	NA	NA	5.9	NA
Campus Support Services	5.3	5	0.3	5.8	5.5	0.3
Safety and Security	5.8	5	0.9	6.2	5.7	0.4
Academic Advising/Counseling	5.9	5.1	0.8	6.3	5.4	0.8
Admissions and Financial Aid	5.9	5.1	0.8	6.3	5.7	0.6
Academic Services	5.9	5.4	0.5	6.3	5.9	0.3
Registration Effectiveness	6.0	5.4	0.6	6.4	5.8	0.6
Service Excellence	5.8	5.4	0.5	6.2	5.8	0.5
Concern for the Individual	5.9	5.2	0.7	6.3	5.5	0.8
Campus Climate	5.9	5.4	0.5	6.3	5.8	0.5

2010 PACE Survey:

BTC's overall results from the 2010 PACE Survey indicate a healthy campus climate. The Student Focus category shown in Table 4R3-2 received the highest mean score of four:

Climate Factor	Clerical/ Custodial	Faculty	Administrative	Part-Time Non-Teach	Part-Time Faculty
The extent to which student needs are central to what we do	3.4	3.6	3.9	4.5	4.3
The extent to which I feel my job is relevant to this institution's mission	4.2	4.6	4.7	4.5	4.5
The extent to which faculty meet the needs of students	3.4	4.1	3.7	4.3	4.1
The extent to which student ethnic and cultural diversity are important at this institution	3.6	3.8	3.8	4.5	4.4
The extent to which students' competencies are enhanced	3.2	4.0	3.7	4.2	4.2
The extent to which non-teaching professional personnel meet the needs of the students	3.9	3.6	4.1	4.5	4.2
The extent to which classified personnel meet the needs of the students	3.2	3.6	3.8	4.4	4.0
The extent to which students receive an excellent education at this institution	3.8	4.2	4	4.5	4.3
The extent to which this institution prepares students for a career	4	4.4	4.1	4.7	4.4
The extent to which this institution prepares students for further learning	3.7	4	3.8	4.5	4.2
The extent to which students are assisted with their personal development	3.4	3.8	3.7	4.3	4.2
The extent to which students are satisfied with their educational experience at this institution	3.4	4	3.9	4.3	4.3

4R4 – Reviewer Comment (O) BTC shared data related to benefits, retirement rates, diversity, professional development expenditures, and faculty-student ratio as evidence of its performance in comparison with other institutions of higher education in the state and nation. The measures, in general, indicate that the College fares as well or better on several measures, however, opportunity exists to explain how some of the measures and the data support the valuing people category.

4R4

BTC's performance results for its processes for *Valuing People* as compared to the performance results of other higher education organizations are:

Benefits

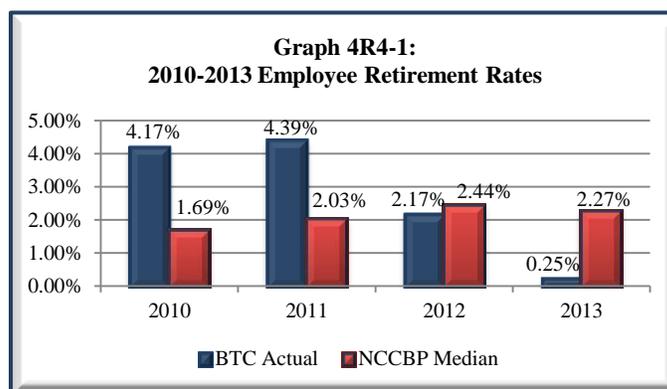
Dental Insurance:

BTC'S comprehensive dental insurance plan was found to be similar or offer greater coverage when compared to other Wisconsin Technical Colleges:

Dental Plan Benefits	BTC	LTC	MSTC	SWTC
Self- Funded or Fully Insured	Fully Insured	Fully Insured	Fully Insured	Self-Funded
Administrator/Insurer	Delta Dental	WEA Trust	WEA Trust	Delta Dental
Maximum Annual Benefit	\$2,000	\$1,500	\$1,000	\$1,500
Deductible	Non-PPO: \$25 Single \$75 Family	\$0.00	\$0.00	\$25 Single \$50 Family
Preventive Services Benefit	100%	100%	100%	100%
Basic Services Benefit	90% PPO 75% Non-PPO	80%	80%	100%
Major Services Benefit	70% PPO 50% Non-PPO	80% 50% Crowns	50%	50%
Prosthodontics Service Benefit	70%	N/A	50%	80%
Ortho Services	100%	100%	50%	50% Deductible Applies
Lifetime Ortho Maximum	\$3,000	\$1,500	\$1,500	\$1,800
Adult Ortho (Over 19)	Yes To Age 25	Yes	To Age 25	To Age 25
Employee Cost	\$0.00 FT 50% PT	10%	\$0.00	\$0.00

Retirement:

Graph 4R4-1 illustrates that BTC employee retirement rates are higher than the NCCBP rates:



Communication

PACE Survey:

The National Initiative for Leadership and Institutional Effectiveness (NILIE) has synthesized from the literature four leadership/organizational systems, ranging from coercive to collaborative. The Collaborative System (System 4) generally produced better results in terms of productivity, job satisfaction, communication, and overall organizational climate. The other systems were Consultative (System 3), Competitive (System 2) and Coercive (System 1). NILIE concluded that Collaborative (System 4) is the desired climate as opposed to existing naturally in the environment. According to NILIE, most organizations function at the Competitive or Consultative levels.

Table 4R4-2 shows how BTC compares with the NILIE PACE Norm Base which includes approximately 60 climate studies. The two-year institutions range in size from 1,200 credit students on one campus to 22,000 credit students enrolled on multiple campuses. The Norm Base is updated each year to include the prior two-year period.

Climate Factor	BTC	Norm Base
Instructional Structure	3.5	3.3
Supervisory Relationships	3.7	3.7
Teamwork	3.7	3.7
Student Focus	4.0	3.9
Overall	3.7	3.6

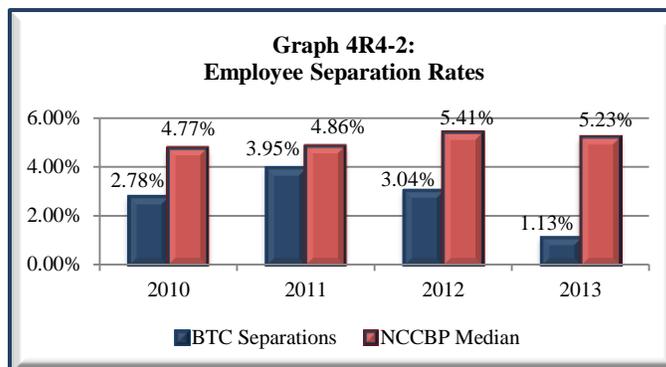
Diversity:

BTC Diversity Climate Factor mean score is higher when compared to the NILIE PACE Norm Base mean score as shown in Table 4R4-3:

Table 4R4-3: 2010 BTC Mean Scores Compared with the NILIE PACE Norm Base		
Climate Factor	BTC	Norm Base
The extent to which the institution effectively promotes diversity in the workplace	4.0	3.7

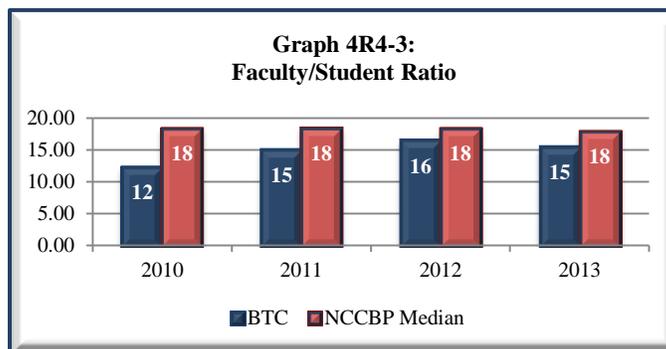
Longevity

Graph 4R4-2 illustrates that BTC’s employee separation rates are lower than the NCCBP’s separation rates:



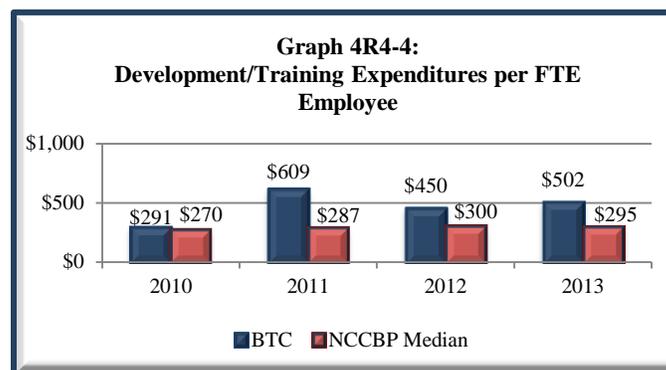
Productivity

Graph 4R4-3 illustrates that BTC’s faculty/student ratio is lower than the NCCBP’s median:



Professional Development

Graph 4R4-4 shows that BTC’s professional development/training expenditures exceed the NCCBP’s expenditures per FTE employee:



Safety

Table 4R4-4 and Table 4R4-5 compare BTC's crime and arrest records with three other WTCS colleges of similar size: Lakeshore Technical College (LTC), Mid-State Technical College (MSTC), and Moraine Park Technical College.

Reports	BTC	LTC	MSTC	Moraine Park
Murder/Non-Negligent Manslaughter	0	0	0	0
Negligent Manslaughter	0	0	0	0
Sex Offenses – Forcible	1	0	0	0
Sex Offenses – Non-Forcible	0	0	0	0
Robbery	0	0	0	0
Aggravated Assault	0	0	0	0
Burglary	0	0	0	0
Motor Vehicle Theft	0	0	0	0
Arson	0	0	0	0
Hate Crimes	0	NA	0	0

Arrests	BTC	LTC	MSTC	Moraine Park
Liquor	0	0	0	0
Drugs	1	0	0	0
Weapons	0	0	0	0

4I1 – Reviewer Comment (S) BTC shared a number of improvements made in the past several years—new software, changes in employee handbooks, participatory governance model, mentoring and professional development programs—based on its review of data and use of processes.

4I1

From 2009 to the present BTC has made significant progress in Category Four which has improved the College's systems and processes. The College's recent improvements for *Valuing People* include:

- PeopleAdmin* software program for screening of job applicants as explained in 4P2 and 4P3 has been implemented and was upgraded in May 2011.
- The College's Clerical/Custodial, Faculty, and Administrative staff gave their input to BTC's new 2012-2013 *Employee Handbook*.
- The *New Employee Sponsor Program* as discussed in 4P3.
- Management Development Program* as discussed in 4P3.
- The College's 2012-2017 Strategic Plan as described in 4P6.
- The 2012 Participatory Governance structure as explained in 4P6.
- BTC's *Interior Lock Conversion Project* as explained in 4P13 and 4R2.

4I2 – Reviewer Comment (OO) While BTC has several procedures in place for selecting processes and targets for improvement, the College has an outstanding opportunity to identify targets and include them in the portfolio.

4I2

Again, BTC's changes in its culture and infrastructure have helped the College to select specific processes to improve and to set targets for improved performance results as follows:

- In early 2011 the first steps for creating BTC's 2012-2017 Strategic Plan was to schedule 21 listening sessions for employees over 20 days at all of its campuses and centers, resulting in a 69% participation rate.
- In Spring 2011 a second step for crafting the College's 2012-2017 Strategic Plan was assembling a 25 member cross-functional team.
- BTC hired consultants from San Jose University to create an Inclusive Excellence/Diversity Master Plan as explained in 4P6 with results in 4R2.
- BTC's Participatory Governance Model has been designed and utilized as stated in 4P12.

- ❑ All College employees have the opportunity to recommend and to initiate AQIP Action Projects to improve processes by submitting them to the AQIP Steering Committee on a form available on the College's Intranet. The Steering Committee evaluates the submitted Action Project proposals, using a rubric based on the criteria from the HLC's Strategy Forum.

Category Five: Leading and Communicating

The Systems Appraisal Team identified various strengths and opportunities for Blackhawk Technical College for Category 5: *BTC has a number of processes in place to gather and analyze data related to Leading and Communicating and has implemented several efforts—particularly its strategic planning, academic programming, and participatory governance models—through these processes. The College encourages develops, and strengthen leadership by promoting training opportunities, reviewing employee professional development goals, endorsing college-wide involvement in AQIP, and providing an effective structure for collaborative efforts involving employees and students.*

While BTC is fairly sophisticated in gathering and reporting results, the College has opportunities to strengthen its communication capabilities to educate employees on the decision-making processes and to both identify specific measures for demonstrating effectiveness and provide analysis using longitudinal data related to Leading and Communicating.

Since BTC's first Systems Portfolio, the College has transitioned from a *reacting* mode to a *systematic* mode in *Leading and Communicating*. Through existing processes, continuous planning, and changes forthcoming, BTC is poised to make initial steps moving from *systematic* to becoming an *aligned* organization.

Shortly after arriving in Fall 2010, BTC's new President participated in the College's second AQIP Strategy Forum. While the team's original focus had been to work on Category Seven's *Measuring Effectiveness*, discussions shifted to the creation of a new Strategic Plan. The team then developed a *systematic* framework, consisting of the following steps: conduct a College-wide climate survey (PACE); map out a process to begin strategic planning; and select a consultant to guide the College through strategic planning. The consulting firm began work in January 2011 on collecting and reviewing data from numerous sources, including the PACE survey, the National Community College Benchmarking Project (NCCBP), Integrated Postsecondary Education Data System (IPEDS), Perkins data, BTC demographics, and persistence rates to understand the College's current environment. A Strategic Planning Committee formulated a draft plan for review by all College staff. The end-result of this planning process (5P1) was adoption of the 2012-2017 Strategic Plan in October 2011. Subsequently, all employees were provided opportunities to become involved in work teams to identify objectives, strategies, and action plans to advance the College's 2012-2017 Strategic Plan.

Throughout the development of the strategic plan, *alignment* of processes within the College was a central focus of Leadership and was supported by two of the College's current action projects. Development of operational action plans led to AQIP Action Project 8, *Creating Alignment among Strategic Planning, AQIP, and Budgeting*. Direct linkages were identified among the strategic priorities, AQIP Categories, and action projects (Table IO-1). Alignment with the budgeting process occurred with the development of the Fiscal Year 2013-14 Budget. The President informed the College community of these initiatives through a series of Town Hall meetings (Table 4R2-9). Leadership provided a framework for transitioning to a more inclusive governance model reinforced by the strategic priority *Enhance Organizational Engagement and Effectiveness* and AQIP Action Project 9, *Implement a Participatory Governance System*.

Since the arrival of BTC's new president, the College has increased its efforts in seeking input from its key stakeholders (5P3, 5P4). Through these initiatives, the College continues to *align* its strategies and processes to address and to meet BTC District's changing needs.

5P1 – Reviewer Comment (S) BTC's organizational mission in terms of its academic offerings, support services, and admissions requirements is defined by state statute and reviewed through the College's strategic planning processes.

5P1

BTC's statutory mission is defined primarily by Chapter 38 of the Wisconsin State Statutes. Originally adopted in 1971, Wisconsin Statute 38.001 was legislatively revised in 1981, 1983, 1991, and 1993. 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 provided the framework upon which the College crafted its current institutional mission.

BTC's institutional mission is broadly understood within the College and guides its daily operations. As described in IO, a Strategic Planning Committee revised the institutional Mission, Vision, and Values to reflect the current direction of the College. These statements were reviewed and refined by the entire College body and then formally approved by the District Board in October 2011. The *Vision, Values, Mission and Purpose Policy B-100*, reflects the revised Mission, Vision, and Guiding Principles, adopted within the strategic plan. These principles now guide the College's actions, activities, and decisions.

1.A. BTC's mission is broadly understood within the institution and guides its operations. BTC was created as part of the WTCS through legislative action for the specific mission of providing vocational, technical, and adult education. During the College's AQIP Check-Up Visit in April 2012, the HLC evaluators stated it was evident in their discussions with BTC staff and students that all College employees understood the mission of the College. The evaluators stated that BTC staff at all levels were clearly student-focused and dedicated to student success.

1. Developed in a College-wide strategic planning process, BTC's mission statement, *Empower our Students ~ Enrich our Communities*, is suited to its nature and culture and is adopted by the governing board, as explained in 5P1.

2. As described above, the institution's academic programs, student support services, and enrollment profile are consistent with its stated mission which is determined by legislative action, the stated mission of BTC 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 timeframe that best meet the needs within the College's resource capacity.

A component of the *Increase Student Recruitment, Retention, and Success* strategic priority is an objective devoted to monitoring and improving student support services, as described in 1P7 [3.D.] and 3P2.

BTC's enrollment profile is reflective of the population the College serves. Strategies were developed within the strategic plan to support the objective of increasing enrollments of under-represented student populations. In 2012 the College started to identify perceived enrollment barriers for Hispanic/Latino students, the largest growing sector of the District's population.

3. The College's Action Project 8, *Create Alignment among Strategic Planning, AQIP, and Budgeting*, was created to integrate processes and to ensure adequate resource allocation to align with and support its mission.

5P2 – Reviewer Comment (S) BTC's leaders set directions in alignment with its mission, vision, and values through its strategic planning and budget processes in which it defined key performance indicators, employed an AQIP Action Project, and created action plans for a new internal governance structure and academic programming model framework.

5P2

BTC's leadership made a concerted effort to set directions in alignment with the College's newly defined Mission, Vision, and Values during the Strategic Planning process. By defining Key Performance Indicators (KPIs) as shown in Table IO-1, the College leadership renewed its commitment to high performance. The College's Action Project 8: *Create Alignment among Strategic Planning, AQIP, and Budgeting* was created to align the strategic planning process with AQIP and to ensure appropriate resources are committed to strategic initiatives through integration with the resource allocation process. Institutional success is then measured through the KPIs contained within the strategic plan (Table IO-1).

In early 2012 action plans were developed to advance the College's five strategic priorities. Identified during this process was the need to redesign the internal governance structure, the outcome being greater participation from all employee levels. A new Participatory Governance Model was implemented in Fall 2012, consisting of six councils with College-wide representation, as described in IO, 3I2, 4P6, 4P12, and 5P5.

Finally, due to growth at the College, BTC continues to identify and to improve its systems and processes. During Summer 2013, a cross-functional steering team began working with a consulting group (Eduventures, Inc.) to

develop an Academic Programming Model Framework which will include program mix, program capacity, and labor market needs. In addition the development of an Academic Plan to support the Academic Programming Model Framework creates a comprehensive strategic plan for Learning. This Academic Plan establishes timelines and action steps that are linked to or are support College-wide strategic priorities and organizational objectives.

Core Component 1.A. is answered in 5P1

2.C. Section 38 of Wisconsin State Statutes created the WTCS and states that the governing board of local technical colleges, including BTC, 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 comprise of 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.

1. The governing board enters into deliberations which reflect its members' commitment to preserve and to enhance the institution. District Board members who have questions regarding decisions are urged to contact administration prior to the meeting, so that information requested can be presented to all Board members. When the Board made an unpopular decision to suspend a BTC program, supporters of the program were granted time during a Board meeting to explain why the program should be retained. Then the Board exercised its due diligence by considering all the factors leading to the decision and decided not to reinstate the program.

2. District Board member contact information is available on the website or available in hard copy for those interested in making contact. Time is set aside on each Board Meeting Agenda for Public Comment. In addition, the BTC District Board recognizes an ex-officio, non-voting student representative to serve as a liaison between the Board and the student body in the interest of furthering communications and to provide input for student life and services.

3. Members of the governing board preserve independence from undue influence when such influence would not be in the best interest of the institution. *Board Members Policy B-220* stipulates that:

1. 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.
2. 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.
3. Board members will have no business financial interests that will conflict with the decisions of the Board.

4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters as follows:

President/District Director Policy A-240 and *Wisconsin State Statute 38.12*: The governing 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.

President/District Director C-400: The President/District Director shall be the chief executive officer of the District and shall have, under the direction of the Board, general supervision of all activities of the District.

Executive Limitations 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 2013 *Employee Handbook*.

5.C. BTC leadership engaged the College in the 2012-2017 Strategic Plan development process which included revision of BTC's Mission, Vision, and Values; involved broad institutional participation; and served to guide College operations. Operational planning is completed each year as part of the planning and budgeting process.

1. BTC allocates its resources in alignment with its mission and priorities as stated in 5P1 [1.A.3.].
2. BTC links its processes for assessment of student learning, evaluation of operations, planning, and budgeting through the Technical Skills Attainment (TSA), the Quality Review Process (QRP), and the College's strategic priority, *Enhance Organizational Engagement and Effectiveness*, as described above.

Each program offered by the College must have a TSA in place to meet the federal Carl D. Perkins Grant reporting requirement. TSA can be measured through various methods being used by programs from licensure examinations to other industry certifications earned by students. In addition, programs also use student-developed portfolios which are assessed by using a statewide rubric.

The QRP for programs creates an annual scorecard for each program with ten state indicators and five college indicators showing actual performance with threshold and target figures allowing performance to be evaluated against similar programs in the state as evidenced in 1P4 [4.A.1.]. Program faculty and the dean or program coordinator review the current scorecard with trend data from previous years and develop an action plan to address concerns raised by the scorecard results. Every five years the program goes through a comprehensive program review through which a five-year improvement plan is developed and then updated annually.

As part of the strategic priority, *Enhance Organizational Engagement and Effectiveness*, the College is developing an Academic Programming Model Framework with Eduventures, Inc. When the academic plan framework is in place and populated, the data will show if changes need to be made and will position the College to make data-informed decisions. This framework will be repopulated every two years to ensure that the College remains on target.

3. The strategic planning process included input/perspectives from all College employee groups, students, and advisory groups. College-wide planning processes have been conducted for long-range facilities planning and are underway for College imaging/branding and for development of an Enrollment Management Plan and an Academic Plan.
4. BTC's projections on enrollment, economic growth, and state support, that are utilized during the annual budget development process offer Administration scenarios with regard to possible fluctuations. Based on established priorities, resources are then allocated to best meet the needs of the District. In addition, institutional planning is one of the College's systems currently targeted for improvement under its Strategic Priority: *Enhance Organizational Effectiveness*.
5. BTC's institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization, through action plans for two of its five specific Strategic Priorities: *Increase the Diversity and Inclusiveness of the Environment* and *Increase Student Recruitment, Retention, and Success*.
 - ❑ The Employee Support Services Council is tasked with addressing cultural competency at BTC and recruitment and retention of a diverse staff which both reflect the changing demographics within BTC.
 - ❑ The Student Support Services Council is tasked with increasing enrollments of under-represented student populations through identifying and removing barriers to enrollment. The Hispanic/Latino population has been identified as the initial community on which to focus efforts. This Council, along with the Instructional Council, is also tasked with enhancing pedagogical knowledge and skill, including the assessment of existing technology and facilities which will support standards for instructional delivery and determine future directions.

5P3 – Reviewer Comment (S) BTC accounts for the needs and expectations of stakeholder groups through focus groups, surveys, high school career development activities, business education summits, participation in area economic development boards, and advisory committees.

5P3

To ensure that the needs and the expectations of current and potential students and key stakeholders are taken into account and to ensure that the College's mission is articulated publicly, BTC seeks input from groups which are representative of its students and other stakeholders. Specific examples are:

Current and Potential Students:

- Two student focus groups participated in Listening Sessions during the development of the 2012-2017 Strategic Plan. Input from those groups contributed to the development of goals to address student access, student recruitment, and student retention.
- BTC currently conducts the Noel-Levitz Student Satisfaction Inventory (SSI) as explained in 1R5 and 1R6.
- BTC administers the ACT Compass® test, as explained in 1P5, 1P7 [3.D.2], 1P8, 1P15, 5P3, and 6P1.
- A large portion of BTC's recruitment efforts is directed toward high school career development activities; these activities help students gain knowledge to make informed post-secondary choices.

Key Stakeholders:

- Business Education Summits were held in 2011, 2012, and 2013 as explained in 1P16 [3.E.] College leadership continues one-on-one meetings with local businesses to gain information on their current needs within the workforce.
- On-going participation in local economic development boards provides an opportunity for the President and the Vice President of Learning to obtain information regarding the needs of local business sectors. Key stakeholder groups include: Rock County 5.0 Advisory Council, Green County Economic Development, Greater Beloit Economic Development and Business/Education Committee, Southwest Wisconsin Workforce Development Board, Madison Region Economic Partnership Board, and Janesville Innovation Center Board.
- To assure the relevancy of the College's occupational programs and services, BTC makes extensive use of its advisory committees which meet twice during each academic year.

1.B. BTC's mission is articulated publicly on its website, in its *Student Handbook*, and through the display of wall hangings and posters at the entrances of all College facilities.

1. The College clearly articulates its mission as follows: The Mission, Vision, and Guiding Principles document and the strategic plan are located on BTC's website and are included in the initial pages within the *Student Handbook*. The *Mission, Vision, and Guiding Principles Policy B-100* are available on both the College website as well as on its Intranet site. Within all BTC campuses and centers, the Mission, Vision, and Guiding Principles are prominently displayed in wall hangings at their main entrances.

2. When the District Board approved the 2012-2017 Strategic Plan in October 2011, pertinent documents were updated to reflect the correct information.

3. BTC's Mission, Vision, and Guiding Principles documents identify that the College, a valued and integral partner in a prosperous and vital region, understands and responds to the needs of its District's students, employers, and citizens.

5P4 – Reviewer Comment (S) BTC's leaders guide the College in seeking future opportunities focused on students and learning by aligning the curriculum with technology and industry needs, developing partnerships, professional development activities, articulation and transfer agreements, and applying for grants.

5P4

BTC leaders guide the organization in seeking future opportunities while enhancing a strong focus on students and learning by:

- Guiding curriculum development relevant to technology and industry needs.
- Forging partnerships with business, industry, and private foundations.
- Providing faculty development through participation in internal and state workshops/conferences and educational reimbursement opportunities.
- Developing articulation agreements and collaborative education opportunities by promoting career pathways from high school to BTC to four-year college transfers. Involvement in the Stateline Career and Technical Education Academy (SCTEA) has been very important in promoting the link for high school students to BTC.
- Researching and applying for targeted grant funds.

5P5 – Reviewer Comment (S) BTC’s new participatory governance model addresses its decision-making processes, incorporating a representative College Council, twelve standing committees, and the Institutional Effectiveness Council.

5P5

BTC’s new Participatory Governance Model promotes effective leadership and supports collaborative processes which enable the College to make decisions and carry them out. The new governance model is described in IO, 3I2, 4P6, 4P12, and 5P5.

The College Council, the core of BTC’s participatory governance model, is comprised of 13 members who include the following:

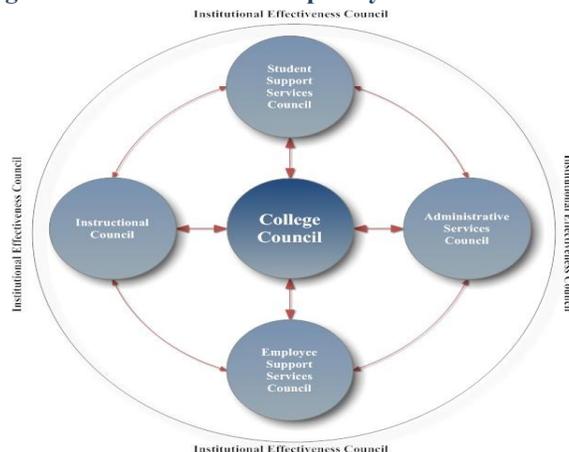
- College President (Chair)
- Vice President of Learning
- Vice President of Student Services
- Vice President of Finance and College Operations
- Vice President of Human Resources
- Director of Institutional Effectiveness
- Director of the Foundation and Alumni Association
- Monroe Campus Director
- Assistant to the President and District Board
- An instructional dean elected by the deans
- A representative of the faculty elected by faculty
- A representative of the support staff elected by the support staff
- A representative of those employees who are not classified as either faculty or support staff elected by those employees

Each of the other Councils has standing committees to address specific issues. These 12 standing committees offer advice and make recommendations to their respective councils, and if appropriate, the councils will forward their recommendations to the College Council. In addition, each council may establish an ad hoc committee to address a particular issue. If an issue affects multiple councils, the ad hoc committee will consist of members from all affected councils. Once an ad hoc committee has completed its task, the decision then goes through the normal governance process, beginning with the appropriate council(s).

The appropriate division, department, and/or individual, as assigned, carry out decisions made by the College Council. This governance model provides an effective structure for College-wide contributions and collaborative efforts from administration, faculty, staff, and students.

The Institutional Effectiveness Council interacts with all five major bodies within the governance model. Membership consists of an elected representative from each of the Councils, along with the Director of Institutional Effectiveness and the AQIP Coordinators. BTC’s Participatory Governance Model is designed to establish and monitor the College’s critical outcomes with the results used to reinforce and/or modify its policies and procedures. This ensures the achievement of BTC’s mission and strategic priorities as illustrated in Figure 5P5-1:

Figure 5P5-1: BTC’s Participatory Governance Model



Finally, the BTC District Board's roles are to establish policy and to delegate responsibility to the College President who will then implement its policies and administer daily operations. The Board receives formal reviews and regular updates of the 2012-2017 Strategic Plan twice a year as well as receives an annual financial audit, conducted by a third-party certified public accounting firm.

5.B. The BTC District Board has operated as a committee-of-the-whole since action taken in April 2011 to disband the prior committee structure. All action and information items are presented and discussed with all Board members. Operating as a committee-of-the-whole has improved the efficiency of the Board and has resulted in all members being informed on issues related to the fulfillment of the College's stated mission.

1. Within the current strategic plan, an organizational objective in the strategic priority *Enhance Organizational Engagement and Effectiveness* is to improve College culture and climate. After the new governance model's first year of operation in 2012, the College surveyed its stakeholders to seek feedback about the model and to identify opportunities for improvement before moving into the second year of operation.
2. The District Board is provided information on a routine basis so members are knowledgeable about the institution. Operational learning reports, enrollment reports, strategic plan status reports, hands-on activities related to instructional programming, and tours/demonstrations are all sources of College information which are communicated regularly to Board members.
3. Prior to Fall 2012, the President's Council (eight individuals) was the decision-making body for decisions regarding academic requirements, policy, and processes, with others involved if needed. The new governance model has expanded the involvement of individuals in the decision-making processes. In its first year of operation, Council membership has involved upwards of 56 staff members from all levels of the organization, as well as student representation where appropriate. Through sub-committee work, additional employees have opportunities to participate as well.

5P6 – Reviewer Comment (S) BTC uses data, information, and its own performance results in its decisionmaking processes through its participation in the National Community College Benchmarking Project (NCCBP), surveys, the creation of its strategic plan, and an annual quality review process.

5P6

BTC uses data and information to support its decision-making processes through:

- ❑ Participating in the NCCBP as explained in 1R6.
- ❑ Surveying all BTC staff, using the PACE as referenced earlier in 4P10 and 4R2.
- ❑ Creating the 2012-2017 Strategic Plan with broad institutional involvement as explained in 5P2 and 5P5.
- ❑ Surveying all BTC staff in Spring 2013 to discover the strengths and the opportunities for improvement, regarding the College's new Participatory Governance Model as explained in 5P2 and 5P5.
- ❑ Analyzing the Quality Review Process (QRP) annual scorecard for each program along with trend data from previous years leading to an action plan to address concerns raised by the scorecard results, as explained in 5P2 [5.C.2.].

Core Component 5.C. is answered in 5P2

5P7 – Reviewer Comment (S) BTC employs various means to communicate between and among its levels and units, among them large and small group meetings, electronic and print media, and representation within its governance structure.

5P7

Communication between and among BTC's levels and units occurs:

- ❑ Through electronic and print media and in small and large group meetings and as explained in 5P3.
- ❑ At the monthly District Board meetings which are open to the public.
- ❑ Through the new governance model, consisting of six councils with cross-college representation as referenced in 5P5.

- ❑ At Town Hall Meetings, held on an as-needed basis to share and to discuss information as previously explained in 4P4 and in Table 4R2-9.
- ❑ Via communication for Campus Safety as previously explained in 4P13.

5P8 – Reviewer Comment (S) BTC’s leaders communicate the College’s shared mission, vision, and values through the college-wide development of its mission and guiding principle statements; the strategic planning process; communication through orientation, training, and inservice sessions; and its participatory governance framework. A pair of AQIP Action Projects related to its governance system and core abilities integration has also been used in this communication process.

5P8

BTC leaders communicate a shared mission, vision, and values that deepen and reinforce the characteristics of high performance organizations as evidenced in the College-wide development of BTC’s Mission, Vision, Values, and Guiding Principles. In addition, these are communicated through new employee orientations, employee training sessions, and in-service activities as explained in 4P4.

BTC’s 2012-2017 Strategic Plan and the College’s Participatory Governance Model provide the framework for initiatives that advance the direction of the College.

Finally, BTC has continued to reinforce the expectations of a high performance organization for its students and staff through its active Action Project 7: *Integrating Core Abilities into BTC’s Culture* and active Action Project 9: *Implement a Participatory Governance System* as outlined in the Category 5: Introduction.

Core Component 1.B. is answered in 5P3

5P9 – Reviewer Comment (S) BTC encourages, develops, and strengthens leadership abilities through the involvement of employee groups and individual employees in performance and goal setting reviews; participation in the Wisconsin Leadership Development Institute and other professional development activities; involvement in AQIP processes; its AQIP Action Project for integrating core abilities into the College culture; and the participatory governance mode.

5P9

BTC encourages, develops, and strengthens leadership abilities along with sharing those skills and best practices by:

- ❑ Requiring faculty, administrative staff, and support staff performance/goal-setting reviews annually, as previously explained in 4P6, 4P8, and 4P9. In addition to this cooperative process, all full-time staff set professional development goals with input from their supervisors.
- ❑ Promoting leadership development opportunities including the *Wisconsin Leadership Development Institute* (WLDI) (4P3), the *Wisconsin Great Support Staff Retreat* (4P11), and the *WTCS New Leaders Academy*. Within the BTC District, staff have also utilized professional development opportunities such as the *Rock County Leadership Development Academy* which is a two-year management development series for supervisors, implemented in 2010. This training opportunity includes working on budget development, improving presentation skills, and utilizing supervisory management skills.
- ❑ Endorsing College-wide involvement in AQIP processes as encouraged through participation on Action Project teams, the AQIP Steering Committee, the Faculty-Led Core Ability Team (FLCAT) (1P2), and the newly implemented Participatory Governance Model (5P5).
- ❑ Communicating leadership knowledge, skills, and best practices among faculty, staff, administrators, and students through formal programs such as those offered during in-service workshops and the Certificate of Professional Development offered through Student Services. Experiences learned through leadership development are modeled in the workplace and classrooms and shared through daily interactions, the goal of BTC’s current Action Project 7: *Integrating Core Abilities into BTC’s Culture*.
- ❑ Providing an effective structure for contribution and collaborative efforts of administration, faculty, staff, and student representation via the newly organized Participatory Governance Model as outlined in Figure 5P5-1.

Core Component 5.B. is answered in 5P5

5P10 – Reviewer Comment (S) BTC addresses leadership succession plans and contingencies through the continuous availability of training opportunities, encouragement for professional development, and by providing funding for professional development for all employment groups.

5P10

BTC's Executive Council and District Board ensure that the College maintains and preserves its integrity when addressing leadership succession. BTC's five strategic priorities in its 2012-2017 Strategic Plan provide a sustaining focus on the College's Mission, Vision, and Values. BTC's senior leadership and the District Board continue to support professional development activities through the annual budget.

While the College cannot deliberately select future leadership, due to federal and state Affirmative Action guidelines, employees are encouraged to seek advanced positions through professional development and training opportunities in preparation for future vacant positions (4P3).

5R1 – Reviewer Comment (S) BTC employs a number of performance measures to collect and analyze data regarding Leading and Communicating, including listening sessions, surveys, professional development evaluations, and college-wide meetings.

5R1

BTC collects and analyzes the following performance measures of *Leading and Communicating*:

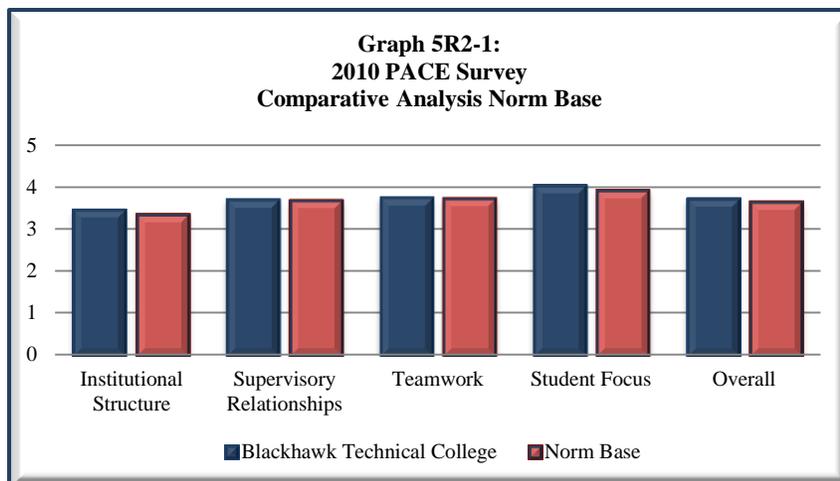
- ❑ Listening Sessions for the strategic plan development process consisted of 21 sessions over 20 days. Full-time employee participation was at 69%.
- ❑ The PACE survey was administered in November 2010 to BTC employees. The survey's purpose was to obtain the perceptions of personnel and to provide data to assist BTC in promoting more open and constructive communication among faculty, staff, and administrators as shown in 4R2.
- ❑ Professional Development evaluations are tabulated for all in-service activities and training sessions as referenced in 4R2.
- ❑ College leadership made the decision to schedule regularly Town Hall Meetings to increase communication among all BTC employees, regarding the state of the College as illustrated in Table 4R2-9.
- ❑ BTC surveyed its employees about the successes and opportunities for improvement in its Spring 2013 Participatory Governance Survey.

5R2 – Reviewer Comment (O) BTC shared several graphs from campus surveys as evidence of its results related to Leading and Communicating processes and systems. The College compares favorably to national norms on institutional structure, supervisory relationships, teamwork, and student focus on the 2010 iteration of the PACE survey. A 2013 participatory governance survey found general agreement on understanding the governance system purpose and decision-making process; however, there was general disagreement on the clarity of communications results from the governance system. The College has an opportunity to provide longitudinal data and to validate the acceptance of the participatory governance model.

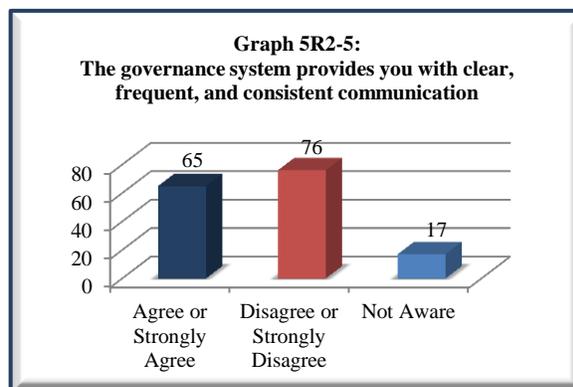
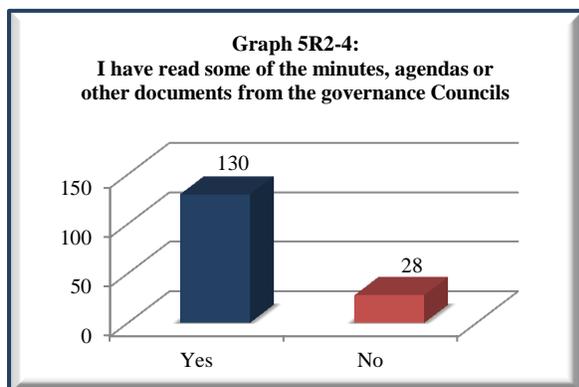
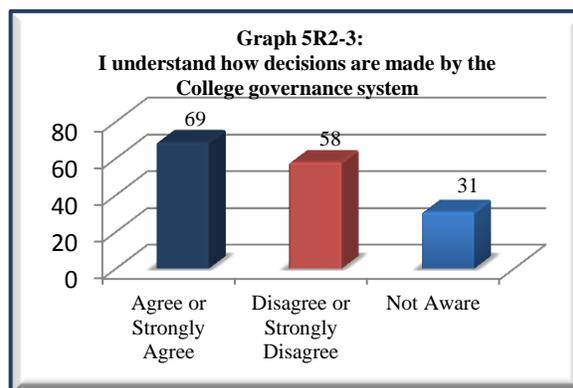
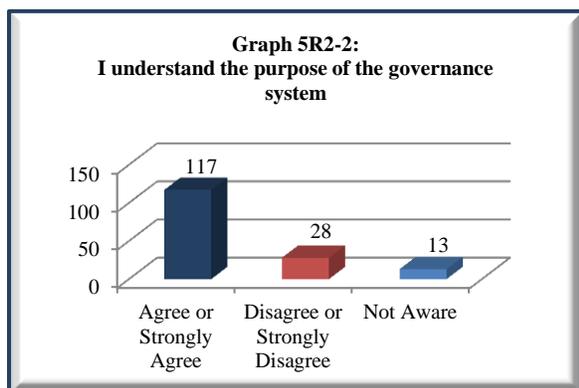
5R2

BTC's results for *Leading and Communicating* processes and systems are as follows:

- ❑ Listening Sessions for the Strategic Development process resulted in over 200 individuals providing input into the mission and vision of BTC. Participants included all employees, students, District Board members and the Affirmative Action Advisory Group/Diversity Advancement Committee (DAC).
- ❑ Professional Development Feedback evaluation forms are collected at every in-service activity, new staff orientation sessions, and all other staff training sessions. Information provided is used to evaluate the activities for continuous improvement and to formulate new training activities as indicated in 4R2.
- ❑ In November 2010, the PACE survey was administered to BTC employees. Of the 704 employees, 292 (41.5%) completed the 46 item PACE instrument, BTC's results were favorable in all categories as illustrated in Graph 5R2-1:



❑ BTC’s results for its Spring 2013 Participatory Governance Survey are illustrated in Graphs 5R2-2 through 5R2-5:



Although, as Graph 5R2-5 indicates, a significant number of employees do not feel the governance system has provided them with clear, consistent communication, the governance councils are evaluating these results to determine next steps for improvement.

5R3 – Reviewer Comment (O) BTC shared results from its 2010 PACE survey as evidence of its comparison with other higher educational organizations. The College has an opportunity to share other comparative data—perhaps related to its participation in the NCCBP—and comparisons from a longitudinal perspective.

5R3

BTC's results for the performance of its processes for Category 5 in comparison with results from other higher education organizations are:

The PACE instrument was specifically designed to compare the existing climate at BTC to a range of four managerial systems found to exist in colleges and to a norm base of 60 community colleges across North America, as described in 4R4.

The PACE instrument administered at BTC included 56 total items.

- ❑ Of the 56 items, none fell within the least favorable category identified as the Coercive range (rated between 1 and 2) or the Competitive range (rated between 2 and 3).
- ❑ Forty-seven fell within the Consultative range (rated between 3 and 4).
- ❑ Nine composite ratings fell within the Collaborative range (rated between 4 and 5).

The overall results from the PACE instrument indicate a healthy campus climate, yielding an overall 3.71 mean score or high Consultative system.

- ❑ The Student Focus category received the highest mean score (4.03).
- ❑ Institutional Structure category received the lowest mean score (3.45).

5I1 – Reviewer Comment (S) BTC shared information on a number of improvements, among them the integration of core abilities across the College; implementation of the strategic plan; and implementation of its participatory governance model, academic programming model, and academic plan.

5I1

BTC is just beginning to implement systematic and comprehensive processes and performance results for *Leading and Communicating*. The College has expended a lot of time and effort to make improvements in this area which are as follows:

- ❑ Integration of the College-wide core abilities as explained in 1P2 and 5P9.
- ❑ Implementation of BTC's Strategic Plan as evidenced throughout Category 5.
- ❑ Establishment of a goal within the 2012-17 Strategic Plan to convene CEO Advisory Committees for Advanced Manufacturing and Health Occupations: The purposes of these committees are to:
 - Promote economic development initiatives.
 - Enhance partnerships.
 - Improve program alignment with employer needs.
- ❑ Implementation and evaluation of BTC's Participatory Governance Model as evidenced throughout Category 5.
- ❑ Development and implementation of the Academic Programming Model framework with Eduventures, Inc. as explained in 5P2.
- ❑ Development and implementation of an Academic Plan to support the Academic Programming Model Framework as explained in 5P2.

5I2 – Reviewer Comment (O) While BTC has worked to create a culture of continuous improvement and selected improvement actions and processes based on data, the College has not identified specific targets for *Leading and Communicating*. Targets may help employees understand the decision-making processes better.

5I2

As evidenced in Category 5, BTC's culture and infrastructure help the College select specific processes to improve and set targets for improved performance results that are directly aligned with the five priorities identified within the College's Strategic Plan and illustrated in Table IO-1.

Within this new governance model, the IEC will create, define, and monitor the progress of the KPIs. One of the results, an opportunity for improvement from the Spring 2013 Participatory Governance Survey suggests that BTC's College-wide councils improve their processes to communicate with College staff with clearer, more frequent, and more consistent communication as evidenced previously in Graph 5R2-5.

Category Six: Supporting Institutional Operations

The Systems Appraisal Team identified various strengths and opportunities for Blackhawk Technical College for Category 6: *BTC has a number of processes in place to support institutional operations and engage in continuous improvement activities. The College has also studied data arising from these processes, developed improvements in response, and incorporated these activities into its culture and infrastructure. The College has an opportunity to strengthen its institutional operations through the development of specific targets for improvement.*

Since BTC submitted its first Systems Portfolio, the College has transitioned many of its operational support processes from a *systematic* mode to an *aligned* mode in *Supporting Institutional Operations*. The College has made some significant strides in improving its student support processes which provide a healthy learning environment and using data and measures for College-wide improvement. Some of the more *mature* changes included in Category Six helped move BTC from *aligned* to *integrated* processes in support of the strategic priorities *Enhance Organizational Engagement and Effectiveness* and *Increase Student Recruitment, Retention, and Success*.

To improve the effectiveness of some core processes such as scheduling, the College's new automated course wait lists and the program petitioning process for Associate degree health science programs (6P4) directly address the needs of BTC students, moving the College from *systematic* to *aligned* in those areas. The creation, stability, and leadership of the Curriculum and Assessment Committee and the Curriculum Management Team (6P4) have established these two groups as moving from *aligned* to *integrated* support processes at the College. A new position, Director of Learning Resources, fully integrates and strengthens one of BTC's key administrative support services.

Additional student support services have multiplied the past four years with many of them shifting from *systematic* to being *aligned* with College's strategic priorities as already mentioned. The BTC Foundation now has two new sources of emergency funds for its support of students: *Coins for Caring* and *Dreamkeepers* (6P4) which are aligned with one of the College's strategic priorities, *Increase Student Recruitment, Retention, and Success*. Along with that, a new administrative position, Director of the BTC Foundation/Alumni, expands the responsibilities in both the institutional and student support service areas. In terms of facilities, many safety improvements have been *systematically* completed at BTC (6P3); however, an important facility expansion, *reacting* to District workplace needs for students, is the acquisition of a building in Milton, WI for BTC's Advanced Manufacturing Training Center (6I1).

6P1 – Reviewer Comment (S) BTC conducts surveys, course evaluations, employer surveys, advisory committee meetings, instructor exit interviews, and the WTCS Quality Review Process to determine student needs.

6P1

BTC identifies student support service needs through the use of the following:

- Results from the *Employer Satisfaction Survey*, *Graduate Follow-up Survey*, *National Community College Benchmarking Project (NCCBP)*, and the *Noel-Levitz Student Satisfaction Inventory (SSI)*.
- Feedback from program advisory committees related to program needs and improvement.
- Course and program evaluations completed by students.
- Exit interviews completed by program instructors.
- Student Government/Student Life programs and activities.
- WTCS Quality Review Process (QRP) designed to identify program strengths and areas of improvement.
- Survey results from BTC students by the Student Government Association (SGA).

BTC also uses various testing and evaluation instruments such as the ACT Compass® and TABE tests to help determine the level of preparedness for college-level work. The Academic Support Department (ASD) provides instruction and support services to individuals who want to improve their academic skills, to complete their GED/HSED or high school credential, to prepare for college-level classes, and/or to improve English Language skills. Certain programs have incorporated program-specific admission testing beyond the ACT Compass® test as part of their admission process.

6P2 – Reviewer Comment (S) BTC uses both formal and informal means of gathering administrative support needs of faculty, staff, and administrators, including participatory governance, orientation, surveys, Town Hall meetings, teams, committees, and department and division meetings.

6P2

The administrative support needs of faculty, staff, and administrators are identified through both formal and informal methods including:

- | | |
|---|--|
| <input type="checkbox"/> BTC Participatory Governance Model | <input type="checkbox"/> New Employee Orientation feedback |
| <input type="checkbox"/> BTC Budgeting Process | <input type="checkbox"/> Noel-Levitz SSI results |
| <input type="checkbox"/> Divisional/Departmental meetings
(weekly/monthly) | <input type="checkbox"/> PACE Survey results |
| <input type="checkbox"/> Formal and informal work teams | <input type="checkbox"/> Standing Committee meetings |
| | <input type="checkbox"/> Town Hall Meetings |

6P3 – Reviewer Comment (S) The Emergency Preparedness Committee is integral to developing and communicating safety and security measures for the college community. The various ways in which safety is addressed is comprehensive and appears to be an important component of BTC's culture. There are extensive safety measures, devices, and services that are in part a result of the annual safety audit.

6P3

BTC designs, maintains, and communicates its key support processes that contribute to everyone's physical safety and security as thoroughly explained in the 15 bullets in 4P13 under "Campus safety is addressed through the following."

6P4 – Reviewer Comment (S) The College manages key student, administrative, and organizational support services on a day-to-day basis to ensure that it is addressing the needs they were intended to meet. Uniquely, the Curriculum and Assessment Committee oversee both the course modifications and wait listing.

6P4

BTC manages its key student, administrative, and organizational support service processes on a day-to-day basis to ensure that these processes are addressing the needs of students through the College's following services:

Academic Support:

- Library:
 - o BTC's library consists of the main library at Central Campus and one branch library at the Monroe Campus with collections at two outreach centers, Beloit Center, and the Center for Transportation Studies to provide services and collections tailored to BTC students' academic library needs.
- Tutoring Services:
 - o *Computer-Assisted Learning Center* (CALC) offers individualized instruction for students in lower levels of reading and math, CNA Math, GED/HSED preparation and ACT Compass® Review courses. Also available is open lab assistance for students in basic skills math and reading classes and tutoring in reading-based general education courses. Focus is primarily on basic and pre-college skills.
 - o *Learning Lab* offers individualized instruction in upper levels of math and science prep courses, assists students with GED/HSED prep and/or ACT Compass® prep, and focuses primarily on pre-college (math and science) and credit level support.
 - o *NetTutor* is BTC's 24/7 online live tutorial vendor, providing students with assistance in math, physics, accounting, writing, psychology, economics, nursing, Spanish, business, IT, and other classes.
 - o *Computer support* is offered at both Central and Monroe Campuses and the Beloit Center with tutors helping students either one to one or in study groups to understand computer basics, Microsoft Office, and/or NetTutor.
 - o *Student Resource Learning Center* organizes its support services for students with disabilities including learning disabilities, sensory impairments, physical disabilities, health impairments, and emotional disabilities.
 - o *Writing and Oral/Interpersonal Communication Lab* provides BTC students assistance in English, oral communication and writing papers.

Admissions:

- Automated Course Wait List:
 - In Fall 2012 BTC implemented and automated the course wait list process that allows students to place themselves on course waitlists through Banner Web. If or when an opening becomes available, the student next on the waitlist is notified via his/her BTC email account. That student has 48 hours from the time he/she is notified to go into Banner Web and register officially. If the student does not register within that timeframe, he/she is removed from the list, and the next student on the list is automatically notified. The Director of Student Development (Registrar) and the student are notified simultaneously to track process efficiency.
- Program Petitioning:
 - BTC's Program Petitioning Process has been created for students interested in beginning their core courses in associate degree health programs. Students must petition during designated petition dates, using forms available online and at the Counseling, Advising, and Career Center at Central Campus, or at the registration desk at the Monroe Campus.
 - By submitting petition forms during the designated petitioning period, students are then considered for spots in the core clinical program courses. If not selected, students submit their petition forms during the petition period in subsequent years as a means of demonstrating their continued interest in beginning the core clinical program courses.

BTC Foundation:

- BTC Foundation Scholarships and Emergency Student Funds include *Coins for Caring* and *Dreamkeepers*.

Blackboard:

- Blackboard Learn:* This Learning Management System allows students to access course materials and complete work at any time and in any location that provides an Internet connection, thus improving student access.
- 24/7 Blackboard Helpdesk:* Support services for Blackboard are provided to students and faculty.
- Blackboard Managed Hosting:* Blackboard hosts BTC's system, thus allowing the College to use limited IT resources in other areas.

Career and Professional Development Office:

Offers a variety of resources to help students and graduates achieve their employment goals as follows:

- BTC professionals offer students advice in job-seeking skills, such as résumé writing, interviewing, career-building, and other employment assistance. Students make appointments to receive feedback on their resumes and tips for getting hired.
- Certificate of Professional Development, as explained in 1P15 [3.E.].
- The Internship Program provides students work-based experiences.
- Wisconsin TechConnect: By utilizing Wisconsin TechConnect, a free employment service, BTC students and alumni can view current job openings and link to employers. TechConnect is a statewide online employment information system for recruiting WTCS students and graduates for all types of employment.

Curriculum:

BTC's *Curriculum and Assessment Committee* (CAC), chaired by the Curriculum and Assessment Coordinator, is charged with providing oversight and recommendations to the Vice President of Learning on curriculum development, program modifications, and assessment initiatives. This Committee facilitates the assessment of student learning with the purpose of improving teaching, learning, and academic advising at the individual, course, program, and institutional level. This standing committee of the College contains representation from academic support, general education, and program faculty; instructional administration; student services; and AQIP leadership.

The *Curriculum Management Team* (CMT), a subset of the CAC, ensures that changes in courses and programs meet WI State regulations and Banner requirements and confirms that changes to pre- and co-requisites do not contradict with each other. This team is the second step in the curriculum modification process and communicates changes to Student Services. The CMT is chaired by the CAC coordinator with representatives from student services, including registration, financial aid, and MIS which includes the Banner Administrator.

Together the CAC and the CMT create and distribute tools necessary for the modification of courses, certificates, and programs. The CAC checks all curriculum changes before the CMT receives them. The CAC set deadlines as

parameters for divisions to plan for their curriculum modifications. As a result, Student Services is able to market BTC programs/courses and to advise students in a timely manner.

Financial Aid:

BTC's financial aid forms, available on the College's website, include general information regarding aid along with access to student loan and scholarship applications. Special requirements or unique situations can be handled over the phone with documents being faxed or emailed for further verifications. Students can access their financial aid statuses and awards through their online FAFSA applications and through the College's Banner system. Books can be charged against financial aid (in-person only at this point, perhaps online in the future) or through credit purchases and can be drop-shipped to students' addresses. Refunds of any remaining aid can be direct deposited to students' accounts and banks.

ITS Helpdesk:

The ITS department maintains a Help Desk System to address issues with computer hardware and software as well as audiovisual equipment and media.

Maintenance Work Orders:

The Maintenance Work Order System and Maintenance Department resolves any issues with buildings, grounds, and facilities.

Online Hiring Application:

BTC's hiring application process is entirely web-based.

Payroll and Expense Checks:

All active BTC employees have the ability to print W-2 and individual pay period pay stub statements via the Banner Web system. It is mandatory for all new full-time and part-time employees to be on direct deposit. Employees receive their Direct Deposit Authorization Form via their BTC email account every pay day. Expense reimbursements are only made by direct deposit, excluding District Board members and contracted professionals, normally payable on the day after the next Board meeting.

Procurement Card:

The procurement card (p-card) provides designated BTC cardholders with the capability and the authority to purchase supplies and materials. The department head along with the Vice President of Finance and College Operations must approve an employee's participation in the p-card program.

6P5 – Reviewer Comment (O) It appears support processes are communicated and documented quite extensively on the website, intranet, and in various handbooks. The College has an opportunity to provide further detail as to how such broad documentation provides the data needed for analysis and decision-making.

6P5

BTC documents its support processes to encourage knowledge sharing, innovation, and empowerment through BTC's website and Intranet site. The Support Services, available to BTC employees, students, and general public, are included in Table 6P5-1:

Support Service	Documentation	Support Service	Documentation
Academic Advising and Counseling	<ul style="list-style-type: none"> ○ BTC's Website ○ Program Catalog ○ Student Handbook 	Facilities and Maintenance	<ul style="list-style-type: none"> ○ Cleaning Inspections Forms ○ Work Orders
Academic Support	<ul style="list-style-type: none"> ○ BTC's Website ○ Program Catalog ○ Student Handbook 	Financial Aid	<ul style="list-style-type: none"> ○ BTC's Website ○ Program Catalog ○ Student Handbook
Admissions	<ul style="list-style-type: none"> ○ BTC Website ○ Program Catalog ○ Program Brochures 	ITS	<ul style="list-style-type: none"> ○ BTC's Intranet ○ BTC's Website
Blackboard	<ul style="list-style-type: none"> ○ BTC's Website ○ Program Catalog ○ Student Handbook 	Registration	<ul style="list-style-type: none"> ○ BTC's Website ○ Program Catalog ○ Student Handbook

Support Service	Documentation	Support Service	Documentation
BTC Foundation	<ul style="list-style-type: none"> ○ BTC's Website ○ BTC's Intranet ○ Program Catalog ○ Student Handbook 	Student Government Association	<ul style="list-style-type: none"> ○ BTC's Website ○ Program Catalog ○ Student Handbook
Business Office	<ul style="list-style-type: none"> ○ BTC's Intranet 	Teaching Learning Center	<ul style="list-style-type: none"> ○ BTC's Intranet ○ BTC's Website
Campus Safety and Security	<ul style="list-style-type: none"> ○ BTC's Website ○ Program Catalog ○ Student Handbook 	Tutoring	<ul style="list-style-type: none"> ○ BTC's Website ○ Program Catalog ○ Student Handbook
Career and Professional Development Office	<ul style="list-style-type: none"> ○ BTC's Website ○ Student Handbook 		

6R1 – Reviewer Comment (S) Table 6R1 identifies measures and comparative measures for its student, administrative, and institutional support processes through a variety of surveys and reports. Some of these surveys include the Noel Levitz Student Satisfaction Inventory and the National Community College Benchmark Project that provides comparative measures for decision-making.

6R1

BTC collects and analyzes regularly the measures of its student, administrative and institutional support service processes as outlined in Table 6R1-1:

Support Service	Measure (s)	Comparative Measure (s)
Academic Advising and Counseling	<ul style="list-style-type: none"> ○ SGA's Student Resource and Experience Survey 	<ul style="list-style-type: none"> ○ NCCBP ○ Noel-Levitz SSI
Academic Support	<ul style="list-style-type: none"> ○ Student Resource and Experience Survey 	<ul style="list-style-type: none"> ○ NCCBP ○ Noel-Levitz SSI
Admissions	<ul style="list-style-type: none"> ○ Process-Mapping Data 	<ul style="list-style-type: none"> ○ NCCBP ○ Noel-Levitz SSI
BTC Foundation	<ul style="list-style-type: none"> ○ Coins for Caring ○ Dreamkeepers ○ Student Scholarships 	<ul style="list-style-type: none"> ○ NA
Campus Safety and Security	<ul style="list-style-type: none"> ○ Campus Crimes ○ Clery Act Reports ○ Incident Rates ○ Student Resource and Experience Survey 	<ul style="list-style-type: none"> ○ NCCBP ○ Noel-Levitz SSI ○ WTCS Reporting Tool
Career and Professional Development Services	<ul style="list-style-type: none"> ○ Career Counseling ○ Tech Connect Job Referrals ○ Student Resource and Experience Survey 	<ul style="list-style-type: none"> ○ NCCBP ○ Noel-Levitz SSI
Financial Aid	<ul style="list-style-type: none"> ○ FAFSA ○ Pell Grant ○ Student Resource and Experience Survey 	<ul style="list-style-type: none"> ○ NCCBP ○ Noel-Levitz SSI
ITS	<ul style="list-style-type: none"> ○ Help Desk Requests 	<ul style="list-style-type: none"> ○ NA
Registration	<ul style="list-style-type: none"> ○ Student Resource and Experience Survey 	<ul style="list-style-type: none"> ○ NCCBP ○ Noel-Levitz SSI
SGA	<ul style="list-style-type: none"> ○ Student Resource and Experience Survey 	
Administrative and Institutional Support Services		
Support Service	Measure (s)	Comparative Measure (s)
Business Office	<ul style="list-style-type: none"> ○ Financial Audit ○ Moody's Investors Services Rating ○ P-Card Rebate and Requests for Quotes (RFQ)/Requests for Bids (RFB)/Requests for Proposals (RFP) Savings 	<ul style="list-style-type: none"> ○ NA
Facilities and Maintenance	<ul style="list-style-type: none"> ○ Energy Usage ○ Maintenance Work Orders ○ Square Footage 	<ul style="list-style-type: none"> ○ NA
ITS	<ul style="list-style-type: none"> ○ Help Desk Requests 	<ul style="list-style-type: none"> ○ NA
Teaching Learning Center	<ul style="list-style-type: none"> ○ Number of participating faculty members 	<ul style="list-style-type: none"> ○ NA

6R2 – Reviewer Comment (S) The College collects numerous performance results for student support service processes including complete applications, student acceptance to registration rates, scholarships, job information, financial aid information, and registration information.

6R2

BTC's performance results for student support service processes are as follows:

Academic Support:

- Computer Labs: During the 2013 Spring Semester computer labs had 235 student visitors.
- Online Tutoring: The number of minute's students spent using the 24/7 online tutoring service in various subject areas is shown previously in Table 1R5-2.

Admissions Processes:

The completed Process-Mapping project for the College's admission process provided the following:

- Completed applications are processed immediately, cutting average processing time to five days. Incomplete applications are tracked in an order: Letter, phone call, postcard, 45-day phone call, 90-day letter, and 120-day close out letter.
- Average processing time for incomplete applications decreased to three weeks. After 45 days, the completion rate dropped to less than 2%.
- Overall application completion rates rose to 55%.
- Admissions places a Counseling hold on newly admitted student accounts, thus requiring a new student to meet with a counselor to create an academic plan before they register for classes. When the plan is completed, the hold is removed from the student account.
- Conversion rates (from accepted to registered) improved to 60% the first year after implementation.

BTC Foundation:

- Emergency Student Funds: BTC makes available two primary sources for dispersal of emergency funds for students: *Coins for Caring* and *Dreamkeepers*, as shown in Table 3R3-2.
- Scholarships: The number of applicants, recipients, and scholarships awarded is shown in Table 3R3-1

Career and Professional Development Office:

- TechConnect: The number of registered students, employer job listings, and job referrals is shown in Table 6R2-1:

Year	Number of Registered Students Seeking Employment	Number of Employer Job Listings	Number of Job Referrals
2009-10	128	3,876	1,491
2010-11	123	4,786	537
2011-12	419	5,967	846
2012-13	258	3,297	2,859

Financial Aid:

Data collected regarding students completing a FAFSA application resulting in receipt of a Pell Grant has remained relatively consistent over the last three years as evidenced in Table 6R2-2:

Year	Number of Students Completing a FAFSA	Percentage of Students Receiving a Pell Grant	Number of Students Who Have Received a Pell Grant
2010-11	5,036	44%	2,197
2011-12	5,120	46%	2,330
2012-13	5,102	42%	2,159

At the same time, the percentages of students who self-identify as economically disadvantaged continue to increase as shown in Table 6R2-3:

Table 6R2-3: Students Identified as Being Economically Disadvantaged through the WTCS Client Reporting System

Year	Number of Students Economically Disadvantaged	Total Number of Students	Percent of Students Economically Disadvantaged
2009-10	2,633	12,530	21%
2010-11	2,614	12,614	21%
2011-12	2,819	11,354	25%
2012-13	2,717	10,075	27%

Registration:

As indicated in the *SGA Student Resource and Experience Survey*, 14% of surveyed students identified the Online Registration Help Sessions as a resource that they most often utilize. Continued utilization of online registration as compared to in-person registration is illustrated in Table 6R2-4.

**Table 6R2-4:
2010-2013 Online Credit Registrations**

Year	Counter	Web	Total
2010	5254	4195	9449
2011	4017	5844	9861
2012	3316	5856	9172
2013	2767	5332	8099

Student Government Association (SGA):

In April 2011 BTC's SGA conducted a *Student Resource and Experience Survey* to identify those resources that students most utilize and feel are most important to their success at BTC. The results of that survey can be seen in Graph 3R2-1 and Graph 3R2-2.

6R3 – Reviewer Comment (O) BTC shared performance results for administrative support services processes include business office functions, energy usage, maintenance work orders, and information technology help desk requests. Although the data is generally longitudinal in nature, the College has an opportunity to identify whether the results have met preestablished targets.

6R3

BTC's performance results for its administrative support services processes are as follows:

Business Office*Financial Audit:*

An independent third party 2012 financial audit found that BTC operates in compliance with the *Governmental Accounting Standards Board (GASB)*.

Moody's Investors Service:

In 2013, the Moody's Investors Service assigned BTC a rating of Aa2, the third highest rating possible.

P-Card Rebate and RFQ/RFB/RFP Savings:

The switch from the traditional requisition, purchase order, and check issued system for procurement to use of the p-card has continued to be much less time-consuming, and the rebate program for using p-cards continues to be monetarily beneficial to the College as shown in Table 6R3-1:

Table 6R3-1: 2009-2013 P-Card Rebate and RFQ/RFB/RFP Savings

Fiscal Year	P-Card Rebate	RFQ/RFB/RFP Savings
2009-10	\$33,507	\$116,994
2010-11	\$39,649	\$ 83,036
2011-12	\$43,809	\$156,452
2012-13	\$48,379	\$169,803
Totals:	\$165,344	\$526,285

Facilities and Maintenance

Energy Usage:

BTC energy conservation initiatives have continued to have a positive impact on energy-related costs. There was a reduction of \$12,203 between 2009-2010 and 2010-2011. Although there was an increase of \$1,979 between 2010-2011 and 2011-2012, these numbers reflect the addition of the Beloit Center. Between 2011-2012 and 2012-2013, a decrease of \$3,699 in energy usage occurred as shown in the Table 6R3-2:

Campus	2009 - 2010		2010 - 2011		2011 - 2012		2012 - 2013	
	Electricity	Natural Gas						
Central	\$356,597	\$78,820	\$358,166	\$61,451	\$352,063	\$57,218	\$343,915	\$61,541
CTS	\$ 21,090	\$8,379	\$22,457	\$9,976	\$22,308	\$9,789	\$20,756	\$10,896
Aviation	\$22,969	\$11,691	\$26,762	\$11,529	\$21,137	\$5,999	\$21,077	\$7,949
Monroe	\$38,407	\$9,190	\$36,755	\$7,844	\$33,437	\$7,747	\$28,999	\$8,826
Beloit	NA	NA	NA	NA	\$21,517	\$5,704	\$19,234	\$10,027
Total	\$439,063	\$108,080	\$444,140	\$90,800	\$450,462	\$86,457	\$433,981	\$99,239

Maintenance Work Orders:

The Maintenance Department collects data on completed work orders and overdue work orders as illustrated in Graph 6R3-3:

Year	Completed Work Order	Overdue	Total
2010	1,632	269	1,901
2011	1,574	234	1,808
2012	1,144	762	1,906

Square Footage:

BTC continues to expand its physical space for teaching, learning, and support services as shown in Table 6R3-4:

Campuses	2010	2011	2012	2013
Aviation Center	25,210	25,210	25,210	0
Beloit Center	15,000	15,000	29,068	29,068
CTS	30,846	30,846	30,846	30,846
Central Campus	291,452	291,452	291,452	291,452
Monroe Campus	24,203	24,203	24,203	24,203
Total	386,711	386,711	400,779	400,779

Information Technology Services (ITS)

ITS Help Desk Requests:

BTC's ITS Help Desk System tracks only the number of requests received:

- 2010: 4,276 requests
- 2011: 3,074 requests
- 2012: 2,271 requests
- 2013: 4,047 requests

6R4 – Reviewer Comment (S) The results of the various college services include assessing the academic success of scholarship recipients, tracking help desk requests to improve efficiency, analyzing survey results to identify and implement improvements, and analyzing facilities to provide adequate space for students.

6R4

Key student, administrative, and organizational support areas use information and results to improve services and their delivery, based on changing needs:

- BTC's Financial Audit ensures that District funds are spent and accounted for properly.

- Coins for Caring, Dreamkeepers*, and Student Scholarships recipients are tracked to determine if they successfully completed their semesters upon receiving funds.
- FAFSA information from student applications is used for their eligibility for *Coins for Caring, Dreamkeepers*, and BTC Foundation scholarships.
- Help Desk Requests is a new system in place for ease of tracking requests and for promptness of completion.
- Maintenance Work Orders are tracked to ensure prompt and quality completion.
- Moody's Investment Services Rating demonstrates how well the College is positioned to repay dollars borrowed.
- NCCBP results are used to compare student support services at BTC to other two-year colleges' student support services of similar size.
- Noel-Levitz SSI results are used to compare student support services at BTC to other WTCS Colleges.
- PACE survey results are used to determine benchmarks of employee engagement and satisfaction for future improvements.
- P-card rebate is what BTC receives for all charges from the use of College p-cards.
- Process-Mapping results streamlined the admissions process for Health Services programs.
- RFQ/RFB/RFP ensures that the College receives the best price and value for the goods and services purchased.
- Square footage of campuses and centers is determined for inclusion of new programs and measured for potential growth of BTC's student population.
- Student Resource and Experience Survey results are used to improve the student services and activities offered to students.
- Tracking energy usage of facilities indicates areas of great use and/or needing improvements to reduce energy costs.

6R5 – Reviewer Comment (O) While the College can report favorable comparative results for institutional operations and Noel-Levitz SSI scales, it has an opportunity to develop targets in relation to comparative metrics for this category.

6R5

BTC's performance results of its processes for *Supporting Institutional Operations* in comparison with the performance results of other higher education organizations are as follows:

Noel-Levitz Student Satisfaction Inventory (SSI):

2012 Noel-Levitz SSI comparative data among BTC, WTCS, and national results for individual scales are shown in Graph 1R6-1. Detailed comparative results for all scales are illustrated previously in Table 1R6-2.

National Community College Benchmarking Project (NCCBP):

In 2012 BTC's benchmark percentages of some of its institutional operations improved when compared to NCCBP's median as indicated in Table 6R5-1:

Benchmark	2010		2011		2012	
	BTC	Median	BTC	Median	BTC	Median
Academic Advising/Counseling	5%	5%	5%	5%	5%	5%
Academic Services	5%	5%	5%	6%	6%	6%
Admissions and Financial Aid	5%	5%	5%	5%	6%	5%
Campus Support Services	5%	5%	5%	5%	6%	5%
Registrations Effectiveness	5%	6%	5%	6%	6%	6%
Safety and Security	5%	5%	5%	5%	6%	5%

6I1 – Reviewer Comment (S) BTC shared a number of improvements it considers to be more systematic and comprehensive as a result of its use of the AQIP process; among them are online functions that have streamlined the admissions process, improved curriculum development processes, facilities expansion, and the addition of personnel dedicated to learning resources and assessment.

6I1

BTC's recent improvements in *Supporting Institutional Operations* indicate that the College's processes and performance results have become more systematic and comprehensive as explained:

Admissions:

Automated Course Wait List and Program Petitioning, as explained in 6P4, have streamlined the admissions process for BTC students.

Curriculum:

Since 2010 the College worked to improve its curriculum development processes and to build new processes for curriculum modification.

Facility Expansion:

BTC procured a facility in Milton, WI to house the new Advanced Manufacturing Training Center, consisting of 104,000 square feet for the following programs: Automated Systems, CNC Technician, HVAC Technician, Industrial Engineering, Industrial Maintenance, Manufacturing Information Technology Specialist, Mechanical Design, and Welding.

ITS Help Desk Web Client:

A project team worked to upgrade the ITS Work Order System and to provide web access for employees. In addition to the current methods to submit a Help Desk Work Order, employees are now able to submit work orders directly into the IT system for ITS such as program webpages, Banner, media set-up and checkouts, software installations, and all other technology/media issues.

Learning Resources and Assessment:

Recognizing the need for expansion of administrative support in the area of learning resources and assessment, BTC created two administrative positions:

- ❑ *Director of Learning Resources* who reports to the Vice President of Learning is responsible for the overall planning and supervision of the Learning Resources Center and the Teaching Learning Center (TLC). This person oversees Blackboard administration, online learning, professional development for faculty, and the curriculum and assessment initiatives at the College.
- ❑ *Curriculum and Assessment Coordinator* who reports to the Director of Learning Resources provides direction and leadership for curriculum development, assessment of student learning, and Worldwide Instruction Design System (WIDS) administration.

6I2 – Reviewer Comment (O) Changes in leadership and development of the 2012-2017 Strategic Plan includes two strategic priorities focusing on operations and support services which shows a commitment to quality improvement that appears to be part of BTC's culture. Furthermore, the committee structure is an important component of the operations processes and changes. However, there is an opportunity for the College to specify targets for improvements in *Supporting Institutional Operations*.

6I2

BTC's culture and infrastructure help the College to select specific processes to improve and to set targets for improved performance results through its 2012-2017 Strategic Plan. In addition, the Participatory Governance Model, including its 12 Standing committees and six councils, was designed to promote dialogue, joint investigation, and creative collaboration among all College staff, as explained in 5P5.

Countless discussions, investigations, and collaborations along with surveys and project feedback (6P1 and 6P2) promote and support the necessary improvements explained in 6I1. BTC's selection of two strategic priorities *Enhance Organizational Engagement and Effectiveness* and *Increase Student Recruitment, Retention, and Success* helped focus the College on supporting its institutional operations.

Category Seven: Measuring Effectiveness

The Systems Appraisal Team identified various strengths and opportunities for Blackhawk Technical College for Category 7: *BTC's collection of data, storage, and accessibility to data has to comply with WTCS, federal, state, and accrediting agencies requirement. BTC promotes College-wide data and information sharing via Intranet, Internet, Storage Area Networks (SANS), Banner Enterprise Resource Planning (ERP), and Cognos Business Intelligence (BI) Systems. The institution collects, stores, and distributes data and performance information through client reporting, Quality Review Process, scorecards, ASD, apprenticeship follow-up, NCCBP, Noel-Levitz SSI, employer satisfaction, ad hoc reporting, IPEDS, assessment, enrollment, retention, and student demographics.*

The Portfolio has identified the PACE and the NCCBP surveys as two of their major areas to determine how well they benchmark against other two-year colleges; however, no data in the Systems Portfolio indicates changes have been implemented as a result of these two studies. Opportunity may lie in obtaining further benchmarking data in the area of administrative units.

While BTC has shared information on a number of processes that it has established for Measuring Effectiveness, the College has an opportunity to provide longitudinal and comparative results related to these processes and the improvements that it indicates arise from an analysis of these results.

BTC's key institutional goal in *Measuring Effectiveness* is to collect, store, retrieve, disseminate, interpret, and use information effectively to improve College operations. Selecting, managing, and distributing data and performance information have moved from a *reacting* mode to a more *systematic* process.

The College's selection of its Business Intelligence (BI) tool (7P1, 7P2) involved appropriate stakeholders and *aligned* the tool with the College's Enterprise Resource Planning (ERP) software, Banner (7P1-7P3, 7P6, 7P7, 7R1, 7R3).

BTC's membership in the National Community College Benchmarking Project (NCCBP) provides BTC with a more *systematic* approach, indicating how the College compares with other two-year colleges (7P1, 7P2, 7P4, 7P5, 7R2, 7I1). The Institutional Effectiveness (IE) Department provides available data for the College (7P4, 7I2). Data collection and distribution processes have been continuously reviewed to gather and disseminate only those data which the College and its constituents can actually use.

The *alignment* of information technologies with BTC's 2012-2017 Strategic Plan has shown substantial improvement in being *integrated* into the College's Participatory Governance Model (7P1-7P6, 7I2). A central group in this new model is the Institutional Effectiveness Council (IEC) whose task is to aggregate information shared among all councils to enhance institutional operations. By emphasizing the standardization of information requests, the IEC is laying the groundwork for achieving clear, explicit goals and designing improved processes.

BTC's ongoing effort is the assurance that the work at the College is *systematically* accomplished through stable, well-designed processes and managed by appropriate individuals as evidenced in the hiring of BTC's new Chief Information Officer (CIO). Key processes are regularly monitored and improved in collaboration with other affected units. Efficiencies across the College are sought and achieved through analysis, innovation, and information-sharing.

7P1 – Reviewer Comment (S) BTC systematically selects, manages, and distributes performance data for planning and improvement based on state and federal requirements, desires for benchmarking data, grant requirements and to determine student and staff satisfaction on various measures. The data is shared and used to inform decisions through the infrastructure of the College, aided by strategic planning processes and the purchase of new data management software.

7P1

BTC selects, manages, and distributes data within the framework of the Wisconsin Technical College System (WTCS) Client Reporting System, a comprehensive student enrollment, grant, staff, and financial data collection, storage, and reporting system. Uniform WTCS definitions for data elements support extensive benchmarking against the other 15 institutions within the system. The WTCS Quality Review Process (QRP) process provides additional benchmarking data for programs and service areas through annual scorecards as defined in 1P4 [4.A].

Joining the National Community College Benchmarking Project (NCCBP) in 2010 provided the College an opportunity to benchmark against a broader group of two-year institutions. Integrated Postsecondary Education Data System (IPEDS) reports submitted to the U.S. Department of Education, applications and reports submitted to the HLC, and program accreditation reports submitted to accrediting agencies are additional formal structures within which the College selects, manages, and distributes data and performance information. Primary responsibility for data and information research falls to the IE Department which also oversees Strategic Plan implementation; program needs assessments, QRP, WTCS, and federal reporting processes.

Performance information that is not mandated is selected based on the following:

- BTC's Mission, Vision, and Strategic Priorities, as outlined in its Strategic Plan.
- Grant reporting.
- Availability, accessibility, reliability, and measurability.
- Ease of use and understanding, and ability to be used effectively.
- Relevance to programs, services, operations, and decision-making.
- Supporting technology and data systems.
- Resource availability.

The Information Technology Services (ITS) department manages the majority of BTC's data using the Banner ERP system and related systems; information that is accessible through Banner is hosted at Waukesha County Technical College (WCTC). Other business and learning data are stored on BTC's Storage Area Network (SAN) or hosted on the WTCS data system. The Banner ERP provides academic and administrative data management for student records, financial aid, staff accounting, financial accounting, course scheduling, grant management, and general system management.

The WTCS data management system is another rich source of institutional and system-wide data that allows many comparatives among the 16 member colleges. WTCS client-reporting data are available through a restricted-access connection.

The distribution of data and performance information on a College-wide level is coordinated through IE. Data and information is distributed to the District Board, governance councils, divisions, teams, and individuals through meetings, reports, emails, and the College's Intranet, website, and shared drives. In recognition of the need to provide a more effective and efficient data and information distribution system, ITS and IE departments co-led a project to acquire the Cognos Business Intelligence (BI) software product in 2011.

7P2 – Reviewer Comment (S) BTC selects, manages, and distributes performance data to support its programs and services through the Wisconsin Technical College System (WTCS) reporting system, WTCS quality review process, and National Community College Benchmarking Project (NCCBP) as well as through its Institutional Effectiveness office.

7P2

BTC selects, manages, and distributes data and performance information to support planning and improvement efforts as detailed in Table 7P2-1:

Information Collected	Reason	Use	Distribution
Client Reporting	WTCS Required	State and Federal reporting by the WTCS	College-wide
QRP	WTCS Required	Program Evaluation and Quality	By Division/Unit
Scorecards	WTCS Required	Program Evaluation and Quality	By Division/Unit
Program Evaluations	WTCS Required	Program Evaluation and Quality	By Division/Unit
Additional Program Information	WTCS Required	Used in program evaluations	By Division/Unit
Student Services Evaluation <ul style="list-style-type: none"> ○ Enrollment Management ○ Life Long Learning ○ Retention 	WTCS Required	Maintaining SS quality	By Division/Unit

Table 7P2-1: BTC Data Collection Continued			
Information Collected	Reason	Use	Distribution
ASD Evaluation ○ Basic Education ○ Secondary Education ○ English Language Learners ○ Postsecondary Prep	WTCS Required	Maintaining quality programming	By Division/Unit
Apprenticeship Follow-up	WTCS Required	College and WTCS reporting	College
Staff Accounting	WTCS Required	College and WTCS reporting	Internal
Graduate Follow-up	WTCS Required	College and WTCS reporting	College and Public
Longitudinal Follow-up	WTCS Required	College and WTCS reporting	College and Public
Employer Satisfaction	WTCS Required	College and WTCS reporting	College and Public
Noel-Levitz SSI	Determine Student Satisfaction	Develop responses to student concerns	College and Public
NCCBP	Benchmark key indicators	Compare to other postsecondary institutions	Internal
PACE	Determine Staff Satisfaction	College environment survey information	Internal
College Staff Surveys (internal)	Satisfaction with other Departments	Planning purposes by President and Vice Presidents	Internal
Grant Data ○ Enrollment ○ Functional Level Gains ○ Hours of Attendance ○ Transition to Credit Programs	WTCS Required	State and Federal reporting by the WTCS	Internal WTCS/ U.S. Department of Education
IPEDS ○ Institutional Characteristics ○ Completions ○ 12 month enrollment ○ Student Financial Aid ○ Fall Enrollment ○ Graduation Rates ○ 200% Graduation ○ Finance ○ Human Resources	U.S. Department of Education Required	Used on College Navigator	U.S. Department of Education
Ad Hoc Reporting	Decision Making	Staff request for use in decision-making	Internal
Needs Assessment	WTCS required	Key component of need for new programs	Internal, Advisory Committee, WTCS
Enrollment Management	Student Success	Weekly employment reports for college decision makers	Internal
Retention (term to term and fall to fall)	Student success	Trend analysis	Internal/NCCBP
Student Demographics	Student Success	Trend analysis	Internal/NCCBP
Student Consumer Information	U.S. Department of Education Required	Basic information on all Technical Diploma Programs	Public
Gainful Employment	U.S. Department of Education Required	Financial Aid percent in repayment of loans	Public

Information gained from these reports, surveys, and studies is used by BTC governance councils and teams to monitor performance and to make adjustments as necessary to improve institutional effectiveness. Updates on Strategic Plan activity performance results are shared with the District Board biannually. These reports are placed on the College's intranet and website.

To ensure BTC's viability and success, the College recognizes the need to make data-informed decisions. As reported in 7P1, BTC invested in reporting software, a data store, and a data warehouse to support on-demand reports. As part of the development process, users were asked to prioritize decision-making data and information needs. Report developers created existing reports in the new system and developed a process for new report requests. Training for users began in August 2013.

BTC strives to be a transparent organization in its planning and improvement efforts. In support of this philosophy, all staff have access to planning and governance documents and District Board policies and minutes. Moreover, performance on the College's Strategic Plan initiatives is collected and as reported in 7P1.

5.D. BTC's IE and ITS departments are implementing enterprise analysis and reporting tools to enable the College to enhance its Banner ERP system and measure performance systemically and more effectively. BTC reinforced its commitment to data-informed decision-making at its second AQIP Strategy Forum in October 2010. To make data accessible to all staff when they need it, the College selected the IBM *Cognos* BI tool to build reports for on-demand data analysis. The BI tool and Operational Data Store (ODS) were installed on servers during Fall 2012 and a core group of staff was identified to begin developing reports. By Fall 2013, 44 BTC staff were trained on the *Cognos* BI, allowing them to access data quickly and seamlessly.

1. The IE department is responsible for the development and the documentation of operational performance. All performance data are made available to staff through BTC's Intranet site; Graduate Follow-up Survey and Employer Satisfaction Survey are also available on the College's website. Examples of operational performance evidence include the following:

Evidence	Documentation	Timeline
2012-2017 Strategic Plan	<ul style="list-style-type: none"> ○ Key Performance Indicators ○ Action Plan updates 	<ul style="list-style-type: none"> ○ Annual report to College and Board ○ Semi-annual reports to College and Board ○ Annual report to College and Board
Quality Review Process (QRP)	<ul style="list-style-type: none"> ○ Program/service comparative scorecards ○ Review and improvement plan 	<ul style="list-style-type: none"> ○ Annual updates from WTCS ○ Every five years
Graduate Follow-up Survey	<ul style="list-style-type: none"> ○ Recent graduate survey results 	<ul style="list-style-type: none"> ○ Annual
Employer Satisfaction Survey	<ul style="list-style-type: none"> ○ Graduate employer survey results 	<ul style="list-style-type: none"> ○ Every two years
Noel Levitz SSI	<ul style="list-style-type: none"> ○ Student satisfaction survey results 	<ul style="list-style-type: none"> ○ Every three years
PACE	<ul style="list-style-type: none"> ○ Employee climate survey results 	<ul style="list-style-type: none"> ○ Every three years
NCCBP	<ul style="list-style-type: none"> ○ Comparatives to two-year postsecondary 	<ul style="list-style-type: none"> ○ Annual
Academic Programming Model Framework	<ul style="list-style-type: none"> ○ Academic program comparative data 	<ul style="list-style-type: none"> ○ Every two years

2. Evidence that BTC learns from its operational experience and applies the learning to improved institutional effectiveness, capabilities and sustainability is provided in the following examples:

During a review of the 2011-2012 budget-to-expenditure reports, the Business Office discovered several accounts with large positive budget variances. In response, the College piloted a zero-based budgeting process the following year in the departments with the largest end-of-year budget variances. That pilot led to a .5 million dollar budget reduction out of a 29 million dollar operational budget the following year. Based on these favorable results, the process was improved using input from the budget managers and was adopted by all departments for the 2013-2014 budget cycle. This process led to a further .5 million dollar reduction in budget requests and resulted in a more accurate reflection of annual funding needs.

Student Services managers evaluated how they could deliver better registration, fee payment, financial aid, and other services to students. After studying the one-stop shop service centers at other institutions, the managers decided to adopt this model by cross-training staff to answer registration, admissions, financial aid and other recurring student questions. The new model has reduced the need for students to visit several offices to have their questions answered and may have contributed to increased student satisfaction with services as reflected on the Noel-Levitz SSI.

As part of the 2012-2017 Strategic Plan's priority to *Enhance Organizational Engagement and Effectiveness*, the College is developing a plan to improve its scheduling process. In studying this process, it became apparent that key inputs to scheduling classes are decisions on program sustainability and capacity. The team quickly refocused the project to first develop a planning framework to guide academic program portfolio strategies and set enrollment targets that map to the job market and industry needs. The resulting Academic Programming Model Framework is to assist the College in making data-informed decisions regarding growing or contracting of programs, the number of sections to offer, and the best time to schedule offerings to meet student needs.

In January 2013 ITS migrated the BTC Intranet from an older version of SharePoint to the current version. Prior to the migration, the department distributed an electronic survey to all full- and part-time staff to benchmark user perceptions and site usage. The survey identified the following areas in need of improvement: navigation, search functions, and outside access. Using the survey results, ITS redesigned and improved the Intranet's access, navigation, and search functions. Results of the initial survey and a follow-up survey after the site's launch in 2013 are reported in 7R2.

7P3 – Reviewer Comment (S) BTC has made strides in improving data-informed decision-making, having identified this as a major weakness during the 2010 Strategy Forum. Since then, as pointed out in 7P2, 5.D., the College has implemented a business intelligence tool and trained staff how to use it to access data quickly on the system. It appears that BTC actively seeks input from and listens to college personnel related to data needs. The Portfolio demonstrates the College clearly understands the importance of making data informed decisions and sharing data openly with internal and external stakeholders.

7P3

A primary need of departments and divisions for the collection, storage, and accessibility to data and performance information is to comply with WTCS, federal, state, and accrediting agency requirements. WTCS data systems such as Client Reporting, Uniform Financial Accounting, Staff Accounting, Graduate and Employer Follow-up, Course Approval, and Contract Reporting link to functions of registration, admission, retention, and graduate placement to document organizational and program performance indicators. Information is submitted to the WTCS state office where it is compiled and posted on the system website for reporting, benchmarking, and accountability purposes. QRP and other WTCS processes result in collection and analysis of comparative information at the program and department level so that these units’ needs align with BTC’s and the WTCS data reporting systems.

IE works closely with College units to meet their data and performance information needs for collection, storage, and accessibility. The College also gathers data for decision-making related to the collection, storage, and accessibility of information using standard survey methods. In a 2010 survey, BTC staff were asked to identify gaps in the College’s data and information management systems in preparation for its second Strategy Forum. A portion of the affinity diagram resulting from that survey is presented in Figure 7P3-1:

Figure 7P3-1: Data and Information Challenges Affinity Diagram

Indicators		Training	Culture	Systems and Processes	
Identified institutional indicators of success	How do we know when are meeting student needs?	What training is available to access or use data already available?	Not a culture of data based decision making	Decentralize the access and reporting where possible	Process not well-defined
No institutionally defined measures of effectiveness; hence lack of measurement and progress	Knowing what data we need to analyze student success	Training staff to use and trust the system	No culture of data decision-making	Decisions made without input from stakeholders of the process	Lack of access to data systems; Difficult or impossible to obtain data at various levels of the college
Identified program indicators of success	Ask: How will the data be used?	Lack of experience/knowledge using data to make decisions	No current history of continuous improvement	Ask: Can the data be accessed easily in a useable format	Data housed in many places; Grand Design
Identified service indicators of success	What data are available for analyzing a particular course?	Lack of knowledge and skills in quality improvement process	Lack of data requirements for current processes (i.e. budget, personnel, and other decisions)	Data reporting in a consistent way internally	Completed loop: data is collected and then used to adjust and improve processes and systems

BTC promotes College-wide data and information sharing through its Intranet, Internet, SANS, and *Banner* ERP and Cognos BI systems. The CIO works closely with College leadership to address storage and accessibility needs.

7P4 – Reviewer Comment (S) BTC has comprehensive processes designed to analyze data and information as well as share the information with constituents. The Institutional Effectiveness department collects data, analyzes data, and publishes results. Councils, committees, and teams use continuous improvements practices such as brainstorming, affinity and inter-relational diagrams, root cause analysis, force field analysis, Strengths, Weaknesses, Opportunities, and Threats (SWOT), and value stream mapping. The College distributes data to a variety of internal and external stakeholders, as well as reports to the District Board, college councils, committees, and teams.

7P4

Data and information regarding overall performance are analyzed by councils, committees, and teams, using established practices for continuous improvement including brainstorming, affinity and inter-relational diagrams, root cause, force-field and SWOT analyses, and value-stream mapping. Additionally, the College contracts outside agencies to analyze institutional data and make recommendations. In one example Student Services and Health Sciences staff participated in a value-stream mapping project of healthcare program admissions processes, as described 3I1. Other examples of data analysis were provided in 7P2 [5.D.].

Much of the College's data analyses are comparative, either internally or externally. Internally, the College regularly analyzes the impact of current state aid, full-time equivalents (FTE's), and property values on the budget as compared to historical data and projections. Similarly, budgeted funds are regularly compared to actual expenditures. Externally, the College uses comparative data such as QRPs, Perkins performance indicators, Graduate Follow-up and Employer Satisfaction Surveys, PACE, Noel-Levitz SSI, and NCCBP results to analyze performance.

Much of the responsibility for converting data into information and analyzing results to improve overall performance falls to the IE department and the IEC. The IE department responsibilities are described in 5P5.

Data and information analyses are shared with individuals, divisions and departments, advisory committees, governance councils, and teams through meetings, retreats, reports, presentations, in-services, Town Hall gatherings, and email. Information is also stored and available on shared network drives and on the College Intranet and website. Moreover, each council or committee has an assigned leader and note-taker to ensure data and information analyses from these meetings are recorded and shared on the College's Intranet. Time-sensitive analyses, such as FTE and headcount comparative data, are shared weekly while other information is analyzed and shared as it becomes available. Annual reports are placed on the College's website for all employees and stakeholders to view.

Analyses of the College's overall performance are shared with the District Board through regular reports at monthly meetings and during the biannual reviews of the Strategic Plan. Annual reports are presented to the Board throughout the year, providing a more in-depth summary and analysis of performance results for selected initiatives and institutional goals for each department and division. Full Board minutes are published on the College's website.

Core Component 5.D. is answered in 7P2

7P5 – Reviewer Comment (O) While the College provides data for comparative purposes to federal, state and District stakeholders, as well as collects KPIs for the Strategic Plan and various unit- and area- requirements, BTC recognizes the need to develop additional comparative data. BTC has an opportunity to develop specific measures with respect to the NCCBP. The Portfolio further does not describe the criteria used to select benchmarking tools or the extent to which benchmarks are used. For example, little benchmarking exists in administrative services.

7P5

BTC's first priority for comparative data and information is that which is required through federal, state or WTCS mandates, as shown in Table 7P2-1. The WTCS collects and disseminates comparative data through systems described in 7P3 and 7P4. Through its relationship with the WTCS, BTC regularly compares itself to the 15 peer colleges on key performance metrics, related to staffing, facilities, finances, and student success. Access to this system is provided to WTCS organizations through defined reports and customized reporting capabilities.

The second priority for comparative data and information comes from the 2012-2017 Strategic Plan priorities and Key Performance Indicators (KPIs). One outcome of the 2009 Systems Portfolio was the recognition of the need for additional comparative data. From that realization came the decision to join the NCCBP and to conduct a PACE Survey every three years.

Additional needs and priorities for comparative data and information are determined by councils and teams during the development of program, service, and operational plans; grant activities; and improvement strategies. Comparative data may also be requested by external stakeholders such as the Affirmative Action Advisory

Committee, business and industry partners, community groups, and the news media. Under direction of the College Council, IE responds to external requests for comparative data and information.

As stated previously, BTC is required to submit data and information that is used for comparative purposes to the WTCS and the U.S. Department of Education. In addition to these external requirements, the criteria for selecting sources of comparative data are described above in 7P1.

7P6 – Reviewer Comment (S) The extensive strategic planning process ensures alignment between goals and data needs. It is apparent that information is shared with internal and external stakeholders through annual reports, press releases, budget hearings, and open forums. KPIs, related benchmarks and goals, and related progress reports to the District Board inform BTC data engagement.

7P6

Active engagement from all levels and areas of the College in the development and implementation of BTC's 2012-2017 Strategic Plan ensures that department and division analysis of data and information aligns with its institutional goals. In addition, the College developed a process to align data gathering and analysis with the Strategic Plan. Elements of this process include:

- KPIs were identified and aligned to the five priorities.
- Benchmarks and goals were identified for the KPIs.
- Progress on the KPIs and other measures is reported to the District Board biannually.

Division and department heads and council members are given broad access to information and data analysis is described above. Moreover, performance evaluations of departmental administrative leaders are linked to these strategic goals as is the annual budget process.

Annual reports, press releases, budget hearings, and open forums inform the public about BTC's goals and progress toward meeting them.

7P7 – Reviewer Comment (S) The information technology and institutional effectiveness units ensure the effectiveness of BTC's information systems and processes for timely, reliable, accurate, and safe data. External cyber risk security audits further facilitate safety. Cognos and Banner are the main sources for reports, complimented by a web-based service desk tool.

7P7

BTC's ITS and IE departments are responsible for ensuring the effectiveness of BTC's information systems and related processes. Cognos and Banner reports assure real-time information that is accurate and reliable. BTC continues to work on duplicate student identifications and incorrect contact information to increase data accuracy. In 2011 the College updated its Data Standards Manual to ensure accurate data entries.

ITS has 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. A web-based service desk tool is in place that allows staff to report any technical problems. This system provides a consistent mechanism for tracking, analyzing, and resolving issues.

The WTCS serves as an additional check by reviewing submitted data and information 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.

ITS also manages the network topology, operating systems, desktop applications, and network and desktop security. Before deploying any new technology, the team conducts research, technical evaluations, development and testing of software to ensure that all systems integrate and function in a highly reliable and secure manner. BTC's ITS department ensures the timeliness, accuracy, reliability, and security of its information systems by protecting its hardware, software, firmware, data, and telecommunications from internal and external threats as shown in Table 7P7-1. Finally, BTC's information systems undergo periodic external cyber risk security audits.

Table 7P7-1: Information Systems Protection	
Protection	Methods to Ensure Timeliness, Accuracy, Reliability, and Security
Network	<ul style="list-style-type: none"> ○ Cisco Adaptive Security Appliance Firewalls – limits external access ○ Cisco Clientless Web VPN – authentication for BTC employees ○ Cisco VPN Client – encryption for mobile and telecommunications ○ Cisco Security Monitoring and Response System – suspicious behavior alerts ○ Cisco Access Control Server – authentication, authorization, and accounting ○ Cisco Network Analysis Module – monitors traffic ○ Cisco Clean Access for Wireless – user authentication and authorization ○ Wireless LAN Solution Engine – wireless security system ○ Multiple VLANs to optimize traffic and maintain network security ○ Network monitoring software ○ Power back-up system
Logical	<ul style="list-style-type: none"> ○ Access Control Lists – restricts access to specified IP addresses and staff ○ Secure Shell Protocol for Network Device Access – secure remote log-in ○ Authentication, Authorization, and Accounting – restricts access ○ Virtual Local Area Networks – network segregation ○ Ports and Protocols – restriction ○ Windows Active Directory – log-in identification and password authorization ○ Passwords – changed every 90 days
Physical Security	<ul style="list-style-type: none"> ○ Locked Doors and Key Access ○ Security Monitoring – humidity, flood, temperature, intruder alerts ○ Security Camera System – 24/7 recording ○ Limited Access – server systems, data storage, and network switching devices ○ Data Disposal – US Dept. of Defense protocols for hard-drive data removal ○ Inventory Control – all computer equipment
Data Backup	<ul style="list-style-type: none"> ○ File system backup server ○ Daily, weekly, monthly, and annual taped backups – regulatory compliance
Security Patches/ Updates	<ul style="list-style-type: none"> ○ Microsoft system update server – monthly reviews ○ Automated software update and patching
Computers and Servers	<ul style="list-style-type: none"> ○ Web reputation – access limited to reputable sites ○ Malware protection – viruses, Trojans, worms, spyware, and POP3 threats ○ Messaging security – email spam, spyware, phishing, and zombie attacks ○ Automated lock-outs on all idled computers ○ Multiple, resilient gigabyte Ethernet service to all servers ○ Server monitoring software ○ Five-year replacement cycle
Staff and Students	<ul style="list-style-type: none"> ○ Banner and other System access is limited, based on job responsibilities/need-to-know. ○ All employees receive FERPA training; FERPA compliance information is available on the Intranet. ○ Staff is instructed to verify customer identification and not to send sensitive information over the Internet. ○ All emails are automatically scanned for personally identifiable information (PII) before being forwarded. ○ A shredding service is contracted for all discarded paper documents containing sensitive information. ○ Blackboard Managed Hosting group supports the College's online course system through maintenance, upgrades, routine backup, and technical support. ○ Computer and information resources and policies and <i>Student Handbook</i> statements inform all employees and students of their obligation to use technology and information resources responsibly, ethically, and lawfully.

7R1 – Reviewer Comment (O) While 7R1 states that BTC collects and analyzes measures of performance and effectiveness processes, the Portfolio does not identify the measures themselves. BTC has made significant progress in systematizing the performance and effectiveness of its Virtual Local Area Networks, data recovery system, security, service maintenance, and Banner ERP system. The College has streamlined conventional security workflow and has taken strides in trending, analyzing, and reporting the ITS service requests.

7R1

BTC collects and analyzes measures of the performance and effectiveness of its Virtual Local Area Networks (VLANs), data recovery system, security, service maintenance, and Banner ERP system. The College has enhanced its network infrastructure to improve confidentiality, integrity, and availability of network assets and data. The ITS department has also improved analysis of performance and capacity for its server and storage systems. VLANs are designed to provide a layer of security segregation between local networks. The network monitoring, analysis, and response systems provide a framework that streamlines the conventional security workflow with automated case assignment, investigation, escalation, notification, and annotation for daily operations and specialized audits. The ITS department can develop ad-hoc queries for real-time and subsequent data-mining efforts as well as provide reports to satisfy operational requirements and to assist in regulatory compliance efforts.

Currently, the College supports 24 terabytes of data storage and digital linear tape-drive library devices to ensure that critical data is backed up and recoverable. Daily reports are published to indicate the level of success. In addition, HelpSTAR®, the ITS department's incident management tool, enables the department to trend, analyze, and report the College's ITS service requests.

7R2 – Reviewer Comment (O) The Portfolio cites timely and accurate submission of WTCS, state and federal data as the primary evidence that BTC meets its needs in accomplishing the College's mission and goals. The College has an opportunity to provide meaningful, significant, and longitudinal data that can be used for analysis and decision-making to demonstrate its effectiveness in measuring effectiveness.

7R2

BTC's evidence that its system for *Measuring Effectiveness* meets its needs in accomplishing its mission and goals comes from the accuracy and timeliness of its data submissions, the PACE survey results, and the effectiveness of its improvement efforts.

Accuracy and Timeliness of Data Submissions:

Timely and accurate submission of WTCS, state, and federal data is the primary evidence that BTC's system for measuring effectiveness meets its needs in accomplishing the College's mission and goals. The following reports are consistently submitted to the WTCS on time and error-free:

- Client Reporting: Information is submitted to the WTCS on student demographics, courses taken, grades received, and grant activities.
- Staff Accounting: Information is submitted to the WTCS to confirm that all courses are taught by certified instructors and that administrative positions requiring certification are filled by certified individuals.
- Contract Reporting: Information is submitted to the WTCS to ensure that the College is charging properly for its contracts and that certified staff deliver instruction.
- Uniform Financial Fund Accounting System (UFFAS) shows that the College is in compliance with all applicable legal accounting provisions.

IPEDS data and NCCBP report data are also submitted and reviewed for accuracy on an annual basis.

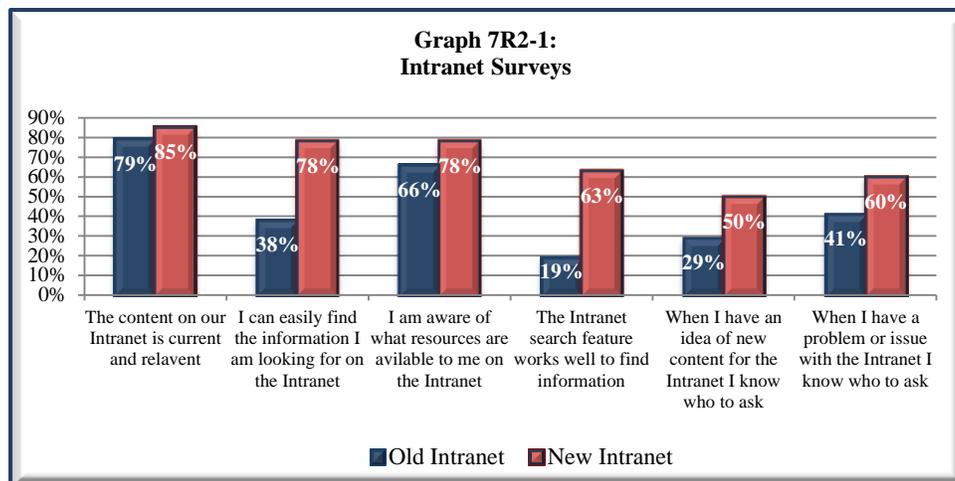
PACE Survey:

As explained in 4P10, 4R2, and 5P6, the PACE survey was administered to BTC employees in 2010. Table 7R2-1 shows how BTC employees responded to questions relating to BTC's effectiveness in accomplishing its mission and goals as compared to the NILIE PACE Norm Base.

Item	BTC	Norm
The extent to which the actions of this institution reflect its mission	3.92	3.75
The extent to which decisions are made at the appropriate level at this institution	3.36	3.10
The extent to which information is shared within the institution	3.02	3.03
The extent to which institutional teams use problem-solving techniques	3.50	3.19
The extent to which I am able to appropriately influence the direction of this institution	3.14	3.09
The extent to which institution-wide policies guide my work	3.62	3.55
The extent to which I receive adequate information regarding important activities at this institution	3.66	3.58
The extent to which my primary work team uses problem-solving techniques	3.77	3.70
The extent to which I feel my job is relevant to this institution's mission	4.49	4.28

Effectiveness of Improvement Efforts:

BTC conducted two surveys of employees in the process of developing a new, more user-friendly Intranet site as described in 7P2[5.D]. The surveys were conducted prior to implementation of a reconfigured intranet and three months after the redesign rollout. Positive results from this improvement effort are reported in Graph 7R2-1:



The one million dollar reduction in budget projections and other examples of successful improvement efforts explained in 7P2 [5.D.] provide further evidence that the College's system for *Measuring Effectiveness* is meeting its needs for accomplishing its mission and goals.

7R3 – Reviewer Comment (O) BTC shared the results from a single PACE survey as evidence that it is comparing data with other organizations. The College has an opportunity to provide meaningful, significant, and longitudinal data that can be used for analysis and decisionmaking.

7R3

BTC's comparative results for the performance of its processes for *Measuring Effectiveness* come from its PACE survey presented previously in Table 7R2-1. The PACE survey results show that BTC responses were higher for every item related to accomplishment of mission and goals. Moreover, the *mean* total for Institutional Structure was 3.45 compared to 3.34 for the Norm Base.

7I1 – Reviewer Comment (O) BTC indicated that it has worked to understand employee climate and benchmark performance results as evidence of the improvements it has made in *Measuring Effectiveness*. The College has an opportunity to explain how the tools it discussed (PACE survey, NCCBP) have led to improvements instead of describing the process.

7I1

The College's ability to understand the employee climate and to benchmark institutional performance results has improved with regular administration of the PACE survey and through joining the NCCBP in 2010. Using both standardized instruments, the College uses valid and reliable tools to assess the College's climate and to compare its results to colleges of the WTCS and nationally. Results from administration of these instruments are shared with College leadership, faculty, staff, and the District Board.

BTC is also implementing enterprise analysis and reporting tools to enable the College to utilize more effectively its ERP system and Banner and to enhance the College's ability to measure its effectiveness.

Mandated processes and performance results for *Measuring Effectiveness* such as Perkins, QRP, and IPEDS are comprehensive, defined, and systematic. Internal processes and performance results are becoming more systematic and comprehensive as quality improvement tools are applied.

712 – Reviewer Comment (O) While BTC is implementing Enterprise analysis and reporting tools that should enable improved performance and setting of targets in this category and related processes, the Portfolio identifies no specific targets for improvement in this Category.

712

The adoption of BTC's 2012-2017 Strategic Plan and its Participatory Governance Model support the culture and infrastructure to guide the College in selecting specific processes and targets for improved performance in *Measuring Effectiveness*. The College has embraced a data-informed culture in the selection of processes and targets for performance improvement through the broad involvement of its faculty and staff in the development and the implementation of its Strategic Plan and as representatives on its governance councils.

Category Eight: Planning Continuous Improvement

The Systems Appraisal Team identified various strengths and opportunities for Blackhawk Technical College for Category 8: *The University has reevaluated its strategic planning process and developed a three-year planning cycle (2011-13). BTC has several planning processes established that align with the 2012-2017 Strategic Plan. As a result of the Strategic Plan, three new planning processes have been established. The Participatory Governance Model has facilitated integrated planning and involvement from faculty, staff, and administrators. As mentioned in category 5, there is a need to provide a better communication process with faculty and staff regarding the decision making process since the survey results indicated dissatisfaction with this process.*

The Institutional Effectiveness Council (IEC) ensures councils and committees meet targets identified in the Strategic Plan and subsequent Action Plans. Opportunity exists to establish benchmark and longitudinal measures and results. It is evident that BTC has made improvements in planning.

BTC processes for *Planning Continuous Improvement* have progressed significantly from *systematic* to *aligned* to *integrated* maturity levels in the creation of the College's 2012-2017 Strategic Plan as illustrated in Table IO-1. However, from Spring 2011 to the present, public education in Wisconsin has been faced with numerous changes and challenges as a result of the 2011 Wisconsin Act 10 law. The WI State legislature passed a 30% reduction in state aid to the WTCS, beginning with the 2011-2012 fiscal year.

Still, in early 2011 BTC's Executive Council along with its hired consulting firm defined a strategic planning process. The strategic planning and the budgeting processes were *aligned* through the creation of detailed action plans to address financial, staffing, technology, and facility requirements. College leadership presented the strategic plan to the entire organization as described in IO, 3P3 [1.D.3], 4R2, 5P1, and 5P2. Finally, this planning process that incorporates an annual "Plan, Do, Check, Act" cycle ensures *alignment* and then *integration* into College practices.

As a result of this strategic planning process, BTC created a new governance model explained in 5P5. This new model creates the framework to *align* strategies, goals, and action plans throughout the College (8P4) to function at a *systematic* maturity level. Governance council membership and action plan teams ensure broad representation for best practices to be shared. Having oversight of all governance councils, the Institutional Effectiveness Council (IEC) guarantees *alignment* and communication among and within the governance councils and standing committees.

Processes related to risk management have moved from a *reacting* to a *systematic* maturity level (8P7). The Administrative Services Council, in coordination with the College Council, now oversees three standing committees: Technology (Banner) Governance Committee, Emergency Preparedness Committee, and Safety Committee. This coordination allows the organization's leadership to incorporate recommendations for risk management (including IT risks) in the budget and the strategic planning processes. In addition, College Council's oversight provides a forum for communicating technology, risk, and safety issues. The Instructional Council is responsible for the strategic priority to *align* programming with community and regional needs.

Staff development processes are changing from *systematic* to *aligned* in maturity (8P8). The Professional Development Committee with direction from the Employee Support Services Council is dedicated to employee development. BTC provides employee development services not only for faculty through the Teaching Learning Center but also through WTCS certification courses for faculty members and their supervisors. Opportunities exist to align development services of administration, staff, and faculty with institutional strategies, goals, and key action plans.

8P1 – Reviewer Comment (S) BTC has key planning processes that have specific purpose and timelines. Importantly, there appears to be alignment between the processes. The key planning processes include: 1) Strategic Planning, 2) Academic Program Planning, 3) Budget Planning, 4) Enrollment Management Planning, 5) Facilities Master Planning, 6) Information Technology Services, and 7) Marketing and Communications.

8P1

BTC engages in a variety of key planning processes, which provide the vision, framework, and direction for the College as shown in Table 8P1-1:

Planning Component	Participating Council	Purpose	Planning Timeline
Strategic Planning	All Councils	Sets vision, mission, and direction for the College	5 years
Academic Program Planning	Instructional Council	Guides decision-making related to instructional programming and support activities	4 years
Budget Planning	Executive Council	Guides budget planning and development ensuring funding for College priorities	1 year
Enrollment Management Planning	Student Support Services Council	Guides decision-making related to enrollment management	3 years
Facilities Master Planning	Administrative Services Council	Guides decision-making related to facilities planning	3 years
Information Technology Services Planning	Administrative Services Council	Guides decision-making related to technology equipment	1 year equipment plan and 5 year technology replacement plan
Marketing and Communications Planning	Student Support Services Council	Guides decision making related to College marketing	3 years

Strategic Planning:

BTC's primary process for planning continuous improvement at the College is its Strategic Planning Process as illustrated in Figure 8P1-1. The result of the planning process was the creation of the 2012-2017 Strategic Plan as illustrated in Table IO-1. As described in 5P5, five governance councils are responsible for the action plans' individual strategies with oversight by the Institutional Effectiveness Council (IEC).

Academic Program Planning:

The College's academic program planning process includes the development of a framework with relevant data elements to be populated and analyzed to assist with making data-informed decisions regarding the most appropriate program mix and instructional-related resource allocations as the College works with the consulting group, Eduventures, Inc. In addition, challenges and strategies for improvement are identified.

Budget Planning:

BTC's budget plan, adopted for one year beginning each July 1, allocates financial resources for ongoing programs, courses and services as well as for its strategic priorities. The Executive Council conducts the budget reviews and makes final recommendations. The District Board reviews the preliminary budget, and in June preliminary budget information is shared with local municipalities, business leaders, and interested parties at an open hearing. Following the hearing, the Board considers public input in adopting the budget at its regular June meeting.

Enrollment Management Planning:

BTC's enrollment management plan creates action plans to increase enrollment and improve retention. The enrollment management plan promotes marketing, recruiting, scheduling, staffing, and budgeting in a strategic manner to meet enrollment targets.

Facilities Master Planning:

Together with an architectural firm, BTC administration scheduled sessions to listen to current stakeholders, to explore multiple options, and to arrive at a facilities master plan that not only accommodates the needs of students and staff, but also builds flexibility to manage the uncertainty of future economic, technological, and demographic conditions.

Information Technology Services Planning:

The Information Technology Services (ITS) department consists of three teams led by supervisors, reporting to the Chief Information Officer (CIO). The department serves as an expert-level technology service partner for the College. The department's mission is: "Positively affect the education process through research, development, implementation, and premier support of technology for the Blackhawk Technical College community."

Marketing and Communications Planning:

- ❑ BTC's comprehensive marketing campaign entitled "Real Jobs Start Here" uses a multi-media strategy to elevate the reputation, applications, and enrollment of the College. The campaign slogan and design are intended to support two major themes: "BTC is a major solution to the skills gap" and "Nine out of ten graduates are employed within six months of leaving College."
- ❑ BTC's new internal communications plan uses a combination of audio and written reports. Twice a month, the Marketing Department is to disseminate the "BTC Notebook" in the form of an email to keep faculty and staff updated on all College activities. In addition, the "BTC Notebook" includes story links to Blackhawk.edu and a news clippings packet. The "Notebook" is designed to improve the campus information flow and to promote better communication among employees.

8P2 – Reviewer Comment (S) The 2012-2017 Strategic Plan and Participatory Governance Model identify short- and long-term strategies with the Strategic Plan serving as the overarching guide for planning strategies and timelines.

8P2

BTC's short-term and long-term strategies are selected through its 2012-2017 Strategic Plan and the College's planning processes as outlined in 8P1.

Under the new Participatory Governance Model, councils identify and address both short-term and long-term strategic needs in response to local emerging issues on an ongoing basis. The IEC provides oversight to assure that newly identified short-term strategies (action plans) are aligned with the College's long-term strategies.

8P3 – Reviewer Comment (S) BTC engages faculty, staff, and administrators in the action planning process. The plans include measures, targets, resource requirements, and timelines in support of the Strategic Plan.

8P3

BTC faculty, staff, and administration formed teams to develop key action plans to support the strategic priorities and strategies identified in the 2012-2017 Strategic Plan. These College Action Plans include measures, targets, resource requirements, and timelines.

8P4 – Reviewer Comment (S) BTC aligns the strategic priorities to AQIP categories and action projects through the charge of various councils and committees with the Institutional Effectiveness Council serving as the monitoring council. Feedback from the committees and councils occurs through meetings, minutes posted on the intranet, and annual committee reports.

8P4

During the development of the 2012-2017 Strategic Plan, BTC made a concerted effort to coordinate and align its organizational strategies and action projects with the nine AQIP categories. The alignment among BTC's five Strategic Priorities, its six Governance Councils, the nine AQIP Categories, and BTC's three active Action Projects is illustrated in Table 8P4-1:

Table 8P4-1: Alignment Among BTC's 2012-2017 Strategic Priorities, Governance Councils, AQIP Categories, and Active Action Projects		
Strategic Priorities	AQIP Category	Action Projects
Position BTC as a Key Economic Driver <i>Governance Councils held responsible:</i> <ul style="list-style-type: none"> ○ Instructional Council ○ Student Support Services Council 	<ul style="list-style-type: none"> ○ Category 2: Accomplishing Other Distinctive Objectives ○ Category 3: Understanding Students' and Other Stakeholders' Needs ○ Category 9: Building Collaborative Relationships 	
Increase Student Recruitment, Retention, and Success <i>Governance Councils held responsible:</i> <ul style="list-style-type: none"> ○ Instructional Council ○ Student Support Services Council 	<ul style="list-style-type: none"> ○ Category 1: Helping Students Learn ○ Category 3: Understanding Students' and Other Stakeholders' Needs 	<ul style="list-style-type: none"> ○ Integrating Core Abilities into BTC's Culture Status (Category 1)
Increase the Diversity and the Inclusiveness of the Environment <i>Governance Councils held responsible:</i> <ul style="list-style-type: none"> ○ Instructional Council ○ Employee Support Services Council ○ Student Support Services Council 	<ul style="list-style-type: none"> ○ Category 3: Valuing People ○ Category 4: Valuing People 	
Enhance Organizational Engagement and Effectiveness <i>Governance Councils held responsible:</i> <ul style="list-style-type: none"> ○ College Council ○ Instructional Council ○ Employee Support Services Council 	<ul style="list-style-type: none"> ○ Category 4: Valuing People ○ Category 5: Leading and Communicating ○ Category 6: Supporting Institutional Operations ○ Category 7: Measuring Effectiveness ○ Category 8: Planning Continuous Improvement 	<ul style="list-style-type: none"> ○ Implement a Participatory Governance System (Category 5) ○ Create Alignment among Strategic Planning, AQIP, and Budgeting (Category 8)
Develop New Resources <i>Governance Council held responsible:</i> <ul style="list-style-type: none"> ○ College Council 	<ul style="list-style-type: none"> ○ Category 2: Accomplishing Other Distinctive Objectives ○ Category 9: Building Collaborative Relationships 	
Institutional Effectiveness Council → Monitors, Measures, and Reports Results		
Category 7: Measuring Institutional Effectiveness		

The BTC Participatory Governance Model is comprised of six councils as defined and illustrated in Figure 5P5-1. Additionally, there are 12 standing committees which report directly to the six Councils. Designated Council members also provide leadership on specific strategies within the 2012-2017 Strategic Plan, organizing ad hoc committees with members from relevant functional areas to carry out specific action plans. BTC's alignment of its six councils and twelve standing committees is illustrated in Table 8P4-2:

Table 8P4-2: BTC's Alignment of its Six Councils and Twelve Standing Committees					
College Council	Instructional Council	Student Support Services Council	Administrative Services Council	Employee Support Services Council	Institutional Effectiveness Council
Executive Council*	Academic Technology Committee	Enrollment Management Committee	Banner Governance Committee	District Certification Committee	Academic Quality Improvement Program Steering Committee
	Curriculum and Assessment Committee		Emergency Preparedness Committee	Diversity Advancement Committee	
	Executive Council**		Safety Committee	Health MD's Committee	
	Online Learning Committee			Professional Development Committee	

*Executive Council for the College Council is comprised of the President, Vice-Presidents and the President's Assistant

**Executive Council for the Instructional Council is comprised of the Vice President of Learning, Deans, and Director of Learning Resources

Feedback occurs through meetings and minutes posted on the College's Intranet, through standing committee annual reports, through regular progress reports to the District Board by department/division leaders, and through formal employee goal-setting and performance reviews as discussed in 4P10.

8P5 – Reviewer Comment (S) Strategic priorities define objectives, measures, and targets. Importantly, the College Councils identify performance targets and evaluation measures through the action planning process and ensure Strategic Plan goals are achieved.

8P5

BTC defines its objectives, selects measures, and sets performance targets for its organizational strategies and action plans through its five current strategic priorities. The College Councils identify performance targets and evaluation measures for each objective and activity within the Strategic Plan to ensure that goals are attained. Identified gaps drive additional strategic planning initiatives.

8P6 – Reviewer Comment (S) Action planning teams, in alignment with their respective mission, develop financial, staffing, technology, and facility requirements. The Vice President of Finance and College Operations is integral to the process. BTC has a thorough budget process to guide planning and utilizes the Enterprise Resource Planning (ERP) system to monitor the budget regularly.

8P6

BTC links its strategy selection and action plans in accordance with its mission through action planning teams which develop detailed financial, staffing, technology, and facility requirements. During the review process with data provided by the Vice President of Finance and College Operations, the Executive Council balances the newly requested resources with funds available through the mill rate, tax rate, tax levy, and existing resource needs for current educational programs and staffing.

Every April the Vice President of Finance and College Operations 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 (FTE's), salaries, and healthcare costs. Trend data includes 12 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 vice-president reviews requests and forwards them for final approval to the District Board. These requests are approved, based on available resources.

5.A. BTC's resource base supports its current educational programs and plans for maintaining and strengthening them despite the fact that the State of WI placed a temporary two-year operational property tax levy cap on the WTCS at the 2010 funding levels. The College developed an academic program structure/framework to align educational program capacity with available resource levels, as shown in Table 1P3-1 and explained in 3P1, 5P2, and 7P2 [5.D.2].

1. BTC has been able to maintain the human resources sufficient to support its programs and has reviewed its organizational structure to ensure efficiencies. Capital funding is not capped by the State; therefore, the College is able to levy the funding necessary to improve, replace, and maintain its capital investment in technology and physical plant infrastructure.
2. BTC's academic program plan 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.
3. The College's strategic priorities are aligned to support the fulfillment of its mission. While some strategic action plans require financial resources which have been committed via the budget process, many of the strategic action plans require priority attention of staff to make necessary improvements in operational processes.

4. BTC staff are well qualified for their respective positions at the time of hiring and/or promotions as explained in 4P2 [3.C.]. Funds for staff training are budgeted annually within the department/division budgets to ensure staff remain aware of changing trends and maintain relevant skills for their respective roles.
5. The College utilizes zero-based budgeting for the operational and new capital funding, and a multi-year rolling plan for funding maintenance of physical plant and technology capital investments. Budget-responsible managers are trained in day-to-day management of division budgets. Financial reports are distributed to the District Board and management monthly.

8P7 – Reviewer Comment (S) BTC partners with risk evaluators at the District and state levels. The recommendations of the evaluators are reviewed and modified by the Administrative Services Council, the College Council, and when needed, the Emergency Preparedness and Safety Committees. Approved recommendations are published in the Emergency Procedures Manual and disseminated. Importantly, BTC maintains a Continuity of Business plan.

8P7

BTC assesses and addresses risk exposure in its planning processes by partnering with risk evaluators from the District's Mutual Insurance and the Wisconsin Department of Workforce Development's Workers Compensation Division. Periodically, representatives from these organizations conduct on-site visits to review College facilities, to identify risk factors, and to recommend potential corrective actions. All recommendations are reviewed and modified by the Administrative Services Council, the College Council, and, when needed, by the Emergency Preparedness Committee and the Safety Committee. Approved recommendations are published in the BTC Emergency Procedures Manual and then disseminated to the College along with additional communications provided by the Emergency Preparedness Coordinator and other College-wide postings and publications.

In addition, the College maintains a Continuity of Business plan (COB) to prepare for a variety of risks. The Emergency Preparedness Coordinator maintains and shares the COB plan, which includes details for the following areas:

- | | | |
|--|---|--|
| <input type="checkbox"/> Alternate Facilities | <input type="checkbox"/> Continuity of Leadership | <input type="checkbox"/> Planning Assumptions |
| <input type="checkbox"/> Annex Maintenance | <input type="checkbox"/> Critical Infrastructure | <input type="checkbox"/> Responsibilities and Procedures |
| <input type="checkbox"/> Communications | <input type="checkbox"/> Dependencies | <input type="checkbox"/> Test, Training, and Exercise |
| <input type="checkbox"/> Concept of Operations | <input type="checkbox"/> Essential Functions | <input type="checkbox"/> Vital Records and Databases |

Technological and information security risk precautions and measures are addressed in 7P7.

BTC has a unique risk in ensuring that program offerings are current and relevant. To ensure that programming meets the needs of the District, the College utilizes regional data as described in 3P1. Programs are implemented, modified, suspended, and discontinued as needed, following WTCS procedures.

8P8 – Reviewer Comment (S) The Employee Support Services Council is key to upholding strategic priorities and is involved in two priorities: 1) Increase the Diversity and the Inclusiveness of the Environment and 2) Enhance Organizational Engagement and Effectiveness. Furthermore, BTC provides professional development and personal growth opportunities to its employees.

8P8

To address changing requirements demanded by BTC's strategies and action plans, the College's Employee Support Services Council provides opportunities for professional development and personal growth for its faculty, staff, and administration. Professional development opportunities offered to BTC employees are described in 1P7, 1P9, 3C4, 4P3, 4P9.

8R1 – Reviewer Comment (O) BTC has several measures for each planning process that includes survey data, committee feedback, financial information, and enrollment data. Opportunity exists to obtain benchmark and comparative measures. Additionally, there is no apparent measure for the strategic priority enhancing organizational engagement and effectiveness.

8R1

Table 8R1-1 details the measures of the effectiveness for the College’s planning processes which are collected and analyzed regularly:

Table 8R1-1: BTC’s Measures of Effectiveness for its Planning Processes	
Planning Process	Measure(s) of Effectiveness
Strategic Planning	<ul style="list-style-type: none"> ○ College-wide representation from faculty, administration, staff, board members, and students ○ Feedback from faculty, administration, and staff ○ Governance Survey
Academic Program Planning	<ul style="list-style-type: none"> ○ Academic Programming Model Framework ○ Advisory Committee feedback ○ Faculty to Student Ratio
Budget Planning	<ul style="list-style-type: none"> ○ Financial Audit ○ Moody’s Rating
Enrollment Management Planning	<ul style="list-style-type: none"> ○ Enrollment and retention trends ○ Number of FTE’s
Facilities Planning	<ul style="list-style-type: none"> ○ Number of renovations and additions ○ Total square footage
Information Technology Services Planning	<ul style="list-style-type: none"> ○ Intranet Surveys
Marketing and Communications Planning	<ul style="list-style-type: none"> ○ Targeted programs enrollments increased

8R2 – Reviewer Comment (O) BTC outlines baseline performance measures in Table 8R2-1; however, there are not specific details on actual benchmark and longitudinal results. Opportunity exists to build upon baseline data.

8R2

Blackhawk Technical College’s performance results for accomplishing its organizational strategies for the 2012-2017 Strategic Plan are provided in Table 8R2-1. This table includes baseline performance results for each of the strategic priorities.

Table 8R2-1: 2012-2017 Strategic Plan Baseline Performance Measures			
Strategic Priority	Organizational Objectives	Performance Measures	
Position BTC as a Key Economic Driver	1.1 Increase the Percent of BTC Graduates Hired by Regional Employers in their Related Fields	Graduate Follow-up Survey (KPI-1)	Baseline 2010-11: 56%
		Employer Satisfaction Survey (KPI-2)	Baseline 2010-11: 92%
		Number of employees in District who received customized/contract training (KPI-3)	No baseline data; currently working to develop process and evaluation
		Employer satisfaction with customized/contact training (KPI-4)	No baseline data; currently working to develop process and evaluation
Increase Student Recruitment, Retention, and Success	1.1 Strengthen Student Recruitment and Assessment Models and Practices 1.2 Increase the Enrollments of Under-Represented Student Populations 1.3 Enhance Pedagogical Knowledge and Skill 1.4 Monitor and Improve Student Retention 1.5 Monitor and Improve Student Support Services	Retention of students (KPI-8): IPEDS graduation rate	Baseline 2011-12: 46%
		Fall to fall retention/graduation	40%
		Fall to spring retention/graduation	74%
		Minority student enrollment retention (KPI-9)	Baseline 2011-12: 16%
		Student satisfaction (KPI-10): Noel-Levitz SSI: <i>Rate your overall satisfaction with your experience here thus far.</i>	Baseline 2009: 82%
		Technical Skill Attainment (KPI-11a)	Baseline 2012-13: 86%
		Core ability skill attainment (KPI-11b)	Baseline currently under development
Student persistence (KPI-12): Course completion	Baseline 2010-11: 90%		

Table 8R2-1: 2012-2017 Strategic Plan Baseline Performance Measures Continued			
Strategic Priority	Organizational Objectives	Performance Measures	
Increase the Diversity and Inclusiveness of the Environment	1.1 Educate our Staff and Community about Diversity, Inclusion, and Cultural Competency 1.2 Recruit and Retain Diverse Staff	Employee satisfaction (KPI-5)	Baseline 2010-11: PACE Institutional Structure 3.45 Supervisory Relationships 3.69 Teamwork 3.74 Student Focus 4.03
		Retention of employees (KPI-6)	Baseline 2011-12: 95%
		Minority hiring and retention rates (KPI-7)	Baseline 2010: Census data; still waiting for Department of Labor data on district workforce
		Minority hiring and retention rates (KPI-7)	Baseline 2010: Census data; still waiting for U.S. Department of Labor data on district workforce
Develop New Resources	1.1 Increase Foundation Revenue by Maintaining and Ensuring a Strong and Active Foundation 1.2 Increase Grant Revenues that Support Strategic Priorities by Designing and Managing a Coordinated Grant Procurement Process	Grant revenue received during the fiscal year	No performance results to date. This objective was put on hold. Proposal for a Grant Office in development.

8R3 – Reviewer Comment (S) BTC outlines 1-3 year projections in Table 8R3-1 that includes projections for a majority of the strategic priorities that are components of the 2012-2017 Strategic Plan.

8R3

BTC’s projections for performance of its strategies and action plans over the next one to three years are from its 2012-2017 Strategic Plan as described in Table 8R3-1:

Table 8R3-1: 2012-2017 Strategic Plan 1 to 3-Year Projections					
Strategic Priority	Organizational Objectives	One to Three Year Projections			
Position BTC as a Key Economic Driver	1.1 Increase the Percent of BTC Graduates Hired by Regional Employers in their Related Fields	Graduate Follow-up Survey (KPI-1)	2011-12: 56%	2012-13: 59%	2013-14: 62%
		Employer Satisfaction Survey (Every two years) (KPI-2)	2010-11 92%	2012-13 95%	NA
Increase Student Recruitment, Retention, and Success	1.1 Strengthen Student Recruitment and Assessment Models and Practices 1.2 Increase the Enrollments of Under-Represented Student Populations 1.3 Enhance Pedagogical Knowledge and Skill 1.4 Monitor and Improve Student Retention 1.5 Monitor and Improve Student Support Services	Retention of students (KPI-8): IPEDS Graduation Rate	2011-12 46%	2012-13 48%	2013-14 50%
		Minority student enrollment retention (KPI-9)	2011-12 16%	2012-13 16%	2013-14 17%
			54%	46%	50%
		Student satisfaction (KPI-10) Noel-Levitz SSI	2011-12 85%	2014-15 87%	NA
		Technical skill attainment (KPI-11a)	2012-13 86%	2013-14 88%	NA
		Core ability skill attainment (KPI-11b)	NA	NA	NA
		Student persistence (KPI-12)	2010-11 90%	2011-12 91%	2012-13 92%
Increase the Diversity and Inclusiveness of the Environment	1.1 Educate our Staff and Community about Diversity, Inclusion, and Cultural Competency 1.2 Recruit and Retain Diverse Staff	Employee satisfaction (KPI-5) PACE Survey Institutional Structure Supervisory Relationships Teamwork Student Focus	2010-11 3.45	2013-14 3.52	2016-17 3.62
			3.69	3.76	3.87
			3.74	3.81	3.93
			4.03	4.11	4.23
			Retention of employees (KPI-6)	2011-12 95%	2012-13 85%
		Minority hiring and retention rates (KPI-7)	NA	NA	NA

Table 8R3-1: 2012-2017 Strategic Plan 1 to 3-Year Projections Continued					
Strategic Priority	Organizational Objectives	One to Three Year Projections			
Enhance Organizational Engagement and Effectiveness	1.1 Improve the College Culture and Climate 1.2 Improve the Effectiveness of Core Processes 1.3 Increase Employee Engagement	Employee satisfaction (KPI-5):			
		PACE Survey	2010-11	2013-14	2016-17
		Institutional Structure	3.45	3.52	3.62
		Supervisory Relationships	3.69	3.76	3.87
		Teamwork	3.74	3.81	3.93
		Student Focus	4.03	4.11	4.23
		Retention of employees (KPI-6)	2011-12 95%	NA	NA
		Minority hiring and retention rates (KPI-7)	NA	NA	NA
Develop New Resources	1.1 Increase Foundation Revenue by Maintaining and Ensuring a Strong and Active Foundation 1.2 Increase Grant Revenues that Support Strategic Priorities by Designing and Managing a Coordinated Grant Procurement Process	Grant revenue received during the fiscal year	Baseline has not been set; therefore, BTC has no basis for projections.		

8R4 – Reviewer Comment (O) BTC has comparison results from participation in the Colorado Mountain College survey; however, there does not appear to be an analysis of the results. Opportunity exists to provide further analysis in addition to comparative results from comparable colleges within the Wisconsin System as done in previous categories. Additionally, opportunity exists to develop longitudinal measures for use in analysis and decision-making.

8R4

BTC’s results for its performance processes compare with the performance results of other higher education institutions through the 2012 Colorado Mountain College survey. This survey included five key questions in the areas of *strategic planning*, *resourcing strategic objectives*, and *closing the feedback loop of the continuous improvement cycle for ad hoc projects*. Survey results from Baker College, Blackhawk Technical College, Central New Mexico Community College, Eastern Arizona Community College, and Northwood University are included in Table 8R4-1:

Table 8R4-1: Summary of Results from the 2012 Colorado Mountain College Survey	
1. How many of your strategic objectives were achieved by the 2012 target date set in your plan?	
Baker College	N/A
Blackhawk Technical College	N/A
Central New Mexico Community College	None
Eastern Arizona Community College	N/A
Northwood University	We have five strategic themes with five to nine strategic initiatives aligned to each theme. None of the strategic objectives were scheduled for completion in 2012. Less than 50% of the earlier strategic objectives were completed by target date.
2. If resources are identified for the completion of a strategic objective whose target date of completion is in the first year of a three-five year strategic plan at your college, what percentage of the objectives requiring financial resources were funded?	
Baker College	None
Blackhawk Technical College	Thirteen objectives were set for completion in the first year of a three-five year strategic plan. Three of these objectives required financial resources. Three of these objectives were funded.
Central New Mexico Community College	None
Eastern Arizona Community College	N/A
Northwood University	Zero number of objectives set for completion in the first year of a three-five year strategic plan.
3. Was the funding process part of the standard budget planning process or outside of the process?	
Baker College	No
Blackhawk Technical College	The budget process for FY 12-13 was concluded prior to the completion of college action plans to support accomplishing the strategic priorities. Rather than delaying implementation by one-year, the budget was developed with a pool of funding designated to support funding of action plans aligned to the strategic plan. Funding is a part of the budget process in future years.
Central New Mexico Community College	Part of the standard budget planning process.
Eastern Arizona Community College	Part of the standard budget planning process.
Northwood University	Part of the standard budget planning process.

Table 8R4-1: Summary of Results from the 2012 Colorado Mountain College Survey Continued	
4. If Continuous Improvement Action Teams are formed in response to a system challenge in an ad hoc manner at your college, do you have an air-tight method of ensuring that the entire CI cycle is completed and results and/or system changes are documented and communicated?	
Baker College	We are using a pretty standard model of project management common to Lean Six Sigma organizations. Every project is chartered and overseen. During the course of the project, there are a series of Gate Reviews which are performed as the project enters new phases in the DMAIC process. Standard forms for each review and a standard closure form are required. These materials are publicly available on the system network. We do not have a standard process for communication that ensures information is widely disseminated.
Blackhawk Technical College	Yes
Central New Mexico Community College	No
Eastern Arizona Community College	Yes. The 18-member President’s Quality Council oversees all CI on campus and announces new projects. The Council consists of cross-functional staff/faculty and all action project leaders. They survey employees to measure effectiveness of QI processes. They also survey stakeholders. Ideas are summarized, prioritized by Institutional Effectiveness and brought to the Council for review and improvements. She did mention that there is no common process to institute continuous improvement and they have developed in-house professional development on this. The CI Training Session gets everyone on the same page and links up Deming and Six Sigma.
Northwood University	No
5. If you answered Yes to question 4., please check off any of the following that apply:	
Baker College	Yes, AQIP Steering Committee provides oversight. Yes, IE is part of the Quality Council—Institutional effectiveness department monitors and reports Action Team Activities. Yes, The Team sponsor is responsible for reporting results and/or system changes to a designated decision-making body or senior level officer of the college.
Blackhawk Technical College	Blackhawk Technical College’s governance system requires that policy, procedural, and process changes be brought forth through the respective council (i.e. Instruction, Student Support, Employee Support, or Administrative Services) with final approval by the College Council. The governance model provides for communication of council meetings so employees are provided with the opportunity to be informed.
Central New Mexico Community College	N/A
Eastern Arizona Community College	Yes, AQIP Steering Committee provides oversight (President’s Quality Council). Yes, Institutional Effectiveness department monitors and reports Action Team activities. Yes, The Team sponsor is responsible for reporting results and/or system changes to a designated decision-making body (President’s Quality Council).
Northwood University	N/A

8R5 – Reviewer Comment (O) Evidence is documented along with explanation for decline in FTE and headcount; however, it is not apparent how the evidence is measured and evaluated. Opportunity exists to provide benchmark and longitudinal data for planning processes and activities.

8R5

The evidence of BTC’s system for *Planning Continuous Improvement* is shown in Table 8R5-1:

Table 8R5-1: Planning Continuous Improvement Evidence	
Planning Process	Evidence
Strategic Planning	<ul style="list-style-type: none"> ○ Participation in listening sessions was as follows: 72 Administration, 6 Affirmative Action Advisory Members, 9 Board Members, 60 Faculty, 13 part-time Faculty, 13 part-time staff, 35 full-time staff, and 15 students. ○ A 25-member work team comprised of: 17 Administration, 2 Board Members, 5 Faculty, and 3 Staff. ○ During the fall 2011 In-Service, 210 of 241 full-time employees participated in a World Café style feedback session.
Academic Program Planning	<ul style="list-style-type: none"> ○ Academic Programming Model Framework (Table R4-1) (5P2) ○ Faculty to Student Ratio (Graph 4R4-3) ○ Governance Survey results (Graphs 5R2-2 through 5R2-5)
AQIP Action Projects	<ul style="list-style-type: none"> ○ AP 7: Integrating Core Abilities into BTC's Culture Status ○ AP 8: Create Alignment Among Strategic Planning, AQIP, and Budgeting ○ AP 9: Implement a Participatory Governance System
Budget Planning	<ul style="list-style-type: none"> ○ Financial Audit (6R3) ○ Moody’s Rating (6R3)

**Table 8R5-1: Planning Continuous Improvement Evidence
Continued**

Planning Process	Evidence
Enrollment Management Planning	<ul style="list-style-type: none"> ○ FTE's: 2010-11: 2,830, 2011-12: 2,564, 2012-13: 2,289* ○ Headcount: 2010-11: 11,906, 2011-12: 11,126, 2012-13: 9,879**
Facilities Planning	<ul style="list-style-type: none"> ○ Number of renovations and additions (611) ○ Total square footage (Table 6R3-4)
Information Technology Services Planning	<ul style="list-style-type: none"> ○ Intranet Surveys (Graph 7R2-1)

*2012-13 FTE's show a decline from the previous year, this is not surprising considering the dramatic growth experienced in 2008-09 and 2009-10. While 2013-14 FTE's are expected to decline by approximately 4% from the previous year, BTC anticipates the stabilization of FTE counts beginning in fiscal year 2014-15 (*Source: 2013-14 Blackhawk Technical College Budget Plan*).

**2011-12 headcount information shows a 6.6% decline from the previous year, and represents a second consecutive year of headcount decline. Headcount enrollment declined from 11,906 in 2010-11 to 11,126 in 2011-12, a decrease of 780 individuals. Overall since 2006-07, College headcount enrollment has averaged 11,910 per year with 2011-12 headcount enrollment achieving 93.4% of the six-year average. Of the population served in 2011-12, 79.1% were residents of Rock or Green County (*Source: 2013-14 Blackhawk Technical College Budget Plan*).

8I1 – Reviewer Comment (S) BTC has developed and implemented three new planning processes: Academic Program, Marketing and Communication, and Information Technology as a result of the 2012-2017 Strategic Plan. Importantly, the College has created and implemented a Participatory Governance Model.

8I1

BTC's recent improvements for *Planning Continuous Improvement* are:

- ❑ Development and implementation of BTC's Academic Program Planning as referenced in 5P2 and 5I1.
- ❑ Development and implementation of the College's Marketing and Communications Planning.
- ❑ Development and implementation of BTC's Information Technology Services Planning.
- ❑ College-wide participation for the 2012-2017 Strategic Planning Process as explained in 8R5.
- ❑ Implementation of BTC's Strategic Plan as evidenced throughout Category 5.
- ❑ Creation and implementation of the College's new Participatory Governance Model as explained in 5P5.
- ❑ Comprehensive alignment of BTC's Strategic plan, its active action projects, and Participatory Governance Model.
- ❑ IEC's responsibility to provide monitoring and oversight of College's six governance councils.

8I2 – Reviewer Comment (S) Development and implementation of the Strategic Plan and Participatory Governance Model have provided the avenue to improve and set targets. Furthermore, the oversight provided by IEC ensures progress is made toward targets. The Strategic Plan as presented throughout the portfolio has identified targets for improvement.

8I2

BTC's culture and infrastructure has implemented its new Strategic Plan and its new Participatory Governance Model to improve and to set targets for improved performance results in *Planning Continuous Improvement*.

Action plans within each strategic priority identify specific processes with targets for improvement. To ensure progress is made towards targets, the IEC has been tasked with the oversight of all other councils. All strategic priorities and objectives ultimately require BTC Board approval.

Category Nine: Building Collaborative Relationships

The Systems Appraisal Team identified various strengths and opportunities for Blackhawk Technical College for Category 9: *BTC has developed relationships in alignment with the 2012-2017 Strategic Plan's two guiding principles; "Community-focused" and "Partnerships." The Portfolio describes some connection between processes, results, and improvements in the key categories: 1) K-12 School District, 2) Post-Secondary, 3) Employer, and 4) Community relationships. Opportunity exists for BTC to develop benchmarks and to further analyze data to help inform decisions and, thus, to develop systemized processes for data collection and analysis.*

Largely rural and the fourth smallest college within the sixteen-college Wisconsin Technical College System (WTCS), BTC's District has long been *systematic* in *Building Collaborative Relationships* which attract, retain, and ensure students to have the very best occupational/professional skills required for successful employment (9P1, 9P2, 9P3). The District's largest employers, including healthcare, business, education, and government organizations, anticipate minimal changes in their sustainable employer makeup and have strong relationships with the College.

BTC's commitment to collaboration is distinctively *aligned* with two guiding principles within the College's 2012-2017 Strategic Plan: "Community-focus" and "Partnerships." Currently, the College is experiencing unprecedented commitment to organizational improvements (9P7). Key developments are the implementation of the College's 2012-2017 Strategic Plan, the establishment of a new Participatory Governance Model, and the creation of two new administrative positions: the Foundation/Alumni Director and the Internship Coordinator. Together they provide the framework for a unique *alignment* of businesses, governmental agencies, and educational organizations with BTC's continued focus on student success (Table 9I1-1). The foundation of BTC's process improvements is the College's continued advocacy for students, achieved only through *systematic* development of its strong internal and external collaborations.

"Community-focus" and "Partnerships," BTC's cornerstones, continue to guide the College *systematically* to address the current needs of its students and their education.

9P1 – Reviewer Comment (S) BTC builds and prioritizes relationships based on the direction of the 2012-2017 Strategic Plan which includes two guiding principles: "Community-focus" and "Partnerships." The college has four distinct areas in which relationships are developed: 1) K-12 School District, 2) Post-Secondary, 3) Employer, and 4) Community. Each area contains specific sub-categories of focus.

9P1

BTC creates and builds relationships with the educational institutions and other organizations from which the College receives its students by prioritizing these relationships within four major categories as outlined below:

K-12 School District Relationships

Career Prep Partnership Projects:

The Tech Prep grant funding that supported many services to high schools, including articulation and the Summer Institute ended in June 2011. Since that date, BTC has taken advantage of Career Prep funds provided through Perkins to continue to support local public high school professional development and articulation needs. Annually, BTC conducts workshops with its instructors and area high school teachers to develop additional articulation agreements.

Counselor Conferences:

According to current admission reports, BTC receives only 12% of incoming students directly from District high schools. Counselor Conferences are an effort to strengthen and to expand recruiting initiatives with our District high schools. These conferences, developed by BTC's College and Career Specialists, are open to high school counselors, principals, and diversity coordinators. The purpose is to establish relationships with those individuals at District high schools who are in positions to influence students' choices.

Informal Instructor-Led Recruitment Efforts:

Faculty create and maintain relationships with District high schools by visiting them throughout the school year to present program information, career opportunities, and class objectives. Instructors encourage high school students and their parents to visit BTC to observe training labs and classrooms.

Professional Development:

BTC offers a summer institute and articulation workshops for secondary teachers which build and strengthen relationships with local school districts. Workshops target curriculum alignment, articulation, career pathways, and development of coordinated programs of study. Professional development activities enhance career and technical education, promote technical education opportunities, and incorporate the importance of core academics in career and technical education.

Tech Exploration Days:

Every year BTC offers District high school juniors and seniors as well as adults from area communities the opportunity to explore the College's variety of programs. Those in attendance are not only introduced to the hands-on education they would receive at BTC but also receive a tour of the different College facilities.

BTC faculty provide these groups with program and classroom information ranging from entrance requirements to expected course loads. In addition, instructors provide demonstrations on program equipment and share information on prospective employment opportunities. Visitors are able to observe students in the classrooms and ask questions of instructors.

Youth Apprenticeship:

Youth Apprenticeship is a state-wide, school-to-career initiative for high school juniors and seniors led by the Wisconsin Department of Workforce Development. Students participating in this program are required to receive classroom instruction related to their employment. BTC provides most of the related instruction so that students earn postsecondary credit while in high school. Beginning with the 2011-12 academic year, BTC has served as the fiscal agent for the Rock County Youth Apprenticeship Grant which has increased its connections to the schools, students, and local businesses. BTC employs staff who focus specifically on K-12 district collaborations, such as a Youth Apprenticeship Specialist.

Post-Secondary Relationships*Reciprocal Agreements*

BTC maintains reciprocal agreements with Highland Community College (HCC) in Freeport, IL; Rock Valley College (RVC) in Rockford, IL; and Viterbo University in La Crosse, WI. HCC and RVC students participate in BTC programs not offered at their Illinois colleges at the Wisconsin in-state tuition rate. The Vice President of Learning evaluates and reviews these agreements regularly.

Shared Programs:

BTC receives students from other WTCS colleges through shared-program agreements. Through shared programs, students can take classes at BTC before completing a degree elsewhere. The College evaluates these agreements on a two- to three-year cycle.

Transfer Agreements:

BTC collaborates to develop and maintain Credit Transfer Agreements with other WTCS Colleges and other public/private two- and four-year institutions.

Employer Relationships*Apprenticeship Programs:*

The State of Wisconsin Apprenticeship Program involves four major groups working in collaboration with BTC: the employer, the apprentice, the State of Wisconsin Department of Workforce Development, and the Bureau of Apprenticeship Standards. BTC offers these incoming students apprenticeship programs in electrical, plumbing, and maintenance millwright occupations.

Professional Development:

The *Business and Community Development* (BCD) department, part of the College's Business Division (BD), provides District businesses with contracted customized training and technical assistance for incumbent workers through contracts and professional development seminars as more fully explained in the Category 2: Introduction.

Program Advisory Committees:

Program Advisory Committees which meet at least twice a year are comprised of area employers, the program dean, program and general education faculty, and BTC students. Employer committee members serve BTC as excellent recruiting agents for potential students.

Community Relationships*Beloit Health Systems:*

BTC's BCD department works with Beloit Health Systems (BHS) to identify and select employees as future BHS leaders as part of its Leadership Training program. With BCD's assistance and guidance, BHS not only has a succession plan, but also actively continues to recruit and train its in-house employees who are targeted as the company's future leaders.

Law Enforcement Academies:

BTC partners with law enforcement agencies statewide for a variety of police-related specialized and in-service training. The College also provides mandated WI Department of Justice Standards Academy Training for Law Enforcement, and Secure Juvenile Detention and Corrections.

Rock County Education and Criminal Addictions Program (RECAP):

RECAP is a cooperative program among BTC, Rock County Sheriff's Office and Cooperative Educational Service Agency #2 (CESA #2) as explained in the Category 2: Introduction.

9P2 – Reviewer Comment (S) BTC creates, prioritizes, and builds relationships based on two areas: postsecondary and employer. Post-secondary relationships are built through reciprocal agreements, shared programs, and transfer agreements. Employer relationships are built and maintained through Employer Summits, career and professional development services, internships/externships, and program advisory committees. The Manager of Training and Consulting Services is integral to these employer relationships.

9P2

BTC creates, prioritizes, and builds relationships with educational organizations and employers that depend on the College's supply of students and graduates by developing mutually beneficial agreements that assure that BTC students meet those organizations' requirements and successfully complete the next step of their educational and/or employment journey.

Post-Secondary Relationships*Reciprocal Agreements:*

BTC maintains reciprocal agreements as described above in 9P1.

Shared Programs:

BTC maintains shared programs, as described in 9P1.

Transfer Agreements:

BTC maintains transfer agreements with more than 30 colleges and universities, giving students options to pursue baccalaureate degrees. BTC's Vice President of Learning, in partnership with participating colleges, establishes and reviews each of these agreements.

Employer Relationships*Business Health Care, and Manufacturing Employer Summits:*

During 2011, 2012, and 2013 BTC hosted four regional Business, Health Care, and Manufacturing Employer summits, bringing together program/general education educators and local business leaders to update curriculum and to strengthen partnerships specifically designed for the area workforce as discussed in 1P2.

Career and Professional Development Services:

BTC's Career and Professional Development Center creates and builds relationships with HR professionals for WTCS students and graduates through job-posting services on *Tech Connect*, the online job site, and through on-campus recruitment coordination as explained in 6P4. This site is operated and funded by the Wisconsin TechConnect Consortium of the WTCS schools.

Internships/Externships:

BTC offers its students both internships and externships which provide hands-on experience within their chosen fields as well as potential employment opportunities upon graduation. An internship involves three-credits of student participation in the workplace embedded within the course curriculum whereas the externship is student work experience after completion of all coursework.

Manager of Training and Consulting Services:

This College position serves as the contact person for required workforce training and promoting BTC's Business Expo.

Program Advisory Committees:

Program Advisory Committees engage local employers to review curriculum and provide feedback regarding the College's occupational programs. Developed by the WTCS, this committee structure continues to foster the expansion of employment opportunities for BTC graduates as explained in 1P2.

9P3 – Reviewer Comment (S) Relationships with organizations that provide service to students include the area express bus service, Blackboard, dining and food service vendor, textbook service company, tutoring services, and the Workforce Investment Act (WIA). Through WIA, students are provided assistance with career exploration, labor market information, specialized employment services, and case management.

9P3

BTC creates, prioritizes, and builds relationships with the following organizations that provide services to students:

Beloit-Janesville Express Bus Service

Seven organizations partner with the Janesville and Beloit Transit Systems to establish the Beloit-Janesville Express (BJE). The Beloit and Janesville Transit systems jointly operate service between the two cities year-round Monday through Friday except holidays.

Stops are made at all locations along the route and serve the following partners: the Rock County Job Center, UW-Rock County, BTC, Rock Valley Community Programs (RVCP), SWWDB/County Institutions, Kandu Industries, Arrow Park, and Riverfront, Inc. This service is supported by state and federal funding, ridership fares, and partner contributions.

Blackboard:

The College maintains its relationship with Blackboard Inc. through 24/7 *Blackboard Helpdesk*, *Blackboard Learn*, and *Blackboard Managed Hosting* as explained in 6P4. The Director of Learning Resources has bi-monthly meetings with BTC's group representative to ensure quality support. These systems are available 24/7 to the Director of Learning Resources and the Teaching Learning Center Specialist.

CL Swanson Corporation:

CL Swanson Corporation of Madison, WI, is a company that supplies BTC with its dining, food, and vending services. BTC's Vice President of Finance and College Operations manages this contract for the College.

Follett Higher Education Group:

The Follett Bookstore is located at the Central Campus to provide students' textbooks. Services are also available via Follett's website. Follett College Bookstore has an advisory committee comprised of BTC staff and students.

NetTutor:

BTC's 24/7 online live tutor vendor, NetTutor is managed by BTC's Director of the Student Success Center.

Workforce Investment Act:

Through the Workforce Investment Act (WIA) BTC offers a variety of services that may include career decision-making assistance, labor market information, skills assessment, case management, and/or specialized employment services to dislocated workers and returning veterans.

9P4 – Reviewer Comment (S) The College uses formal policies for relationships with vendor and supply organizations. These align with District requirements, and are overseen by the College’s purchasing manager as well as intersecting District and state processes.

9P4

BTC creates, prioritizes, and builds relationships with the organizations that supply materials and services through formal policies and contracts. The BTC District Board has established policies for procurement of goods and services, in accordance with the WTCS and state and federal regulations. These policies outline the specific steps taken by the College’s budget managers to secure materials and services, including formal requests for proposals and bid processes. When a relationship is formed, the College can then maintain the formal contract up to seven years before a new competitive bid is required. Based on the quality of service to the College, BTC is often able to continue the relationship with existing vendors while demonstrating fiscal responsibility.

A full-time purchasing manager works in partnership with the Wisconsin Association of Public Purchasers as well as with a statewide WTCS purchasing consortium and further strengthens BTC’s ability to procure materials and services. The purchasing agent uses state, governmental, and regional discount-buying pools to allow for further cost-savings. These relationships are built and maintained for several years to increase buying power and quality of service. Businesses owned by women and minorities are contacted regularly through the State of Wisconsin-Department of Administration.

BTC has built relationships with the following local vendors:

Cleaning Services:

BTC contracts with Diversified Building Maintenance in Janesville, WI, to maintain Central Campus, and with Kleenmark in Madison, WI, to provide cleaning services at the Monroe Campus, the Beloit Center, and the Center for Transportation (CTS). Per the WTCS purchasing policy as well as BTC’s policy, every three to five years the College must solicit local communities and vendors on state contracts to provide BTC’s cleaning services. Request for Proposals (RFP’s) and submittals are evaluated by a team to select the companies which best fit BTC’s needs.

The cleaning supervisor for Central Campus schedules staff meetings every two weeks; the supervisor for Monroe, Beloit, and CTS schedules meetings with staff once a month. Special meetings with both companies can take place via phone or email any time.

Districts Mutual Insurance (DMI):

DMI, established in 2004 to serve WTCS insurance needs, is now insuring \$3.1 billion in property and contents exposure, 82,365 student full-time equivalent liability exposure and \$712 million payroll for worker’s compensation coverage, saving the 16 colleges over ten million dollars to date.

Waukesha County Technical College (WCTC) Banner Support:

BTC partners with WCTC for the hosting and the support of Banner, the College’s enterprise resource platform. BTC recently purchased a data warehouse and retrieval tool for its Enterprise Resource Planning (ERS) system. This relationship allows BTC to leverage WCTC’s database administration support and to draw upon best practices.

9P5 – Reviewer Comment (S) BTC has created, prioritized, and built relationships with the general community through involvement in various organizations and consortia that work to help BTC fulfill its mission. Table 9P5-1 specifically outlines the relationships.

9P5

BTC creates, prioritizes, and builds relationships through its active participation and visible presence in its District and the state-line area with education associations, external agencies, consortia partners, and the general community. These relationships are listed and explained in Table 9P5-1:

Table 9P5-1: BTC Relationships	
Partnering Organizations	Creation, Prioritization, and Building of Relationships
BTC Foundation/Alumni Association	<ul style="list-style-type: none"> ○ Attracts and develops resources to supplement and enhance community support of the College ○ Increases number of scholarships, donations, business visits, alumni events ○ Collaborates with BCD and Career Services
BTC Tool Show	<ul style="list-style-type: none"> ○ Provides a discounted one-stop shop for students in the manufacturing and transportation programs
Business, Health Care, and Manufacturing Employer Summits	<ul style="list-style-type: none"> ○ As explained in 3R5 and 9P2
Clinical Site Coordination	<ul style="list-style-type: none"> ○ Includes Clinical Sites/Externship experiences for Health Science programs
Community Education	<ul style="list-style-type: none"> ○ Offers District residents a wide range of continuing and adult education classes. Outreach centers are located throughout Rock and Green Counties to provide easy access and diverse offerings.
Professional/Community Organizations/Individuals	<ul style="list-style-type: none"> ○ Serve, volunteer, and network with Forward Janesville, the Beloit and Janesville Rotary Clubs, Green County Development Board, Rock 5.0, and Blackhawk Region United Way to provide interagency cooperation.
Stateline Career and Technical Education Academy (SCTEA)	<ul style="list-style-type: none"> ○ Partners with a consortia of six area K-12 school districts for technical and career education ○ Establishes representation with higher education providers ○ Works to develop career pathways for area students beginning in the ninth grade
Strategic Diversity Advisory Committee	<ul style="list-style-type: none"> ○ Consists of various community representatives who advise BTC's senior leadership on creating strategies which will attract, retain, and nurture a diverse student body and staff. Additional strategies include the best methods to recruit under-represented populations and to improve student retention.
WACTE	<ul style="list-style-type: none"> ○ Offers collaboration through Blackhawk Association for Career and Technical Education (BACTE) with other WTCS colleges and local high schools to further career and technical education
WTCS Consortia	<ul style="list-style-type: none"> ○ Partners for purchasing, staff development, curriculum, and related activities with: ○ Districts Mutual Insurance ○ Southern Wisconsin Certification Consortium ○ Statewide Purchasing Consortium ○ Worldwide Instruction Design System (WIDS) ○ WTCS Foundation ○ WTCS Marketing Consortium ○ WTCS Professional Development Group

9P6 – Reviewer Comment (O) Leaders and other personnel from BTC are involved in various initiatives, serve on committees related to maintaining collaborative relationships, and are involved in advisory boards; however, it is unclear, in some instances, how this involvement is meeting stakeholder needs. Opportunity exists to develop more systematic processes that include quantifiable data.

9P6

BTC ensures that its partnership relationships are meeting the varying needs of those involved by maintaining strong ties and communication with its key partners as explained below:

K-12 School District Relationships:

- ❑ Participating in Stateline Career and Technical Education Academy (SCTEA).
- ❑ Assigning full-time and part-time specialists to serve K-12 schools in curriculum articulation and Youth Apprenticeship.
- ❑ Participating in the Career Prep Consortium, focusing on dual credit agreements and secondary to post-secondary transitions.
- ❑ Serving on the K-12 Youth Apprenticeship Steering Team.
- ❑ Inviting K-12 representation on BTC Program Advisory committees.
- ❑ Improving area high school recruitment.
- ❑ Creating the BTC's *Student Development Specialist* to improve recruitment efforts in Green County.
- ❑ Creating opportunities for high school students in Rock and Green Counties to earn dual credit.
- ❑ Participating in high school-sponsored (or hosted) college and career fairs.

Post-Secondary Relationships:

- ❑ Reviewing Credit for Prior Learning, Dual Credit Articulation Agreements, Advanced Placement, and Proficiency Testing by the Vice President of Learning along with the participating institutions. Agreements are renewed contingent upon the performance evaluations.

Employer Relationships:

- Utilizing program advisory committees which provide input on program curriculum and technologies to maintain industry standards.
- Reviewing customized training and technical assistance satisfaction surveys, feedback, and analyses
- Employing BTC's *Manager of Training and Consulting Services* as the contact person for required workforce training and promoting BTC's Business Expo.
- Reviewing apprenticeship and clinical site post-training evaluations.

Community Relationships:

- Reviewing program advisory committee feedback.
- Continuing BTC District Board membership, according to WTCS.
- Supporting RECAP (Category 2: Introduction).
- Strengthening BTC's Foundation/Alumni Board.

Service Provider Relationships:

- Continuing consortium meetings with *Beloit-Janesville Express Bus Service* to analyze survey data
- Continuing bi-monthly meetings with BTC's Director of Learning Resources and Blackboard, Inc.'s group representative to ensure quality support.
- Renewing the contract with *CL Swanson Corporation*.
- Participating in DMI-hosted quarterly meetings for trends in campus environmental health, safety, and risk management.
- Continuing regular meetings with personnel from *Diversified Building Maintenance* and *Kleenmarks*.
- Continuing regular meetings with the *Follett Higher Education Group* Bookstore Advisory Committee.
- Continuing regular communications with *NetTutor*.
- Assuring consistent communication with *Waukesha County Technical College (WCTC) Banner Support*.

9P7 – Reviewer Comment (S) BTC's participatory governance model facilitates relationships between and among departments. Additionally, college-wide activities, divisional meetings, work teams, and the use of the intranet/SharePoint site further facilitate relations.

9P7

BTC creates, builds, and strengthens relationships between and among departments and units through:

- BTC's new Participatory Governance Model:
 - College-wide Councils and mandatory monthly meetings.
 - College-wide/Standing Committees regular meetings.
- College-wide activities and organizations.
- Divisional/Departmental meetings (weekly/monthly).
- Formal and informal work teams.
- Full and part-time employee in-services three times per year in addition to the Staff Recognition and Development Day held in April.
- Human Resources Team Meetings (Vice President of Human Resources and staff).
- Learning Team Meetings (Vice President of Learning, Director of Learning Resources, and Division Deans).
- Implementation of the College's Intranet/SharePoint site.
- New Employee Orientations.
- Student Services Team Meetings (Vice President of Student Services and staff).

BTC assures integration and communication across relationships through the following:

- BACTE/WACTE local and professional organizations created to market career and technical education.
- College-wide Intranet/SharePoint site which serves as an information "hub" and a document depository.
- Council agendas and meeting minutes posted on the Intranet.
- Formal teams and ad hoc committees developed to bring together stakeholders to work on specific strategic planning implementation activities.
- Town Hall meetings which are videotaped and available to all staff on the Intranet.
- The *Coffeebreak*, an employee monthly newsletter, available to all staff on the College's Intranet.

9R1 – Reviewer Comment (S) The College provides a list of measures for building collaborative relationships in Table 9R1-1.

9R1

BTC’s collects the following measures of *Building Collaborative Relationships*, both external and internal, in Table 9R1-1:

Table 9R1-1: BTC’s External Relationships	
Relationships	Measures Collected
K-12 School Districts	○ Advanced Standing Agreements
	○ At-Risk Program Participants
	○ High School Graduate Enrollment Trends, Comparatives, and Three-Year Enrollments
	○ Tech Exploration Days
	○ Transcribed Credit Agreements
	○ Youth Apprenticeship Participants
Post-Secondary Institutions	○ Reciprocal Agreements
	○ Shared Program Enrollments
	○ Transfer Agreements
Employers	○ Apprentice Programs Enrollments
	○ BCD Contracts, Participants, and Average Ratings
	○ Business Education Summit Attendees and evaluations
	○ Employer Satisfaction Survey
	○ Law Enforcement Academies (Cadet, K-9, Jail, and Juvenile Detention Academies)
	○ Tech Connect Job Referrals
Community	○ BTC Foundation Board Members, Donations, and Scholarships Awarded
	○ Community Education Outreach Center
	○ RECAP Participants and Performance Rates
Service Providers	○ Annual Tool Show (Number of Vendors and BTC Programs)
	○ Beloit Janesville Express Bus Service Ridership (Number of riders)
	○ Clinical Sites/Externship Experiences for the Health Sciences Division (Number of sites)
	○ NetTutor usage by BTC students
BTC’s Internal Relationships	
Relationship	Measures Collected
BACTE/WACTE	○ Membership numbers
College Governance Model	○ Number of Councils
Standing Committees	○ Number of committees
Strategic Priorities	○ Number of Strategic Priorities analysis of governance survey responses

9R2 – Reviewer Comment (S) BTC’s performance results in building key collaborative relationships are indicated in Table 9R2-1 and Table 9R2, including results identified for key relationships: K-12 school districts, post-secondary institutions, employers, and service providers. The tables cross reference to data reported in other parts of the Portfolio and show BTC’s commitment to these relationship.

9R2

BTC’s performance results in building key collaborative relationships with its external and internal partners are as indicated in Table 9R2-1 and Table 9R2-2:

Table 9R2-1: BTC's External Relationships	
Relationships	Performance Results
K-12 School Districts	○ Dual Credit Articulation Agreements and Subjects (Table 3R4-1)
	○ BTC At-Risk Program participants (Table 3R4-1)
	○ High School Graduate Enrollment Trends (Table 3R4-1)
	○ Tech Exploration Days: <ul style="list-style-type: none"> ○ 2012: 140 students from sixteen District schools
	○ Transcribed Credit Agreements: <ul style="list-style-type: none"> ○ 2009-10: 3 Transcribed Credit Agreements with 3 District high schools offering 4 subjects ○ 2010-11: 16 Transcribed Credit Agreements with 10 District high schools offering 17 subjects ○ 2011-12: 29 Transcribed Credit Agreements with 10 District high schools offering 19 subjects ○ 2012-13: 20 Transcribed Credit Agreements with 11 District high schools offering 19 subjects
	○ Youth Apprenticeship participants (Table 3R4-1)
	○ Transfer Agreements (Table 3R4-1)
Post-Secondary Institutions	○ Reciprocal Agreements (Table 3R4-1)
	○ Shared Program results (Table 3R4-1)
Employers	○ Apprenticeship Programs (Table 9R2-2)
	○ BCD Contracts (Likert Scale: 5=High and 1=Low): <ul style="list-style-type: none"> ○ 2009: 72 contracts, 1,017 participants, 4.481 average rating ○ 2010: 69 contracts, 1,453 participants, 4.458 average rating ○ 2011: 67 contracts, 2,279 participants, 4.501 average rating
	○ BTC Foundation : <ul style="list-style-type: none"> ○ 14 board members (9 previously) ○ \$6,674 in Emergency Assistance Awarded through Staff Donations ○ \$72,000 in Tuition Scholarships ○ \$1,745 in GED Testing Fee Waivers ○ \$23,000 In-Kind Donations to Programs and Equipment
	○ Business Education Summit (3R5)
	○ Community Education Outreach Locations: <ul style="list-style-type: none"> ○ 2009-10: 93 locations ○ 2010-11: 90 locations ○ 2011-12: 83 locations ○ 2012-13: 79 locations
	○ Employer Satisfaction Survey (Table 3R4-1)
	○ Law Enforcement Academies: <ul style="list-style-type: none"> ○ Interview average: 40 cadets per academy ○ Number of cadet academies held per year: 2 full-time and 1 part-time ○ 24 students (maximum) per academy ○ Jail and Juvenile Detention Academies are 4 weeks long or 160 hours of training ○ Mandated state requirement of 24 hours annual in-service training provided
	○ RECAP (2R2) (2R4)
	○ Tech Connect Job Referrals (Table 6R2-1)
	Service Providers
○ BTC Tool Show: <ul style="list-style-type: none"> ○ Programs involved: Automotive Technician, Diesel and Heavy Equipment Technician, Electro-Mechanical Technician, Industrial Mechanic, and Welding, Aviation Maintenance Technician, CNC Technician, HVAC/R Technician, CST Technician, and Electric Power Distribution ○ An average of 10-12 vendors per year attend ○ Discounts are offered at 40-50% for required supplies and equipment to defray student costs 	
○ Clinical Sites/Externship Experiences for the Health Sciences Division: <ul style="list-style-type: none"> ○ 275 clinical affiliate sites for its nine healthcare programs at Central Campus ○ 18 clinical sites for the Medical Lab Technical Program at the Monroe Campus 	
○ NefTutor usage (Table 1R5-2)	
BTC's Internal Relationships	
Relationships	Performance Results
BACTE/WACTE	○ Membership Total 59 members: <ul style="list-style-type: none"> ○ BACTE/WACTE: 45 members ○ BACTE <i>only</i>: 14 members
College Governance Model	○ Six Councils as described in 5P5 with a total of 56 members
Standing Committees	○ Twelve Standing Committees: Academic Technology Committee, AQIP Steering Committee, Curriculum and Assessment Committee, District Certification Committee, Diversity Advancement Committee, Emergency Preparedness Committee, Enrollment Management Committee, Health MDs Committee, Online Learning Committee, Professional Development Committee, Safety Committee, and the Technology (Banner) Governance Committee with approximately 113 total members.
Strategic Priorities	○ Five Strategic Priorities

Table 9R2-2: Construction and Industrial Apprentice Program Data

Apprentice Program	2009		2010		2011		2013	
	Students	Employers	Students	Employers	Students	Employers	Students	Employers
JAC Electrician	35	11	34	12	24	2	25	7
ABC Electrician	21	7	23	8	29	4	27	8
JAC Plumbing	7	4	11	6	2	2	4	4
ABC Plumbing	10	8	4	4	6	4	6	4
Maintenance Mechanic/Millwright	8	5	7	3	6	2	4	2

9R3 – Reviewer Comment (O) While the College compared favorably or better on most of the reported measures, opportunity exists to establish benchmarks with institutions noted as well as comparable institutions outside the state of Wisconsin. It may be helpful to use more of the data provided by the National Benchmarking data.

9R3

BTC's results for the performance of processes for *Building Collaborative Relationships* compare with results of other organizations as follows:

External Relationships

K-12 School Districts:

The number of high school students/graduates, enrolling at BTC in comparison to other WTCS Colleges of similar sizes is shown in Table 9R3-1 through Table 9R3-3:

Table 9R3-1:
2008-2011 Percent of High School Graduates Enrolling Directly in Local WTCS Colleges

WTCS College	2008	2009	2010	2011
Blackhawk Technical College	13%	12%	12%	12%
Lakeshore Technical College	11%	10%	9%	10%
Moraine Park Technical College	11%	11%	11%	10%
Mid-State Technical College	17%	15%	15%	15%
Southwest Technical College	25%	25%	23%	22%

Table 9R3-2: 2010-2013 Number of High School Students Enrolled in Youth Options

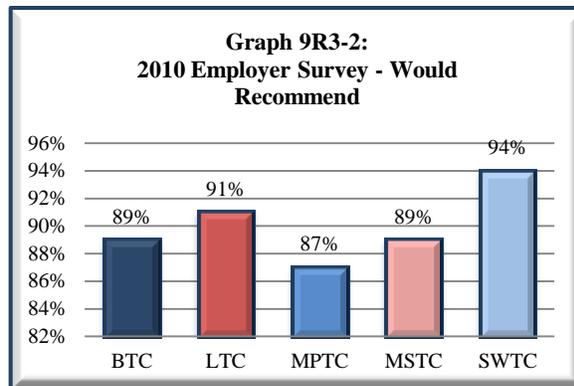
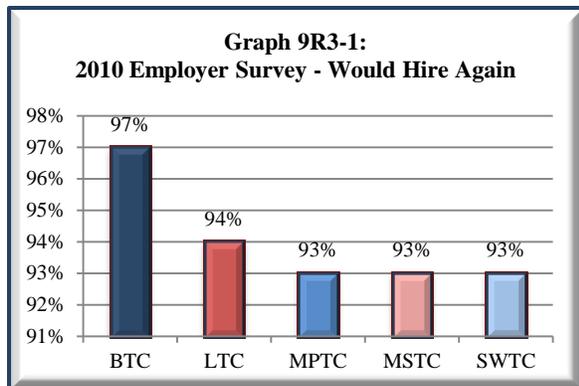
WTCS College	2010	2011	2012	2013
Blackhawk Technical College	140	143	112	90
Lakeshore Technical College	153	106	101	61
Moraine Park Technical College	221	233	144	135
Mid-State Technical College	62	51	46	67
Southwest Technical College	48	15	34	45

Table 9R3-3:
2010-2013 Number of High School Students Enrolled in Compulsory Education

WTCS College	2010	2011	2012	2013
Blackhawk Technical College	114	85	39	31
Lakeshore Technical College	83	78	59	46
Moraine Park Technical College	47	41	32	39
Mid-State Technical College	35	29	30	21

Employers:

2010 Employer Survey results in BTC's District comparable to WTCS Districts of similar sizes in Graph 9R3-1 and Graph 9R3-2:



Service Providers:

2012 results from the Noel-Levitz SSI in comparison to WTCS results in Table 9R3-4:

Scale	BTC			WTCS		
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap
Service Excellence: Bookstore staff is helpful	6.3	5.8	0.4	6.1	5.6	0.5

Internal Relationships

BACTE:

Compared to memberships at WTCS Colleges of similar sizes in Table 9R3-5:

Organization	New Members	Total Members
Blackhawk ACTE (BACTE)	8	45
Mid-State Vocational Association	0	4
Southwest WACTE	0	7
Nicolet ACTE	0	4

9I1 – Reviewer Comment (S) The College made numerous improvements since the last review as depicted in Table 9I1-1. Importantly, the improvements align with processes and results and specifically include alignment with the 2012-2017 Strategic Plan, AQIP categories, and action projects.

9I1

BTC's recent improvements in *Building Collaborative Relationships* are outlined in Table 9I1-1:

Relationships	Improvements
K-12 School Districts	<ul style="list-style-type: none"> ○ Expanded presence of SCTEA (Table 9P5-1): the Automotive Program in Beloit, the Construction Program in Janesville, and the Health Occupations and Welding classes at BTC. ○ Included high school staff members on several BTC program advisory committees. For example, the Agriculture Advisory Committee has a high school Ag teacher as a member. The Green County Advisory Committee includes a local school superintendent. The Youth Apprenticeship coordinators from area high schools are invited. to attend the Nursing Advisory Committee meetings. ○ Expanded Phlebotomy program at the Beloit Center. ○ Created Pharmacy Tech program at the Beloit Center.

**Table 9I1-1: Building Systematic and Comprehensive External Relationships
Continued**

Relationships	Improvements
Post-Secondary Institutions	<ul style="list-style-type: none"> ○ Developed reciprocity agreement with Highland Community College in Freeport, IL in March 2013. ○ Changed BTC's <i>Employer Satisfaction Survey</i>, to be conducted every two years instead of every four years, as does the WTCS. ○ Created a <i>Career and Professional Development Center</i> to enhance business and industry relationships to serve BTC students, alumni, and employers. ○ Organized the 2011-2013 Business, Health Care, and Manufacturing Employer summits as explained in 1P2, 3R5, and 9P2 ○ Hosted a luncheon for BTC recruits in its Recruit Academy for area police departments that are hiring.
Community	<ul style="list-style-type: none"> ○ Hired a full-time Foundation/Alumni Director. ○ Strengthened the Foundation Board of Directors to increase scholarships and business collaborations and to develop the Alumni association. ○ Implemented the Raiser's Edge software to keep business contacts, donors, and alumni data. ○ Hired a part-time Veterans Representative. ○ Hired an Internship Coordinator. ○ Implemented <i>Career Cruising</i> as an effort to connect business with students to learn more about career opportunities and future employment.
Service Providers	<ul style="list-style-type: none"> ○ Developed Follett Bookstore's pilot plan to include its book charges in student tuition. ○ Implemented BTC's online book information for students and online book adoption for staff. ○ Continued coordination with BTC's financial aid office to provide online ordering capabilities for students receiving assistance. ○ Implemented WTCS Purchasing Consortium's electronic purchasing catalog to negotiate future pricing. ○ Updated clinical site agreements for consistent use of the BTC brand and ease of modification for unique program requirements. ○ Expanded and strengthened BTC's Banner partnerships through the creation of the Banner Users Group (BUG).
Building Systematic and Comprehensive Internal Relationships	
Relationships	Improvements
Participatory Governance Model	<ul style="list-style-type: none"> ○ Created open communication, cross-functional councils, and a governance Intranet site.
Strategic Priorities	<ul style="list-style-type: none"> ○ Aligned with AQIP's nine categories and BTC's three active action projects.
Standing Committees	<ul style="list-style-type: none"> ○ Aligned with BTC's Participatory Governance Model.

9I2 – Reviewer Comment (O) The College has identified the K-12 recruitment/enrollment numbers as an area of improvement and has developed strategies but an opportunity exists to set targets for K-12 recruitment/enrollment efforts and expand this to other initiatives in this category.

9I2

Implementation of BTC's 2012-2017 Strategic Plan helped the College select specific processes to set targets for improved performance for *Building Collaborative Relationships*. The Participatory Governance Model, including its 12 Standing committees and six Councils, was designed to promote dialogue, joint investigation, and creative collaboration among all College staff.

Feedback received from the College's educational partners, employers, and community and service providers is yet another important aspect of BTC's *Building Collaborative Relationships*. In years previous to the shutdown of the District's largest employer and its subsidiaries, BTC responded to the great numbers of displaced workers enrolling at BTC. However, the College has identified the K-12 recruitment/enrollment numbers as an area for improvement and has developed specific strategies to collaborate with both K-12 and community leaders. The College's Program Advisory Committees provide a major source of feedback for their internal and external stakeholders. BTC's Business, Health Care, and Manufacturing Business Education Summits offer local employers opportunities to provide feedback, regarding essential skills for today's workplace. These summits led to the creation of the Internship Coordinator position and the development of other activities to ensure student success upon graduation.

Acronyms and Abbreviations

A

AASL – Academy for the Assessment of Student Learning
ABE – Adult Basic Education
ACTE – Association for Career and Technical Education
ADA – American’s with Disabilities Act
AED – Automated External Defibrillator
AEFLA – Adult Education and Family Literacy Act
AITP – Association of Information Technology Professional
ASD – Academic Support Division
ASE – Automotive Service Excellence

B

BACTE – Blackhawk Association for Career and Technical Education
BCD – Business and Community Development
BI – Business Intelligence
BIT – Business and Information Technology
BLS – Bureau of Labor Statistics
BTC – Blackhawk Technical College
BTFF – Blackhawk Technical Faculty Federation

C

CALC – Computer-Assisted Learning Center
CESA – Cooperative Educational Service Agency
CGIP – Cognitive Interventions Program
CIO – Chief Information Officer
COMPASS – Computer-Adaptive Placement Assessment & Support Services
CPR – Cardiopulmonary Resuscitation
CTS – Center for Transportation Studies

D

DACUM – Developing a Curriculum
DMI – Districts Mutual Insurance

E

ELL – English Language Learner
EPD – Electric Power Distribution
ERP – Enterprise Resource Planning
ESL – English as a Second Language
ESP – Educational Support Professionals

F

FAFSA – Free Application for Federal Student Aid
FERPA – Family Educational and Privacy Act Regulations
FLCAT – Faculty-led Core Abilities Team
FTE – Full Time Equivalent

G

GASB – Government Accounting Standards Board

H

HLC – Higher Learning Commission
HOBET – Health Occupations Basic Entrance Test

I

IE – Institutional Effectiveness
IEC – Institutional Effectiveness Council
IPEDS – Integrated Postsecondary Education Data System
ITS – Information Technology Services

I

KPIs – Key Performance Indicators

N

NAACLS – National Accrediting Agency for Clinical Laboratory Sciences
NATEF – National Automotive Technicians Education Foundation
NCCBP – National Community College Benchmark Project
NISOD – National Institution for Staff and Organizational Development
NRS – National Reporting System

Q

QRP – Quality Review Process

R

RAVE – Respect, Appreciate, and Value Everyone
RECAP – Rock County Education and Criminal Addictions Program

S

SAN – Storage Area Network
SCTEA – Stateline Career and Technical Education Academy
SGA – Student Government Association
SRLC – Student Resource Learning Center
SSI – Noel-Levitz Student Satisfaction Inventory

T

T&S – Training & Standards Bureau
TABE – Test for Adult Basic Education
TEAS – Test of Essential Academic Skills
TLC – Teaching Learning Center
TSA – Technical Skills Attainment

V

VITA – Volunteer Income Tax Assistance
VLANS – Virtual Local Area Networks

W

WACTE – Wisconsin Association of Career and Technical Education
WIA – Workforce Investment Area
WIDS – Worldwide Instructional Design System
WLDI – Wisconsin Leadership Development Institute
WRS – Wisconsin Retirement System
WTCS – Wisconsin Technical College System



Communicate Professionally

Use Appropriate Technology



Work Effectively in Teams

Demonstrate Professional
Work Behavior



Show Respect for Diversity

Solve Problems Efficiently



Lead By Example

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