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INSTITUTIONAL OVERVIEW

O1  Distinctive Institutional Features

Southwest Wisconsin Technical College (SWTC) was established by state legislative mandate in 1965 and became operational in 1967 as 1 of 16 two-year, non-profit, public institutions within the Wisconsin Technical College System (WTCS). In alignment with its mission, vision, values, and purposes this learning-centered College provides educational offerings that focus on career skills, personal growth, and continuous learning (see Figure O-1, Vision, Mission, Values, and Purposes). The rural setting and interdependence within a network of small communities allow the College to provide individualized attention while meeting the education and service needs of the District.

Figure O-1  Vision, Mission, Values, and Purposes

<table>
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<tr>
<th>VISION</th>
<th>Southwest Wisconsin Technical College will be a leader in learning-centered education.</th>
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<td>MISSION</td>
<td>Southwest Wisconsin Technical College provides lifelong learning opportunities with an individualized focus for students and communities.</td>
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| VALUES | Learning  
We value continuous learning for our diverse stakeholders provided through accessible, affordable, and caring delivery.  
Professionalism  
We value professionalism based on respect and integrity that creates a healthy environment, promoting open communication and commitment.  
Accountability  
We value the human and fiscal resources entrusted to us and will use them responsibly.  
Collaborative Partnerships  
We value partnerships with business, industry, labor, government, educational systems, and our communities.  
Innovation  
We value innovation that fosters creativity in solving problems and meeting future challenges unique to our rural setting.  
Continuous Improvement  
We value improvement of our programs, services, and processes in a team-based culture. |
| PURPOSES | Prepare students with job entry skills that are responsive to business and industry.  
Assist individuals to realize occupational advancement.  
Foster economic and community development through technical assistance to business and industry.  
Provide leadership in the innovative utilization and application of emerging technologies.  
Provide opportunities for individuals to achieve academic and life skills that enhance personal growth.  
Build collaborative educational partnerships which provide seamless transition for learners. |

Source:  Office of Institutional Advancement

The campus is near the center of the District in Fennimore, Wisconsin (see Figure O-2, Southwest Tech District). The District measures 80 miles east to west and 100 miles north to south and is bordered by Illinois to the south and Iowa to the west. It includes all of five counties--Crawford, Grant, Iowa, Lafayette, and Richland--and parts of four others--Dane, Green, Sauk, and Vernon (counties denoted by dotted lines). These 3,800 square miles are home to an estimated 126,319 persons (Wisconsin Department of Administration, 2005) and contain 30 public K-12 school districts (shown as solid lines). The Wisconsin map shows the Southwest District in relation to the other 15 technical college districts. The largest city is Platteville (population 10,109); other major communities are the five county seats and three other cities with populations that range from approximately 2,400 to 6,000.
The SWTC planning process is embodied in the Continuous Improvement Plan (CIP) for Institutional Effectiveness (see Figure 2-4). Input to and feedback about the process are sought from the District Board, staff, and District residents. The Strategic Direction statements (College Goals) are reviewed yearly. The Quality Review Process (QRP) is used to assess outcomes and continuous improvement for programs and service units (see 1P6). Database and benchmarking systems are integral to the effectiveness of the QRP. College planning and review processes also include student outcomes assessment from development of the Student Academic Achievement Plan to Closing the Loop (see 1P1).

In Fall 2001 interest in quality and focus on continuous improvement led SWTC to form the Forward to Excellence Team, which sought acceptance into the Academic Quality Improvement Project (AQIP). The Higher Learning Commission of the North Central Association of Colleges and Schools was then in the process of developing this alternative reaccreditation process. After becoming an AQIP institution, the College expanded its focus on continuous improvement, implemented Vital Few Action Projects, and completed the first Systems Portfolio (June 2006).

O2 Scope of Educational Offerings
A legislative mandate established the WTCS in 1911 with two major and five additional purposes (see 2C1). Southwest Tech fulfills the major state purposes, by offering 41 full-time occupational programs in the areas of Agriculture and Community Development, Business and General Studies, Health and Service Occupations, and Industrial Occupations that lead to associate degrees, technical diplomas, and certificates. In addition, the College offers four shared academic programs (see 1C3). Special offerings provide training for service occupations, apprenticeships, health, and public safety. The second major purpose of the College is to provide customized training to incumbent workers at local businesses and industries. In addition, the College supports economic development by assisting businesses to obtain training grants that support growth and/or improvement. The College accomplishes other distinctive objectives by supporting the five additional purposes of the WTCS: transition to higher education, college transfer, community service, basic education, and services for disadvantaged populations.

The faculty/student ratio was 1 to 14.4 in credit classes in Fall 2004. Courses are taught mostly in classrooms and labs. However, through support from the Center for Learning Innovation (CLI), many courses have Web-enhanced components and a variety of courses are offered online and over interactive television. Partnering with the University of Wisconsin-Platteville (UWP), SWTC offers remedial communication and math to UWP students who do not meet UWP entrance standards.

O3 Student Base
The total Full Time Equivalent (FTE) student count for the College was 1,495 in 2004-05, a number that represents a 23 percent increase over the last six years (see Figure O-3, FTEs Over Six Years). A total of 30 credits equals one FTE. In 2004 SWTC ranked highest in percent of students who enrolled in WTCS institutions within a year of high school graduation and third highest for percent of students who enrolled within two years of high school graduation. The largest group of program students (38 percent) that was
enrolled in 2004-05 was in the age range of 16-20 years. Another 47 percent of the student body was in the combined age range of 21-45 years. The remaining students (15 percent) were age 46-65 and over.

Average student age was 29.3 in 2004-05, reflecting a continuing trend toward a younger student body over the past five years (average age in 1999-00 was 33.3). The male/female ratio of 47.5 to 52.5 in 2004-05 was typical of the past five years. That year the College served twice as many students who enrolled less than half-time as it served full-time students and part-time students combined (see Figure O-4, Students 2004-05).

The District has a low diversity ratio—2.04 percent minority population (2000 Census). Continuing recruitment efforts have produced a slight gain in minority students (4.6 percent) in 2004-05. Average District income is 75 percent of the state average. Approximately 70 percent of SWTC students received some form of financial aid in 2005. The majority of students commute to campus since no system of public transportation exists in the District. The graduate placement rate for 2004 was 97 percent with 90 percent of SWTC graduates working in their field of training (see Figure 3-6, Graduate Follow-up Statistics, 1999-2004).

A Vital Few Action Project aligned with Helping Students Learn is to design a new comprehensive student intake process to address the issue of underprepared students. Key elements in the process are communication to promote student achievement and feedback for continuous improvement.

**O4 Collaboration**

A system of program Advisory Committees promotes partnerships with District businesses. Over 400 advisors participate as providers of internships, donors to the Foundation, resource persons, etc. making them invaluable to the achievement of students and success of the College. Collaborative agreements provide clinical sites that are integral to student success. The College, in turn, offers assistance/training to meet its partners’ needs; for example, the Rapid Response Team provides information and training options to displaced workers. In partnership with the Workforce Development Board, the College houses a Job Center and provides training opportunities; e.g., Basic Education, at other Job Centers locations.

Collaboration with educational institutions includes shared programs, facilities and staff; baccalaureate degree courses offered on campus; and facilities/trainers for in-service and other events. Establishing articulation agreements with universities is a continuing focus for the College as increasing numbers of graduates desire bachelor’s degrees and faculty and staff seek to advance their own educational levels. The College is active in the School-to-Work initiative, Youth Options, and contracting with local high schools to provide programming for at-risk youth. The K-12 Transition Team assists students with disabilities through early planning, clearly defined support options, and assistive technology.
The SWTC Foundation resource base provided scholarships totaling $106,300 in 2006. It assisted hundreds of students by supporting the revolving Emergency Loan Fund. The Foundation operates student housing for 60 persons, attracting in- and out-of-District students—only one other WTCS college provides student housing. These activities, staff development scholarships, and special projects are the result of an annual program of fundraising events (see 2C3).

The bargaining unit at the College has a unique structure: academic and support staff in one Professional Staff Association (PSA) with shared leadership but two separate negotiated agreements. Another form of campus collaboration is the Southwest Wisconsin Association for Career and Technical Education (SWACTE), a professional organization that celebrates/supports administration, faculty, and support staff. SWACTE is affiliated with both the state and national Association for Career and Technical Education.

O5 Faculty and Staff Base
Southwest Tech employs 182 full-time staff—23 administrators, 95 faculty, and 64 support staff. The College employs 270 adjunct faculty and 9 part-time support staff. A well-defined system for recruiting and hiring new staff includes a mentoring experience in the first-year. All categories of employees have high retention rates, providing continuity to college operations (see Figure 4-1, Staff Profile 2005-06). Administration and faculty participate in the WTCS certification system, using a variety of options to meet specific five-year goals. Staff update Professional Improvement Plans annually (see 4P6) in collaboration with immediate supervisors. Year-end reflective reports document accomplishment of objectives. Communication among staff is accomplished through electronic means, department/division meetings, in-services, and print documents. Face-to-face communication occurs regularly/daily because of the small size of the campus. Building quality into daily college operations is a primary focus, evidenced by the focus on improving staff interaction (see Figure 2-6, Vital Few Action Projects, 2005-08).

O6 Facilities, Equipment, and Technology; Regulatory Environment
Facilities
The campus, located on the east side of Fennimore (population 2,388) in Grant County, consists of eight major buildings (234,540 square feet) plus storage buildings (21,300 square feet). The buildings, set on a gently sloping 54-acre campus, are connected with stairways and elevators and are completely accessible. The centrally located library, available to all District residents, contains over 28,000 books, 300 magazines and newspapers, 5,600 audio visuals, and 50 educational CD ROMs. E-library provides access to approximately 20,000 electronic volumes; nine online databases are available at public access computer workstations. Exercise, game, lounge, cafeteria, and vending areas provide students with space to gather or study in relaxed surroundings. The College Connection at the main entrance houses all student services, providing easy access to counselors, financial aid consultants, Job Center, etc. The Lenz Conference Center provides one large area or can be partitioned into three meeting rooms.

Equipment and Technology
Labs are equipped with the latest instructional technology and equipment to keep pace with advancing requirements of the workplace: all classrooms are equipped for multimedia presentations; a wireless cart with 20 laptops is available for computer/Internet access; smart boards allow students to write using a keyboard-sized device, save, and download later for printing; and instructors may reserve computer labs. Students have access to networked computers; have college e-mail accounts, and wireless access throughout the campus. Instructor workstations all have computers with Internet access and GroupWise services, and employees may be dialed direct or contacted through a central switchboard. The number of online and Web-enhanced courses continues to increase. Instructional television courses are presented over the Southwest Rural Telecommunications Network Consortium (SRTNC), a 20-member system of high schools and two colleges, that allows two-way, full motion audio/video presentations simultaneously at four sites. Through Badgernet the College has the capability to connect with schools and colleges statewide and can send video over Internet Protocol (IP). SWTC belongs to the Southern Consortium, a partnership with Western Technical College and Madison Area Technical College to implement PeopleSoft enterprise software. The product, housed in Madison, now handles data for financial operations, human resources, and student records; registration will be next. The PeopleSoft Reporting

Institutional Overview
Institutional Overview

Database Service will provide Web-based reporting tools when implemented. TracDat and iWebfolio assist staff and students to operate in a Web-based culture.

Regulatory Environment
The College operates in a policy governance environment under direction of the District Board, comprised of nine persons who represent educators, elected officials, employers, employees, and District residents at large. SWTC maintains a coordinating relationship with the WTCS Board, which is primarily responsible for statewide policies, program approval, disbursement of state funds, setting tuition rates, staff certification, and coordination of programs and services of the 16 colleges. The District Board develops an annual budget of revenues and expenses. District property tax provides 35 percent of revenue. This tax rate is limited to 1.5 mils for operational costs; SWTC is presently at 1.39. Other revenue sources are federal and state aid, tuition and fees, and institutional funds. The College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. Individual programs are accredited by organizations such as the National League for Nursing Accrediting Commission and the National Automotive Technician Education Foundation.

O7 Competitive Environment
SWTC students are drawn primarily from the District (85 percent in 2005), 12 percent from within the state but outside the District, and 3 percent from out of state. The nearest competing institution is Northeast Iowa Community College (40 miles southwest) in Dubuque, Iowa. Madison Area Technical College (75 miles east) and Western Technical College (85 miles north) are attractive to students who wish to live away from home. Other competitors include businesses and the military that do on-the-job training. Private consulting companies impact the number of training contracts that the College writes. Online opportunities from other colleges attract area students into courses and programs that are similar to those offered at SWTC.

O8 Key Opportunities and Vulnerabilities
Key opportunities and vulnerabilities are the following:

- Alternative Funding--The College anticipates decreases in public funding (state funding has declined from 35 percent in 1999 to 17 percent in 2006) and a constant 1.5 mil rate on revenue from property taxation. An aggressive campaign to seek alternative funding is imperative to maintain the planned level of operation.
- Communication--The College is promoting the use of electronic communication processes for information dissemination and feedback. Providing training options that increase the comfort level of staff with electronic communication needs to be continued (see 5P5).
- Declining High School Enrollment--District demographics are changing (see 3P5) and with them educational needs and solutions. Competition for fewer students indicates a need to focus marketing efforts to include both traditional and nontraditional students.
- Facility Development--The Five-Year Facilities Plan documents need for upgrade and expansion of lab facilities for health, science, and child care and a need to accommodate technology and equipment aligned with industry standards.
- Marketing Challenges--Marketing challenges include smaller communities, a fragmented media market, and no local TV or daily newspaper in the district. The College has commissioned a comprehensive Marketing Research Study to expand market share.
- Student Achievement--The College has studied and is in the process of reinventing its entire student intake process to better serve all students, but especially the large number of underprepared students who are requesting admission. (see 3P1).
- Succession Projections--Succession projections indicate that a high number of employees are approaching retirement age. The College must ensure that daily operations remain effective during retraining/training of new persons in key positions (see 4C3).
CATEGORY 1: HELPING STUDENTS LEARN

Context (C)

1C1 What are the common student learning objectives you hold for all of your students (regardless of their status or particular program) and the pattern of knowledge and skills you expect your students to possess upon completion of their general and specialized studies?

Southwest Wisconsin Technical College (SWTC) adopted six Core Abilities as common learning objectives in 1997 (see Figure 1-1, SWTC Core Abilities). The Core Abilities identify transferable skills that assist students/staff to experience success in all aspects of life—work, family, and public interactions. Upon completion of learning goals, students are expected to demonstrate proficiency in each core ability.

Figure 1-1 SWTC Core Abilities

<table>
<thead>
<tr>
<th>ACT PROFESSIONALLY</th>
<th>WORK PRODUCTIVELY</th>
<th>WORK COOPERATIVELY</th>
</tr>
</thead>
</table>
| o Take responsibility for one’s own actions.  
o Conform to the technical standards of a profession.  
o Conform to the ethical standards of a profession.  
o Practice morally responsible behavior.  
o Take responsibility for staying up-to-date.  
o Maintain confidentiality.  
o Exhibit respect for people and property.  
o Exhibit a sense of global awareness.  
o Display appearance appropriate for work environment.  | o Attend regularly and on time.  
o Exhibit organizational skills.  
o Locate resources for problem solving.  
o Display productive work ethic.  
o Maintain necessary knowledge and skills.  
o Use effective, efficient processes.  
o Use appropriate tools/technology.  
o Show self-direction in starting tasks.  
o Demonstrate reliability.  
o Follow directions.  
o Complete required tasks on time.  | o Demonstrate respect for self and others.  
o Contribute to a group activity with ideas, suggestions, and effort.  
o Complete own share of tasks necessary to finish a group project.  
o Maintain a safe and healthy work environment for self/group.  
o Set goals, standards, and limits for self/group.  
o Display effective interpersonal skills.  
o Resolve conflicts in a constructive manner.  
o Seek help when needed.  
o Demonstrate ability to work with a diverse population.  |

<table>
<thead>
<tr>
<th>COMMUNICATE CLEARLY</th>
<th>VALUE LEARNING</th>
<th>SOLVE PROBLEMS</th>
</tr>
</thead>
</table>
| o Speak clearly so others can understand.  
o Write with clarity so others can understand.  
o Select appropriate means to convey a message.  
o Ask questions for clarification.  
o Participate in discussions and group presentations.  
o Interpret nonverbal communications.  
o Use active listening skills.  
o Apply standards of spelling, English grammar, and punctuation.  | o Assume responsibility for lifelong learning.  
o Identify own learning needs.  
o Access appropriate resources for learning.  
o Apply effective learning processes.  
o Help others to learn effectively.  | o Use critical, creative thinking skills.  
o Apply problem solving steps.  
o Demonstrate open-mindedness.  
o Evaluate alternatives to choosing a solution.  
o Implement solutions appropriately.  
o Use research to solve problems.  
o Use appropriate mathematical calculations.  |

Source: NCA Progress Report, Assessment of Student Academic Achievement Plan, August 1997
Core Ability Indicators (listed under the Core Abilities) may be used to assess development of these soft skills. Assessment of Core Abilities may be integrated into course assignments or be done separately. Students complete an online Core Ability Self-Assessment at least twice in their learning programs. Online peer assessment and instructor assessment measures are currently under development.

Each program has developed a set of program outcomes that every student should be able to demonstrate upon completion. Program outcomes include technical skills and general education concepts. These program outcomes are performance-based, have measurable and observable criteria, and are linked to specific assessment tools.

**1C2 By what means do you ensure your student learning expectations, practices, and development objectives align with your mission, vision, and philosophy?**

In alignment with its mission, vision, and values, SWTC offers programs and services designed to promote lifelong learning opportunities through higher education options (see Figure O-1, Vision, Mission, Values, and Purposes). The Chief Academic Officer (CAO) is responsible for all learning activities. The CAO and Deans comprise the Deans Council and coordinate new program development and modification of existing programs. It is their responsibility to see that curriculum aligns with the College mission, etc. They meet with program teams and Advisory Committees to ensure that curriculum remains abreast of needs and developments in the career field. Program information, course descriptions, and curriculum maps are reviewed annually and revised as needed. Individual courses are updated; revised curriculum is submitted to the CLI and is posted on the Wisconsin Technical College System (WTCS) Curriculum Bank or is on file in each division office.

Implemented in Fall 2005, the Quality Review Process (QRP) requires the College to take a critical look at each program every year. The QRP includes state and College indicators that are benchmarked against similar programs in the state as in the previous Program Audit. The new QRP continues the practice of bringing together instructors, administrators, and business persons from across the region for in-depth assessment of each program in a five-year cycle. Three programs have completed on-site reviews thus far; an additional seven programs will complete the process by May 2006. In each subsequent year ten programs will complete the on-site review process.

**1C3 What are your key instructional programs? What delivery methods are used within these key programs? To what degree is technology used within the formal instructional context?**

**Key Instructional Programs**

Instructional programs are housed in one of four academic divisions: Agriculture and Community Development, Business and General Studies, Health and Service Occupations, and Industrial Occupations. SWTC offers 18 associate degree programs and 23 technical diploma programs (see Figure 1-2, Instructional Programs). Students may enroll in these academic programs either full- or part-time. The required educational component of four apprenticeship programs is also offered at the College.

SWTC has entered into four collaborative programming partnerships with other Wisconsin Technical Colleges in order to expand program options available to students residing in the District and satisfy a need to provide training for District employment opportunities. For example, SWTC has partnered with Lakeshore Technical College (LTC) in Cleveland, Wisconsin, to offer an Associate Degree in Radiography. Courses are provided by LTC via Instructional Television (ITV) at SWTC, and clinical practice is provided at area hospitals. Course formats for shared programs may be ITV or face-to-face and offer the advantage of taking classes close to home for some or all of the training.

General Education courses are included in all academic programs. The WTCS is nearing completion of a curriculum initiative for associate degree General Education courses. Teams of instructors from each discipline from each of the 16 colleges meet to discuss course competencies and objectives. The resulting curriculum is to be used across the WTCS and will enable transfer of credits within the WTCS and become the basis for additional articulation agreements with other universities and colleges. General Education courses in technical diploma programs focus on job-specific skills for each career field through targeted activities that model expectations of the workplace.
Figure 1-2 Instructional Programs

<table>
<thead>
<tr>
<th>ASSOCIATE DEGREE</th>
<th>TECHNICAL DIPLOMA</th>
<th>APPRENTICESHIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>Accounting Assistant</td>
<td>Construction Electrician</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>Agricultural Power &amp; Equipment Technician</td>
<td>Industrial Electrician</td>
</tr>
<tr>
<td>Agribusiness/Science Technology</td>
<td>Auto Collision Repair &amp; Refinish Technician</td>
<td>Maintenance Mechanic/Millwright</td>
</tr>
<tr>
<td>Business Administration/Finance</td>
<td>Automotive Technician</td>
<td>Plumbing</td>
</tr>
<tr>
<td>Clinical Laboratory Technician*</td>
<td>Barber/Cosmetologist</td>
<td></td>
</tr>
<tr>
<td>Criminal Justice--Law Enforcement</td>
<td>Bricklaying &amp; Masonry</td>
<td></td>
</tr>
<tr>
<td>Culinary Management</td>
<td>Building Trades--Carpentry</td>
<td></td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>Child Care Services</td>
<td></td>
</tr>
<tr>
<td>Electromechanical Technician</td>
<td>Dairy Herd Management</td>
<td></td>
</tr>
<tr>
<td>Golf Course Management</td>
<td>Dental Assistant</td>
<td></td>
</tr>
<tr>
<td>Human Services Associate</td>
<td>Emergency Medical Technician</td>
<td></td>
</tr>
<tr>
<td>Information Technology--</td>
<td>Engine Machining Technician</td>
<td></td>
</tr>
<tr>
<td>Computer Support Specialist</td>
<td>Esthetician</td>
<td></td>
</tr>
<tr>
<td>Information Technology--Network</td>
<td>Farm Business and Production Management</td>
<td></td>
</tr>
<tr>
<td>Communication Specialist</td>
<td>Office Support Specialist</td>
<td></td>
</tr>
<tr>
<td>Information Technology--</td>
<td>Machine Tool Operation</td>
<td></td>
</tr>
<tr>
<td>Programmer/Analyst Marketing</td>
<td>Medical Assistant</td>
<td></td>
</tr>
<tr>
<td>Mechanical Design Technician</td>
<td>Medical Coding Specialist</td>
<td></td>
</tr>
<tr>
<td>Nursing--Associate Degree</td>
<td>Medical Transcription</td>
<td></td>
</tr>
<tr>
<td>Radiography*</td>
<td>Nursing Assistant</td>
<td></td>
</tr>
<tr>
<td>Respiratory Care Practitioner*</td>
<td>Office Aide</td>
<td></td>
</tr>
<tr>
<td>Supervisory Management</td>
<td>Pharmacy Technician*</td>
<td></td>
</tr>
<tr>
<td>Individual Technical Studies</td>
<td>Practical Nursing/LPN</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Welding</td>
<td></td>
</tr>
</tbody>
</table>

Source: SWTC College Catalog
* Denotes shared programs

In addition to full-time programs, the College provides courses to meet targeted training needs. This additional programming stream includes numerous profession-specific continuing education courses, some of which may lead to certification or licensure in areas such as insurance, real estate, child care, catering, etc. Community service occupations such as Fire Safety and First Responder training are included in this category as well as other health related training such as IV Therapy, Personal Care Worker Training, and LPN Refresher courses.

The Academic Development Department provides upgrade of skills for personal growth, preparation for program enrollment, and support during enrollment. The SWTC Basic Education (BE) program provides instruction on campus and at outreach sites (Job Centers, county jails, etc.). BE offerings include developmental and English as a Second Language (ESL) instruction. Students may enroll to earn a high school credential in any of the following ways: completion of courses for high school credit, General Educational Development (GED) Certificate, High School Equivalency Diploma (HSED), competency-based HSED, or completion of an HSED jointly with a technical college program. Transition Services assists high school age students with special needs to make a smooth transition to the College. Special Services assists students through development of an Individual Vocational Plan that includes remediation, tutoring services, and assistive technology. Special Services assists faculty to develop modified plans that guide students to complete all courses in a program spread over additional semesters. The modified plan strategy enrolls students at reduced credit loads each semester, allowing time to complete remedial courses, receive tutoring, and other prescribed support. The Academic Skills Center provides preparation and parallel support to students in the areas of math, science, language arts, and study skills.
The College remains sensitive to economic and demographic changes in the District. Programming and service changes occur in response to demonstrated needs. Providing individualized service to meet those needs is a hallmark of Southwest Tech’s interaction with its partners.

**Delivery Methods**

Instruction is delivered through traditional classroom, an online, experiential learning, ITV, accelerated and Web-enhanced, telecourses, and correspondence formats. Faculty receive instruction in active learning techniques and strategies to accommodate different learning styles. Online courses are provided through the Blackboard. Faculty members complete a 16-hour workshop prior to teaching online courses. Many faculty members have incorporated computer-based instructional materials into their curricula; for example, interactive computer models, Web-based learning activities, and streaming video. Up-to-date training aids are available in labs. The Connected Learning Group meets monthly and is open to any staff who are interested in increased use of technology in the classroom. Participants share information about the hi-tech learning environment, voice concerns, and support each other in new initiatives.

**Use of Technology**

In alignment with the College Technology Plan, all administrators, faculty, lab assistants, and support staff have ready access to computers that are regularly upgraded in the classrooms and within individual workspaces. Staff is encouraged to use GroupWise, the campus-wide e-mail/calendar/scheduling program, which can be accessed both on and off campus. Since 2004 all enrolled students receive a campus e-mail account to facilitate improved communication among students and staff.

All classrooms are equipped with an LCD projector; and many, in addition, have a teacher station equipped with a computer, video and/or DVD player, and overhead projector or document camera. Industrial programs have state-of-the-art equipment installed in labs to prepare students to use the technologies available in today’s workplaces. In Fall 2006, 96 courses (26 percent) were offered in a Web-enhanced format in which course syllabi, learning activities, threaded discussion boards, and/or grade books are accessible online. As a result of a five-year Title III grant approved by the Department of Education in 2000, wireless access is available throughout the campus. A wireless cart with 20 laptop computers allows individual classes to have Internet access as required by the curriculum without moving the students to a computer lab. New technologies are continually being added to classroom operations; for instance, class lecture components are recorded using podcasting technology and are posted on the Web so that students may download the presentation at a later time.

Throughout the academic year, staff has many opportunities to attend technology training sessions to improve and expand the use of technology. Instructors can apply for Technology Project funding to incorporate innovative technologies into their pedagogy. The Instructional Technology Support Specialist in the Center for Learning Innovation (CLI) assists instructors by researching and providing information about instructional technologies, and provides training and ongoing support. Scholarships are available for faculty from the CLI to attend conferences and seminars that address use of new technology.

**1C4 What practices do you use to ensure your design and delivery of student learning options are preparing students to live in a diverse world and that the options accommodate a variety of student learning styles?**

SWTC uses the Worldwide Instructional Design System (WIDS), performance-based instructional design software for learner-centered curriculum. This program assists faculty to develop courses that measure learner outcomes through the use of observable and measurable performance criteria. Learning plans include an array of activities that assist students to achieve competencies one objective at a time.

Pretests, medial assessment (Classroom Assessment Techniques, demonstrations, etc.) are integral to WIDS curricula. Summative assessment activities for programs include experiences in which students are expected to demonstrate an array of skills, knowledge, and attitudes that give evidence that program outcomes have all been met. Such authentic assessment includes internships, capstone projects, competitions at state and national levels, clinical experiences, and portfolio development. Often Advisory Committee members and other partners are invited to assist in evaluating students in alternative settings.
One of the strengths of WIDS is its incorporation of instructional strategies that address different learning styles. All students attending new student orientation complete the CAPSOL, Styles of Learning Assessment and are presented with strategies to enhance the ability to retain new information. The Academic Skills Center (ASC) assists individual learners and class sections to identify specific study techniques that match specific learning styles to improve acquisition of knowledge and skill development. Two study-related courses are offered to provide students with skills to enhance the college experience. All courses are expected to be updated on WIDS annually. Curriculum is either posted on the Curriculum Bank and is accessible to staff on the Internet or is on file with the appropriate academic dean.

The Learning Academy, scheduled in early summer and during winter break, offers staff development opportunities in technology training. Faculty are encouraged to share new instructional strategies with their peers at the Technology Fair, an event that is part of the Learning Academy. A dozen or more staff members showcase their recent achievements to interested individuals and small groups in an informal atmosphere. The “pioneers” of the strategy/technology are willing to provide advice and encouragement to others who are interested in replicating the model.

As part of the WTCS certification process, administration and faculty are required to complete a course that addresses diversity. The College attempts in numerous ways to assist staff and students to experience diversity through in-service topics and presenters, cultural experiences, art work and posters, and information in “The Great College News” and “The Blue and Gold” (weekly staff and student bulletins). Integral to the College Diversity Plan are recruitment and support of a diverse population of staff and students.

1C5 By what means do you create and maintain a climate that celebrates intellectual freedom, inquiry, reflection, respect for intellectual property, and respect for differing and diverse opinions?

Students are encouraged to investigate new ideas, research new concepts, and explore their own opinions and those of others in an atmosphere of inquiry and respect. Learning experiences assist students to use various tools to view problems and solutions from varying points of view, which help them to progress in the development of Core Abilities (see Figure 1-1, SWTC Core Abilities).

SWTC programs have Advisory Committees that include industry representatives who meet at least annually or semi-annually to discuss, recommend, and validate trends, new technologies, and curriculum revisions. Program and general education instructors incorporate Advisory Committee input as appropriate. Faculty develop and revise curriculum based on their expertise, program budgets, and knowledge of student learning needs.

At the state level, programs that are offered at several of the 16 technical colleges have developed statewide curriculum for program courses to align learning objectives across the state. Within this statewide, standardized curriculum, instructors have collaborated to write course outcomes while receiving the flexibility to adopt their own learning activities and strategies that effectively meet the needs of students and other stakeholders and at the same time focus on achieving program outcomes.

SWTC addresses ownership of intellectual property in its bargaining agreement with instructional staff.

Processes (P)

1P1 How do you determine your common student learning objectives as well as specific program learning objectives? Who is involved in setting these objectives?

In 1993 SWTC created the Student Effectiveness Committee (SEC) in response to the North Central Association accreditation self-study process. The SEC is the standing committee whose original charge was to develop and monitor a comprehensive student assessment plan for the College. The resulting Assessment Plan initiated College-wide use of the Test of Adult Basic Education (TABE) to determine students’ readiness for pursuing higher education, set program entrance requirements, and recommended or required remediation strategies for students who did not meet program entrance
requirements. The SEC in collaboration with faculty developed a document called the Student Academic Achievement Plan (SAAP) for each academic program. The program SAAP sets admission standards for each program and specifies support courses/activities that assist students with low TABE scores to upgrade skills. Support courses may be completed prior to or parallel with enrollment in related program courses, dependent on TABE score levels specified on the program SAAP. Academic counselors assist individual students to understand how TABE scores relate to the program SAAP. In this interview a student SAAP is developed that outlines an enrollment plan and support options that will assist the student to be successful in the program. This process is currently under review by the Intake Process Action Team to increase its effectiveness with underprepared students.

SWTC developed the Core Abilities as the common student learning objectives for the College (see Figure 1-1, SWTC Core Abilities). Beginning in 1995, all staff members participated in cross-functional teams to develop the Core Abilities. Throughout this process a subcommittee of the SEC compiled staff input, reviewed available models from other technical colleges, and consulted with business/industry representatives. An underlying principle of the Core Abilities is that all staff members and contracted personnel are role models for these learning objectives. SWTC’s Core Abilities were adopted in 1997 and are displayed prominently in College publications, classrooms, and learning materials.

The SEC Core Ability Sub-committee developed a matrix for each program’s curriculum to track purposeful Core Ability instruction and assessment. Program and General Education faculty also determined in which class/es each Core Ability would be finally assessed and by which Indicators. This process ensures that Core Abilities are formally taught and assessed at some point in the program.

Once the Core Ability process was in place, each program team developed a set of program outcomes that are performance-based, have measurable and observable criteria, and are linked to specific assessment tools. Program outcomes were developed by program faculty with input from Advisory Committees, business/industry standards, certification requirements, and consultation with other technical colleges. A matrix identifies in which course each program outcome is finally assessed and by which method. Program outcomes undergo a process of annual review by instructional teams who submit them to division deans and program Advisory Committees for validation.

In 2003-04 the SEC created a computer-based assessment tool for student self-assessment of the Core Abilities. Students initially complete the assessment after the first six weeks of program courses and again prior to the end of the spring semester. Students in two-year programs complete the assessment a third time before the end of the fourth semester. Students receive immediate feedback on their development of the Core Abilities and areas for improvement are identified. Students entering a program in Fall 2005 were the first cohort to complete the first stage of the Core Ability self-assessment process.

Currently the SEC is assisting program faculty with “Closing the Loop.” Program faculty use data collected during the assessment cycle to improve effectiveness by revising or modifying curriculum, assessment strategies, and/or program outcomes. This information is shared with the program’s Advisory Committee annually. Program files containing annual assessment information and data are available to College personnel and District residents in the Center for Learning Innovation (CLI).

In 2005 General Education faculty developed performance objectives that occupational faculty were encouraged to include in the list of program outcomes. Until that time outcomes that dealt with general education skills were included in approximately 50 percent of programs in various ways. Use of standardized general education outcome statements is logical since students in identical General Education courses should experience the same outcome expectations.

Faculty attend industry-specific conferences and trainings to ensure that program graduates have the knowledge and skills needed to meet occupational goals. SWTC requires a minimum of four years of occupational experience in program areas prior to employment as faculty; maintaining connections with employers, co-workers, and customers assists instructors to stay current in areas of expertise. The Graduate Follow-up Study (conducted since 1961) and the Employer Survey (conducted since 1993)
provide feedback from graduates and their employers about the level of preparation that SWTC students demonstrate on the job (see Figure 3-7, Graduate Follow-up Statistics, 1999-2004). On an informal basis, many former students maintain contact with instructors and share ideas about program improvements.

1P2 How do you design new programs and courses to facilitate student learning? How do you balance educational market issues with student needs in designing responsive academic programming?

New Program and Course Design
New programs are initiated through a variety of sources, such as emerging occupations and stakeholder suggestions or requests. The WTCS prescribes a process for creating, revising, and implementing new programs and courses (see Figure 1-3, WTCS Program/Course Development/Revision Process).

New courses are developed based on changes in industry, occupational standards, certification requirements, emerging technology, and community needs. Through Advisory Committees, business/industry partnerships, and positive community relations, SWTC academic staff are able to quickly respond to changes in their specific program areas.

WIDS allows instructors to efficiently develop and revise performance-based curriculum to accommodate the volatility of today’s occupational climate. Program instructors work closely with the SWTC Curriculum Specialist to ensure that new courses meet College standards.

Responsive Academic Programming
SWTC conducts initial feasibility research to determine if new program ideas have merit. If a need is substantiated, an Indication of Interest is submitted to the Wisconsin Technical College System Board (WTCSB) for approval.

If approved, the College has a year to complete the Program Investigation phase. First, a Needs Assessment must demonstrate District, regional, or state support for the program and the number of job placements anticipated in the particular career over the next five years. If need is demonstrated, the process continues. During this phase a DACUM study may be done—Developing A CURriculuM is a facilitated process in which industry representatives spend one or more days listing and prioritizing job-entry tasks and skills that are needed. Other sources of information that are used may include National Skills Standards, industry and association standards, research data, and employer input. Program Investigation culminates in a report that includes items such as the following:

- Program description and rationale.
- Major duties and responsibilities for workers in the primary occupation.
- Placement and anticipated wages/benefits.
- District Board approval date.

Once approved by the WTCSB, the proposed program moves into the Program Implementation phase in which items such as the following are addressed:

- Formation of Advisory Committee.
- Curriculum identification.
- Resources needed to start and operate the program.
- District Board approval date.

In order to assure the continued implementation of standards set by the Student Effectiveness Committee during the new program development process, the SWTC Deans Council has agreed to incorporate SEC recommendations into the program development process as indicated below:

- Develop program description.
- Develop program outcomes.
- Develop program SAAP.
- Identify where program outcomes and Core Abilities will be assessed.
- Develop a modified plan.
- Complete the Curriculum Committee checklist.
1P3 How do you determine the preparation required of students for the specific curricula, programs, courses, and learning they will pursue?

Program applicants are generally expected to have a high school diploma, GED, or HSED or be able to demonstrate an ability to benefit from higher education as determined by standardized tests. As part of the admission process, prospective students are required to complete the Test of Adult Basic Education (TABE) to assess student preparedness for program requirements. Prospective students submit high school transcripts and, if applicable, any college transcripts. Specific programs may have additional

Source: WTCS Educational Services Policies and Procedures Manual
admission requirements; e.g., health-related tests. Such program entrance standards are listed in the program description and on the SAAP. Program counselors interview prospective students to assess their preparedness for program entry, assist them to explore alternatives, and enroll them in developmental or remedial courses, if needed.

Each program has developed a Student Academic Achievement Plan (SAAP) that outlines admission requirements. Students who do not meet the minimum program standard of the chosen program are informed about similar programs in which they do meet the admission requirements and are encouraged to enroll in student support courses to improve their skills in order to meet program admission standards at a later date.

Due to some inconsistencies in the implementation of the SAAP process and the concern developing in the College regarding the increasing number of underprepared students, the Student Intake Process Action Team was formed in 2004 as part of one of the Vital Few Action Projects. The work of this action team will impact all aspects of recruitment, enrollment, and support. One associate degree program is piloting the new intake process in Spring 2006. The Student Alert System (SAS), another aspect of the new intake process was included in the Perkins Improvement Plan in Spring 2006 for immediate implementation. The SAS is an electronic referral system that serves underprepared students. The entire intake process will be activated in increments by 2008.

1P4 How do you communicate expectations regarding student preparation and student learning objectives (for programs, courses, and the awarding of specific degrees or credentials) to prospective and current students? How do admissions, student support, and registration services aid in this process?

The SWTC Web site and College Catalog outline requirements for admission to the College and individual programs. The High School Relations Specialist makes regular visits to district high schools to raise awareness of College expectations and preparedness. Student Life and Transition Services conduct tours, Snapshots for Success, and classroom shadows for students in Grades 8-12. Every spring, area high schools are invited to Techsploration. Students learn about programs that interest them and participate in learning activities.

Admissions and registration staff routinely respond to prospective and current student inquiries regarding application requirements, program availability, course enrollment and waiting lists. Every student is required to meet with a program counselor to review program readiness and schedule courses. All new students are encouraged to attend Teacher/Learner Connection (TLC) Day prior to the beginning of the fall semester. During TLC students attend presentations on Core Abilities, Student Code of Conduct, campus services, and learning style. Program instructors share information about the selected program, classroom and academic expectations, and make a personal connection with new students.

1P5 How do you help students select programs of study that match their needs, interests, and abilities? In providing this help, how are discrepancies between the necessary and actual preparation of students and their learning styles detected and addressed?

The majority of students who apply to SWTC have already decided the program of study they wish to pursue. Program counselors meet with prospective students to review their applications, test results, and program selections. Students who do not meet program requirements are provided with options as part of their SAAP development that include remedial courses, alternate programs, and/or modified curriculum plans. Program counselors assist those students who are uncertain about career choices by assessing their interests through personal interviews, occupational assessments, and employment projections.

1P6 How do you determine and document effective teaching and learning? How are these expectations communicated across the institution?

The Quality Review Process model uses a problem-solving strategy to address continuous improvement at SWTC and throughout the WTCS by documenting and monitoring best practices, areas needing improvement, and future trends. Data collected at SWTC is shared statewide so that all programs may
continuously improve. The QRP Wheel (see Figure 1-4, Quality Review Process) is a graphic presentation of all 11 steps in the cycle. In the center are Plan, Review, Study, Adjust—the equivalent of Plan, Do, Check, Act, the College’s common decision-making model. Step 1 begins the QRP and will immediately follow Step 11 in this continuous cycle. Three steps comprise the first quadrant in which programs and service units take a critical look at what is important. Ten (10) data elements were identified at the WTCS level, and eight (8) additional items were identified by the College (see Figure 1-5, Quality Review Process Scorecard Items). Many of the scorecard items have a direct link to effective teaching and learning. Data collected is reported annually on the scorecard (Step 3). Two steps comprise the second quadrant during which trends in scorecard data are used to identify what needs improvement by determining indicators needing improvement and those that exceed the target. All academic programs complete Steps 2-4 annually. Three steps comprise the third quadrant, which is an in-depth study to discover what can be done to improve. QRP input is used by instructional teams to formulate program improvement plans that will be implemented the following year. Four steps comprise the fourth quadrant and provide an opportunity to look carefully at what are the results of the entire process. Steps 5-11 occur on a five-year cycle.

When Scorecards are completed by the Institutional Advancement Office, the data is shared with program instructors...
along with a Scorecard Review Worksheet (Step 4). Improvement Required (I) means that the indicator is below the threshold level; Acceptable (A) means that the indicator is between threshold and target levels; Excellence (E) means that the indicator is at or above target level. Instructors review Scorecard results, analyze the data, and determine performance levels for each indicator. Then the instructor must provide feedback as to what may be causing either the “I” or the “E” measures within the scorecard. This review and explanation process forces faculty to analyze the data with benchmark information from the state and local programs. The Scorecard and Review Worksheet must be signed by the Division Dean and then is forwarded to the QRP Team. The QRP Team studies all responses on the Scorecard Review Worksheets, looking for College-wide trends and strengths and concerns, and uses this information to help set College-wide focuses for improvement.

All program instructors complete a process of tracking the effectiveness of their respective program outcomes by entering them into the TracDat database on campus. When the outcomes are entered, the faculty members choose one or more courses in which that program outcome is to be assessed, the assessment method for that outcome, and the criterion associated with the assessment method. Instructors then must enter program data each semester and analyze the collected information to discover trends related to meeting specific program outcomes. The faculty is currently required to assess at least two outcomes per year but may choose to do more. This process of continuous improvement is designed to create an awareness of strengths and weaknesses within each program related to specific program outcomes, continually assess whether graduates are meeting them, and use data to make decisions about course and program improvements.

Students complete the Student Exit Survey (used annually since 1999-00) to provide opinions on many aspects of the college experience, including the effectiveness of instruction (QRP Scorecard Items 11 and 12). In addition, most instructors request student feedback through both formal and informal course evaluations, and specifically ask for comments regarding teaching methods and effectiveness. By using learner-centered, performance-based measures throughout the curriculum, instructors are able to self-assess instructional effectiveness. Also, positive collegial relationships allow for the free exchange of learning activities and assessment strategies.

Effective teaching is supported by curriculum that reflects industry-validated content and recognized effective learning facilitation techniques. The College furnishes the Worldwide Instructional Design System (WIDS) software to instructors. WIDS assists instructors to plan and create effective curriculum. Southwest Tech has adopted the Learning College principles (see 8C1) that promote learner-centered educational experiences that reflect student learning styles, provide opportunities for collaboration, see students as partners, and offer as many options as possible. All these principles are considered in developing learning activities and assessment using WIDS.

WIDS curricula, including program outcomes, are validated by Advisory Committees. Student success and instructional effectiveness are evaluated based on the degree to which students accomplish these outcomes. Based on these factors, curriculum, teaching, and assessment methods are adjusted. Pass rates of SWTC graduates taking tests administered by outside agencies are monitored where possible to measure student success and program effectiveness.

Unique to the WTCS is the requirement that all new instructors, including adjunct faculty, complete certification courses relevant to adult career and technical education. These courses are taught by veteran instructors who assist faculty with developing effective teaching strategies that ground them in the foundations of teaching. During the first three years of employment, Deans (or designees) observe classroom instruction and provide faculty with written feedback regarding strengths and areas for improvement at least twice a year. Beginning the fourth year of employment, instructor preparation and professional development are jointly planned and monitored by the instructor and Dean using the Individual Professional Improvement Plan (IPIP) process.

The CLI is available for all staff to continuously update and improve instruction/practice. The CLI is responsible for planning a variety of in-service activities for SWTC staff.
In August 2004 a formal mentoring program was introduced for new faculty, the M & M program, so named for Mentor and Mentee. New faculty attend a two-week orientation program prior to the start of the fall semester. Included in the orientation are meetings with the assigned mentor, key SWTC personnel, and completion of a WTCS-required certification course. Mentors are expected to meet with their mentees weekly to respond to questions and concerns and to provide information and feedback. Mentors also conduct three classroom observations of the mentee during the first semester, and at least one classroom observation during the spring semester. An advantage of the M & M program is the sharing of fresh, new ideas and perspectives on teaching and learning that the mentee brings to the relationship. In the end both participants enrich their professional and personal lives. All mentor-mentee interactions are documented and become part of a confidential file maintained in the CLI.

1P7 How do you build an effective and efficient course delivery system? How do delivery decisions balance student and institutional needs?

All SWTC courses, both technical and general education, are competency based. Competencies are identified with industry and employer input and Advisory Committee validation. Delivery systems are based on student need. Program technical courses are shop/lab-based, applications sensitive, and have industry expectations in mind. Students prefer this format and focus as they testify on every survey they complete. WIDS helps instructors focus on effective and efficient delivery as they develop curriculum.

SWTC provides many other delivery options in response to student need/demand. The College sets minimum enrollment levels and may stack sections to accommodate students wanting courses that would otherwise not be available due to low enrollment.

Southwest Tech maintains a Curriculum Committee which serves to improve course offerings. The committee solicits curriculum development/improvement projects from throughout the College and recommends funding to the Deans Council, which authorizes funding of the projects. In the history of the College, no project approved by the Curriculum Committee has been denied funding. This committee has developed a Course Standards form that instructors and Deans use as a quality assurance checklist. Membership of the Curriculum Committee includes the Chief Academic Officer, members of the Leadership team, and faculty representing each academic division and support staff.

1P8 How do you monitor the currency and effectiveness of your curriculum? What process is in place for changing or discontinuing programs and courses?

Curriculum is either available in the Curriculum Bank on the intranet or in the appropriate Division Office for inspection and evaluation. General Education courses and some programs have statewide curriculum to ensure consistency throughout the WTCS. Program Consultants from the WTCSB and representatives from the 16 colleges meet regularly to update or revise statewide curriculum. Programs without statewide curriculum rely on Advisory Committees, student evaluations, and the College survey process to determine relevance and effectiveness of curriculum. Changes may be proposed by instructors, deans, Advisory Committees, and QRP Evaluation Teams. Proposed changes are discussed and approved by the program Advisory Committees and may require WTCS approval, depending on the modification.

Southwest Tech conducts annual Student Exit, Graduate Follow-up, and Employer Surveys to ascertain the satisfaction of these groups with the College. Results indicate if what is being taught is meeting the needs of the students/graduates and the expectations of their employers. The high response rate to these surveys is an indicator of the reliability of this process in securing valid feedback about College programs and services (see Figure 1-6, Employer Survey Results, Total of All Programs). The SEC process for monitoring program outcomes also assesses effectiveness of curriculum. Completion of the QRP cycle includes an on-site evaluation at five-year intervals, but programs complete Program Scorecards and corresponding Action Plans annually. Programs may be suspended or discontinued because of low enrollment, budget constraints, a replacement option, or ineffectiveness. Such consideration is made over a three year-period. Many variables are researched to strategize reenergizing the program, suspending it or discontinuing it. SWTC provides guaranteed retraining to eligible graduates of technical diploma and associate degree programs whose employers certify that the graduate lacked entry-level skills and to graduates who have not secured employment within six months of graduation.
### Employer Survey Results, Total of All Programs

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<td>84.8%</td>
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<td>9.7%</td>
<td>15.2%</td>
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### Employer Expectations

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<tr>
<td>Exceeds</td>
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<td>%</td>
<td>%</td>
<td>%</td>
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<tr>
<td>Meets</td>
<td>%</td>
<td>%</td>
<td>%</td>
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<td>Occupational knowledge related to job</td>
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<td>28.3</td>
<td>33.3</td>
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<td>Application of occupational knowledge related to job</td>
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<td>Use/operation of equipment, tools and materials</td>
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<td>32.4</td>
<td>42.2</td>
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<tr>
<td>Problem solving skills</td>
<td>21.6</td>
<td>35.8</td>
<td>42.5</td>
<td>26.5</td>
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<tr>
<td>Reading and writing skills</td>
<td>27.3</td>
<td>32.9</td>
<td>42.8</td>
<td>30.5</td>
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<tr>
<td>Completes work in accordance with quality standards</td>
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<td>Organizational skills (prioritizing, planning, goal setting, etc.)</td>
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<td>Computer skills</td>
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<td>Math skills</td>
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### People Skills

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<tbody>
<tr>
<td>Exceeds</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Meets</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Listening and speaking skills</td>
<td>30.7</td>
<td>30.8</td>
<td>38.4</td>
<td>36.0</td>
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<tr>
<td>Interpersonal skills (one-on-one)</td>
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<td>36.1</td>
<td>45.0</td>
<td>41.5</td>
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<td>Works effectively in a team</td>
<td>39.8</td>
<td>43.6</td>
<td>45.0</td>
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### Attitude

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<tbody>
<tr>
<td>Exceeds</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
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<tr>
<td>Meets</td>
<td>%</td>
<td>%</td>
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<td>%</td>
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<tr>
<td>Customer focused</td>
<td>26.1</td>
<td>37.6</td>
<td>38.3</td>
<td>38.5</td>
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<tr>
<td>Seeks to continuously improve performance</td>
<td>38.1</td>
<td>46.3</td>
<td>45.6</td>
<td>42.5</td>
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<tr>
<td>Demonstrates good work ethic (initiative, judgment, dependability)</td>
<td>44.9</td>
<td>50.0</td>
<td>53.6</td>
<td>46.0</td>
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<tr>
<td>Accepts advice, supervision, and constructive criticism</td>
<td>42.1</td>
<td>48.2</td>
<td>47.9</td>
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### Satisfaction with Graduates’ Technical College Education

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<td>Very Satisfied</td>
<td>89</td>
<td>98</td>
<td>95</td>
<td>103</td>
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<tr>
<td>Satisfied</td>
<td>81</td>
<td>65</td>
<td>69</td>
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<td>Unsatisfied</td>
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<td>6</td>
<td>2</td>
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<tr>
<td>Very Unsatisfied</td>
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<td>1</td>
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### Recommend Graduates to Another Employer

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<tr>
<td>Yes</td>
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<td>157</td>
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<td>186</td>
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<tr>
<td>No</td>
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<tr>
<td>Maybe</td>
<td>17</td>
<td>13</td>
<td>6</td>
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### Hire a Technical College Graduate Again

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<tr>
<td>Yes</td>
<td>167</td>
<td>162</td>
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<td>188</td>
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<tr>
<td>No</td>
<td>0</td>
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<tr>
<td>Maybe</td>
<td>9</td>
<td>8</td>
<td>4</td>
<td>6</td>
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Source: SWTC Office of Institutional Advancement
1P9 How do you determine student and faculty needs relative to learning support? How are learning support areas involved in the student learning and development process?

Student learning support needs are assessed during the admissions process (see 1P3) and throughout the academic program. All students have access to the Academic Skills Center (ASC) to receive assistance with coursework and skill development. The ASC surveys students and faculty at the end of each semester to solicit feedback about services and suggested improvements. In addition to individual assistance, students can access SkillsTutor™ online, which provides self-paced, skill-building learning activities. Beginning in Fall 2005, ASC staff is piloting an online proofreading service that allows students to receive feedback on their writing skills before submitting assignments.

Health Occupations students receive additional support through the Autotutorial Lab (ATL) where they can access computer-based learning activities, demonstrations, and skills testing, as well as videos, DVDs, and reference materials. The ATL was expanded in 2004 due to student concerns about overcrowding and limited access to shared resources. The ATL increased in physical space and tripled the number of computers for student use.

The Support Services Center provides case management, adaptive equipment, mentoring/tutoring services, and transition services for student with disabilities. Students enrolled in non-traditional occupations (NTO) receive support services through the NTO project. As part of the annual Student Exit Survey, students report their satisfaction with support services. Students have the opportunity to add their comments which provide valuable feedback about their needs for learning support.

Each program is encouraged to elect representatives to Student Senate as these meetings provide a forum for students to discuss their concerns and take an active role in suggesting and making improvements. At the same time students develop leadership skills and capabilities. Students address items that are placed in the Suggestion Box as well as concerns brought to the table by program representatives. The President of Student Senate is invited to address the District Board each month.

Because of their close working relationships with students, faculty often serve as informal advisors as students share their concerns. Faculty refer students to recommended support services such as program counselors and the Career/Job Center.

Faculty needs relative to learning support are identified during the annual IPIP process, discussions with colleagues, and during department and division meetings. Faculty address requests to the Deans who may, if more discussion is needed, refer the question to the senior leadership groups. The Instructional Technology Support Specialist assists program faculty with collecting and analyzing program data to complete the student assessment cycle and collect data for the program SAAP.

The Center for Learning Innovation (CLI) conducts an annual survey to assess faculty needs. Information gathered from these surveys is used to develop targeted training opportunities, workshops, and in-services. The CLI maintains a lending library of instructional resources available to faculty to expand their repertoire of teaching strategies. The CLI also provides instructional technologies such as the Classroom Performance System (CPS), a wireless response system that allows instructors to receive immediate feedback from learners during a variety of learning activities and assessments.

1P10 How are co-curricular development goals aligned with curricular learning objectives?

SWTC encourages program instructors to develop student clubs that are aligned with their profession and/or develop student chapters of a professional organization. Program clubs are served by an advisor who is a principal faculty member for the program. The Post-Secondary Agriculture Student (PAS) Organization and SkillsUSA club activities prepare students for state, regional, and national competitions. When clubs participate in competitions, the contests are aligned with the program competencies. Club members attend industry-related conferences, e.g. the Culinary Management Society annually attends the International Food Service Executives Association Conference. Clubs also participate in service learning projects to raise money, collect donations, and to improve the well-being of the community.
How do you determine the processes for student assessment?

The process for student assessment is determined by faculty with input from the SEC, the CLI, Advisory Committee members, professional standards, and course content. Performance-based assessments with specific criteria for acceptable performance are used. Students may have a choice in preferred assessment method consistent with learning style. Assessment methods are also consistent with the expectations of the specific occupation and industry standards for performance. Assessments are developed at the same time as correlating learning activities are developed in WIDS to ensure that content assessed is the same as content taught. Program folders in the CLI document methods used by programs to assess Core Abilities and Program Outcomes. Assessment results are used to “Close the Loop” for the program SAAP by providing data to use in decisions about course/program modifications.

How do you discover how well prepared students completing programs, degrees, and certificates are for further education or employment?

The College conducts annual Student Exit Surveys, Graduate Follow-up Surveys, and Employer Surveys to ascertain satisfaction with the College. These tools provide information and data that inform the instructional and curriculum development processes. Certain input results in immediate adjustments while other information is collected and compared with further results over a period of time. The College commitment to excellence demands that all personnel remain responsive to input from stakeholders, especially graduates and employers.

The Joint Administrative Committee on Academic Programs reviews transfer data from two-year colleges to four-year universities on a system basis. Data reveal that WTCS graduates do as well as other transfer students into the University of Wisconsin System; i.e., 2.9 GPA after one year compared to 3.0. General Education curriculum is aligned with University of Wisconsin System (UWS) general studies curriculum to support transferability to UWS institutions. SWTC has articulation agreements with 21 four-year colleges and universities, providing graduates with many options for further education. One articulation agreement with Franklin University in Columbus, Ohio, allows students to transfer their associate's degree and take specially designated bridge courses at SWTC in order to complete a four-year degree online.

What measures of student performance do you collect and analyze regularly?

Faculty is responsible for measuring student performance at the course level. In addition, SWTC annually collects and analyzes data on student performance in programs (see Figure 1-7, Annual Measures of Program Student Performance). The College studies a number of other outcomes annually including the following: pass rates on standardized tests following program completion (see Figure 1-8, Graduate Licensure/Certification Results), success in alternative learning environments as evidenced by pass and retention rates in distance delivery courses (see Figure 1-9, Online Enrollment, Completion, and Final Grades), high school credentials earned following Basic Education, and contracted services productivity.

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<thead>
<tr>
<th>INDICATOR</th>
<th>ASSESSMENT METHOD</th>
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<tbody>
<tr>
<td>Course Completion Rate</td>
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<td></td>
<td>• Alternative Delivery Report</td>
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<td>Graduation Rate</td>
<td>• Client Reporting Cohort Study</td>
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<td>• QRP Scorecard</td>
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<td>Achievement of Program Outcomes</td>
<td>• Student Outcomes Assessment Report</td>
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<td>• Certification/Pass Rate</td>
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<td>Employer Satisfaction Rate</td>
<td>• Employer Survey</td>
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<td></td>
<td>• Advisory Committees</td>
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</table>

Source: SWTC Office of Institutional Advancement
Results (R)

1R1 What are your results for common student learning objectives as well as specific program learning objectives?

Previously, individual instructors developed tools to assess student performance of the Core Abilities within their courses or programs. However, assessment was not implemented in the same way across the campus. Data from assessment processes that were designed by 40 different programs could not be combined to provide College-wide data. Beginning in Fall 2005 SWTC began collecting college-wide data on student self-assessment of the Core Abilities. Comparison results are not yet available.

In May 2005, 36 of 41 programs had identified courses in which program outcomes were finally assessed and methods of assessment. Twelve (12) programs had identified summative methods for assessing student attainment of program outcomes. Fourteen (14) programs had completed the SEC continuous improvement process (Closing the Loop) and had shared the data with respective Advisory Committees.

Attainment of program learning objectives is also assessed annually in the Employer Survey, (see Figure 1-6, Employer Survey Results, Total of All Programs). This survey, conducted since 1992-93, was first done every other year. Since 2003 when the results of the survey were identified as one of the QRP indicators, the survey became an annual activity. Data is shared with each program annually. Added together Employer Expectations in the Exceeds and Meets columns show that most categories score 80 percent or higher; however, math and computer skills score lower. These data fields need to be analyzed more closely at the program level where it can be determined if lower satisfaction exists or if these skills are not applicable to the occupations of some employees.

1R2 What is your evidence that students have acquired the knowledge and skills base required by the institution and its stakeholders (i.e., other educational institutions and employers) for the awarding of specific degrees or credentials?

The primary measures that provide evidence that students have acquired the knowledge and skills base required by the institution and its stakeholders are job placement and employer satisfaction. This information is available at both the program and institutional levels (see Figure 1-6, Employer Survey Results, Total of All Programs). Data from the 1999-04 surveys show an employer satisfaction rate from 96 to 99 percent over the five years with 90 to 95 percent of employers stating they would recommend SWTC graduates to another employer. Both these data fields exhibited upward trends. Advisory Committee input and graduate enrollment at four-year colleges and universities provide additional evidence of student success. Tracking the licensure and certification exam pass rate for students/graduates provides another way to measure program outcomes (see Figure 1-8, Graduate Licensure/Certification Results). The pass rate for 2004-05 appears to be lower; however, additional 2005 graduates may yet achieve licensure or certification in the future. Other evidence of student success is recorded in successful accreditation reviews for the nursing programs from the National League for Nursing and successful certification for the automotive programs from the National Automotive Technicians Education Foundation (NAETF). As a result of NAETF certification, graduates of the automotive programs may receive Automotive Service Excellence (ASE) certification after one year of on-the-job experience (instead of the two years normally required) and passing scores on the ASE tests.

Table: df 1-8 Graduate Licensure/Certification Results

<table>
<thead>
<tr>
<th>PROGRAM/EXAM</th>
<th>PASS RATE 2003-04</th>
<th>PASS RATE 2004-05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical Nursing/LPN</td>
<td>93%</td>
<td>88%</td>
</tr>
<tr>
<td>Associate Degree</td>
<td>98%</td>
<td>93%</td>
</tr>
<tr>
<td>Nursing/RN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical Assistant/CMA</td>
<td>100%</td>
<td>94.73%</td>
</tr>
<tr>
<td>EMT-National Registry</td>
<td>75%</td>
<td>71%</td>
</tr>
<tr>
<td>State EMT IV Tech</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Certified Firefighter I</td>
<td>82.6%</td>
<td>75%</td>
</tr>
</tbody>
</table>

Other licensure/certification options may be available to graduates but are not reported to the College.

Source: SWTC Office of Chief Academic Officer

Category 1: Helping Students Learn
1R3  

What are your results for processes associated with Helping Students Learn?

Over the last five years, an average of $1.18 million was spent annually to keep classrooms and labs outfitted with technology and equipment that meet industry standards (see Figure 1-9, Instructional Equipment/Technology Expenditures). This figure comprises approximately 6.5 percent of the annual College budget. Note the decrease in expenditures in 2004 and 2005. One of the results of sharing programs with other WTCS colleges is that equipment is purchased by the originating site, not by both colleges; yet students receive the benefit of demonstrations through distance learning and practice at local clinical sites.

Program faculty annually review student achievement of program outcomes and Core Abilities, input from Advisory Committees, and other relevant data. Based on the findings, faculty update program SAAPs and curricula using WIDS. Course curricula are updated annually, filed in the CLI, and made available online in the Curriculum Bank. From 2003-06 the College added one new program (Building Trades--Carpentry) and two shared programs (Radiography and Respiratory Care Practitioner), three needed and desirable occupations.

The M & M program paired all new employees (3 administrators, 18 faculty, 2 support staff) with established employees in mentoring relationships in 2004-06. Evaluations from mentors and mentees alike attest to the success of the program in these first two years.

SWTC had 276 active participants in student organizations in 2004-05 (see Figure 3-9, Student Organizations, 2004-05). Significant numbers of these students placed well in state and national competitions and won leadership positions at both levels. For example, approximately 30 students from the Agribusiness/Science Technology program participate in Postsecondary Agricultural Students (PAS) annually (see Figure 1-10, Student Learning As a Result of Club Participation). Data indicate a direct relationship between focused learning/application of career skills and success in formal competition with peers as judged by professionals in that career field.

SWTC is also committed to providing quality alternative instruction that can be accessed anytime and anywhere via the Web. Course completion and grades measure persistence and learning outcomes in a course format that is still new for most people (see Figure 1-11, Online Enrollment, Completion, and Final Grades). In the first years of conversion to PeopleSoft, incomplete data was recorded. Because of that circumstance, current data does not correlate with data recorded previous to 2004-05. During the 2004-

<table>
<thead>
<tr>
<th>YEAR</th>
<th>EQUIPMENT/ TECHNOLOGY EXPENDITURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>$1,208,458</td>
</tr>
<tr>
<td>2002</td>
<td>$1,345,254</td>
</tr>
<tr>
<td>2003</td>
<td>$1,315,218</td>
</tr>
<tr>
<td>2004</td>
<td>$1,109,467</td>
</tr>
<tr>
<td>2005</td>
<td>$1,017,921</td>
</tr>
</tbody>
</table>

Source: SWTC Audit Report

<table>
<thead>
<tr>
<th>POSTSECONDARY AGRICULTURAL STUDENTS</th>
<th>MEASURE OF SUCCESS</th>
<th>REMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation Rate</td>
<td>95%</td>
<td>Of all students in this program</td>
</tr>
<tr>
<td>State Competition</td>
<td>70%</td>
<td>Of PAS members</td>
</tr>
<tr>
<td>State Awards</td>
<td>80%</td>
<td>Of state competitors</td>
</tr>
<tr>
<td>National Competition</td>
<td>60%</td>
<td>Of state winners</td>
</tr>
<tr>
<td>National Awards</td>
<td>50%</td>
<td>Of competitors</td>
</tr>
<tr>
<td>State PAS Officers</td>
<td>16</td>
<td>Students elected to state offices</td>
</tr>
<tr>
<td>National PAS Officers</td>
<td>8</td>
<td>Five (5) national presidents</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>STUDENTS STARTING</th>
<th>STUDENTS COMPLETING</th>
<th>PERCENT COMPLETED</th>
<th>FINAL GRADE C OR BETTER</th>
<th>PERCENT C OR BETTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2004</td>
<td>72</td>
<td>83</td>
<td>115.28%</td>
<td>61</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>30</td>
<td>23</td>
<td>76.67%</td>
<td>10</td>
</tr>
<tr>
<td>Spring 2005</td>
<td>578</td>
<td>557</td>
<td>96.37%</td>
<td>434</td>
</tr>
</tbody>
</table>

Source: Center for Learning Innovation
2005 college year, the number of students who enrolled, completed, and received a satisfactory grade in online courses was considerably smaller in all categories during the fall term. Observing this statistic over time will determine if this is a trend or a characteristic of one particular student cohort. The growth potential of the online learning process is evidenced by the 214 percent increase in enrollment in Fall 2005 over the entire previous year. Online delivery is a target area for FTE expansion.

1R4 Regarding 1R1 through 1R3, how do your results compare with the results of other higher education institutions and, if appropriate, organizations outside of the education community?

The QRP collects and tracks retention data in the following areas: second and third year retention, course completion for all students, special populations, and minorities. All data may be aggregated to specific programs at Southwest Tech, be compared with like programs at other WTCS institutions, and be measured against WTCS averages. For example, in 2004-05 Southwest Tech ranked second among the 16 WTCS institutions in course completion for all students (81 percent). Students in this data field must receive passing grades of D or better in 80 percent of courses in which they are enrolled to be included. Course completion rates for Southwest Tech show a five-year average course completion of 80.4 percent. SWTC ranks consistently above the state average, reported at 74.4 percent. (see Figure 1-12, Course Completion, Students Passing 80% of Courses Taken). Such positive results reflect the comprehensive efforts of a united front from the District Board, faculty, and support staff to ensure student success. The average completion rate for all Southwest Tech courses is 84.5 percent.

From 1999-2004 Southwest Tech’s overall placement rate—95.5 percent average—as reported in the Graduate Follow-up Survey has consistently been higher than the WTCS overall placement rate—93 percent average (see Figure 1-13, SWTC Graduate Follow-up Placement Rate, Comparison to WTCS Rate). This data also reflects the high number of SWTC graduates who reported employment in related occupations (83.9 percent SWTC five-year average compared to 77.6 percent WTCS average). Placement rates for overall employment in related occupations for Southwest Tech graduates have also remained higher than the average overall rate for WTCS colleges from 1999-
2004. In addition to graduate placement data, the WTCS Office makes comparison data about student demographics, budget revenues and expenditures, educational costs, etc., available online (see http://www.wtcsystem.edu/reports.htm).

Improvement (I)

111 How do you improve your current processes and systems for helping students learn and develop?

Applying the PDCA decision-making model to College operations provides a forum in which processes and systems undergo continuous improvement. Issues may be identified from data collected or the lack of data. Action teams are formed to address projects that require the involvement of additional personnel for broader input. Ideas are considered as solutions are sought. Proposed initiatives that are developed by action teams are presented to academic deans who make decisions regarding allocation of resources and tasks to be accomplished by specific personnel. A continuous system of assessment and adjustment is applied during implementation.

For example, SWTC’s Vital Few Action Project for Helping Students Learn is to design and implement a new comprehensive student intake process due to inconsistent application and depth of coordination of the existing process. The redesigned student intake process is being piloted with one program during the Spring 2006 semester with the intent to bring all programs on board with the new process by 2007-08. The new process will take a three-tiered approach to student intake: recruitment, admissions, and persistence/success.

112 With regard to your current results for student learning and development, how do you set targets for improvement? What specific improvement priorities are you targeting, and how will these be addressed? How do you communicate your current results and improvement priorities to students, faculty, staff, administrators, and appropriate stakeholders?

Process to Set Targets for Improvement

The Quality Review Process assists programs to assess program strength through application of 18 state and college-wide indicators (see Figure 1-4, Quality Review Process). A total of 18 indicators are reported on a program scorecard (see Figure 1-5, Quality Review Process Scorecard Items). Program faculty collect local data each year. If program performance is not at the threshold (minimum level), faculty study additional data to determine possible reasons and solutions. Both threshold and target levels may be adjusted to promote continuous improvement.

In addition to the annual scorecard review, ten programs each year go beyond the initial analysis and determine best practices, (indicators with data above the target level), future trends, possible problems (indicators with data below the threshold), and potential solutions. When faculty have completed this research, an evaluation team of four to six employers, Advisory Committee members, program graduates, or program instructors from other college programs are assembled. This team conducts an in-depth review of the program and presents a full report of strengths, weaknesses, recommendations, and confirmation of the best practices and future trends. Faculty take these recommendations and write a solution summary and improvement plan that include specific goals or targets recommended by the evaluation team. The goals are implemented beginning the next college year. Every program completes the full program review each five-year cycle.

The QRP scorecard identifies ten (10) statewide indicators for measuring performance in the areas of course completion, retention, graduation, and employment. Using data from the 16 Wisconsin Technical Colleges, performance thresholds and targets are established. Actual performance is compared with other WTCS institutions and ranked accordingly. Scorecard results are analyzed at both the college and the program level. In addition to the ten (10) state indicators, each WTCS institution identifies eight (8) college indicators. SWTC’s indicators include student satisfaction with instruction and other college services, employer satisfaction with graduates employed, continuous improvement of programs, and updated curriculum in WIDS format. The Evaluation Coordinator works with program teams to analyze the
accumulated data on the scorecards and set improvement goals. QRP scorecards and related documents are available electronically to staff on iWebfolio®.

TracDat in its first year of implementation standardized the process of identifying department and program goals that are aligned with College Goals, setting target outcomes, and assigning timelines for completion. Over time this software will provide a record of incremental achievement of College Goals as addressed by each program and service unit. This data will be analyzed to document continuous improvement efforts as they relate to the College vision, mission, and goals.

**Targets for Improvement**

Targets for improvement are the following:

- **Student Intake Process**—Address the needs of underprepared learners through full implementation of the new Student Intake Process by 2008 to improve retention rates and student success. An issue to be considered is the addition of a January mini-orientation for new students enrolling in the spring term (Student Intake Process Action Team, Student Services, and the Teacher/Learner Connection Action Team).
- **Full Implementation of QRP**—Continue to apply the QRP through the five-year review cycle to programs and service units (Office of Institutional Advancement).
- **Alternative Delivery**—Develop a comprehensive plan for alternative delivery that includes online and accelerated learning options (College leadership in cooperation with the Connected Learning Group).

**Communication of Priorities**

Current results and improvement priorities are communicated to students over news monitors posted throughout campus, “The Blue and Gold,” *The Tech Transmitter*, and *Visions*. Administration, faculty and staff receive information electronically (e-mail, intranet, “The Great College News,” voice mail); through personal communication (senior leadership/department/division meetings, in-services); and through print materials (memos, reports). Appropriate stakeholders receive information electronically (College Web site, telephone, SWTC cable TV station); through personal communication (meetings, TechFest, Advisory Committee meetings); and from print materials (marketing pieces, *Visions*, District Board minutes, news releases).
CATEGORY 2
ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES

Context (C)

2C1 What are your explicit institutional objectives in addition to Helping Students Learn (Category 1).

As one of the 16 technical colleges in the Wisconsin Technical College System (WTCS), Southwest Wisconsin Technical College (SWTC) is directly charged by State Statute 38.001 to accomplish the following two major purposes:

(2)

(a) Provide occupational education and training and retraining programs, including the training of apprentices, that enable residents to obtain the knowledge and skills necessary for employment at a technical, paraprofessional, skilled or semiskilled occupation. Such programs include general education courses to facilitate student achievement in occupational skills training. The district boards should maintain courses at standards acceptable to national, regional and professional and accrediting agencies and associations.

(b) Provide customized training and technical assistance to business and industry in order to foster economic development and the expansion of employment opportunities.

SWTC carries out these two major purposes as part of its first responsibility to District residents. Academic programs and courses (see 1C3) provide training for students who are entering the work force for the first time and retrain persons who desire to change career fields or advance within a career field. General Education courses assist students to increase skills in communication, problem solving, interpersonal relationships, etc., skills that are required in the 21st century workplace (see 1C2). The College maintains accreditation from a number of agencies and organizations for the institution as a whole and for individual programs (see Figure 2-1, Accomplishing Major Institutional Purposes).

In alignment with the second major purpose, the College has a strong commitment to economic development, evidenced by the number of customized labor training grants that businesses have been awarded as a direct result of collaboration with the College. Southwest Tech has a Business and Industry Training Services (BITS) Office that focuses on providing training and technical assistance as needed by employers.

Figure 2-1 Accomplishing Major Institutional Purposes

<table>
<thead>
<tr>
<th>STATUTE REFERENCE</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>(2) (a)</td>
<td>SWTC at present has 41 active programs operating in the areas of Agriculture and Community Development, Business and General Studies, Health and Service Occupations, and Industrial Occupations leading to associate degrees, technical diplomas, and certificates.</td>
</tr>
<tr>
<td>(2) (a)</td>
<td>SWTC currently has the following apprenticeship programs available: Construction Electrician, Industrial Electrician, Maintenance Mechanic/Millwright, and Plumbing. These programs are state-registered, formal training programs that emphasize on-the-job training under the supervision of a qualified tradesperson, as well as classroom instruction.</td>
</tr>
<tr>
<td>(2) (a)</td>
<td>General Education curriculum was revised from 2004-2006 to ensure that SWTC courses were appropriate to the needs of programs and were transferable.</td>
</tr>
<tr>
<td>STATUTE REFERENCE</td>
<td>DESCRIPTION</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------</td>
</tr>
</tbody>
</table>
| (2) (a)           | SWTC is accredited and certified by the following agencies:  
|                   |   ▪ The Higher Learning Commission of the North Central Association of Colleges and Schools.  
|                   |   ▪ US Department of Justice, Immigration and Naturalization Service.  
|                   |   ▪ Wisconsin Educational Approval Board.  
|                   |   ▪ National League for Nursing Accrediting Commission.  
|                   |   ▪ Commission on Accreditation for Health Occupations Programs for Medical Assistant.  
|                   |   ▪ National Automotive Technician Education Foundation.  
|                   |   ▪ National Registry of Emergency Medical Technicians.  
| (2) (b)           | The Southwest Tech Business and Industry Training Services (BITS) Office focuses on providing customized/contracted training and technical assistance. Contracted training totaled 186 contracts for the FY2004-05. A total of 6,386 incumbent workers were trained, generating $554,828.51 in contract revenue.  
| (2) (b)           | SWTC is committed to the economic development of Southwest Wisconsin. The College has assisted companies to obtain Customized Labor Training (CLT) Grants from the Wisconsin Department of Commerce. Total projects were in excess of $8 million with 1,746 new jobs created and 1,106 existing jobs retained through an extensive training program.  

Source: SWTC Office of Institutional Advancement

Section 3 of State Statute 38.001 also names five additional purposes that member institutions in the WTCS are to address:

(3)  
(a) Contract with secondary schools to provide educational opportunities for high school age students in order to enhance their potential for benefiting from postsecondary education and for obtaining employment.  
(b) Coordinate and cooperate with secondary schools to facilitate the transition of secondary school students into postsecondary technical college education through curriculum articulation and collaboration.  
(c) Provide a collegiate transfer program.  
(d) Provide community services and avocational or self-enrichment activities.  
(e) Provide education in basic skills to enable students to effectively function at a literate level in society.  
(f) Provide education and services which address barriers created by stereotyping and discriminating and assist minorities, women and the handicapped or disadvantaged to participate in the work force and the full range of technical college programs and activities.

Accomplishing these additional purposes requires the combined work of many service units; i.e., Basic Education, Non-traditional Occupations (NTO), Special Services, etc. The five additional purposes are woven into normal College operations and are part of annual planning and budget cycles (see Figure 2-2, Accomplishing Additional Institutional Purposes). Providing such services helps students learn by making education accessible and affordable to target populations.

2C2 By what means do you ensure your other distinctive objectives align with your mission, vision, and philosophy?

Wisconsin Statute 38.001 defines the mission and purpose of the WTCS (see Figure 2-3, WTCS Mission Statement). Each of the 16 technical colleges develops mission and purpose statements that reflect the
essence of the state mission statement. The SWTC District Board reviews its own mission and vision statements (see Figure O-1, Vision, Mission, Values, and Purposes) each year in order to address changing needs. As work is done on the mission and vision statements, significant input is received from faculty and staff and is carefully considered by the Board. The missions of grantors are reviewed in situations in which activities are funded by state and/or federal agencies.

**Figure 2-2  Accomplishing Additional Institutional Purposes**

<table>
<thead>
<tr>
<th>STATUTE REFERENCE</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>(3) (a) (1)</td>
<td>Wisconsin Statute 118.15 requires youth age 6-18 to enroll in and attend public school or some equivalent education program. The Wisconsin Department of Public Instruction has arranged with the WTCS to provide alternative education for at-risk students to assist them to earn a High School Equivalency Diploma (HSED). SWTC employs a Basic Education Case Manager to facilitate contracting that is done with secondary schools for high school age students.</td>
</tr>
<tr>
<td>(3) (a) (2)</td>
<td>SWTC has made a significant commitment to curriculum articulation and collaboration with secondary schools through the position of a School-to-Work Curriculum Specialist. This position works closely with secondary schools to effectively coordinate and administer advanced standing agreements as well as provide a substantial number of workshops at the College for secondary teachers. SWTC also employs a Transition Specialist to assist students with special needs to make the transition from high school to technical college. The High School Relations Specialist maintains communication with District high schools to provide information and promote program shadow and campus tour opportunities.</td>
</tr>
<tr>
<td>(3) (b)</td>
<td>Southwest Tech currently has transfer agreements with 21 four-year colleges and universities. Work on transfer agreements is ongoing in order to increase higher education opportunities for SWTC graduates. In summer 2003 revised statewide curricula (in the areas of social science, math, science, and communication) were created and reviewed by the University of Wisconsin System (UWS) to ensure that the WTCS courses would be acceptable for transfer into the UWS.</td>
</tr>
<tr>
<td>(3) (c)</td>
<td>Adult continuing education courses at the SWTC campus and in district communities are widely used. Southwest Tech offers fire training courses, first aid courses, EMT training and update courses, police update courses, motorcycle safety courses, and drivers education courses.</td>
</tr>
<tr>
<td>(3) (d)</td>
<td>Basic Education which includes English as a Second Language (ESL) programs are located at eleven public sites and at three county jails in the Southwest Tech District. Two sites are co-located with family centers and three sites are in area Job Centers. The campus site provides Basic Education and remedial education for program students, contracted high school students, and the general public. Additional sites are established based on need. The College currently serves 600-700 students each year.</td>
</tr>
<tr>
<td>(3) (e)</td>
<td>Southwest Tech has a committee that oversees the District Equal Opportunity/Affirmative Action Five-Year Compliance Plan. The Human Resources Department at SWTC is responsible for administering many of the policies contained in the plan. The College offers financial assistance; employability services; assistance with equity issues; career exploration; affirmative action presentations; and support for displaced workers, displaced homemakers, and students in non-traditional occupations. The Support Service Center provides assistance to students with disabilities. Minority and awareness activities are provided through grant and district funds.</td>
</tr>
</tbody>
</table>

Source:  SWTC Office of Institutional Advancement
The legislature finds it in the public interest to provide a system of technical colleges which enables eligible persons to acquire the occupational skills training necessary for full participation in the work force; which stresses job training and retraining; which recognizes the rapidly changing educational needs of residents to keep current with the demands of the work place and through its course offerings and programs facilitates educational options for residents; which fosters economic development; which provides education through associate degree programs and other programs below the baccalaureate level; which functions cooperatively with other educational institutions and other governmental bodies; and which provides services to all members of the public.

Source: Chapter 38 of the Wisconsin Statutes

The Board and staff also have a specific plan for supporting the mission and vision in the form of the Continuous Improvement Plan (CIP) for Institutional Effectiveness (see Figure 2-4, Continuous Improvement Plan for Institutional Effectiveness). This plan is also reviewed on an annual basis and necessary adjustments are made with input from the College’s leadership. The CIP chart was developed to graphically present the coordination of College planning and assessment processes. The Wisconsin Technical College System requires that each member institution monitor the four WTCS Core Indicators of Effectiveness (listed in Figure 2-4 immediately below the title bar). Southwest Tech chose to build these indicators into its own planning process as one of the focus areas of the CIP.

Immediately below the WTCS Core Indicators, five of the Strategic Directions of the College are named. Strategic Directions are repeated as they impact one or more Core Indicators. As part of the planning process, the District Board identified six Strategic Directions to guide the College to be forward looking while working to achieve its two major and five additional purposes (see Figure 2-5, Strategic Direction Statements, 2005-2008). Next the District Board developed draft Strategic Direction Statements to present to the staff.

College staff then determined how the College’s six Strategic Direction Statements aligned with the four WTCS Core Indicators of Effectiveness. Since this step was determined to be significant, College staff spent time at a College-wide in-service giving input relating to the draft of the six statements. The College Board then used staff input to finalize the six statements. Using administrative direction, the six Strategic Direction Statements were then directly related to each WTCS Core Indicator of Effectiveness. Only five of the Strategic Direction Statements are reported through the CIP. It was determined that Continuous Improvement is implied in all the statements and is not listed as a separate strategic direction.

The six Strategic Direction Statements along with the three Vital Few Action Statements (see Figure 2-6, Vital Few Action Projects, 2005-2008) comprise the College Goals in the 2005-2008 Strategic Plan. The Vital Few Action Projects are based on data gathered over a period of two years. The Leadership Team examined this data and stakeholder input and extracted six issues that needed to be addressed. All College staff then voted to select two issues that were most significant. Helping Students Learn is the third and continuing Vital Few Action Project. These Vital Few Action Projects are assumed to be three-year projects, but new projects are selected if the original ones are accomplished in less time. The College intends to maintain at least three Vital Few Action Projects each year.

Organizational units (departments, divisions, and standing committees) across the College met to determine unit objectives. The unit objectives were then linked to the WTCS Core Indicators of Effectiveness and the SWTC College Goals. Beginning in 2005-06, these unit objectives will be monitored using the TracDat software system. This tracking system will allow quantitative and qualitative monitoring of unit objectives in meeting the College Goals.

Category 2: Accomplishing Other Distinctive Objectives
Southwest Wisconsin Technical College
CONTINUOUS IMPROVEMENT PLAN FOR INSTITUTIONAL EFFECTIVENESS

ADOPTED BY DISTRICT BOARD
SEPT. 22, 2005

Figure 2.4
Continuous Improvement Plan for Institutional Effectiveness

Source: SWTC Student Exit Survey

Board Reporting Methodology

STUDENT ACHIEVEMENT AND SATISFACTION
- Report to Board annually in NOVEMBER.
- Responsible Person: JOHN GANDER

EMPLOYER SATISFACTION
- Report to Board annually in SEPTEMBER.
- Responsible Person: ANDREW CALHOUN

PUBLIC PERCEPTION AND SATISFACTION
- Report to Board annually in MAY.
- Responsible Person: PETE BICKEL

ORGANIZATIONAL QUALITY
- Report to Board annually in FEBRUARY.
- Responsible Person: STACY MARTIN

All new information for 2005–08 is listed in blue print.
**Figure 2-5  Strategic Direction Statements, 2005-08**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Provide quality <strong>LEARNING</strong> opportunities to meet the changing needs of students, employers, and communities.</td>
</tr>
<tr>
<td>2.</td>
<td>Recruit, develop, and retain competent <strong>STAFF</strong> to advance learning.</td>
</tr>
<tr>
<td>3.</td>
<td>Develop new strategies and opportunities to expand our <strong>MARKET SHARE</strong>.</td>
</tr>
<tr>
<td>4.</td>
<td>Provide well-equipped <strong>FACILITIES</strong> that allow for <strong>INSTRUCTION</strong> consistent with industry standards.</td>
</tr>
<tr>
<td>5.</td>
<td>Demonstrate <strong>FISCAL</strong> accountability and resourcefulness, strengthening support of the college.</td>
</tr>
<tr>
<td>6.</td>
<td>Practice a system of <strong>CONTINUOUS IMPROVEMENT</strong> to strengthen College performance.</td>
</tr>
</tbody>
</table>

*Source: SWTC "Visions"

**Figure 2-6  Vital Few Action Projects, 2005-08**

<table>
<thead>
<tr>
<th>Helping Students Learn</th>
<th>Design and implement a new comprehensive student intake process.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding Students’ and Other Stakeholders’ Needs</td>
<td>Develop a comprehensive integrated marketing plan.</td>
</tr>
<tr>
<td>Leading and Communicating</td>
<td>Improve electronic communication processes for information dissemination and feedback.</td>
</tr>
</tbody>
</table>

*Source: Human Resources Offices*

2C3  **How do your other distinctive objectives support or complement your processes and systems for Helping Students Learn?**

The student is at the heart of everything done at SWTC. The WTCS operates by a broad definition of the word “student” that includes credit and non-credit seeking students, high school age contract students and adult students seeking a GED/HSED, Youth Options students, apprenticeship students, older/returning adult students, BITS course participants, etc. While accomplishing the other distinctive objectives set forth in the state statute, the College is indeed working toward improving processes in each area. These improvements directly and indirectly support student interaction with the College, which is designed to lead to student success.

Another distinctive objective is the Southwest Wisconsin Technical College Foundation. Due to an increasing need for a place to “house” donations/charitable contributions, the Foundation was formed and incorporated in 1980. The Foundation has the following as its focus: professional development, scholarships, and student housing. In order to facilitate these activities, the Foundation sponsors several events during the year to raise money and awareness for the Foundation: the Retirees Reunion, the Art and Antique Auction, the Scholarship and Awards Ceremony, and A Day for Southwest Tech (a District-wide activity devoted to fund raising and awareness).

Operating student housing has been a major, very successful undertaking for the Foundation. Southwest Tech is the only technical college in the state of Wisconsin that has campus housing that is owned by its Foundation. Just one other WTCS institution has student housing; but that housing is owned by the college, not by the foundation. The ability to house students adjacent to campus is notable since SWTC is essentially a rural, commuter college.

The SWTC Foundation also provides support for helping students learn. The Foundation provides funding for an emergency loan fund that is available to students before financial aid is disbursed each semester as well as an aggressive scholarship program. Also, the Foundation has as one of its driving forces professional development. The Foundation provides funding each year for many professional development activities. Some of these are in the form of funding for state and national conferences and
on-site visits to other colleges to participate in mentor/mentee opportunities. Such activities impact student learning by providing faculty and staff who are well-prepared to assist the success of students.

Processes (P)

2P1 How do you determine your other distinctive objectives? Who is involved in setting these objectives?

Other distinctive objectives of the College are clearly set forth in State Statute 38.001 as additional purposes. No clear set process for identifying other distinctive objectives in addition to those identified in the state statues is in place. As needs arise, they are brought to the District Board for discussion and action.

2P2 How do you communicate your expectations regarding these objectives?

Expectations regarding the College’s other distinctive objectives are communicated using various means. College personnel use e-mail extensively to communicate information with other staff. Face-to-face and phone communication are possible on a daily basis in this small College, and large group meetings (all-staff in-service and division meetings) are effectively planned and implemented on a regular schedule. Interoffice mail and the College intranet provide two ways to send information. The College Web site communicates pertinent information to students, potential students, and the general public and provides an easy way to contact personnel and departments at the College by e-mail.

Advisory Committee members share information about the College with their personal and professional contacts. Expectations and information are communicated to the broader community by means of press releases, news articles, and Visions (a semi-annual publication about recent happenings and future events at the College), which reach community members in their homes. Radio spots on local stations are frequently requested and welcomed to provide information and receive direct questions from the public. Television ads reach persons in the tri-state area. Printed brochures about programs, services, and general information are made available to partners and are freely available throughout the campus.

2P3 How do you determine faculty and staff needs relative to these objectives?

Individual Professional Improvement Plan (faculty) and Professional Improvement Plan (support staff) interviews with supervisors highlight individual needs that are translated into goals and outcomes over the course of each year. Individual needs are met based on staff input to the direct supervisor. Departments that directly attend to one of the distinctive objectives; e.g., Basic Education, communicate staff needs relative to programming and future initiatives at regularly scheduled staff meetings. Information is shared with the President's Cabinet, Deans Council, or Leadership Team, which may recommend follow-up, request more information, or deny requests. Additional input may originate from College leadership. All staff members receive an e-mail invitation to provide agenda items for each monthly Leadership Team meeting. Department and Division meetings are also used to plan and pass ideas to the Deans. Just-in-time needs may come from action teams and standing committees throughout the College.

2P4 How are these objectives assessed and reviewed? Who is involved and how is their feedback incorporated in readjusting the objectives or the processes that support them?

The Continuous Improvement Plan for Institutional Effectiveness is the identified process through which the College assesses and reviews its objectives annually. Members of the College’s Leadership Team review each of the four Core Indicators of Effectiveness and report to the District Board each quarter as is indicated on the CIP under Board Reporting Methodology (see Figure 2-4, Continuous Improvement Plan for Institutional Effectiveness). College-wide input is sought before each indicator is reviewed, so all areas of College operation have an opportunity to review and assess processes for improvement. Beginning in 2005-06, TracDat will provide easily accessible data regarding program, department and standing committee objectives, and progress toward these objectives. Personnel in each department, service area, and program are responsible for setting objectives, implementing action plans, assessing progress, reporting results, revising objectives, and beginning the cycle again each year. TracDat provides a vehicle for anyone on campus to observe the progress of this cycle as the information is entered.
A well defined process is in place to assess and review objectives for approximately 40 grants. Mid-year and year-end grant reports record levels of goal attainment and report barriers to lack of progress.

2P5 What measures of accomplishing your other distinctive objectives do you collect and analyze regularly?

SWTC measures satisfaction and effectiveness as they relate to other distinctive objectives with specific instruments and at regular intervals. Project-driven services such as Basic Education require Mid-year and Year-end Reports that quantify outcomes. Support Services data is reviewed annually by the WTCS for progress in achieving outcomes for all students in addition to the cohort of special populations students. Record keeping is done with the WTCS-developed Client Reporting System. The State Board Office compiles data and reports it as College outcomes and as comparison data with the other technical colleges and national benchmarks. Failure to meet target outcomes prompts a Local Improvement Plan, which reflects adjustments that will be made in the process to increase future success.

Students are surveyed as they complete coursework to determine whether or not the coursework has met their needs. Service areas such as the NTO Office request feedback from students who have received assistance about such items as quality of service and acceptance over the course of the training for that Non-traditional career field. Assessment Measures are indicated on the CIP for all Core Indicators. Many of these assessments are conducted, monitored, and/or compiled by the Office of Institutional Advancement (see Figure 2-4, Continuous Improvement Plan for Institutional Effectiveness). The assessments provide data and information that are used to improve services and educational offerings. The College uses TracDat to assist measuring and analyzing results of all program and service objectives. Advisory Committees analyze outcome data and provide input to modification and continuation of instruction and/or services. The Quality Review Process (QRP) provides a method to review and compare effectiveness of academic programs and service units at all WTCS institutions (see 1P6). The annual QRP results provide trend information that is studied in depth every fifth year by a team of education and business professionals from the District and the WTCS. Data from this on-site evaluation is used to develop improvement plans if need is identified during the study.

Basic Education (BE) will begin to use QRP approach to measure effectiveness in August 2006. The BE Scorecard will consist of Core Indicators as set forth for federally funded programs under the Adult Education and Family Literacy Act (AEFL). Core Indicators have been developed at the WTCS level and at the College level (see 1P6).

AEFL required the WTCS to develop outcome-based performance standards for Adult Basic Education programs. Students receiving 12 or more hours of service are included in national data. Five core outcome measures are used by the U.S. Department of Education to judge program performance and compare outcomes among the 50 states. SWTC is responsible to meet the performance targets set each year by the WTCS and receives an annual report card of the results. The following measures apply to students who identify one or more of these outcomes as a primary or secondary goal at entry:

- **Measure 1 Educational Gains** Learners complete or advance one or more functional levels as measured at program entry and exit.
- **Measure 2 Employment** Learners who are not employed at time of entry obtain employment.
- **Measure 3 Retain Employment** Learners who are employed at entry improve or retain employment.
- **Measure 4 Secondary School Diploma** Learners obtain a General Educational Development (GED) certificate, a High School Equivalency Diploma (HSED), or a high school diploma to document satisfactory completion of secondary studies.
- **Measure 5 Postsecondary Education** Learners enroll in postsecondary education.
Failure to meet these measures requires the College to submit an improvement plan as an addendum to the AEFL Five-Year Comprehensive Plan. Failure to comply jeopardizes future grant funding through reduction or elimination. In addition to the required federal measures, the Basic Education program conducts an on-site review every five years as part of the QRP. This in-depth study assesses the program’s performance on the five core AEFL outcome measures and additional state measures.

BE program leadership reviews the report card on the five core indicators annually with staff and the Advisory Committee. In addition, the Five Year Comprehensive Plan is reviewed and updated as needed to enhance the overall performance of the program.

Funding received from the Perkins Vocational and Technical Education Act of 1998 supports the Academic Skills Center and Support Service Center that provide academic support for special population students who are enrolled in programs. Special population students are defined as individuals who are disabled, economically or academically disadvantaged, preparing for nontraditional training and employment, single parents, displaced homemakers, and/or limited English proficient. The WTCS has identified four Core Indicators of Performance; the levels of performance are negotiated each year with the U.S. Department of Education. SWTC is responsible to meet the performance level set each year by the WTCS for each of the following indicators for all students as well as for the individual special population cohorts:

- Core Indicator 1: Student Academic Achievement and Technical Skill Attainment.
- Core Indicator 2: Graduation/Completion.
- Core Indicator 3: Placement and Retention.
- Core Indicator 4: Equity—Preparation for Nontraditional Training and Employment.

Failure to make “substantial progress” towards meeting the above measures requires the College to submit a Local Improvement Plan as an addendum to the Local Perkins III Plan, which is a five-year comprehensive plan of services. Failure to comply jeopardizes future grant funding by reduction or elimination of funds.

Results (R)

2R1 What are your results in accomplishing your other distinctive objectives?

The results gathered for other distinctive objectives indicate that SWTC offers vital programs and services that are thriving. For instance, the apprenticeship programs have strong enrollment. The BITS Office does a significant amount of contracting with employers in the District, and it partners with agencies in the District for broader initiatives. Basic Education has shown continual improvement since the implementation of five required core outcome measures for students who attend 12 or more hours. Enrollments have increased and SWTC results have met or exceeded the expected outcomes. The Support Services Department is reviewed annually by the WTCS for progress in achieving outcomes for all students as well as those from special populations. Failure to meet target outcomes prompts creation of a Local Perkins Improvement Plan.

The College continues to work with district high schools to provide transition services. In 2004-05 the number of students served by Southwest Tech’s Transition Specialist was 416, 131 of whom were high school seniors. At year end 63 of the 131 seniors served by the project had enrolled at Southwest Wisconsin Technical College to further their educational goals.

Currently SWTC has advanced standing agreements with 12 district high schools. These agreements vary in the form of individual contracts and/or competency checklists for each high school that participates. Southwest Tech presently has agreements in the following areas: Agri-Business and Consumer Services (Animal Science, Plant Morphology & Physiology, Orientation to Child Care); Business and Marketing (Accounting, Introduction to Business, Keyboarding, Marketing Principles); and General Education (Applied Math, Technical Communication, Oral/Interpersonal Communication, Technical Reporting). Advanced standing agreements are renewed annually and in the event of an instructor change.
The addition of more continuing education courses in District communities is a response by the College to requests from the communities served. More and more computer related courses are being requested and provided in District communities. SWTC’s fire training, police officer updates, and EMT training and updates are traditionally provided at community facilities. From 2000-2005, an average of 310 community service courses were offered annually. Trends indicate a slight decrease in demand for fire training, increase in officer updates, and steady demand for EMT courses.

2R2 Regarding 2R1, how do your results compare with the results of peer institutions? How do they compare, if appropriate, with other higher education institutions and organizations outside of the education community?

Each college in the Wisconsin Technical College System receives a report card which allows college-to-college comparisons and national benchmarking for Basic Education programming. SWTC has consistently met or exceeded the core outcome measures for BE when compared to the state average and the national target (see Figure 2-7, Basic Education QRP Scorecard, 2005). SWTC scored highest in both writing and reading gains exceeding the national target. The sixth place in math was well over the state threshold and above the state average (41.83), but fell short of the national benchmark.

![Figure 2-7: Basic Education QRP Scorecard, 2005](image)

<table>
<thead>
<tr>
<th>College</th>
<th>ONE YEAR WRITING GAINS</th>
<th>ONE YEAR MATH GAINS</th>
<th>ONE YEAR READING GAINS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>College</td>
<td>Threshold</td>
<td>Target</td>
</tr>
<tr>
<td>SWTC</td>
<td>56.47</td>
<td>NATC</td>
<td>58.62</td>
</tr>
<tr>
<td>MATC</td>
<td>54.89</td>
<td>MSTC</td>
<td>57.64</td>
</tr>
<tr>
<td>LTC</td>
<td>54.73</td>
<td>MATC</td>
<td>56.11</td>
</tr>
<tr>
<td>MPTC</td>
<td>50.24</td>
<td>LTC</td>
<td>54.15</td>
</tr>
<tr>
<td>MSTC</td>
<td>48.15</td>
<td>CVTC</td>
<td>53.49</td>
</tr>
<tr>
<td>WWTC</td>
<td>42.73</td>
<td>SWTC</td>
<td>52.60</td>
</tr>
<tr>
<td>CVTC</td>
<td>41.71</td>
<td>WITC</td>
<td>50.44</td>
</tr>
<tr>
<td>MILW</td>
<td>40.57</td>
<td>WWTC</td>
<td>47.70</td>
</tr>
<tr>
<td>NWTC</td>
<td>39.50</td>
<td>MPTC</td>
<td>44.87</td>
</tr>
<tr>
<td>NATC</td>
<td>37.59</td>
<td>WITC</td>
<td>44.31</td>
</tr>
<tr>
<td>WITC</td>
<td>37.05</td>
<td>MILW</td>
<td>42.64</td>
</tr>
<tr>
<td>WCTC</td>
<td>34.57</td>
<td>WNTC</td>
<td>42.20</td>
</tr>
<tr>
<td>BTC</td>
<td>31.68</td>
<td>WNTC</td>
<td>34.20</td>
</tr>
<tr>
<td>NTC</td>
<td>26.48</td>
<td>BTC</td>
<td>30.38</td>
</tr>
<tr>
<td>GTC</td>
<td>25.22</td>
<td>NTC</td>
<td>29.42</td>
</tr>
<tr>
<td>FVTC</td>
<td>23.65</td>
<td>FVTC</td>
<td>25.31</td>
</tr>
</tbody>
</table>

Source: WTCS Client Reporting System

The average success rate of 85 percent for high school completion contract students who came to the college with “at risk” status and who earned a GED or HSED as a direct result exceeded the state benchmark of 75 percent. Contracted services with high schools are analyzed and areas for improvement are discussed and implemented.

As SWTC continues using the QRP in its pursuit of quality, it will begin to collect results in a manner that can be analyzed to establish trends here and compare data to other institutions to benchmark progress.

2R3 How do your results in accomplishing other distinctive objectives strengthen your overall institution? How do they enhance your relationship with the communities and region you serve?

Each and every contact made with a District high school, a District business, or a District resident strengthens SWTC as an institution because it enhances the possibility of future enrollment. College personnel make those contacts to fulfill other distinctive objectives named in the statute and initiatives such as the SWTC Foundation. The Foundation, for example, provided approximately $10,000 in scholarship funds in 1987. In contrast, Foundation scholarships will exceed the $100,000 mark in 2006 (see Figure 3-12, History of Scholarship Growth, 2001-06). As the College continues to serve more...
district residents (17,203 total graduates between 1969 and 2005) and meets students’ needs, the reputation of the College is positively impacted, lives of students are enriched, and second generations enroll.

**Improvement (I)**

211 How do you improve your systems and processes for accomplishing your other distinctive objectives?

SWTC will rely on the Continuous Improvement Plan for Institutional Effectiveness that is currently in place to monitor that this planning and review process continues to improve systems and processes. This very comprehensive model serves the College well at this time. As the College continues the Systems Portfolio process as part of the CIP, staff needs to study the measures of operational effectiveness and make changes as needs are identified.

212 With regard to your current results for accomplishing your other distinctive objectives, how do you set targets for improvement? What specific improvement priorities are you targeting, and how will these be addressed? How do you communicate your current results and improvement priorities to students, faculty, staff, administrators, and appropriate stakeholders?

**Process to Set Targets for Improvement**

In October 2002 SWTC began the AQIP process with a Conversation Day. Since that time staff have been working steadily to identify and systematize effective processes that are in place and can be replicated across departments or the institution, to improve processes at the College, and to develop new processes in areas of need. As the College moves forward, SWTC will continue to seek comparison data from the other WTCS institutions and make better use of the data from IPEDS that compares SWTC with a number of similar institutions in the Great Lakes region.

**Targets for Improvement**

Targets for improvement are the following:

- Basic Education--Strengthen math instruction to increase student learning outcomes (Associate Dean of Academic Development, In-service training)
- Basic Education--Track the number of students who begin in BE courses and later enroll in and graduate from programs (IT Department).
- Alternative Funding--Aggressively seek grants from private sources, presently an alternative that has not been explored (joint effort of the Foundation and the Office of Institutional Advancement).
- Articulation--Continue articulation efforts for additional collegiate transfer agreements (Curriculum Specialist).
- Community Outreach--Review community outreach offerings relative to meeting customer needs (Office of Institutional Advancement).

**Communication of Priorities**

Current results and improvement priorities are communicated to students over news monitors posted throughout campus, “The Blue and Gold,” The Tech Transmitter, and Visions. Administration, faculty and staff receive information electronically (e-mail, intranet, “The Great College News,” voice mail); through personal communication (senior leadership/department/division meetings, in-services); and through print materials (memos, reports). Appropriate stakeholders receive information electronically (College Web site, telephone, SWTC cable TV station); through personal communication (meetings, TechFest, Advisory Committee meetings); and from print materials (marketing pieces, Visions, District Board minutes, news releases).
CATEGORY 3: UNDERSTANDING STUDENTS’ AND OTHER STAKEHOLDERS’ NEEDS

Context (C)

3C1 Into what key groups do you subcategorize your students and other stakeholders? How do you define and differentiate these student and other stakeholder groups?

Southwest Wisconsin Technical College (SWTC) places students into two main categories—prospective students and current students. Student categories are further divided into subcategories based on the focus of various College departments (see Figure 3-1, Student and Stakeholder Categories). The majority of students attending SWTC are District residents, 81 percent in 2004-05 and an average of 79 percent over the past five years. Students may attend SWTC directly after high school or after workforce or other educational experiences. Many students have family commitments and part- or full-time jobs. Students range from current high school students in Youth Options to established adults in certification courses and from full-time program students to persons enrolled in single courses for personal development. Basic Education students may attend campus or outreach classes. A small proportion of students in 2004-05 were from home (1.6 percent) and private schools (1 percent). The College provides training opportunities to the private sector through the Business and Industry Training Services (BITS) Office and to partners in education through continuing education seminars for faculty throughout the District.

In 2005, 16.8 percent of students were eligible for services under the Vocational Education Act because of academic disadvantage, continuing an upward trend (see Figure 3-2, Academic Disadvantaged Status, 2000-05). Anecdotal evidence from faculty also indicated that more students were entering college without prerequisite skills needed to succeed. Wisconsin Technical College System (WTCS) Instructional Administrators are currently studying this trend at the state level. In Spring 2003 this concern became SWTC’s Vital Few Action Project for Helping Students Learn: Southwest Tech formed the Student Intake Process Action Team in Fall 2004 to study the Student Academic Achievement Plan (SAAP) process and recommend changes to address this need.

Figure 3-1 Student and Stakeholder Categories

<table>
<thead>
<tr>
<th>PROSPECTIVE STUDENTS</th>
<th>CURRENT STUDENTS</th>
<th>OTHER KEY STAKEHOLDERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Displaced Workers</td>
<td>Apprenticeship</td>
<td>Advisory Committees</td>
</tr>
<tr>
<td>Employed Workers</td>
<td>Associate Degree Seeking</td>
<td>Agencies</td>
</tr>
<tr>
<td>First-time Adult Students</td>
<td>Basic Education</td>
<td>Alumni</td>
</tr>
<tr>
<td>Former Students</td>
<td>Certification</td>
<td>Communities</td>
</tr>
<tr>
<td>High School Students</td>
<td>Continuing Education</td>
<td>District Board</td>
</tr>
<tr>
<td>Home Schooled Students</td>
<td>Full-Time</td>
<td>District Taxpayers</td>
</tr>
<tr>
<td>Underprepared Students</td>
<td>In-State</td>
<td>Donors</td>
</tr>
<tr>
<td></td>
<td>Non-Degree</td>
<td>Employees</td>
</tr>
<tr>
<td></td>
<td>Non-Traditional</td>
<td>Employers/Businesses</td>
</tr>
<tr>
<td></td>
<td>Out-of-State</td>
<td>Foundation Board</td>
</tr>
<tr>
<td></td>
<td>Part-Time</td>
<td>Other Educational Partners (see Category 9)</td>
</tr>
<tr>
<td></td>
<td>Technical Diploma</td>
<td>WTCS Board and Office</td>
</tr>
<tr>
<td></td>
<td>Traditional</td>
<td></td>
</tr>
</tbody>
</table>

Source: SWTC Office of Institutional Advancement

Figure 3-2 Academic Disadvantaged Status, 2000-05

<table>
<thead>
<tr>
<th>YEAR</th>
<th>TOTAL STUDENTS</th>
<th>ACADEMIC DISADV.</th>
<th>PERCENT DISADV.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>12,165</td>
<td>1,426</td>
<td>11.7%</td>
</tr>
<tr>
<td>2001</td>
<td>12,093</td>
<td>14,76</td>
<td>12.2%</td>
</tr>
<tr>
<td>2002</td>
<td>12,701</td>
<td>1,789</td>
<td>14.1%</td>
</tr>
<tr>
<td>2003</td>
<td>10,937</td>
<td>1,616</td>
<td>14.8%</td>
</tr>
<tr>
<td>2004</td>
<td>12,649</td>
<td>1,696</td>
<td>13.4%</td>
</tr>
<tr>
<td>2005</td>
<td>11,764</td>
<td>1,976</td>
<td>16.8%</td>
</tr>
</tbody>
</table>

Source: SWTC Client Reporting System
Some stakeholders interact with the campus regularly (students, Advisory Committees, communities, District and Foundation Board members, etc.) while others interact with the campus only as needs arise. All stakeholders, their needs, and expectations are considered in the SWTC planning process.

### 3C2 What are the short- and long-term requirements and expectations of your student and other stakeholder groups?

Classification of students and stakeholders allows the College to better identify and analyze the needs of each respective group (see Figure 3-3, Student and Stakeholder Requirements and Expectations).

#### Figure 3-3 Student and Stakeholder Requirements and Expectations

<table>
<thead>
<tr>
<th>PROSPECTIVE STUDENTS</th>
<th>CURRENT STUDENTS</th>
<th>EMPLOYERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affordable Tuition</td>
<td>Active learning process</td>
<td>Available program information</td>
</tr>
<tr>
<td>Career Center</td>
<td>Applicability of coursework to employment</td>
<td>Competence in General</td>
</tr>
<tr>
<td>College credits while still in high school</td>
<td>Career advancement and increased income</td>
<td>Education requirements</td>
</tr>
<tr>
<td>Counselors</td>
<td>Core Ability development</td>
<td>Continuing education opportunities</td>
</tr>
<tr>
<td>Expedient financial aid process</td>
<td>Courses that transfer</td>
<td>Current and relevant program offerings</td>
</tr>
<tr>
<td>Faculty</td>
<td>Financial assistance</td>
<td>Industry certification courses</td>
</tr>
<tr>
<td>Feeling of being “important” to the College during recruitment process</td>
<td>Flexible course offerings</td>
<td>Multiple delivery options for courses</td>
</tr>
<tr>
<td>High School visits and time to meet with Information about the College</td>
<td>Guidance and advising</td>
<td>Programs that meet or exceed workplace standards</td>
</tr>
<tr>
<td>Return on investment</td>
<td>Helpful faculty and staff</td>
<td>Qualified students for field-based learning</td>
</tr>
<tr>
<td>Seamless completion of enrollment services</td>
<td>Instructional effectiveness</td>
<td>Quality graduates</td>
</tr>
<tr>
<td>User-friendly College Web site</td>
<td>Job skills</td>
<td>Soft skills training</td>
</tr>
<tr>
<td>Variety of program offerings and availability of courses</td>
<td>Learning assistance</td>
<td>Team skills training</td>
</tr>
<tr>
<td></td>
<td>Online registration and grades</td>
<td>Trained and certified faculty with industry experience</td>
</tr>
<tr>
<td></td>
<td>Personal safety</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Relationships with other students and employees</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Technical assistance for online learners</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Up-to-date facilities and technology</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DISTRICT AND WTCS BOARDS AND ADVISORY COMMITTEES</th>
<th>COMMUNITY &amp; TAXPAYERS</th>
<th>FOUNDATION OFFICE/DONORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adherence to state/local policies/standards/directives</td>
<td>Course offerings in high-demand occupations</td>
<td>Donor recognition</td>
</tr>
<tr>
<td>Fiscal responsibility</td>
<td>Educated workforce--prepared graduates</td>
<td>Fiscal responsibility</td>
</tr>
<tr>
<td>Input into program and course offerings</td>
<td>Fiscal responsibility</td>
<td>Opportunity to give back to the College</td>
</tr>
<tr>
<td>Meeting of constituency needs</td>
<td>Inclusion on boards and committees</td>
<td>Positive relationships with other stakeholders</td>
</tr>
<tr>
<td>Qualified administration, faculty, and staff</td>
<td>Increased economic performance</td>
<td>Residents in student housing</td>
</tr>
<tr>
<td>Reporting and tracking for continuous improvement</td>
<td>Information about the College</td>
<td>Staff/Board support of initiatives</td>
</tr>
<tr>
<td>Value of the College to local communities and the state</td>
<td>Off-campus course offerings</td>
<td>Student success stories</td>
</tr>
<tr>
<td></td>
<td>Response to community needs</td>
<td>Successful students for scholarships</td>
</tr>
<tr>
<td></td>
<td>Taxpayer value</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use of campus facilities</td>
<td></td>
</tr>
</tbody>
</table>

Source: Office of Institutional Advancement

Identifiers may not apply to all members in a group.
Tracking requirements and expectations of students and stakeholders as groups assists the College planning process and assures that individual needs will more likely be recognized and met.

Processes (P)

3P1 How do you identify the changing needs of your student groups? How do you analyze and select a course of action regarding these needs?

Placement assessments and admissions services help the College better understand the needs of all students. From 1994-2006 program counselors developed individual Student Academic Achievement Plans (SAAP) with students at enrollment. The SAAP was based on local data that showed specific skill levels that successful students possessed at entry and specific skill levels that program instructors required so that students could keep pace with the demands of the curriculum. The SAAP named specific support options, designed to assist underprepared students to increase skills either prior to enrollment or parallel with enrollment in courses that could be affected by the deficit skill area/s. Modified Plans were developed for programs; so students could progress at a slower pace (fewer credits each semester), making time available to participate in prescribed support options. Support options were designed as courses; students earned grades that indicated the degree of competency attained. Students with disabilities who were registered with Special Services developed an Individual Vocational Plan (IVP) with a counselor. The IVP included the student support options that were listed on the SAAP as well as additional services such as tutors and assistive technology. Data gathered indicated difficulties applying the SAAP to all students prompting the College to redefine and pilot a new student intake process.

The College is proactive in measuring the changing needs of students. During each fall semester since 1976, the College has conducted the Student Profile Study to document the needs of students. For example, students disclose reasons they came to SWTC, how they pay for their education, work status, and other characteristics that help the College to meet their individual needs through services such as financial aid, Academic Skills Center, Job Center, Library, Support Services, and program counselors.

Since 2000 the Student Exit Survey was conducted in the spring term to gather feedback about the SWTC experience in regard to program and General Education instruction, Academic Skills Center, Support Services, Student Services, financial aid, campus facilities, bookstore, Library, and other resources on campus. Students give the College a final grade for the overall educational experience. Survey data assist faculty and staff to improve the educational environment for future students.

As a requirement of the WTCS six months after graduation, students are sent a Graduate Follow-up Survey to collect data about satisfaction with their SWTC education and their current job status. This survey, conducted since 1967, collects information about employment status, employment in field related or non-related to training, wages, and hours of employment. Graduates are encouraged to reflect on the strengths of programs in which they were enrolled and provide feedback on ways to improve programs.

Student and alumni surveys provide input to the Quality Review Process (QRP), which serves as a tool for benchmarking continuous improvement of programs, is an operational model for finding opportunities for improvement, and provides a way to acknowledge and share best practices statewide (see 1P6).

3P2 How do you build and maintain a relationship with your students?

SWTC participates in various activities that build and maintain relationships with prospective, current, and former students. In a small college such as SWTC, it is very important to provide relationship-building opportunities for students to encourage them to participate in activities in addition to classes. Student organizations provide practice in career and leadership skills; build relationships with faculty, classmates, and students from other colleges; and promote service learning. To facilitate this process, the College schedules a weekly meeting hour during which no program classes are held, making it possible for students to participate actively in student organizations. Faculty advisors provide information to new student groups, mentor students to assume leadership roles, coach students to refine career skills, and provide year-to-year continuity. SWTC also emphasizes maintaining relationships with alumni, who serve as a valuable resource to the College (see Figure 3-4, Relationship Building With Students).
### SWTC offers students other opportunities, such as the Annual Christmas Fund through which SWTC employees and students donate money to purchase Christmas presents for needy students and their families. Staff and students are asked to identify other students who are in need of this service, and staff members from SWTC purchase and wrap gifts and give them to the students prior to semester break. This type of relationship-building is very important to the College and develops service learning.

SWTC provides prospective students with shadowing opportunities chances to speak with instructors at TechFest, an open house activity. Such activities allow students to make more-informed educational decisions. Small classes (1 to 14.4 faculty/student ratio) help build relationships among students and instructors. Students get to know instructors on an individual basis, building a comfort level that encourages them to ask questions and receive assistance when needed, thereby improving retention. Many graduates serve on Advisory Committees and develop professional relationships with instructors. Such relationships are additional pathways to employment for future graduates.

### 3P3 How do you identify the changing needs of your key stakeholder groups? How do you analyze and select a course of action regarding these needs?

The College uses a continuing process to identify and address changing needs of key stakeholders. In addition to meetings at the College, the District Board has met since 2003 twice a year in local communities to listen to District residents. Community panels identify strengths, express concerns, and

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### Figure 3-4 Relationship Building With Students

<table>
<thead>
<tr>
<th>PROSPECTIVE STUDENTS</th>
<th>CURRENT STUDENTS</th>
<th>ALUMNI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articulation Agreements</td>
<td>“Blue and Gold”</td>
<td>Advisory Committees</td>
</tr>
<tr>
<td>BITS Office</td>
<td>Annual Christmas Project</td>
<td>Articulation Agreements</td>
</tr>
<tr>
<td>“Blue and Gold”</td>
<td>Articulation Agreements</td>
<td>College Web Site</td>
</tr>
<tr>
<td>Classroom Shadows</td>
<td>Assistive Technology</td>
<td>Employment Recommendations</td>
</tr>
<tr>
<td>College Web Site</td>
<td>Campus Activities and Entertainment</td>
<td>Focus Groups</td>
</tr>
<tr>
<td>Faculty/Staff Recruiting</td>
<td>Campus Monitors</td>
<td>Graduate Follow-up Survey</td>
</tr>
<tr>
<td>Former Students</td>
<td>College Web Site</td>
<td>Job Center</td>
</tr>
<tr>
<td>High School Visits</td>
<td>Counselors</td>
<td>Program Reunions</td>
</tr>
<tr>
<td>Off-Campus Training</td>
<td>Exercise Area/Game Room</td>
<td>Continuing Education</td>
</tr>
<tr>
<td>Scholarships</td>
<td>Informal Faculty Advising</td>
<td></td>
</tr>
<tr>
<td>Snapshots for Success</td>
<td>Intramural sports</td>
<td></td>
</tr>
<tr>
<td>Student Visits to Campus</td>
<td>Involved Faculty Members</td>
<td></td>
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<tr>
<td>Success Stories/Marketing</td>
<td>Job Center</td>
<td></td>
</tr>
<tr>
<td>Surveys</td>
<td>Mentor-net (online mentoring system)</td>
<td></td>
</tr>
<tr>
<td>Tech Fest (Open House)</td>
<td>Program Services</td>
<td></td>
</tr>
<tr>
<td>Techsploration</td>
<td>Automotive Labs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Barber/Cosmetology Lab</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Child Care Center</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DaySpa Esthetics Lab</td>
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<tr>
<td></td>
<td>Scholarships</td>
<td></td>
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<tr>
<td></td>
<td>Student Government</td>
<td></td>
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<tr>
<td></td>
<td>Student Housing</td>
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<td></td>
<td>Student Organizations</td>
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<td></td>
<td>Surveys</td>
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<td></td>
<td>Technical Assistance for</td>
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<td></td>
<td>Online Learners</td>
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<tr>
<td></td>
<td>The Tech Transmitter</td>
<td></td>
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<tr>
<td></td>
<td>Tutoring Services</td>
<td></td>
</tr>
</tbody>
</table>

Source: SWTC Office of Institutional Advancement
discuss needs. Staff does a SWOT analysis on input from each county and compiles results into a single document. The College commissioned a Marketing Research Study in 2006 that will provide systematically-gathered information about local communities. On the annual Day for Southwest Tech, employees, College affiliates, and other volunteers visit businesses in the District to solicit donations for the College Foundation. These face-to-face visits secure feedback about College operations and insight to future needs. Programs and service units have Advisory Committees made up of local industry professionals, key internal stakeholders, and former students who meet at least once a year to discuss industry and community needs. These committees are involved in decision-making regarding curriculum and program outcomes. The QRP includes a focus visit for each program every five years. The QRP on-site review teams, comprised of partners in education and business/agency personnel, perform an in-depth study of programs and report strengths/challenges related to immediate needs and future trends.

College personnel are active in regional economic development groups, collaborate with University of Wisconsin Extension, and have membership on the Southwest Wisconsin Workforce Development Board; to stay attuned to current/future employment trends. The Employer Survey, conducted since 1992-93, provides candid feedback about the level of satisfaction with employees who are SWTC graduates. Employers rate graduates on technical work skills, people skills, and attitudes and identify the future importance of these skills. The Office of Institutional Advancement tabulates this and other College surveys. Results of this entire process are used in the QRP and assist continuous improvement (see Figure 2-4, Continuous Improvement Plan (CIP) for Institutional Effectiveness).

3P4 How do you build and maintain a relationship with your key stakeholders?

Strong relationships with key stakeholders are vital to the College mission. Several tools build and maintain communication with key stakeholders (see Figure 3-5, Relationship Building With Stakeholders). Business and Industry Training Services (BITS) communicates with the private sector and agencies to offer needed training. Economic development groups provide awareness of opportunities to serve communities and businesses. Customized Labor Training Grants (CLT) promote the establishment and/or expansion of businesses. Students secure internship opportunities with District businesses. The SWTC Rapid Response Team helps displaced workers secure educational opportunities. The relationship-building process creates opportunities to communicate with stakeholders and meet their needs.

3P5 How do you determine if new student and stakeholder groups should be addressed within your educational offerings and services?

New student and stakeholder groups are addressed within educational offerings and services through strategic, annual, and operational planning as part of the CIP. Using various tools (see 3P3 and 3P4), the
College determines if sufficient need exists to require a change in or addition to educational offerings and services. Employees are encouraged to submit ideas and needs for a specific offering or service to the Leadership Team. After consideration, the proposal may be tabled, modified, or approved as submitted. The Office of Institutional Advancement annually updates demographic data for the District, so the College is aware of any changes that may require addition, elimination, or development of services.

3P6 How do you collect complaint information from students and other stakeholders? How do you analyze this feedback both in a formative and summative manner and select a course of action? How do you communicate your actions to students and stakeholders?

Formal procedures for filing of grievances, submitting complaints, and claiming harassment are published in the Student Handbook and Students and Employees Right to Know. A similar process may be followed in these cases; for example, the process for a harassment claim begins as students are informed of what harassment actually entails. Second, they are informed that the College does not tolerate harassment in any form and that disciplinary action will be taken. Third, students are told to contact the College Equal Opportunity Officer or any staff member for further action. All employees at the College are required to participate in training on a three-year cycle to learn and refresh information to prevent harassment.

Other informal processes such as conversations with instructors and program counselors offer students opportunities to provide feedback. Formal processes include course/program evaluations, Student Exit Survey, Graduate Follow-Up Survey, and various Student Senate surveys, among others.

Concerns for possible unfair competition are referred to the Private Sector Relations Review Committee. The Committee with District, private sector, and general public representation has these responsibilities:

1. Review College plans for providing goods and services.
2. Evaluate the extent of services offered.
3. Review specific areas of potential competition with the private sector.
4. Review disputes with private-sector providers regarding College contracting.
5. Provide an annual report to the College President.

If a formal written complaint is received, the Committee notifies the private-sector provider in writing within 30 days of the Committee’s opinion and the College’s decision. A formal review is conducted if the private sector provider formally requests a hearing subsequent to this decision.

Other types of complaints are addressed to the College President who refers them to appropriate personnel.

3P7 How do you determine student and other stakeholder satisfaction? What measures of student and other stakeholder satisfaction do you collect and analyze regularly?

Students have the opportunity to anonymously evaluate courses through online or paper surveys. Results of instructor-initiated evaluations are used for professional growth and development. During the first three years of teaching, the instructor’s direct supervisor conducts student evaluations of instruction and provides constructive feedback. A veteran instructor may voluntarily share results with others or personally interpret and respond to the feedback. The Student Exit Survey provides valuable feedback on campus-wide services, facilities, and resources. The Graduate Follow-up Survey provides alumni a chance to provide input regarding educational preparation for jobs in respective career fields.

Employers and trainees evaluate outcomes of business and industry training contracts. This process is coordinated through the BITS office and results are shared with the administration and Board through the CIP Reports. The Employer Follow-up Survey provides feedback regarding the quality of SWTC graduates’ education from the employer’s point-of-view. Responses are tabulated at the District level and submitted to the WTCS for compilation in a statewide report.

Survey results are tabulated and data are available on the intranet and iWebfolio for staff and District residents through the Office of Institutional Advancement. Staff has access to these tabulated results at the program level and uses data to make improvements in programs and service units.
Results (R)

3R1 What are your results for student satisfaction with your performance?

The Student Exit Survey measures students’ overall satisfaction with College performance and has a high degree of reliability with approximately 90 percent of students completing it annually (see Figure 3-6, Overall Student Satisfaction at Exit). In the two years that this item has appeared on the survey, more than 90 percent of respondents awarded the College grades of A or B, clearly indicating agreement just prior to graduation that the College had met their overall needs.

The Graduate Follow-up Study is conducted annually six months after graduation (see Figure 3-7, Graduate Follow-up Statistics, 1999-2004). A range of 88 to 92 percent of graduates (from 1999-2004) consistently participated in this study, indicating that graduates are willing to take time to communicate with the College following graduation. A high percentage of students find employment in the District in occupations related to their training. These results indicate College understanding of students’ and employers’ needs related to program offerings. A further indication of graduate satisfaction is directly reported as students rate Satisfaction With Training Received at Southwest Tech. Average results are steady at 98 percent for Satisfied and Very Satisfied.

Relatively few student grievances and complaints have been registered. Complaints are addressed immediately and solutions are found as quickly as possible without disrupting the flow of the educational process. The complaint process provides opportunities to resolve differences prior to the filing of a formal grievance. From 2000-05 three (3) staff grievances were filed (all in the same year). Student grievances (often regarding loss of program status due to lack of progress) were also few in number--16 total from 2000-05 with a high of 7 in 2003. One (1) harassment complaint (student-to-student) was also recorded.

Category 3: Understanding Students’ And Other Stakeholders’ Needs
SWTC uses course completion data to assess student retention (see Figure 1-12, Course Completion, Students Passing 80% of Courses Taken). Results clearly place SWTC above the average retention rate as compared to all WTCS institutions. The College also evaluates student retention through use of the Integrated Postsecondary Education Data System (IPEDS) to achieve a broader comparison with similar institutions (see Figure 3-8, Full- and Part-time Retention Rates). In Fall 2004 SWTC retained part-time students (70 percent) better than full-time students (64 percent). IPEDS retention data do not discriminate on size of institution. SWTC’s retention rate was higher than the comparison group for both full- and part-time students.

3R2 What are your results for the building of relationships with your students?

Providing affordable housing helps contain college costs for students. Student housing units have had full occupancy on a consistent basis. In 2003 the year prior to doubling units from 30 to 60, applications were 73 percent over capacity. Since then applications have averaged 16 percent over capacity.

Student organizations and clubs provided career skill enhancement opportunities for 276 students in 25 programs (see Figure 3-9, Student Organizations, 2004-05). SWTC students consistently demonstrate high achievement in state and national competitions sponsored by these organizations (see Figure 1-10, Student Learning as a Result of Club Participation. Clubs support state and national competitors with fundraising activities. Club members may request support from the District Board and SWTC Foundation.

3R3 What are your results for stakeholder satisfaction with your performance?

Effective tools used to measure overall satisfaction of stakeholders with College performance are the Graduate Follow-up Survey, conducted since 1967, (see Figure 3-7, Graduate Follow-up Statistics) and the Employer Survey, conducted since 1992-93 (see Figure 1-6, Employer Survey Results, Total of All Programs). Results from the Graduate Follow-up Survey from 2003-04 showed that 53.3 percent of graduates were very satisfied with their training, 44.7 percent were satisfied, 1.2 percent was unsatisfied, and 0.8 percent were very unsatisfied. These percentages are characteristic of results every year. The majority of graduates surveyed are employed in Southwest Wisconsin (61 percent); however this percentage has steadily decreased from 76 percent in 2000.

TechFest, an evening celebration of technical education, drew approximately 800 participants in October 2005. Visitors included current and potential students and their families, District residents, and other stakeholders/partners.
Students and staff from all 30 K-12 school districts participate with SWTC in various recruitment activities (see Figure 3-10, Recruitment Activities With High Schools, 2002-05). Skills Day (renamed Techsploration in 2006) provides hands-on activities in student-selected career fields. Additional activities include Youth Apprenticeships (served 105 in 2005 with college course work combined with on-the-job experience) and TABE Prep workshops (offered test-taking tips for the college placement test). Evaluation feedback from these activities strengthens future efforts.

The College has 59 advanced standing agreements in 21 courses and 21 transcripted (dual) credit agreements in 7 courses. Such agreements with area high schools build a seamless transition from high school to college. In the case of 2+2+2 agreements, students obtain baccalaureate degrees by completing 2 years of high school, 2 years of technical college, and 2 years of university without repeating any coursework or losing any credits. Articulation with other colleges and universities has yielded a total of 21 agreements that transfer individual courses or full programs into baccalaureate degree programs.

SWTC in its planning process is mindful of the burden that higher education places on family finances. Though the average FTE cost per student has been steadily rising (see Figure 3-11, Actual Cost Per FTE, Comparison with WTCS), the SWTC average has been below the WTCS average for all but one year from 1999-2005. The exception was 2002-03 when SWTC enrollment did not keep pace with enrollment at other WTCS institutions. The Financial Aid Office assisted 940 students to complete federal Financial Aid Forms for 2004-05; approximately 70 percent of SWTC students receive some form of financial aid. Such results indicate that students/District residents trust the College to provide occupational training that is valued above educational costs.

The high response rates on the Employer Survey from 1998-2004 (see Figure 1-6, Employer Survey Results, Total of All Programs) show that employers understand their role in program improvement. Employers rate graduates’ technical work skills, people skills, and attitude. The overall employer satisfaction rate with graduates averaged 96.95 percent over five years. In 2004, 94.9 percent of respondents reported they would recommend graduates to another employer, and 96.9 percent would hire a technical college graduate again. A high percentage of the 400 persons on Advisory Committees are employers, another indication of positive relationships between employers and the College.

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The College measures building relationships with key stakeholders by looking at the number of employers hiring graduates, growth in Foundation assets and scholarships awarded (see Figure 3-12, History of Scholarship Growth, 2001-06), the number of community members attending TechFest, and the number of articulation agreements that transfer individual courses or full programs into baccalaureate degree programs.

<table>
<thead>
<tr>
<th>SCHOOL YEAR</th>
<th>NO. OF SCHOLARSHIPS</th>
<th>RANGE OF AWARDS</th>
<th>TOTAL SCHOLARSHIPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-02</td>
<td>115</td>
<td>$250 - $1,500</td>
<td>$ 64,450</td>
</tr>
<tr>
<td>2002-03</td>
<td>132</td>
<td>$250 - $1,000</td>
<td>$ 80,550</td>
</tr>
<tr>
<td>2003-04</td>
<td>142</td>
<td>$250 - $2,000</td>
<td>$ 85,200</td>
</tr>
<tr>
<td>2004-05</td>
<td>155</td>
<td>$250 - $1,000</td>
<td>$ 92,300</td>
</tr>
<tr>
<td>2005-06</td>
<td>187</td>
<td>$250 - $1,500</td>
<td>$107,800</td>
</tr>
</tbody>
</table>

Source: SWTC Foundation Annual Report
agreements with other educational initiations. These items are formally assessed annually and have been reported to the District Board as part of the CIP for the past three years.

3R5 Regarding 3R1 through 3R4, how do your results compare with the results of other higher education institutions and, if appropriate, organizations outside of the education community?

Graduate Follow-up Survey and Employer Survey data are compiled for all 16 WTCS institutions. Graduate Follow-up data at the state level compares like programs and provides statewide averages for each of the data fields in the survey. The annual report provides program instructional teams with comparison data shown as percentages for a particular program, which may be compared to SWTC totals. The Employer Survey is conducted annually at SWTC and every four years at the WTCS level. Data from the most recent WTCS Employer Survey were collected from October to December 2001 (see Figure 3-13, Employer Survey, Comparison With WTCS). Graduates of programs at the 16 technical colleges were asked their permission to contact their employers to participate in the Employer Survey. Responses were submitted to the WTCS Board for compilation of the statewide report. Results indicated that employer satisfaction in the Southwest District was above or equal to the state average. WTCS comparison results for the QRP are confirmed by Employer Survey and Graduate Follow-up data. Southwest Tech also submits data to IPEDS annually and considers the results in the CIP cycle (see Figure 3-8, Full- and Part-time Retention Rates).

<table>
<thead>
<tr>
<th>SURVEY QUESTION</th>
<th>SWTC</th>
<th>STATE AVG.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfaction with graduate’s education?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Satisfied</td>
<td>58%</td>
<td>53%</td>
</tr>
<tr>
<td>Satisfied</td>
<td>38%</td>
<td>44%</td>
</tr>
<tr>
<td>Unsatisfied</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>Very Unsatisfied</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Recommend graduates to another employer?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>92%</td>
<td>91%</td>
</tr>
<tr>
<td>No</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>Maybe</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td>Hire another graduate?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>95%</td>
<td>95%</td>
</tr>
<tr>
<td>No</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Maybe</td>
<td>5%</td>
<td>4%</td>
</tr>
</tbody>
</table>

Source: WTCS Employer Survey, 2000-01

Improvement (I)

3I1 How do you improve your current processes and systems for understanding the needs of your key student and other stakeholder groups?

Reports prepared for the District Board as part of the CIP and use of the Plan, Do, Check, Act decision-making model inform the process of understanding the needs of key student and other stakeholder groups. The CIP is reviewed and revised each year to assure that data collected is appropriate to needs. When trends are identified, an in-depth study of an area is implemented. Items needing attention become evident and solutions are identified as in the following example: The Employer Survey formally measures stakeholder satisfaction and relationships with stakeholders as do surveys from the BITS Office. Studying the data provides information for the College to make decisions about future programming and improvements.

3I2 With regard to your current results for understanding the needs of your key student and other stakeholder groups, how do you set targets for improvement? What specific improvement priorities are you targeting, and how will these be addressed? How do you communicate your current results and improvement priorities to students, faculty, staff, administrators, and appropriate stakeholders?

Process to Set Targets for Improvement

The Office of Institutional Advancement collects and analyzes all survey data. Program scorecard targets for the QRP are set in part by the WTCS and in part by SWTC staff. The program scorecard process will
be replicated for service areas of the College over the next few years. The QRP is an annual process that allows critical reflection on practices and improvements.

**Targets for Improvement**

Targets for improvement are the following:

- **Expand Student Exit Survey**--Include online students in the Student Exit Survey, which is currently conducted in the spring semester with on campus students (Office of Institutional Advancement, using survey software for increased efficiency).
- **Online Grade Reports**--Identify a secure process through which course grades will be made available online as students have requested and develop a process for online registration (part of PeopleSoft enterprise software implementation).
- **Marketing Research Study**--Develop a process to better understand the fragmented media market (see Figure 2-5, Strategic Direction Statements, 2005-08), identify the most efficient means of communication with stakeholders (see Figure 2-6, Vital Few Action Projects, 2005-08), and gather information from them about needs to serve them (Marketing Research Study has been commissioned).
- **Standardize Out-of-state Tuition**--Study out-of-state tuition as an economic development issue. (The College President as a member of the Midwest Higher Education Consortium (MHEC). Solutions being discussed by MHEC include setting a standard out-of-state tuition charge across several states to equalize competition and maintain positive relationships with education partners across state lines).

**Communication of Priorities**

Current results and improvement priorities are communicated to students over news monitors posted throughout campus, “The Blue and Gold,” The Tech Transmitter, and Visions. Administration, faculty and staff receive information electronically (e-mail, intranet, “The Great College News,” voice mail); through personal communication (senior leadership/department/division meetings, in-services); and through print materials (memos, reports). Appropriate stakeholders receive information electronically (College Web site, telephone, SWTC cable TV station); through personal communication (meetings, TechFest, Advisory Committee meetings); and from print materials (marketing pieces, Visions, District Board minutes, news releases).
CATEGORY 4: VALUING PEOPLE

Context (C)

4C1 In what distinctive ways do you organize your work environment, work activities, and job classifications to strengthen your focus on student learning and development?

Southwest Wisconsin Technical College (SWTC) is governed by a Board that is committed to excellence and to College values (see Figure O-1, Vision, Mission, Values, and Purposes), which define the operational atmosphere by assuring that the College does the following:

- Achieve results for its constituencies at an appropriate cost.
- Avoid unacceptable activities, conditions, and decisions.
- Self monitor its processes and performances.

Campus buildings and grounds are maintained in a manner that provides a safe, and attractive work environment for students and staff. SWTC organizes the environment and work activities into functional areas that directly or indirectly assist the College to be a leader in learning-centered education. Personnel in these functional areas report to one of the five members of the President’s Cabinet who report directly to the President, the sixth member of the Cabinet. In addition to the President’s Cabinet, senior leadership includes the Deans Council and the Leadership Team. Southwest Tech’s Leadership Team includes exempt staff who are directly involved in managing people or processes. Staff is organized by the following job classifications: administration, faculty, and support staff. Southwest Tech hires adjunct faculty and student employees where appropriate. The Professional Staff Association (PSA) represents part-time staff working at least 50 percent, full-time faculty and counselors, and full-and part-time regular support staff. Adjunct faculty is not included in the bargaining unit.

4C2 What key institutional and geographic factors determine how you address your work environment and job classification? In what ways do you use part-time employees?

Southwest Tech is one of 16 technical colleges that form the Wisconsin Technical College System (WTCS). Southwest Tech aligns its work environment and job classifications to meet College and community requirements. In addition, faculty and administration must meet WTCS certification requirements. Southwest Tech’s campus is located in a rural area with no large population center and serves a widely dispersed population (see Figure O-2, Southwest Tech District). Residents of the area number 126,319 (WI Dept. of Administration).

Adjunct faculty and part-time support staff enable the College to deliver courses at times and locations that fit student and employer needs. Adjunct faculty are utilized in program areas to teach credit and continuing education courses, seminars, and workshops. The number of adjunct faculty is based on demand for courses and the workload of full-time faculty (see Figure 4-1, Staff Profile 2005-06). The Federal College Work Study and Southwest Tech’s student help programs provide work experiences in functional areas of the College to enhance students’ learning and income.

4C3 What demographic trends do you analyze as you look at your workforce needs over the next decade?

The College analyzes the following demographic trends as it looks at workforce needs in the next decade:

- Emerging technology will impact program offerings and require faculty and staff to acquire specialized skills.
- Emerging occupations may require new program offerings, new or remodeled facilities, and retraining of current staff or hiring of new staff.
- Labor market trends may affect current program offerings.

Figure 4-1 Staff Profile, 2005-06

<table>
<thead>
<tr>
<th>JOB CLASSIFICATION</th>
<th>FULL-TIME</th>
<th>PART-TIME/ADJUNCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>23</td>
<td>0</td>
</tr>
<tr>
<td>Faculty</td>
<td>95</td>
<td>270</td>
</tr>
<tr>
<td>Support Staff</td>
<td>64</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>182</strong></td>
<td><strong>279</strong></td>
</tr>
</tbody>
</table>

Source: SWTC Staff Accounting, January 2006
• Increasing online students may require non-resident online faculty.
• Increasing turnover due to faculty and staff nearing retirement age is anticipated (see Figure 4-2, Succession Projections).

Employee turnover was 1.5 percent in 2005, most of which was due to retirement. The turnover rate was 3.8 percent in 2004 and 6.2 percent in 2003, again mainly due to retirements. SWTC strives for a diverse workforce; however, the percentage of non-white employees is currently under 0.01 percent. The SWTC district population is primarily Caucasian, with a small percentage of non-Caucasian residents (see O-3). The College makes significant efforts to market to a more diverse population (see 4P2).

Economic trends impact District workforce needs. When unemployment is high, College enrollment is typically higher, creating a need for more adjunct faculty. Declining high school enrollment may have an impact on staff (see Figure 4-3, Southwest Tech District--10-year High School Completion Projections). In the

4C4 What key faculty, staff, and administrative training initiatives are you currently undertaking or planning to implement in the near future?

As an institution of higher education, SWTC values professional development, training, and continuing education for all employees (see Figure 4-4, Professional Development Funding). College support of staff development is augmented by grants and SWTC Foundation dollars. Employees have access to a variety of college-supported opportunities for professional improvement as follows:
• Mentor and Mentee (M & M) program.
• Certification/recertification process.
• Tuition reimbursement.
• Sabbatical leave.
• Occupational competency program.
• Community Leadership Alliance and Leadership Crawford.
• Wisconsin Leadership Development Institute (Chair Academy.)

SWTC District 29 of 30 K-12 districts saw a decrease in student enrollment in 2004-05. Graduation numbers for the next ten years indicate a similar downward trend.

Figure 4-3 Southwest Tech District--10-year High School Completion Projections

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1,801</td>
<td>1,814</td>
<td>1,697</td>
<td>1,705</td>
<td>1,585</td>
<td>1,595</td>
<td>1,485</td>
<td>1,381</td>
<td>1,377</td>
<td>1,312</td>
</tr>
</tbody>
</table>

Note: Numbers do not include home schooled students or projections based on possible economic growth in the District.
Source: Wisconsin Department of Public Instruction, Library & Statistical Center

Figure 4-4 Professional Development Funding

<table>
<thead>
<tr>
<th>YEAR</th>
<th>AMOUNT</th>
<th>FULL-TIME STAFF</th>
<th>SWTC AVERAGE</th>
<th>ASTD AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-04</td>
<td>$137,342</td>
<td>181</td>
<td>$759</td>
<td>$820</td>
</tr>
<tr>
<td>2004-05</td>
<td>$101,448</td>
<td>191</td>
<td>$531</td>
<td>$955</td>
</tr>
<tr>
<td>2005-06 (Projected)</td>
<td>$173,552</td>
<td>182</td>
<td>$954</td>
<td></td>
</tr>
</tbody>
</table>

Source: SWTC Human Resources Office

Category 4: Valuing People
The Center for Learning Innovation (CLI) offers staff opportunities to participate in ongoing training (see Figure 4-5, Staff Participation in CLI Training). Services offered through the CLI include assistance with technology, instructional design, distance education, online course software, and multimedia tools. The CLI plans and implements in-service training, Learning Academies, new employee orientation, and Tech Prep/School-to-Work courses and workshops and provides stipends or credit reimbursement for some offerings. WTCS certification courses are scheduled by the CLI on a cyclical basis for faculty and administration to meet WTCS certification requirements. These courses are offered in flexible formats to accommodate individual needs and schedules and may be applied to baccalaureate or master’s degree programs. Ongoing communication informs staff of self- and professional development opportunities as they arise.

![Figure 4-5](image)

**Figure 4-5**  
Staff Participation in CLI Training

<table>
<thead>
<tr>
<th>TYPE OF TRAINING</th>
<th>STAFF PARTICIPATING</th>
<th>2003-04</th>
<th>2004-05</th>
<th>2005-06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology Sessions</td>
<td></td>
<td>55</td>
<td>53</td>
<td>58</td>
</tr>
<tr>
<td>Learning Academy</td>
<td></td>
<td>53</td>
<td>62</td>
<td>n/a until May</td>
</tr>
<tr>
<td>Individual Technology</td>
<td></td>
<td>7</td>
<td>13</td>
<td>10</td>
</tr>
<tr>
<td>Mentor Program</td>
<td></td>
<td>15</td>
<td>19</td>
<td>8</td>
</tr>
<tr>
<td>Technology Projects</td>
<td></td>
<td>n/a</td>
<td>*77</td>
<td>47</td>
</tr>
<tr>
<td>Just-in-Time Training</td>
<td></td>
<td>47</td>
<td>71</td>
<td>45</td>
</tr>
<tr>
<td>Certification courses</td>
<td></td>
<td>n/a</td>
<td>n/a</td>
<td>*579</td>
</tr>
<tr>
<td>In-Service sessions</td>
<td></td>
<td>n/a</td>
<td>n/a</td>
<td>122</td>
</tr>
<tr>
<td>Training for TracDat</td>
<td></td>
<td>n/a</td>
<td>n/a</td>
<td></td>
</tr>
</tbody>
</table>

* Staff participating in more than one session

Source: SWTC Center for Learning Innovation

**Processes (P)**

**4P1 How do you identify the specific credentials, skills, and values required for faculty, staff, and administrators? How do your hiring processes make certain people you employ possess these requisite characteristics?**

In 2000 SWTC formed a separate Human Resources (HR) Department (previously part of the Business Office) to manage HR functions including employment, affirmative action, employee relations, labor relations, contract administration, certification, benefits, and compensation. Board policy covers the hiring process, and the Human Resources Department provides specific hiring guidelines and job descriptions for all positions. The Human Resources Director assists the supervisor to develop/review job descriptions that outline the required credentials, training, experience, and skills needed. The College also uses the Wisconsin Technical College System (WTCS) certification requirements and accrediting agency requirements. Academic positions are credentialed in a traditional manner through application, transcripts, resumes, reference checks, and written correspondence to previous employers. All positions are posted internally; this posting may be done prior to or simultaneously with external posting. A hiring committee, composed of supervisor, employees with related job functions, and an HR representative, is formed to participate in the screening process. The assigned committee screens all applications and determines the number of persons to be interviewed and the interview questions. Faculty candidates typically are asked to share a teaching demonstration. A similar format is used when hiring administrative and support staff employees. If no initial candidate is selected, additional interviews are conducted or the application process is restarted.

**4P2 How do you recruit, hire and retain employees? How do you orient all employees to your organization? How do you plan for changes in personnel?**

Recruiting efforts are directed in part by the nature of the job to be filled. A well-defined job description that clarifies essential duties and responsibilities is critical to recruit, hire, retain, and orient new staff. Applicants are recruited using a variety of electronic postings such as the SWTC Web site, Wisconsin Technical College System Web site, TechConnect, WI JobNet and other employment Web sites. Targeted mailings and periodicals such as the EEO Register, NAACP Job Fairs, and Black Nurses Association are used for minority recruitment. In addition, local and regional newspapers and radio are resources used for posting positions.

SWTC typically draws many applicants to faculty and support staff positions. The HR Department ensures that all hiring processes follow federal, state, and local guidelines, including EEOC and Affirmative Action.

**Category 4: Valuing People**
Recruitment efforts are ongoing to increase and attract diverse, qualified candidates for all employment positions. Efforts to retain new and existing employees are addressed through orientation, training and development, development and review of employee Professional Improvement Plans, compensation, and work atmosphere.

SWTC provides the Mentor & Mentee (M & M) orientation program for all new employees. The Deans Council recommends veteran employees who are interested in serving as mentors to new employees for a commitment of one year. The initial orientation is conducted over a two-week period and includes elements such as an overview of the College and WTCS, learning college principles, affirmative action, Business Office functions, GroupWise training, and accommodations for students with disabilities. New faculty also participate in a certification course--WIDS--to learn about curriculum development and practice using this software to create a course syllabus, etc. In addition to the initial orientation, new staff attends monthly Lunch-and-Learn sessions to become better acquainted with the College and to address any questions/comments/concerns that have developed. In addition to new staff training, all personnel receive College updates through quarterly in-service sessions. Faculty and support staff PSA union contracts are available on the intranet and are updated as agreements are finalized between the bargaining unit and the College.

SWTC has had a low employee turnover rate that may be attributed to compensation, benefits, favorable working conditions, and job stability. The College is, however, preparing for significant changes in personnel (see Figure 4-2, Succession Projections). College employment history shows an adequate applicant pool for the majority of positions openings. Only two areas, IT and nursing, have required special attention. Hiring practices support continued effectiveness of College operations and uninterrupted services to students and stakeholders. Climate issues have been identified and are being addressed as part of the AQIP Vital Few process. The College is committed to meeting employee needs and gathers feedback from employees through evaluation of action projects and instruments such as the Personal Assessment of the College Environment Survey (PACE) (see 4R1).

4P3  How do your work processes and activities contribute to communications, cooperation, high performance, innovation, empowerment, organizational learning, and skill sharing? How do you ensure the ethical practices of all employees?

As a result of the PACE and Constellation Surveys, the College implemented plans to focus on Valuing People as one of the original Vital Few Action Projects (see Figure 4-6, Performance Goals/Results for the Valuing People Action Project). Valuing people is foundational to good morale and the Action Team addressed several items of concern including heavy work loads, inconsistency of practices across academic divisions, lack of support for programs experiencing low enrollment, need for more professional improvement opportunities, and need for more staff input/communication. As a result of the Constellation Survey, performance goals for the original Vital Few Action Projects were outlined in a three-year plan.

Campus-wide communication is cultivated through a variety of high tech and traditional methods including e-mail, intranet, voice mail, departmental and committee meetings, campus mail, in-services, lunch-and-learn sessions, and open forums. Staff from functional areas participate on standing committees and action teams to foster communication, student learning, and development. Application of the Plan, Do, Check, Act (PDCA) decision-making model is encouraged at all levels to accomplish the work of the College (see Figure 5-3, Decision-making Model).

The Faculty, Staff, and Students Right to Know Handbook establishes baselines of good ethical practice across all segments of the campus population. During the orientation process, new employees receive the handbook and discuss its contents with members of the campus community. Right to Know is reviewed every year and is available on the intranet. In addition, employees hired as members of the support staff or faculty bargaining units are afforded the most recent union contract, which is updated a minimum of every three years. The Code of Ethics within Board Policies applies to all employees. Various functional areas have a Code of Ethics associated with a particular professional organization. Other Board Policies deal with a drug-free workplace, discrimination, and harassment.

Category 4: Valuing People
### Figure 4-6 Performance Goals/Results for the Valuing People Action Project

<table>
<thead>
<tr>
<th>PHASE</th>
<th>QUANTITATIVE AND QUALITATIVE STRETCH TARGETS</th>
<th>RESULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1) Improve work load formula for faculty.</td>
<td>1) See 4R2.</td>
</tr>
<tr>
<td></td>
<td>2) Institute a joint management/bargaining unit load committee to hear complaints and work collaboratively on solutions.</td>
<td>2) See 4R2.</td>
</tr>
<tr>
<td>2003</td>
<td>3) Increase professional development opportunities for staff.</td>
<td>3) See 4C4.</td>
</tr>
<tr>
<td></td>
<td>4) Begin using Valuing People as a major criterion for all process development and improvement.</td>
<td>4) See 4R1.</td>
</tr>
<tr>
<td></td>
<td>5) Offer the Foundations of Quality course to all staff.</td>
<td>5) See 5P7.</td>
</tr>
<tr>
<td></td>
<td>6) Recognize the maintenance staff following major construction projects.</td>
<td>6) See 4P7.</td>
</tr>
<tr>
<td></td>
<td>7) Plan a joint management/bargaining unit process for support staff reclassification.</td>
<td>7) See 4R2.</td>
</tr>
<tr>
<td></td>
<td>8) Achieve continuity across College functions through the President’s Cabinet, Deans Council, and Leadership Team.</td>
<td>8) See 5C1.</td>
</tr>
<tr>
<td>2</td>
<td>1) Initiate roundtable discussions with the President to provide a communication forum for all employees.</td>
<td>1) Held 13 round table discussions.</td>
</tr>
<tr>
<td>2004</td>
<td>2) Offer a morale booster at fall in-service.</td>
<td>2) See 4P5.</td>
</tr>
<tr>
<td></td>
<td>3) Have all staff participate in the Color Matrix personality style exercise.</td>
<td>3) See 4P5.</td>
</tr>
<tr>
<td></td>
<td>4) Begin the support staff reclassification process.</td>
<td>4) See 4R2.</td>
</tr>
<tr>
<td></td>
<td>5) Improve hiring criteria and search and screen techniques.</td>
<td>5) See 4P2 and 4R2.</td>
</tr>
<tr>
<td></td>
<td>6) Plan and provide a better orientation process for new faculty to adjust to the technical college setting.</td>
<td>6) See 4R2.</td>
</tr>
<tr>
<td></td>
<td>7) Continue to improve workload formula for faculty.</td>
<td>7) See 4R2.</td>
</tr>
<tr>
<td></td>
<td>8) Implement an Administrative Professional Improvement Plan that ties individual goals to College Strategic Directions and the Vital Few.</td>
<td>8) See 4P6.</td>
</tr>
<tr>
<td>3</td>
<td>1) Implement the new staff orientation process.</td>
<td>1) See 4P2 and 4R2.</td>
</tr>
<tr>
<td>2005</td>
<td>2) Improve contract language to be more clear and user-friendly.</td>
<td>2) See 4R2.</td>
</tr>
<tr>
<td></td>
<td>3) Develop a plan to balance work loads to minimize faculty and staff burnout.</td>
<td>3) See 4R2.</td>
</tr>
<tr>
<td></td>
<td>4) Implement a mentoring program to help new staff adjust.</td>
<td>4) See 4R2.</td>
</tr>
</tbody>
</table>

Source: SWTC Human Resources Office

**4P4** How do you train and develop all faculty, staff, and administrators to contribute fully and effectively throughout their careers with your institution? How do you reinforce this training?

The CLI coordinates training opportunities for all staff by offering a variety of training programs (special topic credit courses and workshops) to all employees through instructor-led classroom programs, one-on-one training, and/or computer-based training. The CLI provides training with offerings targeted to specific staff groups according to identified needs.

Other training available to all employee groups includes attendance at professional conferences. Training to learn to use new equipment and software is integral to the purchase process. The Occupational Competency program (a WTCS grant matched with College funds) supports an average of ten faculty per year to obtain hours of on-the-job training related to their occupational areas. In addition, the College has supported non-paid professional leaves of absences that may include professional development. Faculty and administration may obtain approval for a one-year unpaid sabbatical.

Supervisors are encouraged to engage in professional development discussions with employees on a regular basis but are required to address this area no less than once per year during performance

**Category 4: Valuing People**
evaluation. Each performance evaluation tool (see 4P6) allows for proactive and collaborative discussion and planning for professional development. College updates and in-service sessions provide opportunities to showcase new or unique efforts of staff.

4P5 How do you determine training needs? How is your training aligned with your plans addressed in Criterion 8, Planning Continuous Improvement, and how does it augment your focus on helping students learn and accomplishing other distinctive objectives?

College leadership, the CLI, and HR work cooperatively to determine staff training needs in alignment with the CIP, the focus of which is helping students learn. Training opportunities fall into three categories: mandatory training (harassment, gender equity, diversity, blood borne pathogens); focus on the Vital Few (Fall 2003 in-service--Valuing People in Times of Organizational Challenges, February 2003 in-service--The Color Matrix, Fall 2004 in-service--Get-It Together); and training determined as a result of annual performance evaluations, periodic surveys, and hiring practices. An employee may request professional development training, or a supervisor may recommend additional training for a staff member (see 8P7). Staff complete evaluations to determine if training met expectations and if additional training is needed.

4P6 How do you design and use your personnel evaluation system? How does this system align with your objectives in Criterion 1, Helping Students Learn, and in Criterion 2, Accomplishing Other Distinctive Objectives?

Supervisors use the PDCA model to conduct yearly performance evaluations of all full-time employees, including administration. The Professional Improvement Plan (PIP) is an institutional initiative that encourages collaboratively-determined professional development. The process was first developed for faculty as the Individual Professional Improvement Plan (IPIP). Its successful application led to replication as the Professional Improvement Plan (PIP) for support staff and to the Administrative Professional Improvement Plan (APIP). This evaluation cycle allows staff to select activities that develop skills in the areas of Instruction/Customer Service, Occupational Experience/Content Expertise, Technology, and Institutional Service. Goals, activities, and follow-up are identified and may include involvement with College initiatives, committees, action teams, and/or courses, conferences, etc. Supervisors and staff members are encouraged to meet throughout the year to assure agreement on goals and accomplishments. At the end of the year, outcomes are reviewed by the employee and supervisor who discuss how goals were accomplished. The PIP process contributes to student learning by providing well-prepared and informed administration, faculty, and support staff. This process ensures that professional development is purposeful and directly impacts foreseen needs in instructional and service areas on which employee and supervisor agree. By addressing such areas as involvement with College initiatives, the process directly contributes to SWTC’s ability to accomplish other distinctive objectives.

4P7 How do you design your recognition, reward, and compensation systems to align with your objectives in Criterion 1, Helping Students Learn, and in Criterion 2, Accomplishing Other Distinctive Objectives? How do you support employees through benefits and services?

Recognition programs are conducted by the College and the SWTC Foundation. Each year service awards (5 year increments) are presented during the January in-service to employees. Employees are also recognized on their birthdays and employment anniversaries in “The Great College News” (weekly all-staff bulletin) and on the intranet. Maintenance staff are recognized at College in-services after each major renovation project is completed. The Foundation honors retirees each year with a reunion breakfast, day trip, and afternoon reception with current Southwest Tech staff.

The compensation plan is structured to attract/retain quality staff and is negotiated for faculty and support staff by union representatives. Administrative compensation is determined by the District Board. Traditional benefits are available to faculty, support staff and administration (see Figure 4-7, Benefits Available to Full-time Staff), including a retirement plan and health, dental, disability, and life insurance paid by the College. Additional benefits include fee-based day care facilities for employees’ children, tuition reimbursement, fitness center, wellness program, and an Employee Assistance Program (EAP).
As a result of the Valuing Support Staff Contributions Action Team (see 4P3), the College recognizes the efforts of all support staff during Office Professionals Week in a variety of ways, culminating with a breakfast for all support staff. Faculty are recognized in a similar fashion during Teacher’s Appreciation Week and this past fall administration was recognized by faculty and support staff with a free spa service gift certificate at the Day Spa (the Esthetician lab).

4P8 How do you determine key issues related to the motivation of faculty, staff, and administrators? How are these issues analyzed, and how is a course of action selected?

The method SWTC currently uses to determine issues related to motivation is the Personal Assessment of the College Environment (PACE) Survey, conducted in 2001 and again in 2004. The College plans to conduct another PACE survey in 2006. This survey looks at formal influence, organizational collaboration, communication, structure, work design, and student focus.

Another method to identify issues related to faculty and support staff motivation is through bargaining unit contract negotiations and PSA meetings. PSA representatives meet with the President on a monthly basis and/or members of the President’s Cabinet to develop appropriate plans of action.

“The Great College News” is distributed to staff by e-mail. Within it “The President’s Corner” addresses weekly questions/concerns generated by staff or students. The President thus assures that the same information is available to the entire staff.

4P9 How do you provide for and evaluate employee satisfaction, health and safety, and well-being?

The PACE survey measures employee satisfaction. The Emergency Response Plan Team monitors safety issues and provides training and information related to employee safety. The Wellness Committee provides at least one wellness activity for staff members in the months of November, January, February, March and April, and distributes at least one educational or informative item regarding wellness to staff members utilizing e-mail, interoffice mail, The Great College News, or bulletin board postings. The College Employee Assistance Program (EAP) is available 24 hours a day 7 days a week to employees.

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and members of their immediate households to assist with a variety of issues and concerns. For the period 2-1-05 through 1-31-06, 11 employees utilized this service. EAP is offered at no cost to staff.

The health insurance team, composed of bargaining unit and management personnel, oversees renewal of health/dental insurance, educates staff on coverage, and promotes staff participation in health risk assessments. A total of 45 staff members took advantage of the health risk assessment in 2003, while 40 staff members participated in 2005. The College pays for the health risk assessment benefit; approximately 20 percent of staff presently take advantage of this wellness opportunity. Benefits between 2003 and 2005 were that participants reported an increase in exercise programs including strength training and stretching, eating breakfast daily, and changes to diet choices/selections (increase in fruit/vegetable intake, decrease in salt and alcohol consumption), and an increase in seat belt usage. It was found that many participants could benefit from a weight management program and an increase in fitness as well as stress reduction training. The College provides a fitness center free of charge to staff and families.

4P10 What measures of valuing people do you collect and analyze regularly?
SWTC measures how it values people through the PACE survey. Results indicate employee satisfaction with the College in six different broad categories: Formal Influence, Communication, Collaboration, Organizational Structure, Work Design and Technology, and Student Focus. Local measures of valuing people that are collected and analyzed regularly include employee training surveys, SWTC training participation rates, staff exit interviews, succession projections, staff retention, participation in professional development, staff grievances, and Professional Improvement Plan Reflection Reports.

Results (R)

4R1 What are your results in valuing people?
In the 2004 PACE survey, overall results indicated a healthy climate and compared favorably with national PACE norms in all eight domains (see Figure 4-8, PACE Climate Survey Institutional Results, 2001 and 2004). The National Initiative for Leadership and Institutional Effectiveness (NILIE) normed scale reported four possible results:
- System 1, Coercive.
- System 2, Competitive.
- System 3, Consultative.
- System 4, Collaborative.

The 2004 overall NILIE norm was 3.67 and the SWTC score was 3.6. Results over the two SWTC surveys were similar and showed a preponderance of System 3 (Consultative) scores, indicating that the institution had a relatively high level of perceived productivity and staff satisfaction as compared with the national cohort of colleges that also participated in the PACE survey.

Data from the PACE survey revealed that the College rated close to the national benchmarks in each PACE domain; however, the benchmark was exceeded in just one domain (Work Design Technology). The 2004 overall score did decrease slightly from the 3.83 baseline score in 2001. Areas of greatest concern were in the following domains:
- Spirit of cooperation at this institution (Collaboration).
- Practice of open and ethical communication (Communication).
- Sharing of information within the institution (Communication).
- Extent of appropriate influence by staff on direction of the institution (Formal Influence).

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• Making of decisions at appropriate levels (Organizational Structure).
• Appropriate organization of institution (Organizational Structure).

Therefore, the College began to take a purposeful look at factors affecting climate. The Valuing People Action Team was formed and determined goals to improve relationships among all levels of staff (see Figure 4-6, Performance Goals/Results for the Valuing People Action Project). A number of initiatives were planned and implemented from 2002-05.

4R2  What are your results in processes associated with valuing people?

The following processes were reviewed and adjusted as a result of the Valuing People Action Project:
• Support staff classification process--Using the expertise of consultants and a joint management/union team, the College successfully created a support staff classification and recategorization process.
• Retention of employees--Bargaining unit/management contract negotiations focus on revising contract language to assure as much clarity as possible. Continued review of faculty workloads again in 2005 prevented any grievances concerning loads. The College capped the workload percentage at 120 percent for faculty in an effort to help prevent burnout.
• Hiring process--The HR Office modified recruitment and selection procedures. The process includes a succession projection calendar to track recruitment dates for expected vacancies. The College relies on these projections of staff replacement needs in its succession planning. Employment history shows an adequate applicant pool for the majority of positions. Only two areas, IT and nursing, have required special attention. This practice has been very effective.
• Orientation and training--The M & M program and orientation academy were implemented in August 2004. This mentor program for new employees has been extremely successful as evidenced by positive feedback from new-employee and mentor surveys.

4R3  What evidence indicates the productivity and effectiveness of your faculty, staff, and administrators in helping you achieve your goals?

Southwest Tech has seen an increase in FTEs (see Figure O-3, FTEs Over Six Years) that continues an upward trend and has managed to accommodate this increase with few new staff. The effectiveness of probationary faculty is assessed through classroom observation, written student review, and self-assessment. In addition, faculty often use student evaluations to ensure instructional effectiveness (see 1P6). TracDat will become a measure of productivity and effectiveness as data are collected in the future.

Productivity and effectiveness is further evidenced in Student Exit Survey results. Every year students complete this survey before leaving campus (see 3R1). In 2004-05, 93 percent of students graded the College with a “B” grade or better, and 46 percent scored the College with an “A” grade.

On an annual basis the College conducts the Graduate Follow-up Study (see 3R1) six months after students have graduated from Southwest Tech. In addition to employment-related information, this survey asks graduates how satisfied they were with training received at the College. Southwest Tech consistently receives high ratings in this area, which is clearly evidenced when computing a total percent of Very Satisfied and Satisfied students (see Figure 3-7, Graduate Follow-up Statistics, 1999-2004).

4R4  Regarding 4R1 and 4R3, how do your results compare with the results of other higher education institutions and, if appropriate, organizations outside of the education community?

A comparison of SWTC in 2004 to PACE national norms in the eight domains and the overall score shows how SWTC compares with the National Initiative for Leadership and Institutional Effectiveness (NILIE) PACE Norm Base (see Figure 4-8, PACE Climate Survey Institutional Results, 2001 and 2004). The Norm Base, computed from all climate studies conducted at two- and four-year institutions since 1999, have used the current version of the NILIE PACE standardized survey. These studies included small, medium, large, and multi-campus institutions; community college districts, and statewide systems. The College (3.83) scored slightly higher than the NILIE norm (3.67) in 2001 and slightly lower in 2004 (3.6).
In 2005-06 the amount budgeted for professional development (see Figure 4-4, Professional Development Funding) averaged $954 for full time staff members at SWTC. This level of support compares well with the $955 average annual training expenditure per employee reported by the American Society for Training and Development (2005 State of the Industry Report).

Southwest Tech typically enjoys very little turn-over of its employees (see 4C3). The average turnover rate of employees in other business and industry settings in southwest Wisconsin in 2004 was 7.8 percent (U.S. Census Bureau Statistics) more than double that of SWTC.

Few grievances have been filed by students or staff over the past five years (see 3R1). None have extended into litigation. Low numbers and early resolution indicate that the College process values people in ways that solve differences equitably.

**Improvement (I)**

4I1 How do you improve your current processes and systems for valuing people?

Valuing people is of continuing importance to the College as related to students, staff, and District residents. The degree to which persons feel valued varies with individuals; however, applying the PDCA decision-making model to College operations allows for input to be heard and considered as solutions are sought. Regular communication among staff is a hallmark of valuing people and the College continues to work to improve communication processes. Misunderstandings occur as people define “valuing people” differently. Applying PDCA assists people to realize that valuing people includes valuing a variety of opinions, ideas, constants, constraints, and variables and requires compromise within the decision making process.

4I2 With regard to your current results for valuing people, how do you set targets for improvement? What specific improvement priorities are you targeting, and how will these be addressed? How do you communicate your current results and improvement priorities to students, faculty, staff, administrators, and appropriate stakeholders?

**Process to Set Targets for Improvement**

In valuing people, events do not occur in isolation but on a continuum in relation to many processes. PACE survey results, data from the HR Office, WTCS reports, PSA negotiations, and CLI reports are key sources of input to set targets for improvement. The Office of Institutional Advancement collects and analyzes all survey data. The District Board CIP review process allows critical reflection on practices and improvements on an annual cycle.

**Targets for Improvement**

Targets for improvement are the following:

- Orientation and training--Create a variation of the M & M program and orientation academy for adjunct faculty to promote better ongoing communication (Center for Learning Innovation).
- Faculty/staff Input--Create a process to increase the extent to which faculty/staff input influences the direction of the College (Senior Leadership Groups).
- Employee Satisfaction--Identify ways to increase employee satisfaction as related to level of cooperation as defined on the PACE survey (Leading and Communicating Action Team).
- Diversity Focus--Continue to recruit minority employees and students and to encourage appreciation of diversity on the campus (Minority and Non-traditional Students Specialists).

**Communication of Priorities**

Current results and improvement priorities are communicated to students over news monitors posted throughout campus, “The Blue and Gold,” The Tech Transmitter, and Visions. Administration, faculty and staff receive information electronically (e-mail, intranet, “The Great College News,” voice mail); through personal communication (senior leadership/department/division meetings, in-services); and through print materials (memos, reports). Appropriate stakeholders receive information electronically (College Web site, telephone, SWTC cable TV station); through personal communication (meetings, TechFest, Advisory Committee meetings); and from print materials (marketing pieces, Visions, District Board minutes, news releases).

**Category 4: Valuing People**
CATEGORY 5: LEADING AND COMMUNICATING

Context (C)

5C1 Describe your leadership and communication systems.

Based on a shared governance model, the Southwest Wisconsin Technical College (SWTC) District Board and the Wisconsin Technical College System (WTCS) Board exercise control of the College cooperatively. In accord with Chapter 38 of Wisconsin Statutes, the System Board determines the organization, plans, scope and development of Wisconsin’s 16 public technical colleges; establishes statewide policy and program standards; approves qualifications of educational personnel and courses of study; approves district proposals for facilities development and land acquisition; distributes state financial aid; and reviews the process used by local communities to appoint members to district boards. As set by state statute, the SWTC District Board is composed of nine District residents: two employers, two employees, one school district administrator, one elected official, and three additional members. All nine members serve three-year, staggered terms. The SWTC District Board levies property taxes for the operation of the District, approves contracts for employees, provides for facilities and equipment, and appoints a District President. The Board develops vision, mission, values, purposes (see Figure O-1, Vision, Mission, Values, and Purposes), and strategic directions (see Figure 2-5, Strategic Directions Statements, 2005-08) of the College with input from District-wide staff. A major purpose of the District Board is to serve as a link between the College and local communities--its owners and major stakeholders--to share College offerings and to discern community needs.

The President is the Chief Executive Officer of the College and is responsible for local administration. The President is the District Board's sole official link with the College as an organization and is accountable to the Board's acting as a collective body. The President administers the College with the help of three senior leadership groups, all of which seek expertise and input from staff at the College as indicated by particular issues (see Figure 5-1, SWTC Senior Leadership).

**Figure 5-1  SWTC Senior Leadership**

<table>
<thead>
<tr>
<th>GROUP</th>
<th>MEMBERSHIP</th>
<th>ROLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>President’s Cabinet</td>
<td>President</td>
<td>• Coordinates Board relations.</td>
</tr>
<tr>
<td></td>
<td>Chief Academic Officer</td>
<td>• Facilitates communication.</td>
</tr>
<tr>
<td></td>
<td>Director of Administrative Services</td>
<td>• Makes emergency decisions.</td>
</tr>
<tr>
<td></td>
<td>Director of Human Resources</td>
<td>• Provides organizational clarity.</td>
</tr>
<tr>
<td></td>
<td>Director of Institutional Advancement</td>
<td>• Recommends strategic directions.</td>
</tr>
<tr>
<td></td>
<td>Director of Marketing and Public Relations</td>
<td>• Reviews and develops policy.</td>
</tr>
<tr>
<td>Deans Council</td>
<td>Chief Academic Officer (and Dean of Industrial Occupations)</td>
<td>• Coordinates curriculum and instructional activities throughout the College.</td>
</tr>
<tr>
<td></td>
<td>Director of Administrative Services</td>
<td>• Facilitates Communication.</td>
</tr>
<tr>
<td></td>
<td>Dean of Agriculture and Community Development</td>
<td>• Finalizes curriculum and instruction-related decisions.</td>
</tr>
<tr>
<td></td>
<td>Dean of Business and General Services</td>
<td></td>
</tr>
<tr>
<td>Leadership Team</td>
<td>All leadership positions (see Figure 5-2, SWTC Organizational Chart)</td>
<td>• Brainstorms/discusses/reviews ideas and initiatives.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Facilitates communication.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Plans administrative staff development.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Provides broad College input.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Shares expertise.</td>
</tr>
</tbody>
</table>

Source:  SWTC Office of the President
Figure 5-2 SWTC Organizational Chart

Source: SWTC Office of Institutional Advancement
In addition to these three senior leadership groups, the College addresses specific needs through ten standing committees:

- **Adult Transitions**—Provide coordinated activities in the area of adult recruitment and transition for displaced workers such as in the event of plant closings.

- **Affirmative Action/Equal Opportunity**—(1) Address those issues that affect equal employment and educational opportunities within the College. (2) Strive to maintain fair and impartial relations for employees; applicants for employment; students and student applicants in any service, program, activity, course, and/or use of facilities. (3) Assist the Special Needs Coordinator to develop reasonable accommodations for students and employees.

- **Certification**—(1) Develop and implement a local certification plan that defines acceptable certification activities to meet five-year certification requirements. (2) Respond to certification appeals or disputes.

- **Curriculum and Staff Development**—(1) Review and implement the College curriculum development plan. (2) Assist the curriculum/staff development specialist to identify and provide College-wide staff development activities.

- **K-12**—Provide unified middle school and high school outreach.

- **Quality Review Process (QRP)**—Establish a continuous improvement process for all academic programs and service units.

- **Insurance**—(1) Review the health and dental insurance plans. (2) Monitor the insurance bidding process. (3) Oversee health insurance coverage for faculty and staff.

- **International/Multicultural**—Promote cultural awareness and international education by supporting state and District objectives in the areas of student success, staff development, curriculum development and infusion, and business and industry partnerships.

- **Student Effectiveness**—Develop and implement the College student outcome assessment plan.

- **Wellness**—Plan activities for the overall wellness of staff and students.

Other cross-functional action teams, task forces, division teams, departmental or sub-departmental teams, and various ad hoc committees also provide leadership and communication for the College.

5C2 **In what ways do you ensure that the practices of your leadership system—at all instructional levels—align with the practices and views of your board, senior leaders, and oversight entities?**

The SWTC District Board in an annual cycle reviews one report from the Continuous Improvement Plan (CIP) for Institutional Effectiveness each quarter (see Figure 2-4, Continuous Improvement Plan for Institutional Effectiveness). Each report focuses on one of the four WTCS Core Indicators of Effectiveness: (1) Student Achievement and Satisfaction, (2) Employer Satisfaction, (3) Public Perception and Satisfaction, and (4) Organizational Quality. The Board monitors alignment of activities with the College Goals and the practices and views of the Board, senior leaders, and oversight entities—the System Board, Advisory Committees, and district communities. In addition, the District President, directors, deans, staff, and auditors inform the Board about the degree of alignment at monthly Board meetings under the agenda item, Board Monitoring of College Effectiveness.

5C3 **What are your institutional values and expectations regarding ethics and equity, social responsibilities, and community service and involvement?**

Upon appointment, all members of the SWTC District Board, the District President, Chief Academic Officer, and Director of Administrative Services are required to register with the Wisconsin Ethics Board and to file an annual statement of economic interests. As public officials under Wisconsin statute, Board members, the College President, and select administrators are subject to the Wisconsin Code of Ethics for Public Officials and Employees. Additionally, Board members are accountable to the Board policy specifying ethical conduct, Board Members’ Code of Conduct. Provisions of the policy demand “unconflicted” loyalty to the interests of the ownership (citizens of the district),” avoidance of conflicts of

Category 5: Leading and Communicating
interest with respect to their fiduciary responsibility, prohibition of exercising individual authority, maintaining lines of authority, and maintaining confidentiality. The President is subject to policies that prohibit conflict of interest in awarding purchases, other contracts, or hiring; entering into any lease, purchase, sale, or construction of any land or facilities; and naming facilities or parts of facilities without prior Board knowledge and authorization.

An Affirmative Action Policy and an Affirmative Action/Equal Opportunity Standing Committee address both ethics and equity for students, employees, applicants, and use of facilities. Social responsibility is established as a matter of District Board policy as seen in the College’s purposes and values (see Figure O-1, Vision, Mission, Values, and Purposes). Southwest Tech engages in many outreach programs; likewise, staff members are encouraged to be involved in the community and are commended for service to the community as demonstrated through the Public Perception and Satisfaction Report for the CIP.

**Processes (P)**

**5P1** How do your leaders set directions in alignment with your mission, vision, and values that are conducive to high performance, individual development and initiative, organizational learning, and innovation? How do these directions take into account the needs and expectations of students and key stakeholder groups and create a strong focus on students and learning?

The District Board embraces a philosophy of governance that is democratic, strategic, deliberative, future-oriented, proactive, and positive. Following John Carver’s Policy Governance Model, the Board wrote and adopted policies for the (1) governance process, (2) board/staff relationship, (3) executive limitations, and (4) ends (purposes). The Board monitors and discusses its process and performance monthly as well as annually, comparing its activity and discipline to policies in the governance process and board/staff relationship categories. Moreover, the Board is currently conducting a comprehensive review of all its policies to ensure alignment with the College’s vision, mission, purposes, and values (see Figure O-1, Vision, Mission, Values, and Purposes). In providing governance by setting the directions and outcomes for the College, the District Board acts as a Board-of-the-whole and only in rare cases does it appoint a subcommittee to carry out a specified purpose.

From 2003-06 the Board has held five panels, one in each of five counties in the District. These meetings provide input from community members to ensure resident involvement and to assess needs, interests, and expectations of District residents. Southwest Tech engages in many outreach programs; likewise, leadership encourages staff members to participate in their communities and commends them for service. The College has employed a consulting firm to conduct a Marketing Research Study to learn how it might better serve district residents and district businesses. Further, the College invites community members to share in the continual process of providing input through numerous surveys. This external stakeholder input assists the Board to develop strategic directions and outcomes. Surveys of graduates and current students are conducted on a periodic basis to learn their values, needs, and expectations. The Employer Survey is completed annually to measure satisfaction with graduate preparedness.

College planning processes begin with and continue through the CIP (see Figure 2-4, Continuous Improvement Plan for Institutional Effectiveness). The District Board is as integral to the process as are all administration, faculty, staff, and District residents. Since 2002 the Board has reviewed one Core Indicator of the CIP each quarter. Input gathered for the CIP Reports allows the College to monitor stakeholder opinions, problems, and complaints as well as successes, best practices, and accolades. The four years of data now provide important trend information. The Board also reviews other reports about the degree of alignment at monthly meetings and during the annual Board Retreat.

The College’s six Strategic Direction statements and the three Vital Few statements together comprise the College Goals (see Figure 8-2, TracDat Process). The CIP tracks how the College Goals are related to both WTCS and SWTC Core Indicators of Effectiveness (see Figure 1-5, Quality Review Process Scorecard Items). Assessment measures are identified and implemented for every Core Indicator in the plan. The CIP Process Chart (see Figure 8-1) delineates how the planning process is implemented and
extended through each annual cycle. Strategic directions are revisited on a three-year cycle or more often if the CIP process indicates such need.

Each program, department, division, and service area of the college develops its objectives in alignment with at least one college goal on the CIP chart. Beginning in 2005-06, TracDat is being used to monitor and report achievement or continuation of program, department, action team, etc., objectives and outcomes. Use of this data collection tool will assist the college to quantify continuous progress or decline, identify trends, and enhance data-based decision making.

The first ten programs will complete the WTCS Quality Review Process (QRP) in 2005-06. The QRP is an outgrowth of the annual Program Audit, which the College conducted beginning in 1988. The QRP process aligns closely with "Closing the Loop," the final stage in the college assessment cycle in which programs use data from the assessment process (initial, formative, and summative) to evaluate and improve effectiveness of program curricula, instruction, materials, etc.

The Quality Review Process (QRP) addresses (1) what is important, (2) what needs improvement, (3) what can be done to improve, and (4) what are the results. QRP results annually provide benchmarking and comparison among the 16 WTCS institutions as all programs and services are reviewed; more extensive reviews occur every five years. During 2005-06 the College added a position to provide leadership for the Quality Review Process (see Figure 1-5, Quality Review Process Scorecard Items). In addition to QRP, Southwest Tech participates in the Integrated Postsecondary Education Data System (IPEDS) for the National Center for Education Statistics (NCES). The comparison group for 2004-05 included 28 other two-year colleges across the Great Lakes region that have similar enrollment.

Focusing on additional processes relating to students and learning, the Student Exit Survey is conducted annually to determine strengths, weaknesses, and possible improvements in programs and processes. This survey provides QRP Scorecard data. As a result of these data and processes, gaps in academic programming are identified and goals are set to address them. Two standing committees also focus on students’ and learning: the Curriculum and Staff Development and Student Effectiveness Committees. The Curriculum and Staff Development Committee focuses on curricular and staff improvements that directly affect learning. The Student Effectiveness Committee develops and implements the student outcome assessment plan, a College-wide plan that assesses student learning and creates a loop of continuous quality improvement for courses and programs. Annually, the Board hosts a student panel during which students may present their perceptions to the Board. Monthly, during the academic school year, a representative of the Student Senate is invited to report to the Board about student concerns, questions, and needs.

Student well-being, needs, development, and academic success draw the special attention of the Deans Council, Student In-Take Action Team, admissions/counselors, Financial Aid staff, the Special Needs Coordinator, administrators, faculty, and support staff. Through the admission and assessment process, staff members determine whether students need special academic assistance through the state Division of Vocational Rehabilitation, the College’s Special Services area, the Basic Education lab, and/or the Academic Skills Center. The Deans Council focuses on improving learning by prioritizing resources, securing faculty and student input, and coordinating academic services. Instructors conduct student classroom evaluations in each course to gather additional feedback about students and learning effectiveness. In all these ways, the college is committed to meeting student needs in accordance with the purposes of the WTCS (see Figure O-1, Vision, Mission, Values, and Purposes).

**5P2  How do your leaders guide your institution in seeking future opportunities and building and sustaining a learning environment?**

The Board, President, and senior leadership groups hold the primary responsibility for guiding Southwest Tech to seek future opportunities. The recent Board-approved Marketing Research Study will deliver new insights into future opportunities to provide programming and practices to build and sustain a learning environment. The vision and strategic directions provide for alignment of objectives across the College and are monitored through the new TracDat system that will record and align data collection with College
objectives. In-service agendas are derived from leadership team and other staff input. In addition, the three senior leadership teams (see Figure 5-1, SWTC Leadership Groups) play a key role in identifying opportunities for raising venture capital.

5P3 How are decisions made in your institution? How do you use teams, task forces, groups, or committees to recommend or make decisions and to carry them out?

Decision-making occurs throughout the College using a collaborative approach with open communication up and down the levels of authority. Staff share ideas and concerns with supervisors for mutual support and decision-making. Moreover, students are empowered to share needs and concerns with instructors, Deans, and the District Board.

Three senior leadership groups--the President’s Cabinet, the Deans Council, and the Leadership Team--are the primary, internal decision-makers for the College (see Figure 5-1, SWTC Leadership Groups). While the President’s Cabinet is a key source of agenda items for Leadership Team meetings, each month all staff members are invited to suggest agenda items. Decisions, often issue-dependent, are usually reached by consensus after considering the wide-range of perspectives, impacts, needs, priorities, data, and facts. Philosophical debates from varying perspectives strengthen the process. Decisions are relayed through division and department meetings, all-staff e-mails, the “Great College News,” in-service meetings, and personal communication. Policies and summaries of senior leadership team meetings and decisions are posted on the College intranet.

Decision-making is being driven lower in the organizational structure through the use of action teams and staff input on strategic directions (see Figure 8-2, TracDat Process). While the three senior leadership teams provide key leadership decision-making, the President is accountable for all decisions. Additional decision-making occurs on a variety of levels. Division Teams meet monthly to steer academic and program improvement, develop strategies to improve key processes, and analyze specific issues. Department Teams meet monthly to implement academic and program improvements, promote instructional effectiveness, and integrate programs with general studies. Standing committees meet monthly to analyze specific issues and promote student and staff needs (see 5C1). Advisory Committees meet as needed to review curriculum, establish learning outcomes, and participate in program evaluations. Action teams are developed as needs arise to address special issues; for instance, Teacher/Learner Connection Day, the new student orientation program, is the result of an Action Team.

Action teams employ the Plan, Do, Check, Act (PDCA) Model of decision-making as they address issues (see Figure 5-3, Decision-making Model). As an example, the Student Effectiveness Committee developed its own PDCA Model that shows how continuous improvement is achieved through application of an assessment cycle in which each step leads to the next and the quality journey does not have a stopping point.

5P4 How do your leaders use information and results in their decision-making process?

Southwest Tech is committed to data-based decision-making. The District Board agenda includes Board Monitoring of College Effectiveness whereby the Board receives reports based on the CIP (see Figure 2-4, Continuous Improvement Plan for Institutional Effectiveness), as well as other reports and information through community input and...
student panels. The Office of Institutional Advancement is responsible for data collection and dissemination. Most data are readily available on the College intranet.

Further, the District Board, President's Cabinet, and Leadership Team carefully review annual and quarterly reports (see Figure 2-4, Continuous Improvement Plan for Institutional Effectiveness). The WTCS and SWTC staff have identified Core Indicators that reflect specific aspects of College operation and provide the basis for decision-making. The Quality Review Process (QRP) with its scorecards yields data in alignment not only with state- and college-level indicators, but also with Core Indicators at the program level (see Figure 1-5, Quality Review Process Scorecard Items).

Since 2004 Southwest Tech has made a quantum leap in data-based decision-making. Enrollment reports, Student Satisfaction Surveys, Student Exit Surveys, QRP scorecards, and more are gathered and published on the intranet, which has become a key repository of data for decision-making. Gap analyses may be conducted from which plans for action are developed when needs, data, and facts prompt further study. The Title III Project since 2001 has helped to improve College decision-making, by addressing the project's overall goal, “To strengthen college effectiveness by establishing a learning environment,” and three major objectives: (1) provide an electronic academic effectiveness tracking system, (2) provide students with more supported Web-enhanced learning, and (3) increase access to information for faculty, staff, and students (see Figure 5-4, Title III Project Activities).

5P5 How does communication occur between and among institutional levels?
One of Southwest Tech’s Vital Few Action Projects is to improve electronic communication processes for information dissemination and feedback. The endorsed method of communication among staff is electronic, and the goal is for all staff to feel comfortable with this form of communication. Staff use of e-mail for communication is becoming the preferred mode of communication. Scheduling meetings with the GroupWise Collaboration Suite calendar and appointment functions is increasing. Staff can access an abundance of information including Board and Leadership Team minutes, Financial Audit, Graduate Follow-up Study, PACE Survey results, SWTC Fact Sheet, Board Governance Policies, etc., on the intranet. Among items on the intranet are administrative policies accessible for comment and the objectives of all organizational units on TracDat, an electronic data tracking system.

College informal communication systems include voice mail, bulletin boards, “Lunch and Learn” sessions, campus monitors, ad hoc meetings, casual encounters, and staff meetings ranging from all-staff to divisional to departmental. Leadership and staff use these means of communication to share news and activities, special notices or bulletins, institutional values and standards, work-related messages, updates, interest items, and encouragement. The College uses more formal written communication to share new and revised policies and publishes agendas and official minutes of Board meetings in the newspaper.

5P6 How do your leaders communicate a shared mission, vision, values, and high performance expectations regarding institutional directions and opportunities, learning, continuous improvement, ethics and equity, social responsibilities, and community service and involvement?
A most recognizable communication of Southwest Tech’s values is the tag line on frequent radio ads advertising the College as an educational opportunity in the community with its memorable background tune and lyrics, “A Commitment to Excellence.” The vision, mission, purposes, and values of the College are found in its Governance Policies, the Student Handbook, the college catalog, cable TV ads, and informational brochures. Staff have been involved in the review and modification of the College’s vision, mission, purposes, values, and strategic directions (see 5P1).

The College has a Code of Ethics and an Affirmative Action/Equal Opportunity policy. Staff involvement with Community is part of the Public Perception and Satisfaction portion of the CIP. The College Values of Professionalism, Collaborative Partnerships, and Continuous Improvement communicate high expectations to all staff. The brochure “Who We Are, What We Value, Where We Are Going” has been distributed widely throughout the District as the President and others speak to community groups, civic
organizations, school superintendents, county boards, etc. Social responsibility is established as a matter of Board policy as seen in the College’s purposes and values (see 5P1).

5P7 How are leadership abilities encouraged, developed, and strengthened among faculty, staff, and administrators? How are leadership best practices, knowledge, and skills communicated and shared throughout your institution?

The SWTC Board regularly participates in all WTCS Boards Association meetings and events as well as attends meetings of the Association of Community College Trustees, an affiliate of the American Association of Community Colleges. The annual Board Retreat solidifies direction and leadership policies that then become part of College operations.

Leadership is encouraged, developed, and strengthened in a variety of ways for administrators, faculty, and support staff. All are encouraged to participate in various decision-making processes; the College-wide forums stand as an example of the administration’s tapping into non-management leadership and input. All staff had the opportunity to participate in the Foundations of Quality course when Southwest Tech initiated the Academic Quality Improvement Process.

Administration is encouraged and financially supported to participate in various professional development opportunities, including attendance at state and national leadership conferences. Each member of the administrative team writes an Administrative Professional Improvement Plan (APIP) which often incorporates opportunities for individual leadership enrichment.

In a dynamic learning institution, effective classroom leadership is both a bottom-line necessity and challenge for all faculty as they meet the needs for a wide range of student interests, abilities, and motivational levels. SWTC’s holding an 80 percent course completion rate for students testifies in part to a high degree of effective classroom leadership among faculty (see Figure 1-12, Course Completion, Students Passing 80% of Courses Taken). The Center for Learning Innovation is instrumental in ongoing professional development (see 4C4). Best practices and innovations gathered from system meetings, individual course development, and dialog with stakeholders are shared informally at department meetings, during Advisory Committee meetings, and at in-services. Continuous leadership improvement is also reflected in faculty Individual Professional Improvement Plans (IPIP) which often contain a personalized component for leadership enhancement and personal growth.

Support staff are encouraged to attend workshops/conferences, participate on action teams/committees, take courses with cost reimbursement, and participate in offerings through the Center for Learning Innovation. Each support staff member completes a Professional Improvement Plan (PIP) as well.

5P8 How do your leaders and board members ensure that your mission, vision, and values are passed on during leadership succession? How is your leadership succession plan developed?

New leadership of the College has been selected on the basis of finding the most-qualified candidate who can commit to the fundamental beliefs and directions of the College as outlined in the purpose, vision, mission, goals, values, and strategic directions. The Human Resources Office keeps a projection of staff members who are eligible to retire from the College, “Succession by Years of Service and Employee Age.” This report yields anticipated retirements based solely on age and years of service in the system (see Figure 4-2, Succession Projections).

SWTC District Board appointments are based upon the Manual for the Appointment of Wisconsin’s Technical College Board Members, Revised 05/2004. The manual assists the local Board in following appointment requirements established by Wisconsin Statute, Chapter 38, and related administrative rules to apply appropriate processes and parameters, plan district-wide representation, recommend gender diversity, offer publication support, outline public notice posting requirements, outline candidate obligations, ensure equitable timelines, and present a cycle of board appointments. These requirements provide an element of reliability and consistency for responsible representation in technical college boards state-wide and among SWTC’s nine members.
What measures of leading and communicating do you collect and analyze regularly?

The College’s measures of leading and communicating that are collected and analyzed regularly include but are not limited to the following sources:

- Professional Improvement Plans (APIP, IPIP, and PIP).
- In-service evaluations.
- Classroom evaluations.
- Graduate Follow-up Study.
- Student Exit Survey.
- Employer Survey.
- Annual Student Panel meeting with the District Board.
- Enrollment reports.
- Regular monitoring of programs--QRP.

Results (R)

What are your results for leading and communicating processes and systems?

Processes and systems for leading and communicating are appraised using a number of tools (see 5P9). The most formal process is the Personal Assessment of College Effectiveness (PACE) climate and culture survey (see Figure 4-8, PACE Climate Survey Institutional Results, 2001 and 2004). Dual purposes of the survey were to obtain perceptions of personnel concerning climate and to promote more open and constructive communication among administrators, faculty, and support staff. Researchers at the National Initiative for Leadership and Institutional Effectiveness (NILIE) and representatives of SWTC collaborated to create a survey that would reflect opinions of all personnel throughout the College. The PACE survey was administered in May 2001 and again in September 2004. Using a 5-point scale, respondents were asked to rate the College on eight domains: formal influence, communication, collaboration, organizational structure, work design/technology, student focus, customized, and overall.

Results of the PACE Survey influenced the process of selecting the first three Vital Few Action Projects during initial stages of the AQIP process. PACE data indicated that Communication, Collaboration, and Organizational Structure scored lowest of the eight domains. Two of the first Vital Three corresponded closely: Leading and Communicating and Valuing People. The 2004 PACE results showed a slight decrease in the rating for Communication and a slight rise in the rating for Collaboration and Organizational Structure as compared to 2001. Leading and Communicating continues as a Vital Few Action Project.

In addition to the PACE Survey, all staff are involved in setting strategic directions as a part of the College planning and improvement cycle (see Figure 2-4, Continuous Improvement Plan for Institutional Effectiveness). For example, the College solicits employee input during planning for facilities changes. Created in response to needs, action teams have solved problems and suggested changes in directions. The Marketing of Low Enrollment Programs Action Team led to a plan that brought a change in marketing strategies and an increase in students enrolling in these programs. The ASC Software Registration Action Team designed a new method to register students that has been replicated in other departments across the campus. The Teacher/Learner Connection Action Team re-shaped the entire student orientation process. The Dental Assistant Site Action Team’s deliberations led to finding that program a location closer to campus. The Staff Orientation Action Team developed the M & M process to acclimate new staff to the College (see 4P2). The Curriculum Action Team’s efforts resulted in revision of curriculum.

Critical to these efforts and integral to broad improvement throughout the College, the Title III Project initiated a number of activities that affected both communication and decision-making (see Figure 5-4, Title III Project Activities).
**Table 5-4: Title III Project Activities**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>DECISION-MAKING RESULTS</th>
<th>YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchased Blackboard Course Management System</td>
<td>Allows quick retrieval of the number of online courses and their enrollments</td>
<td>2001</td>
</tr>
<tr>
<td>Implemented an internal Web site, the College intranet</td>
<td>Allows review of college data and minutes of campus meetings</td>
<td>2001</td>
</tr>
<tr>
<td>Implemented GroupWise collaboration suite, an e-mail/calendar/appointment service</td>
<td>Permits access to information more quickly and allows better decision-making</td>
<td>2001</td>
</tr>
<tr>
<td>Purchased equipment and software to automate bookstore</td>
<td>Permits quicker and better access to text information about new editions, monitoring of inventory, and budgetary decisions</td>
<td>2002</td>
</tr>
<tr>
<td>Purchased wireless access points</td>
<td>Allows logging onto the Internet from anywhere to access information more quickly</td>
<td>2002 and 2005</td>
</tr>
<tr>
<td>Purchased Image Now Software</td>
<td>Allows viewing of imaged SAAP documents to make better, faster decisions to help students</td>
<td>2003</td>
</tr>
<tr>
<td>Purchased electronic calendar</td>
<td>Allows viewing of room utilization to more quickly determine available meeting rooms</td>
<td>2003</td>
</tr>
<tr>
<td>Implemented an electronic portfolio license--iWebfolio</td>
<td>Allows viewing of program data to make better decisions about improving programs</td>
<td>2004</td>
</tr>
<tr>
<td>Purchased TracDat, an electronic data collection and monitoring system</td>
<td>Allows for more accurate monitoring of achievement and outcomes of College processes</td>
<td>2004</td>
</tr>
<tr>
<td>Implemented an Online Gradebook</td>
<td>Allows students to make better learning decisions</td>
<td>2005</td>
</tr>
<tr>
<td>Implement Online Registration</td>
<td>Increases access to information about number of FTEs</td>
<td>2006-07</td>
</tr>
<tr>
<td>Implement Dashboard system--graphic display system for high-level, real-time reports</td>
<td>Increases access to data about numbers of students, FTEs, etc.</td>
<td>2006-07</td>
</tr>
</tbody>
</table>

Source: SWTC Office of Institutional Advancement

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**5R2** Regarding 5R1, how do your results compare with the results of other higher education institutions and, if appropriate, organizations outside of the education community?

The PACE Survey (see Figure 4-8, PACE Climate Survey Institutional Results, 2001 and 2004), is the evaluation tool which provides viable comparables with other higher education institutions nation-wide. The National Initiative for Leadership and Institutional Effectiveness (NILIE) has conducted more than 100 studies and has normed results in the following domains: formal influence, communication, collaboration, organizational structure, work design/technology, and student focus. Survey placement was Administration, 4.03; Faculty, 3.57; and Administrative Support, 3.55. The overall mean score was 3.60, an indication equivalent of a middle consultative system and a generally healthy campus climate.

**Improvement (I)**

**5I1** How do you improve your current processes and systems for leading and communicating?

Data from the PACE survey was reviewed for statistically significant differences between groups and individual items in the subcategories. This data was presented to all staff with the Leadership Team taking the lead in defining areas for improvement. Many other forms of input such as presidential roundtable discussions, student surveys, and community forums were assimilated into the development of the Strategic Directions and Action Projects. One of the continuing Action Projects is directly related to communication dissemination and feedback (see Figure 2-6, Vital Few Action Projects, 2005-08). All units within the College develop objectives relative to the College’s Strategic Directions and Action Projects with outcomes monitored on TracDat.

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**Category 5: Leading and Communicating**
Examples of strategies to improve communication include “The President’s Corner” in the weekly newsletter to address questions from staff, establishment of the College intranet for information sharing, and training provided to the administrative staff on how to handle communication issues.

5I2 With regard to your current results for leading and communicating, how do you set targets for improvement? What specific improvement priorities are you targeting and how will these be addressed? How do you communicate your current results and improvement priorities to students, faculty, staff, administrators, and appropriate stakeholders?

Process to Set Targets for Improvement
In leading the College, events occur in relation to many processes. PACE survey results, data from the HR Office, WTCS reports, and CLI reports are key sources of input to set targets for improvement. The Office of Institutional Advancement collects, analyzes, and disseminates all survey data. The District Board CIP review process allows critical reflection on practices and improvements on an annual cycle.

Targets for Improvement
Targets for improvement are the following:

- Communication—Improve College performance on the PACE survey by identifying effective methods of communication, working with administration to devise systems that eliminate communication issues, and aligning all staff objectives with the College Strategic Directions to enhance employee satisfaction (Senior leadership groups).
- Organization—College leadership will continue to seek an appropriate organizational structure that includes even distribution of work to eliminate stress caused by overworked employees (Senior leadership groups).
- Decision-making Process—Leadership will clarify decision-making processes in the College with the goal of seeking and using broad input at strategic points in the process (Senior leadership groups).

Such improvements will ease concern of staff, students, community members, and the Board, that a smooth transition is possible as new leaders, faculty, and support staff assume College positions. These improvements will continue to move the College in a positive direction.

Communication of Priorities
Current results and improvement priorities are communicated to students over news monitors posted throughout campus, “The Blue and Gold,” The Tech Transmitter, and Visions. Administration, faculty and staff receive information electronically (e-mail, intranet, “The Great College News,” voice mail); through personal communication (senior leadership/department/division meetings, in-services); and through print materials (memos, reports). Appropriate stakeholders receive information electronically (College Web site, telephone, SWTC cable TV station); through personal communication (meetings, TechFest, Advisory Committee meetings); and from print materials (marketing pieces, Visions, District Board minutes, news releases).
CATEGORY 6: Supporting Institutional Operations

Context (C)

6C1 What are your key student and administrative support service processes? What are the support service process needs of students and other stakeholder groups?

The vision, mission, and values of Southwest Wisconsin Technical College (SWTC) drive and define key support processes (see Figure O-1, Vision, Mission, Values, and Purposes). Although support services may be categorized as non-academic, academic, or administrative (see Figure 6-1, Key Support Services), all services ultimately focus on the goal of promoting student learning in alignment with the College vision. Key support services carry out the College mission by assisting persons to access opportunities for lifelong learning while addressing individual needs. College values are evidenced by the approach taken to provide key support services; i.e., in a professional manner, with attention to needs of partners, with a focus on innovation, etc. This network of services is provided to students and other stakeholders on a continuum that involves numerous personnel from across the College.

Figure 6-1 Key Support Services

<table>
<thead>
<tr>
<th>NON-ACADEMIC SUPPORT</th>
<th>ACADEMIC SUPPORT</th>
<th>ADMINISTRATIVE SUPPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Students)</td>
<td>(Students and Other Stakeholders)</td>
<td>(Other Stakeholders)</td>
</tr>
<tr>
<td>Auxiliary Enterprises</td>
<td>Academic Support</td>
<td>Business Operations</td>
</tr>
<tr>
<td>2. Child Care services</td>
<td>2. Auto-tutorial Lab</td>
<td>2. Budget</td>
</tr>
<tr>
<td>3. Food service</td>
<td>3. Special Services</td>
<td>3. Grant management--fiscal</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Admissions and Records</td>
<td>5. Purchasing</td>
</tr>
<tr>
<td>2. Emergency Loans</td>
<td>2. Placement testing</td>
<td></td>
</tr>
<tr>
<td>3. Student Employment</td>
<td>3. Registration</td>
<td></td>
</tr>
<tr>
<td>4. Transcripts/graduation reports</td>
<td>4. Transcripts/graduation reports</td>
<td></td>
</tr>
<tr>
<td>Job Center</td>
<td>Instructional Technology (IT) Support</td>
<td>Facilities Management</td>
</tr>
<tr>
<td>2. Job postings</td>
<td>2. Internet and e-mail support</td>
<td>2. Facilities planning</td>
</tr>
<tr>
<td>Recruiting</td>
<td>Library</td>
<td>4. Remodeling</td>
</tr>
<tr>
<td>1. Nontraditional</td>
<td>1. Collection/reference materials</td>
<td></td>
</tr>
<tr>
<td>2. Traditional</td>
<td>2. Computer access</td>
<td></td>
</tr>
<tr>
<td>Student Activities</td>
<td>3. Online databases</td>
<td></td>
</tr>
<tr>
<td>1. Diversity awareness activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Extra-curricular activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Student Senate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Services</td>
<td>Institutional Advancement</td>
<td></td>
</tr>
<tr>
<td>1. ATODA services</td>
<td>1. Grants management</td>
<td></td>
</tr>
<tr>
<td>2. Displaced Homemakers</td>
<td>2. Program evaluation</td>
<td></td>
</tr>
<tr>
<td>3. Health Services</td>
<td>3. Research</td>
<td></td>
</tr>
<tr>
<td>4. Nontraditional Occupations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Student Academic Achievement Plan (SAAP)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Student Alert System</td>
<td>IT Support</td>
<td></td>
</tr>
<tr>
<td>7. Student counseling/advising</td>
<td>1. Software/hardware needs</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Tech support</td>
</tr>
<tr>
<td></td>
<td>Human Resources</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Benefit administration</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Hiring process</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Negotiations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Foundation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Scholarships</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Staff development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Student housing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Source: SWTC Administrative Services Office</td>
<td></td>
</tr>
</tbody>
</table>

Category 6: Supporting Institutional Operations
Individuals begin to interact directly with the College support system at first inquiry and continue to access needed services through the admissions process to completion or graduation and then beyond as former students/graduates and community partners. Each student receives the same high quality services whether enrolling in a single course or in an occupational program. The College continuously evaluates and updates services to meet changing student and stakeholder needs.

6C2 How do your key student and administrative support services reinforce processes and systems described in Category 1, Helping Students Learn, and Category 2, Accomplishing Other Distinctive Objectives?

Key support services reinforce student learning and assist the College to meet its objectives by creating the framework necessary to carry out its mission and achieve its vision. Support service processes enable faculty and staff to perform effectively and efficiently and, as a result, help students learn successfully and accomplish all other distinctive objectives. The College Continuous Improvement Plan (CIP) for Institutional Effectiveness assures that the annual budget can support processes involved in providing support services (see Figure 2-4, Continuous Improvement Plan for Institutional Effectiveness). The key component to SWTC’s successful network of support services is personnel who care about students, are knowledgeable about the entire range of services, and make themselves accessible to student interaction. Students interact with the College by accessing available services in a systematic way, but all students do not access every service.

Helping students learn requires continuing interaction among a number of key support services over the course of students’ College experiences. Recruiting and Admissions provide access for learning by reaching out and aligning students’ interests and strengths with learning opportunities. Student Services personnel assist students to select effective course schedules and address social and health issues that might inhibit students’ abilities to learn. The Financial Aid Office assists students with education costs to increase access for students from all economic backgrounds. The Instructional Technology (IT) Department supports student learning by providing access to the Internet/intranet, computers/software, and communication services. The Library and Academic Support Services provide additional learning resources and support for coursework. Student activities increase opportunities for students to enhance leadership and life skills related to their career fields. Auxiliary enterprises provide lab experiences for practical application of career skills and offer students desired services at reduced rates. Student Records and the Job Center assist students to meet employment goals.

Likewise, these key support services assist the College to accomplish its other distinctive objectives. Recruiting and Admissions assists students to make a smooth transition from secondary schools in cases of advanced standing and dual credit agreements. Financial Aid administers SWTC Foundation Scholarships to augment federal financial aid programs. The IT Department supports other distinctive objectives by providing students in community services courses access to required educational technology. The Library and Academic Support Services assist Basic Education students to increase skills needed to enter College. Student Activities provide information to interest persons to enroll in nontraditional occupational training. Student Records provides verification of completion of courses for college transfer and to employers for apprenticeship program instructional hours. The Job Center provides job posting services for local employers and career support for graduates.

Processes (P)

6P1 How do you identify the support service needs of your students?

SWTC identifies student support needs through a variety of means, both quantitative and qualitative (see 1P9). Needs may be identified by students, faculty, staff, or other stakeholders. Tools such as surveys, Advisory Committees, front-line staff input, and verbal requests may be used to generate student need data. Annually, students from various educational programs participate in a District Board meeting to identify areas in the College that are of high quality and areas that they perceive as demonstrating opportunity for growth. In addition, students may elect to participate in Student Senate or student clubs in leadership positions. In these positions students have a forum from which to share input on various College processes and programs. As a regular part of Snapshots (recruitment visits of high school
sophomores and juniors), a panel of current students discusses the SWTC experience. Anecdotal information recorded from these panel discussions, provides feedback about support services that current students like well enough to recommend to others.

In alignment with learning college principles (see 8C1) in which learners are engaged as full partners, placement test results are analyzed and transcripts are reviewed with a student in a counselor interview to design a Student Academic Achievement Plan that will satisfy the academic needs of that student. Support Service personnel and instructors apply learning style analysis and study skill observations to further identify student needs and offer as many learning options as possible.

Students are also asked to complete several surveys throughout their SWTC experience. Students complete a satisfaction survey upon registration, a demographic survey soon after, and an Exit Survey just prior to graduation. Often students who leave the College prior to graduation cite personal barriers not academic failure as the primary cause of their leaving (anecdotal information from instructors and academic counselors). Analysis of the results of these measures will allow the College to identify and attend to risk factors early in a student's interaction with the College as part of the new Student Intake Process that is being piloted in Spring 2006. Students are also asked to complete a Graduate Follow-up Survey six months after completion. The results from these surveys are reviewed and analyzed to determine how processes can be modified to meet changing needs.

External stakeholders are involved on each educational program Advisory Committee to ensure that program requirements meet the needs of the workplace. Employers from the District who draw graduates from the program participate on Advisory Committees. Recent graduates serving on Advisory Committees remark on key support services that are needed to enhance the learning process. In addition, the District Board holds panel discussions with local employers throughout the District to discuss College strengths and opportunities for growth in regard to meeting workforce needs. Input from these sources is recorded, compiled, and considered in the planning process.

6P2 How do you identify the administrative support service needs of your faculty, staff, and administrators, as well as other key stakeholder groups (e.g., oversight board, alumni, etc.)?

Administrative support service needs are reviewed and analyzed on a regular basis. SWTC is a unionized environment that routinely participates in collective bargaining. Many faculty and staff functions are governed by contractual requirements that specifically identify responsibilities and work assignments. The College also has a formal structure in place for reviewing job responsibilities and determining job levels. In addition, administration, faculty, and staff participate in an annual evaluation process that identifies needs, sets direction, and provides for feedback (Professional Improvement Plans). The College has twice administered a college-wide Personal Assessment of the College Environment (PACE) Survey (2001 and 2004). PACE measures employee satisfaction in meeting staff, student, and College needs. The results of this survey are reviewed at all levels of the College to identify needs.

Areas in the College that are funded by grant dollars use Request For Proposal (RFP) guidelines for planning, assessment, and reporting purposes. An important function within this system is to ensure that any matching dollars that are required by the RFP from the College will be available if the proposal is approved. Early in the budget process, program teams and service areas are asked to provide input to the budget process. Scheduled times are available once monthly for such teams to meet to discuss planning and outcomes. As of 2006 TracDat is being used to record objectives and outcomes; this information will be accessible to all staff.

Employees in leadership and supervisory positions participate on the Leadership Team, which meets monthly to discuss interdepartmental and college-wide issues. Data from various surveys and feedback from faculty, staff, and outside stakeholders allow this group to make data-driven decisions regarding continuous process improvement. Employing the Plan, Do, Check, Act model (see 5-3, Decision-making Model) ensures that items will be revisited and outcomes will inform future decisions. Using data strengthens College performance through effective allocation and distribution of budgeted funds.
6P3  How are your key student and administrative support service processes managed on a
day-to-day basis to ensure that they are meeting the needs of students and key
stakeholder groups? How do you document your processes and encourage knowledge
sharing, innovation, and empowerment?

All student and administrative support services are managed on a day-to-day basis by department
directors who have the responsibility to provide service aligned with the Strategic Directions of the
College (see Figure 2-5, Strategic Directions Statements). Annually individuals and departments identify
goals, based on data from students, faculty, staff, and other stakeholders, that will strengthen College
performance. These goals are entered into TracDat, a software database. TracDat allows College
leadership to run reports that identify goals, identify which strategic directions are being addressed, and
track progress and results. Through the year progress is reviewed by the Leadership Team and District
Board. This powerful tool supports a system of continuous tracking, assessment, and improvement.

Documentation of processes occurs in a variety of ways: meetings, minutes, reports, procedure manuals,
and policies. Sharing of information occurs formally and informally. Department directors share
information with faculty and staff at departmental meetings. Faculty and staff participate in scheduled in-
service meetings at which new policies, survey results, and College initiatives are shared. In addition, if
the College President receives any staff questions between in-service meetings, the questions are shared
and answered at in-services. Faculty and staff evaluate in-service programs and their effectiveness. If
questions arise in the evaluation, the College President will respond via e-mail to all faculty and staff.

The College is also attempting to make better use of the College Internet and intranet sites. All faculty
and staff have access to the Intranet and can quickly find College procedures, forms, and policies. In
addition, weekly newsletters, “The Great College News” (for staff) and “The Blue and Gold” (for students)
are generated via e-mail and hardcopy to provide information on College happenings, future events, and
provide answers to frequently asked questions about the College. SWTC believes that communicating on
a College-wide basis encourages ownership and a greater sense of empowerment at all levels.

6P4  How do your key student and administrative support areas use information and results to
improve their services.

One example of how SWTC uses information to improve services is the budget planning process (see
Figure 6-2, District Budget Process). The budget is continuously updated based on most recent data and
assumptions so that College administration has the best possible information on which to base decisions.

Another example of how SWTC uses information and results to improve services is the evolution of the
Student Intake Process. The College is dedicated to improving student success. Having a comprehensive
Student Intake Process is a crucial element in getting students off to a good start. Devising and validating
an assessment process that will help predict student potential for respective program success will assist
staff to better understand individual needs. SWTC is currently appraising the present process, gathering
stakeholder input, examining best practices, benchmarking, planning a new process, beta testing, and
making improvements. As a result, the College will develop more detailed diagnostic and prescriptive
individualized learning plans for students to more effectively predict and assure student success.

6P5  What measures of student and administrative support service processes do you collect
and analyze regularly?

The Graduate Follow-up Survey provides information about students’ overall satisfaction with the College
(see Figure 3-7, Graduate Follow-up Statistics, 1999-2004), but does not provide information about
individual service units. Students have the opportunity to anonymously evaluate student support service
processes related to academic and non-academic support through the Student Exit Survey. The Student
Exit Survey is tabulated and results are available for all employees and District residents through the
Office of Institutional Advancement. Employees have access to results and use data to improve services.
Administrative support units are not measured by the Student Exit Survey. At present formal feedback
from staff and external stakeholders regarding both student and administrative support service processes
is not collected.
Results (R)

6R1  What are your results for student support service processes?
SWTC examines results of Student Exit Surveys, Graduate Follow-up Surveys, financial aid data, etc., to provide feedback to support initiatives for continuous improvement. Data from the Student Exit Survey may be aggregated for individual service units and educational programs and also provide an overall opinion of campus performance (see Figure 3-6, Overall Student Satisfaction at Exit). Following the data
stream for a four-year period provides trend-development information that is useful for future planning.

A sampling of the results shows that students do use resources available to them on campus. For example the Not Applicable (N/A) response for the Bookstore is very low, showing that most students use this service (see Figure 6-3, Bookstore). On the other hand, use of the Library has been steadily falling from 2002 to 2005 (see Figure 6-4, Library). A second look at the Library data field shows that students who use the Library (averaging 60-70 percent of the student body) are Satisfied and Very Satisfied with the service. An inverse conclusion may be drawn from the data that if students were unhappy with Library services, data would show a higher percent in the Unsatisfied or Very Unsatisfied categories. Closer study revealed that the number of students who used the Library declined for three of the last four years. The next step in the data analysis is to search for factors contributing to the decline of Library use. Analyses such as this are performed annually by each service unit and program in communication with administration.

Approximately half of SWTC students took advantage of Job Center services on campus (see Figure 6-5, Job Center). This may be attributed to a number of factors that include the following: students already had jobs and planned to continue working for current employers after graduation, employers (satisfied with past graduates) communicate employment openings directly to instructors who directly inform all students of such opportunities, students tend to seek faculty assistance in the employment search process, or students may not be seeking immediate employment.

Trends indicate that no statistically significant changes occurred in these three support services (see Figures 6-3 through 6-5) over the past four years, providing the College with a sense of stability from year to year.
Results related to the Business Office show that the total percent of students who chose Very Satisfied or Satisfied was within a small range in all four years (88-92 percent) (see Figure 6-6, Business Office). However, movement in 2003-04 was away from Very Satisfied toward the Satisfied category. The 2004-05 results show this direction reversing but not yet matching previous levels of satisfaction. Business Office staff will seek to understand and address causes for the changes in student perception. Data related to other support service units are also available for analysis.

Financial aid is an integral part of students’ success. Financial aid data are used to identify positive trends and areas of need that can be addressed to increase chances of success for students (see Figure 6-7, Financial Aid Disbursement Trends). From 2000-05 total financial aid has increased but with a shift in aid categories. In 2004-05 more students had to rely on loans, fewer grant dollars were awarded, and work study funding decreased by 32 percent.

Results of the pilot of some aspects of the new Student Intake Process will be available in May 2006 and may indicate if it serves all students better and increases chances of success for underprepared students.

6R2 What are your results for administrative support service processes?

### Figure 6-7 Financial Aid Disbursement Trends

<table>
<thead>
<tr>
<th>YEAR</th>
<th>LOAN ($)</th>
<th>GRANT ($)</th>
<th>WORK STUDY ($)</th>
<th>TOTAL AID ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-01</td>
<td>1,072,641</td>
<td>1,783,442</td>
<td>95,150</td>
<td>2,951,233</td>
</tr>
<tr>
<td>2001-02</td>
<td>1,231,873</td>
<td>2,047,162</td>
<td>86,032</td>
<td>3,365,067</td>
</tr>
<tr>
<td>2002-03</td>
<td>1,424,262</td>
<td>1,955,529</td>
<td>96,433</td>
<td>3,476,224</td>
</tr>
<tr>
<td>2003-04</td>
<td>1,451,315</td>
<td>1,889,349</td>
<td>100,979</td>
<td>3,441,643</td>
</tr>
<tr>
<td>2004-05</td>
<td>1,643,114</td>
<td>1,764,028</td>
<td>68,692</td>
<td>3,475,834</td>
</tr>
</tbody>
</table>

Source: SWTC Financial Aid Office

### Figure 6-8 Federal/State Grant History 1999-2005

<table>
<thead>
<tr>
<th>YEAR</th>
<th>GRANTS SUBMITTED</th>
<th>GRANTS RCV'D.</th>
<th>STATE/FEDERAL FUNDS ($) REQUESTED</th>
<th>SWTC MATCH $</th>
<th>TOTAL $ REQUESTED</th>
<th>TOTAL FEDERAL/STATE SHARE ($) APPROVED</th>
<th>TOTAL COLLEGE OPER. BUDGET ($)</th>
<th>% OF COLLEGE OPER. BUDGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>36</td>
<td>35</td>
<td>1,369,014</td>
<td>714,091</td>
<td>2,083,105</td>
<td>1,349,453</td>
<td>12,340,000</td>
<td>10.94%</td>
</tr>
<tr>
<td>2000</td>
<td>33</td>
<td>31</td>
<td>1,567,073</td>
<td>1,627,431</td>
<td>3,194,504</td>
<td>1,242,172</td>
<td>13,100,000</td>
<td>9.48%</td>
</tr>
<tr>
<td>2001</td>
<td>35</td>
<td>33</td>
<td>1,762,624</td>
<td>795,365</td>
<td>2,557,989</td>
<td>1,759,624</td>
<td>13,800,000</td>
<td>12.75%</td>
</tr>
<tr>
<td>2002</td>
<td>35</td>
<td>34</td>
<td>2,088,562</td>
<td>830,568</td>
<td>2,919,130</td>
<td>2,045,422</td>
<td>14,900,000</td>
<td>13.72%</td>
</tr>
<tr>
<td>2003</td>
<td>40</td>
<td>39</td>
<td>2,224,448</td>
<td>878,750</td>
<td>3,103,198</td>
<td>2,211,687</td>
<td>15,725,000</td>
<td>14.06%</td>
</tr>
<tr>
<td>2004</td>
<td>36</td>
<td>32</td>
<td>2,250,720</td>
<td>677,625</td>
<td>2,928,345</td>
<td>1,720,575</td>
<td>16,275,000</td>
<td>10.57%</td>
</tr>
<tr>
<td>2005</td>
<td>40</td>
<td>39</td>
<td>1,801,513</td>
<td>645,222</td>
<td>2,446,736</td>
<td>1,749,121</td>
<td>16,982,000</td>
<td>10.30%</td>
</tr>
</tbody>
</table>

Source: SWTC Office of Institutional Advancement

Category 6: Supporting Institutional Operations
Grants are an essential part of the SWTC operating budget (see Figure 6-8, Federal/State Grant History 1999-2005). With grants approximately 10 percent of the annual operational budget, SWTC was third in the WTCS in 2005 for percent of grant funding compared to total operating revenues. The College is committed to ensuring that effective processes are in place to obtain and administer these grants. Examining the data over a period of years provides an understanding of the commitment that the College makes to locating and competing for alternative sources of funding. Over the last seven years, grant dollars increased annually until 2004-05. If the present trend continues (fewer dollars available from current providers), additional sources of funding must be located to maintain the same level of services.

SWTC has historically received an unqualified audit opinion on its financial statements from independent auditors, which shows that adequate policies and procedures are in place to ensure financial information is accurate and that the year end financial statement are materially correct.

District bonds get superior marks from outside experts. SWTC bonds continue to maintain a Moody’s Investor Service Aaa rating, and SWTC has continued to meet all of its debt service requirements. An Aaa rating is the highest rating Moody’s Investor Service issues, meaning SWTC bonds are of the highest investment quality. This trend exemplifies the stability of SWTC as a premier educational institution.

Another indication of the financial stability of Southwest Tech is found in the history of the fund balance of the College (see Figure 6-9, Fund Balance). From 2002 to 2005 this account has shown positive growth. More importantly, figures in the last column indicate the fund balance as a percentage of budgeted expenditures for the following year. This percentage indicates the ability of the College to continue operations and meet its financial responsibilities in the face of current financial shortfalls.

Regarding 6R1 and 6R2, how do your results compare with the results of other higher education institutions and, if appropriate, organizations outside the education community?

6R3

Source: SWTC Audit Report
Financial aid is very important to the students attending Southwest Tech; approximately 70 percent receive some form of financial aid each year. Using IPEDS data from 2003-04, a greater percentage of SWTC students received financial aid in all categories than did students in the comparison group (see Figure 6-10, Financial Aid by Type). Knowing the rural character of the District and the generally lower wage structure compared to the rest of the state, students clearly demonstrated need for financial assistance to attend College. SWTC compares its results with other higher education institutions annually using the IPEDS database. This data system allows comparisons to similar institutions using a wide array of criteria both financial and non-financial.

WTCS comparison data related to support of institutional operations is available in a number of categories including percent of budget revenues from grants, program review data, and FTEs generated by academic support services (see Figure 3-11, Actual Cost Per FTE, Comparison With WTCS, and Figure 9-2, High School Graduates Attending Technical Colleges, Comparison With WTCS).

At this time SWTC is not comparing results with organizations outside the education community.

Improvement (I)

6I1 How do you improve your current processes and systems for supporting institutional operations?

Currently, the system in place to improve processes and systems is based on the CIP adopted by SWTC. Dedication to continuous improvement has become engrained in SWTC culture; processes and procedures are constantly being analyzed for improvement. The CIP has given employees of SWTC an attitude that embraces and welcomes change and minimizes barriers to improvement.

6I2 With regard to your current results for student and administrative support processes, how do you set targets for improvement? What specific improvement priorities are you targeting and how will these be addressed? How do you communicate your current results and improvement priorities to students, faculty, staff, administrators, and appropriate stakeholders?

Process to Set Targets for Improvement

Targets for improvement are set through SWTC’s strategic planning process and are carried out through the CIP. Employees of the College are required to develop a Professional Improvement Plan on a yearly basis. The plan is developed in cooperation with a supervisor and monitored for progress throughout the year. The supervisor works with the employee to integrate strategic directions of the College into each employee’s personal improvement plan so that each employee’s goals are aligned with the goals and mission of the College.

Targets for Improvement

Targets for improvement are the following:

- Student Intake Process--Continue the development and implementation of the Student Intake Process (Student Intake Process Action Team and Student Services).
- Staff Feedback About Support Services--Develop a more formal survey process to get input from staff about the effectiveness of support services (Leadership Groups).
• District Feedback About Administrative Support Services--Develop a formal survey process to survey stakeholders’ responsiveness to staff (Leadership Groups).
• Online Registration--Develop an online registration process and access to student records (PeopleSoft Consortium).
• Matriculation--Improve support services to encourage matriculation (Student Intake Process Action Team and Academic Development Department).
• Data Analysis--Improve process through which data is analyzed to include investigation into causes for outcomes.

Communication of Priorities
Current results and improvement priorities are communicated to students over news monitors posted throughout campus, “The Blue and Gold,” The Tech Transmitter, and Visions. Administration, faculty and staff receive information electronically (e-mail, intranet, “The Great College News,” voice mail); through personal communication (senior leadership/department/division meetings, in-services); and through print materials (memos, reports). Appropriate stakeholders receive information electronically (College Web site, telephone, SWTC cable TV station); through personal communication (meetings, TechFest, Advisory Committee meetings); and from print materials (marketing pieces, Visions, District Board minutes, news releases).
CATEGORY 7: MEASURING EFFECTIVENESS

Context (C)

7C1: In what ways do you collect and store information and data, both in centralized and decentralized circumstances? In what ways is this information made accessible to those who need it?

The Information Technology Department (IT) at Southwest Wisconsin Technical College (SWTC) oversees the planning, implementation, maintenance and upgrades of the current wired and wireless infrastructure, including hardware, software, and security campus-wide. Strategic goals from the Information Technology Plan for 2006-07 are as follows:

- Improve internal access to information.
- Integrate technology into the learning process.
- Simplify administrative processes and procedures.
- Improve campus-wide technical support.
- Enhance access to the College for external customers.

Under each strategic goal, specific activities name steps to accomplish the IT Plan. IT support includes both centralized systems such as PeopleSoft, and decentralized systems such as personal computers and laptops throughout the campus.

The College’s main data collection system is PeopleSoft, which includes modules for the campus community, admissions, records, financials, and financial aid. The College does not currently use the advising capabilities of this software, but intends to implement them in the future. SWTC is a part of the Southern Wisconsin Consortium for this system, which also includes Madison Area Technical College (MATC) in Madison, Wisconsin, and Western Wisconsin Technical College in LaCrosse. Records and information are currently housed at Madison Area Technical College. SWTC employees access the data through a Secure Hypertext Transfer Protocol (HTTPS) connection.

The College IT department is responsible for authorizing access to all resources on the local area network (LAN), including access to data and information. The access an employee has to these resources is usually based on the position of the individual within the organization. However, special requests can be made to the IT department to gain access to a campus resource that is not already allowed by the job one holds on campus.

In addition to these centralized systems, the College also makes use of the intranet site, e-mail system, and multiple drives to store College data. These drives give all staff members access to reports that contain essential information regarding students, schedules, courses, programs, and departments on campus. Though only designated employees have rights to modify information, all staff on campus has rights to view the information. The intranet provides staff with access to forms, meeting minutes, departmental information, policies, historical data, and the Curriculum Bank. The TracDat system provides a way for persons designated by programs and service units to enter annual objectives that are aligned with WTCS Indicators of Effectiveness and College Goals as determined in the Continuous Improvement Plan (CIP) for Institutional Effectiveness (see Figure 2-4, Continuous Improvement Plan for Institutional Effectiveness). These designees post progress toward and accomplishment of objectives throughout the year.

7C2: What are your key institutional measures for tracking effectiveness?

The College’s key institutional measures for tracking effectiveness--core indicators--are named in the CIP (see Figure 2-4, Continuous Improvement Plan for Institutional Effectiveness). The SWTC Core Indicators are listed under the 2005-08 Strategic Directions, which are aligned under the WTCS Core Indicators of Effectiveness. The system indicators are as follows: Student Achievement and Satisfaction, Employer Satisfaction, Public Perception and Satisfaction, and Organization Quality. Each SWTC Core Indicator is matched with one or more methods of assessment. The Quality Review Process (QRP), first implemented in 2004 with academic programs and presently being expanded to include service units, is an example of
a method used to assess effectiveness of Graduation Rate (SWTC Core Indicator), aligned under Learning (SWTC Strategic Direction), aligned under Student Achievement and Satisfaction (WTCS Core Indicator of Effectiveness). The College has identified various other means of data collection that provide feedback into the continuous improvement process (see Figure 7-1, Examples of Data Collected).

Processes (P)

7P1: How do you select, manage, and use information and data (including current performance information) to support student learning, overall institutional objectives, strategies, and improvement efforts?

Each year the CIP is reviewed for currency and applicability. Core indicators and methods of assessment may be modified to better measure the College’s goals. Data for each core indicator are collected and presented as part of quarterly reports to the District Board on college effectiveness. Four years of data and information are now on file in the CIP Reports. This collective data identifies trends, indicates areas for improvement, and delineates progress toward objectives as related to the SWTC Core Indicators.

7P2: How do you determine the needs of your departments and units related to information and data collection, storage, and accessibility? How are these needs met?

All data collection tools are designed for multiple users and functions and are directly aligned with the CIP.

A great amount of data is available to departments and service units through electronic means (Internet, intranet, various College network drives, TracDat, WTCS Systematic) and through print media (CIP Reports). The College conducts a number of surveys and collects information using other tools throughout the year for various purposes. Some data collection is important for strategic planning, improvement efforts, or helping students learn. Some items are requirements of the State or Federal Government. Other needs may be met through local surveys that provide the College with a better understanding of stakeholders’ needs. All types of data are accessible to departments and units as needed. If regularly reported data does not meet a particular need, additional data may be requested through the appropriate College department. Each request for additional data is reviewed and, if data is available, the information is supplied; or a plan is developed to supply the data in the future.
7P3 How do you determine the needs and priorities for comparative information and data? What are your criteria and methods for selecting sources of comparative information and data within and outside the education community?

The needs and priorities for comparative data are primarily driven by how the College can improve meeting students’ needs and employers’ expectations through use of information. An immediate source for comparative data is within the Wisconsin Technical College System, consisting of 16 colleges. At times a subset of colleges closer in size is utilized.

When developing comparisons outside the WTCS, colleges with similar demographics—small, rural, two-year colleges—are identified. For instance, the Integrated Postsecondary Education Data System (IPEDS) provides a list of similarly defined colleges. This system of surveys is designed to collect data from all institutions and educational organizations in the United States as well as some outlying areas. IPEDS collects institution-level data on student charges, program completion, faculty, staff, and finances. Over 7,000 institutions of higher education provide information to the US Department of Education using this system. The information is used at the state and national levels for policy analysis and development. Reports are used at the college level for benchmarking and comparison purposes with other like institutions on a national level.

When a college submits the required information to IPEDS, which is done in three parts throughout the year, IPEDS creates a comparison group for each institution that is used in benchmarking. The comparison group for 2004 consisted of 88 other institutions that IPEDS deemed similar to this institution; the 2005 comparison group was 28 other institutions. In the interim because the WTCS has a unique structure as compared with other colleges, the data collection process was refined at the request of the WTCS to provide more accurate results. Comparative data in the IPEDS Data Feedback Report covers many aspects of College operations.

IPEDS also has a College Opportunities On-Line (COOL) component which includes colleges, universities, community colleges, trade and technical schools. The system is designed to help college students, future students, and their families understand the differences among colleges and how much it costs to attend. The Internet-based system allows a user to search for a particular school by name or compare a group of schools based on specific criteria. The categories available for each institution include general information, enrollment, awards and degrees, financial aid, graduation rates, admissions information, accreditation, and campus security. Since this system is created by IPEDS, the information is sent by all colleges annually; so current and potential students have access to relevant, current information.

Outside the education community, the College looks for comparisons of comparable services in similar locations. An example is pricing of day care in child care centers in the District or pricing of training services with private providers.

7P4 How, at the institutional level, do you analyze information and data regarding overall performance? How is this analysis shared throughout the organization?

The CIP includes a specific timeline for analysis of information and data regarding overall College performance. CIP Reports are presented to the District Board on a quarterly basis. Presently four years of reports are on file with administrative staff and are available to staff as requested. Members of the senior leadership groups—President’s Cabinet, Deans Council, and Leadership Team—participate in the development of the CIP Reports and are responsible for dissemination of the information to faculty and staff. Examples of processes that contribute to the analysis of information and feed into the CIP are as follows:

- Informal methods of environmental scanning assist SWTC to proactively gather data regarding future trends to determine demographic and cultural changes in the District. Information is compiled annually regarding public school districts, counties, employers, workforce profiles, and government initiatives. Information shared with the District Board and
the President’s Cabinet is used for strategic planning, budgeting, programming, and general operational decisions.

- Formal methods such as the Quality Review Process, developed by the WTCS with input from the 16 member colleges, is in place for all instructional programs, Adult Basic Education, and General Education (see Figure 1-4, Quality Review Process). Information is shared throughout the College using scorecards.
- External methods such as the Quality Review Process Data System (QRPDSS) allows faculty and staff members to look at other similar programs within the Wisconsin Technical College System, view their improvement plans for specific indicators, and compare these plans from other colleges within the system to plans that have been set for SWTC programs. QRPDSS is accessible to all faculty and staff members via the Internet.
- Grants management is another method that requires analysis of information over a period of years. The College received a five-year Title III, Part A, Grant that began October 1, 2001 and will end September 30, 2006 (see Figure 5-4, Title III Project Activities). This $1.75 million strengthened College effectiveness by establishing a connected learning environment. Major objectives/progress/outcomes of the grant are communicated to staff at in-services.

7P5 How do you ensure that department and unit analysis of information and data aligns with your institutional goals regarding student learning and overall institutional objectives? How is this analysis shared?

The District Board with input from all staff has identified six Strategic Directions that align with the College mission and vision. In addition, the College through a democratic process identified three critical issues—the AQIP Vital Few. Combined, these nine College goals assist the College to achieve its vision and mission.

The nine College goals are linked to educational program and organizational unit objectives that are entered into the TracDat system. Organizational units identify up to four goals that may be tracked using TracDat. For each goal the unit must identify assessment measures and methods and state a plan for achieving the goal. As one goal is met another can be created in this continuous process. TracDat provides a visible and easily accessible way to monitor direction, progress, and results. Use of this system ensures that analysis aligns with institutional objectives.

All personnel have access to TracDat with read only and printing rights. Assigned individuals have editing rights to add and modify information in a specific area. All staff can print reports on any of the nine goals and see activities that programs and organizational units have selected to fulfill a specific goal. In-service time has been used to provide information and limited training to all staff, and additional individual or small group training will be provided by the Center for Learning Innovation.

7P6 How do you ensure the effectiveness of your information system(s) and related processes?

A three-year Information Technology Plan is presented to the District Board each May. This plan is developed by an action team that has administrative and instructional co-chairs. Input is gathered throughout the College and reviewed by the team, which then determines a timeline for implementation.

The College has an effective Information Technology (IT) Department that is staffed with full-time personnel to handle current needs. Guided by the Information Technology Plan, hardware on campus is on a program cycle that allows for maximum efficiency. Computer lab and instructor hardware are replaced every three years. Software applications and license agreements are upgraded and changed based on costs, needs, and industry standards to ensure that College instruction is at or above industry standards. The IT help line is staffed by students in IT programs or by paid staff during the normal work day. IT staff make themselves accessible for quick response troubleshooting as issues arise.

The College uses the PeopleSoft system for student records and financials and is working toward implementation of further capabilities of the software; i.e., online registration and other student access.

Category 7: Measuring Effectiveness
Network operations are monitored daily by the IT Administrator, and problems are taken care of as they occur. Regularly scheduled reporting of data occurs throughout the year to various local, state, and federal agencies. This data is analyzed prior to leaving the College to ensure accuracy. SWTC strives to ensure that the data and information traveling within and beyond the College network is reliable, accessible to those who need it, confidential when required, and accurate at all times.

The Information Technology Plan identifies purchase/upgrade timelines for campus technology. All aspects of the plan are monitored regularly, and a report is delivered to the District Board annually in May. Staffing and fiscal needs are addressed in the budget planning cycle and are monitored monthly.

7P7 What measures of the effectiveness of your system for measuring effectiveness do you collect and analyze regularly?

Results from the system of surveys that feeds information into the CIP are compiled into reports and compared with past years results. Trends that are identified are shared with the leadership of the College. The process of conducting particular surveys is continuously studied to assure that the most reliable and valid results are the end product of the process.

At this time no formal collection process is in place to measure effectiveness of the information technology system. However, anecdotal evidence exists that fewer complaints have been registered about the availability of IT support.

Results (R)

7R1 What is the evidence that your system for measuring effectiveness meets your institution’s needs in accomplishing its mission and goals?

Implementation of PeopleSoft for finance and student records has made it possible to warehouse large amounts of information electronically, reducing and in some cases eliminating the need for large areas of storage for hard copy information. With the four-year development process nearly completed, this software makes it possible to extract a large number of reports for varied purposes rather quickly. Information is available to instructors and support staff online on a dedicated drive so that information is at one’s fingertips whenever at a computer. That this system meets institutional needs is evidenced by the following:

- Accessibility to data, drives decisions related to further implementation of PeopleSoft.
- The College consistently meets state data reporting requirements and timelines.
- Information for the CIP Reports, the QRP, and IPEDS is available.
- Departments and programs are using the available data.

7R2 Regarding 7R1, how do your results compare with the results of other higher education institutions and, if appropriate, organizations outside of the education community?

The system of measuring effectiveness in place at SWTC has enabled the College to consistently meet WTCS data requirements for the 16 colleges in the system by delivering information in an acceptable format and in a timely manner. The same is true of supplying information to the national IPEDS database.

Improvement (I)

7I1 How do you improve your current processes and systems for measuring effectiveness?

The Information Technology Plan is the basis for improving current processes and systems related to measuring effectiveness. The plan is updated annually with input from across the College, always with a three-year timeline. This process allows for adjustment if initiatives require more or less time or resources for completion, additions of new initiatives annually, and deletion of goals/activities that lose their significance as related to overall needs of the College.
How do you set targets for improvement? What specific improvement priorities are you targeting and how will these be addressed? How do you communicate your current results and improvement priorities to students, faculty, staff, administrators, and appropriate stakeholders?

Process to Set Targets for Improvement

The CIP and development of the Information Technology Plan enable the College to measure effectiveness while focusing on the mission, vision, values, and goals of the institution to ensure that the College is meeting and exceeding stakeholders' expectations. Input from faculty and staff is requested at key points in the planning continuum. Focused in-service presentations and work time assist staff to learn about measurement processes and participate in their application.

Targets for Improvement

Targets for improvement are the following:

- Staff Input to Process--Survey staff about technical support needs and present level of support (Office of Administrative Services and Office of Institutional Advancement).
- Information Technology Plan--Continue to implement goals by accomplishing activities delineated in the plan (Instructional Technology Department and Office of Administrative Services).

Communication of Priorities

Current results and improvement priorities are communicated to students over news monitors posted throughout campus, “The Blue and Gold,” The Tech Transmitter, and Visions. Administration, faculty and staff receive information electronically (e-mail, intranet, “The Great College News,” voice mail); through personal communication (senior leadership/department/division meetings, in-services); and through print materials (memos, reports). Appropriate stakeholders receive information electronically (College Web site, telephone, SWTC cable TV station); through personal communication (meetings, TechFest, Advisory Committee meetings); and from print materials (marketing pieces, Visions, District Board minutes, news releases).
CATEGORY 8: PLANNING CONTINUOUS IMPROVEMENT

Context (C)

8C1 What is your institution’s vision of what your institution will be like in the next 5-10 years?

Southwest Wisconsin Technical College (SWTC) will be a leader in learning-centered education. This College vision statement was revisioned in 2005. Over the next five to ten years, the success of the College vision will be impacted by three factors—learning, resources, and facilities. Achievements related to these factors will assist the College to become a leader in learning-centered education.

Through the AQIP reaccreditation process, Southwest Tech strongly supports the learning-centered approach and will embrace this concept into the future. The College is guided by the following “Six Tenets of a Learning College” (adapted from Terry O’Banion, A Learning College for the 21st Century):

- Define roles by needs of learners/customers.
- Engage learners/customers as full partners.
- Offer as many options for learners/customers as possible.
- Assist learners/customers to form and participate in collaborative learning activities.
- Improve and expand learning to enhance College success.
- Create substantive change in individual learners.

Learning is supported by the following principles, which are central to the College vision: Southwest Tech is vital to the economy of southwest Wisconsin in its role as provider of a technology-savvy workforce. Of particular importance is meeting the workforce needs of the health-related industry. The College is a reliable resource for business and industry that provides quick-response training as workforce needs continue to expand and change. SWTC strives to be the college of first choice in the tri-state area. Expansion of access to online course and program offerings is essential to drawing students from remote locations and those with scheduling barriers. Facilities of distinction draw students to participate in educational programming that meets and exceeds industry standards.

Resources are vital to Southwest Tech’s becoming a leader in learning-centered education. Imperative to accomplishing this vision are the interrelated resources of students, staff, and funding. A reduction in financial resources impacts students and staff; for example, programs with marginal enrollment may be eliminated. Loss of programs affects the economic well being of the District. Low-enrollment programs still provide needed graduates to employers; discontinuing these programs affects the District’s community stakeholders. Increasing costs combined with budget limitations imposed by state statute require the College to continually examine services that are essential for student retention but that do not generate FTEs. Alternative funding sources help to alleviate some of the financial constraints, which ultimately affect students and staff.

Facilities are also essential to achieving the College vision. Southwest Tech is currently at a crossroads as it relates to facilities. A five-year Facilities Master Plan was developed and accepted by the District Board in 2005. The College is currently leasing over 21,000 square feet of classroom space in addition to the approximately 235,000 square feet on campus. Original campus components were built in the early 1970s with many lab facilities that are now outdated and are no longer effective in the current learning environment. The Facilities Master Plan addresses needed expansion/remodeling of current facilities to assist the College to become a leader in learning-centered education.

8C2 What are your institution’s short- and long-term strategies? How are these strategies aligned with your mission and vision?

Southwest Tech’s long-term strategies encompass the Strategic Direction statements (see Figure 2-5, Strategic Directions Statements, 2005-08) adopted by the District Board in 2005 and the three Vital Few statements (see Figure 2-6, Vital Few Action Projects, 2005-08) developed by the AQIP Steering Team with significant input from staff. These nine statements are considered the College Goals and are the nucleus for the 2005-08 Strategic Plan. The Continuous Improvement Plan (CIP) for Institutional
Effectiveness graphically depicts the strategic plan (see Figure 2-4, Continuous Improvement Plan for Institutional Effectiveness).

Additional long- and short-term strategies are developed for each organizational unit within the College. Southwest Tech uses TracDat to electronically monitor the progress of institutional goals and objectives as part of the strategic planning process. In TracDat an organizational unit is identified as a campus department, division, or committee. Each organizational unit identifies objectives that could be accomplished in a year or take up to three years. Each unit may track one to four active objectives at any time. Organizational unit objectives will be identified in the first quarter of 2006. Using TracDat, each objective is linked to a minimum of one College goal, which supports the College vision and mission.

**Process (P)**

8P1  **What is your planning process?**

The 2005-08 CIP Process Chart graphically presents a timeline for Southwest Tech's planning process (see Figure 8-1, Continuous Improvement Plan for Institutional Effectiveness Process Chart). This annual process begins and ends with the District Board and involves administration, faculty, and support staff. The District Board is responsible for setting the vision, mission, and long-term goals for the College with input from staff and other stakeholders. The District Board and Leadership Team cycle through the planning process annually, and every three years the process itself is intensely scrutinized by the District Board and Leadership Team.

All staff and the District Board are involved in the planning process. In February 2005 a strategic planning all-staff in-service was held. Administration, faculty, and support staff developed six draft Strategic Direction statements. The draft statements were reviewed, finalized, and adopted by the District Board in Spring 2005.

Based on a rotational schedule, the Leadership Team receives monthly updates on one of the six Strategic Direction statements. Each quarter the District Board is presented with a report on one of the Wisconsin Technical College System (WTCS) Core Indicators of Effectiveness within which the SWTC Strategic Directions are included (see Figure 2-4, Continuous Improvement Plan for Institutional Effectiveness). These quarterly CIP Reports are as follows:

- 6. Student Achievement and Satisfaction.
- 7. Employer Satisfaction.
- 8. Public Perception and Satisfaction.

8P2  **How do you select short- and long-term strategies?**

Southwest Tech’s long-term strategies or College Goals (see Figure 8-2, TracDat Process Chart) were developed by the District Board with input from all staff. In 2005 an external consultant guided the District Board and all staff through the process of revisiting, redefining, and refining the Vision, Mission, and six Strategic Directions. At the February 2005 all-staff in-service, staff met in small groups to provide input on the 2000-05 Strategic Direction statements. Staff reviewed the Strategic Directions and redefined each one. The District Board was presented with the new statements and provided input to finalize the Strategic Directions. All staff revisited the three Vital Few statements at the August 2005 in-service. Staff were given the opportunity to select three new Vital Few statements. A list of six statements developed by the Leadership Team was given to staff who then voted on their top three choices. The six Strategic Direction Statements and the three Vital Few Statements comprise the nine College Goals.

Individual departments, divisions, academic programs, committees, and action teams develop short-term goals and strategies. These organizational units evaluate current efforts and new initiatives they wish to achieve and develop both short-term and long-term strategies to achieve the goals. The developed strategies are identified as organizational unit objectives in TracDat, the electronic tracking tool that the College uses. As short-term goals are achieved, new goals and strategies are developed.
Figure 8-1  Continuous Improvement Plan for Institutional Effectiveness

Process Chart

**Board members develop/reaffirm Strategic Issues.**

- **Spring**
  - Leadership Team members receive monthly updates on the Strategic Directions: Learning (September/March), Staff (October/April), Market Share (December/June), Facilities/Instruction (August/February), Fiscal (July/January), Continuous Improvement (November/May).

- **July/August**
  - College President takes Strategic Issues to Leadership Team. Two Leadership Team members volunteer as Co-chairs for each Strategic Direction.

- **August**
  - College President presents CIP Chart and Strategic Direction information at College-wide in-service. Staff participation invited.

- **August**
  - Staff oriented to 2005-08 process. Staff input received through TracDat.

- **September**
  - Key personnel trained on TracDat.

- **September/November**
  - Departments, Divisions, and Committees develop objectives, methods, and criteria.

- **December**
  - District Board revises CIP based on objectives submitted by teams.

- **December**
  - Leadership Team verifies that all nine College Goals are addressed.

Source: SWTC Office of Institutional Advancement

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**Legend**

- **Input**
- **Process**
- **Decision**

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Category 8: Planning Continuous Improvement
How do you develop key action plans to support your institutional strategies?

Key action plans (SWTC unit objectives) are developed primarily using three methods:

Method 1--District Board Monitoring: Quarterly CIP Reports are presented to the Board using the four WTCS Core Indicators of Effectiveness (see Figure 2-4, Continuous Improvement Process for Institutional Effectiveness). The quarterly reports address the SWTC Core Indicators and Methods of Assessment listed under each WTCS Core Indicator of Effectiveness. The assessment data are gathered from key institutional and WTCS reports and stakeholder surveys.

Method 2--Leadership Team Discussion/Sharing: Based on a schedule (see Figure 8-1, Continuous Improvement Plan for Institutional Effectiveness Process Chart), Leadership Team members who co-chair the individual Strategic Directions initiatives provide information to the Leadership Team biannually. Leadership Team input and discussion on Strategic Directions occur at these monthly meetings. Information discussed is shared with appropriate organizational units at the College.

Method 3--Community Input: In September 2003 the District Board implemented community panel discussion sessions. Five community panels were scheduled, one in each of the five counties in the College District. Panel discussions were held as part of the District Board meetings in the county seats. Twenty-six community representatives from diverse occupational fields participated. A variety of questions were asked and input was received with a SWOT analysis conducted after each session. Information received from the panels is used as the College revisits facilities, programming, and services as part of the CIP.

Using the information gathered with these methods, the District Board, President’s Cabinet, and Leadership Team, with input from staff, develop action plans for the College. These action plans or unit objectives are entered into TracDat for electronic monitoring.

How do you coordinate and align your planning processes and overall institutional strategies and action plans with your varying institutional levels?

TracDat is the tool Southwest Tech is using to manage its strategic plan. The TracDat process has been outlined and disseminated to all staff (see Figure 8-2, TracDat Process Chart). TracDat allows the College to track its strategic planning process by tying individual organizational unit objectives back to the nine College Goals. All staff have access to the Web-based TracDat and have been involved in developing unit objectives. Staff is involved in the ongoing process of training on the use of TracDat and will have access (read only) to monitor all objectives developed by the organizational units.

The District Board, President’s Cabinet, and Dean’s Council have the broadest objectives since their strategies and action plans address college-wide issues. All 35 organizational units have developed up to four active objectives each that will be monitored on TracDat. All organizational unit objectives will help the College achieve the nine goals in the 2005-08 Strategic Plan.

How do you select measures and set performance projections for institutional strategies and action plans?

Each organizational unit identifies up to four objectives to track each year. The organizational unit identifies assessment plans to track objectives. The assessment plan includes the measures/methods and the criterion to assess when the objectives have been achieved. This data is entered into TracDat to allow for tracking of the objectives and College goals and is available to all staff.

College goal or organizational unit reports can be accessed to track the progress of the College Strategic Plan. Reports include categories of organizational unit objectives, assessment methods and criteria, any observations relating to the assessment method or criteria, and a proposed remedy or a solution and follow-up.
Figure 8-2  TracDat Process

HIERARCHY OF THE STRATEGIC PLANNING MODEL USING TRACDAT

Vision:  Southwest Wisconsin Technical College will be a leader in learning-centered education.

Mission:  Southwest Wisconsin Technical College provides lifelong learning opportunities with an individualized focus for students and communities.

Nine College Goals

The College will affirm its commitment to excellence by accomplishing the following goals:

- Provide life-long LEARNING opportunities to meet the changing needs of students, employers, and communities.
- Recruit, develop, and retain competent STAFF to advance learning.
- Develop new strategies and opportunities to expand MARKET SHARE.
- Provide well-equipped FACILITIES that allow for INSTRUCTION consistent with industry standards.
- Demonstrate FISCAL accountability and resourcefulness strengthening support of the college.
- Practice a system of CONTINUOUS IMPROVEMENT to strengthen college performance.
- VITAL FEW--Design and implement a new comprehensive student intake process.
- VITAL FEW--Improve electronic communication processes for information dissemination and feedback.
- VITAL FEW--Develop a comprehensive integrated marketing plan.

Department, Division, or Committee Objectives

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<tr>
<th>Responsibilities/Objectives</th>
<th>Method/Activities/Tasks</th>
<th>Assessments</th>
<th>Criterion</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the primary responsibilities and processes of this unit?</td>
<td>What steps are needed to accomplish the objectives?</td>
<td>How will activities/responsibilities/processes/objectives be assessed?</td>
<td>How well must the objectives be achieved? (Identify a number or date.)</td>
</tr>
</tbody>
</table>

Document

Document department/division/committee observations and follow up of Methods and Criterion.

Track

Track College/division/committee progress toward meeting College Vision, Mission, Strategic Directions, and Vital Few initiatives.

Source: SWTC Office of Institutional Advancement
How do you account for appropriate resource needs within your strategy selection and action plan implementation processes?

The College is required to report to the Wisconsin Technical College System a budgetary plan projecting one year beyond the current year. This plan is developed using a combination of past history and best assumptions on future influences due to the volatility of the criteria used to determine budget priorities. In more detail, the College utilizes a one-year budget planning process that is initiated by the Director of Administrative Services (see Figure 6-2, District Budget Process). Budget deliberations include prioritizing equipment purchases, faculty recommendations, travel/purchase cards, etc.

The budgeting process includes seeking grant monies through alternative funding sources. The College annually applies for grant funds administered by State and Federal agencies (see Figure 6-8 Federal/State Grant History 1999-05). The WTCS oversees grants to the 16 Wisconsin Technical Colleges in the categories of Carl D. Perkins Vocational and Technical Education Act, Adult Education & Family Literacy Act, and General Purpose Revenue. In addition, additional grants are submitted to other state, local or private funding sources. Although this is not a major category of funding, specific objectives can be achieved with these funding sources. The College seeks grant opportunities through federal agencies. Southwest Tech will complete a five-year Title III Strengthening Institutions (Part A) grant through the U.S. Department of Education in Fall 2006. The Agriculture and Consumer Services Division has received grant dollars through the U.S. Department of Agriculture for the last three years to fund expansion of department programming.

To address new staffing needs, the College has implemented a new position request process. Each department supervisor completes the New Position Request Form by December 1. The new positions are then presented to the Leadership Team for informational purposes. The new positions requested are included in the departmental budget and reviewed as part of the overall budget plan.

Southwest Tech's space requirements are guided by two facility plans. The District Board accepted a five-year Facilities Master Plan in Fall 2005, which includes expansion/remodeling plans for the College. This facility plan was developed over a period of a year with the assistance of an engineering firm. Input was received from staff regarding space needs, and three options were presented to all staff and the District Board. Based on input from staff and the District Board, a final plan was developed by the engineering firm and presented to the District Board for acceptance. Annually, the College is required to submit a Three-year Facility Plan to the WTCS. The three-year plan provides an overview of the proposed College facility remodeling and capital improvement projects. Planned facility modifications are budgeted and approved by the District Board.

How do you ensure faculty, staff, and administrator capabilities will be developed and nurtured to address requirements regarding changing institutional strategies and action plans?

As institutional strategies and action plans change, needs for staff are addressed by determining if current employees can fulfill the requirements or if the action plan necessitates advertising a position externally. As retirements and resignations are announced, the College reviews job positions to determine if the position needs to be revised to encompass new strategies or action plans. Current faculty and support staff are given the opportunity to apply for positions prior to external posting. If a current faculty or support staff member meets the qualifications for the position, the current staff member may transfer to that position, based on seniority. Administrative positions are posted internally/externally simultaneously, and internal applicants are given the same opportunity as external applicants.

Professional development activities for college-wide strategies or action plans are offered to all staff through in-service training, coordinated training through the Center for Learning Innovation, or individualized training sessions. In this process support personnel are often identified as resources for administrators, faculty, and other support staff for training groups or providing individual assistance by sharing technical expertise.
April 2006

College personnel annually complete improvement plans. The administrative staff complete an Administrative Professional Improvement Plan (APIP), faculty complete an Individual Professional Improvement Plan (IPIP), and support staff complete a Professional Improvement Plan (PIP). Through the APIP, IPIP, and PIP process, an employee may request professional development training, or a supervisor may recommend additional training for a staff member. Professional development funds are available through department budgets, the Center for Learning Innovation, and the Foundation. Faculty may also request occupational experience upgrades through the WTCS Occupational Competency program.

8P8 What measures of the effectiveness of your system(s) for planning continuous improvement do you collect and analyze regularly?

The District Board and Leadership Team annually review and update the planning process (see Figure 8-1, Continuous Improvement Plan for Institutional Effectiveness Process Chart). The CIP Chart (see Figure 2-4, Continuous Improvement Plan (CIP) for Institutional Effectiveness) is revisited annually and adjustments are made accordingly by the College President, Institutional Advancement Director, and the District Board.

The quarterly Core Indicators of Effectiveness reports presented to the Board include many methods of assessment that are collected and analyzed on a regular basis. Data is collected from students, staff, employers, and other stakeholders and compiled into quarterly reports. For example, the Information Technology Plan is a method of assessment used to measure the core indicator of state-of-the-art technology in the Organizational Quality report. The Technology Plan outlines the technology to be used in the instructional areas and operational areas of the College. Students are trained on updated technology making them more marketable. The students also take the knowledge they learned to the workplace. Technology for College operations is updated following the Technology Plan, allowing the College to be more competitive.

The Quality Review Process implemented by the WTCS is an annual evaluation of instructional programs (see 1P6). Faculty have had input to the implementation process of the QRP at the College. The QRP is used as a tool for input along with other established processes such as Advisory Committees and employer feedback to recommend program modifications, facility needs, and equipment needs for instructional programs.

In 2005 TracDat was purchased and implemented to assist in the management of the progress of the College Strategic Plan. TracDat will allow all staff to view the effectiveness of their own and others’ organizational unit objectives.

Results from the continuous improvement process have been collected in the CIP Reports for the District Board (see 8R4), but the process for measuring the effectiveness of the CIP has not yet been defined for all staff. The implementation of an all-staff survey for August 2006 (see 8I2) will allow for constructive feedback on the TracDat process.

Results (R)

8R1 What are your results for accomplishing institutional strategies and action plans?

The five-year Facilities Master Plan approved by the District Board in August 2005 is a result of a one-year action team that addressed the potential expansion/remodeling of College facilities. Construction will begin to occur in 2006.

From 1998 through 2002, the College used an annual program evaluation system titled the Program Audit. The Program Audit was a comprehensive evaluation of instructional programs based on a point-scale. Implementation of the QRP, which was established by the WTCS, occurred in the 2003-04 academic year. By June 2006 the first ten instructional programs will have gone through the first nine steps of the QRP cycle (see Figure 7-2, QRP Wheel). The final two steps are to monitor and evaluate the
improvement plans, which will be completed by June 2007 for the first ten programs to complete the entire process.

Based on input from the community panel discussion sessions held with the District Board, the College has hired a consulting firm to conduct a Marketing Research Study. Thirteen (13) community focus groups were held in January 2005. The District Board was presented with preliminary results in February 2005, with a final report given to the Board in April 2005. Information from this report will assist the College to implement its marketing plan.

As mentioned previously, the District Board is presented with quarterly reports on the four Core Indicators of Effectiveness from the CIP chart. The quarterly reports encompass many organizational unit objectives and action plans.

By the end of FY2006, institutional strategy and action plan accomplishments will be reported in the accomplishments of the 140 organizational unit objectives in TracDat. Organizational Units and College Goals Reports will be prepared and reviewed reflecting the status of each objective.

8R2 Regarding 8R1, what are your projections of performance for your strategies and action plans over the next 1-3 years?

The implementation of the five-year Facilities Master Plan will occur with remodeling/expansion commencing as early as 2006-07. The QRP for instructional programs will have completed its rotation schedule by June 2009 with all 40 programs having completed the QRP cycle. The QRP for College support units will be implemented for General Education and Student Services as well as other College support units beginning in 2006-07.

Over the next three years, each organizational unit will have developed and tracked its objectives and modified and developed new objectives as current objectives were met. The District Board, President’s Cabinet, and Deans Council will each have developed four broad objectives. Objectives for 2005-06 are as follows:

District Board
- Provide facilities that support learning.
- Provide leadership to the WTCS to eliminate out-of-state tuition.
- Conduct Marketing Research Study and analyze data.
- Study and clarify the role of policy governance at Southwest Tech.

President’s Cabinet
- Define roles and levels of responsibility for the College’s administrative structure.
- Develop, implement, and review administrative policies.
- Review and analyze market research to prioritize College initiatives.
- Formulate budget parameters and prioritize resource allocation.

Deans Council
- Explore, plan, and implement options for FTE maintenance and growth.
- Continuously improve curriculum, instruction, and assessment to assure student success.
- Develop continuity across programs, departments, and management divisions to function in an effective and efficient manner.

8R3 Regarding 8R2, how do your projections for your strategies and action plans compare with those of other higher education institutions and, if appropriate, organizations outside of the education community?

Projections and action plans are based on WTCS strategies, which keep Southwest Tech in alignment with the other 15 Wisconsin technical colleges. One example of alignment is the QRP, which is based on ten statewide indicators of quality. Data collected is contained in the Quality Review Process Data System (QRPDS), a statewide database that is available to WTCS institutions and the System Office.
Southwest Tech is exploring a benchmark system to measure comparative data of educational institutions outside of the WTCS and the education community. The College has reviewed/studied the *Integrated Postsecondary Education Data System (IPEDS) Data Feedback Report: 2005* provided by the National Center for Education Statistics (NCES). The IPEDS Data Feedback Report was implemented by NCES in 2004. College personnel have participated in workshops to utilize information from IPEDS in decision making.

**8R4 What is the evidence that your system for planning continuous improvement is effective?**

Evidence that the SWTC system for planning continuous improvement is effective may be accessed in the CIP Reports that are presented quarterly to the District Board. Another proof of success is broad involvement with and acceptance of the College’s nine strategic goals. At the end of FY2006, all organizational units within the College will have developed up to four objectives related directly to these nine goals. TracDat, an electronic tracking tool, is being used to monitor the progress toward 140 objectives developed by 35 organizational units. Further evidence that the College planning process is effective is that grant proposals submitted by the College have been funded. Granting agencies are largely state and federally funded, which often require evidence of success with past grant funding to be eligible for additional funds.

**Improvement (I)**

**8I1 How do you improve your current processes and systems for planning continuous improvement?**

The current CIP chart and the process of using Strategic Direction statements to guide the College were first implemented in the 2000-05 Strategic Plan. The 2005-08 Strategic Plan was developed with input from all staff and the District Board under the guidance of an external consultant. Using TracDat, staff and the District Board will have continuous access to the status of the 2005-08 Strategic Plan. A TracDat training program was provided for all staff. A satisfaction study will be completed to secure input from all staff using TracDat to determine the effectiveness of the software and the process.

Examples of improvements made as a result of data analysis include reorganization of the QRP teams to include faculty from each division and General Education. Improvements were made to the QRP for instructional programs, based on input from administration and faculty. As the QRP support unit processes are developed, members from support services will be included on the QRP Team. Use of data for data-based decision making is more possible now across all areas of the College because planning processes have made access to data a priority. Application of the Plan, Do, Check, Act model for action teams and departments ensures that data will be reviewed.

With the implementation of the IPEDS Data Feedback Report, it became evident that not all colleges reported like information when completing the IPEDS reports. WTCS statewide meetings with representatives from all 16 technical colleges in various administrative functional areas were integral to solving this dilemma. In 2004 a statewide effort, undertaken by functional areas that submit information to IPEDS, brought consistency to information in the factors reported on the IPEDS surveys. The changes allow for more accurate benchmarking to occur among the WTCS institutions.

**8I2 With regard to your current results for planning continuous improvement, how do you select targets for improvement? What specific improvement priorities are you targeting and how will these be addressed? How do you communicate your current results and improvement priorities as well as performance projections to students, faculty, staff, administrators, and appropriate stakeholders?**

**Process to Set Targets for Improvement**

Based on internal and external data, as well as staff input, targets are set for each of the organizational unit objectives in TracDat. TracDat forces the user to set methods/measures and criteria for each objective that is developed. Members of the Leadership Team review each of the College Strategic
Directions biannually. The Leadership Team members offer suggestions on organizational unit objectives, related methods/measures, and criteria.

**Targets for Improvement**

Targets for improvement are the following:

- **Evaluation of TracDat System**—Conduct a survey and analyze data to determine staff satisfaction with the tracking process. Additionally, gather suggestions for improvement of the process and note strategic planning successes (Office of Institutional Advancement).
- **Explanation of QRP to Service Units**—Provide in-service to personnel in service units who will begin to use the QRP to assess effectiveness of services (Office of Institutional Advancement).

**Communication of Priorities**

Current results, improvement priorities, and performance projections are communicated in a variety of ways. Using TracDat reports, appropriate stakeholders will have access to the status of each objective and see how each objective relates to one or more of the nine College Goals. The CIP Chart quarterly reports include internal and external data from College stakeholders and are available to College constituents and other interested persons. The QRP system utilizes the QRPDS to report best practices and improvement plans for each of the instructional programs and support service areas that complete the QRP cycle. Online reports generated from QRPDS are available to WTCS staff and the 16 WTCS institutions. QRPDS reports can be printed and disseminated to appropriate stakeholders.
CATEGORY 9: Building Collaborative Relationships

9C1 & 9C2 What are your institution’s key collaborative relationships? In what ways do these collaborative relationships reinforce your institutional mission? If applicable, how do these relationships support changes in your institutional directions as addressed in Category 8, Planning Continuous Improvement?

Collaborative relationships forged by Southwest Wisconsin Technical College (SWTC) are a result of either a direct need or a foreseeable opportunity (see Figure 9-1, Key Collaborative Relationships). This partial list of external partners provides an overview of the types of collaboration in which the College engages. Needs and opportunities arise from long-standing relationships or through new inquiries from business/industry, communities, or education. The College looks to create partnerships that will meet the strategic goals of educating students, contributing to the greater good of communities and the District, and enhancing College operations. Benefits accrue to both partners in such relationships. Because the collaborations are fluid, few relationships are single focused. For example, the University of Wisconsin-Platteville is a partner as it contracts with SWTC to provide remedial courses for UWP students, to develop articulation agreements for SWTC General Education and program course transfers, and to collaborate on economic development initiatives.

These collaborative relationships support both the College mission and values (see Figure O-1, Vision, Mission, Values, and Purposes). The mission affirms a commitment to lifelong learning with a focus on individualized service to students and communities. One of the College value statements centers attention on building partnerships with business, industry, government, educational systems, and communities. Strengthening partnerships is a central focus in the planning and decision-making processes of the College.

9P1 How do you create, prioritize, and build relationships with the

- Educational institutions and other organizations from which you receive your students?
- Educational institutions and employers that depend on the supply of your students and graduates that meet these organization’s requirements?
- Organizations that provide services to your students?
- Education associations, external agencies, consortia partners, and the general community with whom you interact?

The precise processes that exist to build and maintain collaborative relationships are unique to each department and in some cases programs; nonetheless, the overriding philosophy surrounding these partnerships remains a constant: Key relationships must benefit the student, community, taxpayer, or other stakeholders either directly or indirectly.

The relationships between SWTC and the K-12 educational institutions within the SWTC District are solid and growing. A higher percentage of District high school graduates are attending SWTC than ever before. The increase can be attributed in part to ongoing relationships that have been strengthened through years of collaboration. Continuous efforts provide opportunities such as educational workshops, program shadows, summer camps, Youth Options, and professional development. The Southwest Rural Telecommunications Network Consortium (SRTNC) provides two-way, full motion audio/video presentations at four sites simultaneously. SRTNC offers its 20-members (SWTC and public school systems) opportunities such as in-service, sharing instructors, and elimination of travel for meetings.

Educational partners that receive SWTC students have found articulation agreements between the institutions to be mutually beneficial. The broad spectrum agreements between secondary educational partners Upper Iowa University and Franklin University offer students opportunities for seamless transition into bachelor’s degree programs. SWTC has actively sought to articulate as many other degree programs as possible. Programs on campus have as many as six individual articulation agreements with various colleges and universities, allowing students from that program to transfer a varying number of credits into bachelor’s degree programs. Articulation agreements were forged to accommodate students who desire
to work toward baccalaureate degrees for advanced career opportunities. To meet industry needs and to provide opportunities for students, a pro-active approach to developing agreements is enacted.

**Figure 9-1  Key Collaborative Relationships**

<table>
<thead>
<tr>
<th>COLLABORATIVE RELATIONSHIPS</th>
<th>EXAMPLES</th>
<th>PURPOSE OF RELATIONSHIP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education</strong></td>
<td>Local K-12 school districts</td>
<td>Become the college of choice for higher education-bound students.</td>
</tr>
<tr>
<td></td>
<td>CESA 3 (Cooperative Education Service Agency)</td>
<td>Assist students in Grades 7-12 with smooth transition to institutions of higher education.</td>
</tr>
<tr>
<td></td>
<td>Higher education partners--colleges and universities</td>
<td>Transfer credits to assist SWTC graduates to continue toward baccalaureate degrees.</td>
</tr>
<tr>
<td></td>
<td>University of Wisconsin-Platteville</td>
<td>Offer master’s degree program courses on SWTC Campus; assist UWP students with remedial math and English.</td>
</tr>
<tr>
<td></td>
<td>Other technical colleges</td>
<td>Share programs.</td>
</tr>
<tr>
<td></td>
<td>UW-Richland Center Campus</td>
<td>Deliver courses and programs.</td>
</tr>
<tr>
<td><strong>Consortia</strong></td>
<td>Southern PeopleSoft Consortium</td>
<td>Upgrade technology.</td>
</tr>
<tr>
<td></td>
<td>Statewide Marketing Consortium</td>
<td>Advocate for the Wisconsin Technical College System (WTCS).</td>
</tr>
<tr>
<td></td>
<td>Districts Mutual Insurance</td>
<td>Contain insurance costs.</td>
</tr>
<tr>
<td></td>
<td>eTech College of Wisconsin</td>
<td>Promote online learning.</td>
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<tr>
<td></td>
<td>TechConnect</td>
<td>Provide electronic job placement through WTCS.</td>
</tr>
<tr>
<td><strong>Region/Community</strong></td>
<td>County Economic Development Corporations</td>
<td>Promote business opportunities in local communities.</td>
</tr>
<tr>
<td></td>
<td>Workforce Development Boards</td>
<td>Promote job development and economic growth.</td>
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<tr>
<td></td>
<td>Civic involvement</td>
<td>Participate as city/county/non-profit leaders and committee members.</td>
</tr>
<tr>
<td></td>
<td>Regional tours/programs</td>
<td>Provide continuing education/life long learning.</td>
</tr>
<tr>
<td><strong>Employers</strong></td>
<td>Program internship</td>
<td>Strengthen the workforce.</td>
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<tr>
<td></td>
<td>Certification testing</td>
<td>Provide state and industry certification testing.</td>
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<td></td>
<td>Advisory Committees</td>
<td>Assist with program decisions/needs.</td>
</tr>
<tr>
<td></td>
<td>District Business and Industry</td>
<td>Provide contract training for business and industry.</td>
</tr>
<tr>
<td><strong>Labor</strong></td>
<td>Local Wisconsin Federation of Teachers</td>
<td>Promote a collaborative working relationship for faculty and staff through collective bargaining.</td>
</tr>
<tr>
<td></td>
<td>Apprenticeships</td>
<td>Provide training partnerships with business and industry.</td>
</tr>
<tr>
<td><strong>Accreditation</strong></td>
<td>NCA Higher Learning Commission (AQIP)</td>
<td>Appraise Systems Portfolio for quality and accountability, institutional accreditation.</td>
</tr>
<tr>
<td></td>
<td>Program-specific accreditation bodies</td>
<td>Lend credibility to graduates.</td>
</tr>
<tr>
<td><strong>Foundation</strong></td>
<td>Southwest Wisconsin Technical College Foundation</td>
<td>Provide scholarships for students and staff and support College initiatives.</td>
</tr>
<tr>
<td><strong>Nation</strong></td>
<td>Agra-knowledge</td>
<td>Develop a system for promoting agriculture.</td>
</tr>
<tr>
<td></td>
<td>Professional and student organizations</td>
<td>Create flow of information related to career fields for faculty, staff, and students.</td>
</tr>
</tbody>
</table>

Source: SWTC Office of Institutional Advancement

The local economy relies heavily on SWTC students to provide labor for local businesses and individuals. The labor force is strengthened throughout the District and the state through internship opportunities.
provided for SWTC programs. These field-based learning opportunities are monitored regularly to ensure the desired outcome for both student and employer.

The Southwest Tech Foundation provides scholarships for students and convenient student housing adjacent to the campus. The long-standing relationship between the Foundation and the College has provided many students the ability to continue their education. In addition, the Foundation provides scholarships for staff to pursue professional development, assists the College to solicit and receive donations, and funds special College initiatives.

As a result of professional training provided at SWTC for EMT, Firefighting, and the Police Academy, the College is a major source of information for small towns and rural areas in the District. Without these training services many local communities would have to make a great effort both in time and expense to have individuals train in other parts of the state.

The consortia partnership (Southern Wisconsin Consortium) with Madison Area Technical College (MATC) in Madison, Western Technical College (WTC) in LaCrosse, and SWTC has provided cost sharing and coordination of implementation and training for PeopleSoft enterprise software. This partnership is an example of three partners leveraging resources for the common good.

Local outreach training such as the Sewing Expo and area tours offers non-traditional students an opportunity to enhance their skills and encourages lifelong learning. The individuals who attend these programs are in large part returning students who have found the previous experiences valuable. The relationships with nontraditional students create yet another avenue for the College to better serve the community as a whole.

Staff members that interact with external partners identify strengths and needs, opportunities for growth, and indications of change as they relate to collaborative relationships. This information is shared with College leadership. As appropriate, it is fed into the planning process and is acted upon as resources may be allocated and staff time allows.

9P2 How do you ensure the varying needs of those involved in these relationships are being met?
9P4 What measures of building collaborative relationships do you collect and analyze regularly?

While the process of building and maintaining collaborative relationships has been an ongoing endeavor based on needs and opportunities of the College and its partners, the success of the relationships are based on how well the partnerships have met the needs of both parties. The College does use data collected through Graduate Exit Surveys, Employer Surveys, and student feedback surveys to monitor the success of many partnerships. Data specific to the task that the relationship is attempting to accomplish such as the number of recent high school graduates attending Southwest Tech are collected and monitored. The information is shared freely among the parties to allow for decisions to be made to strengthen relationships and outcomes.

Relationships tend to be mission-specific and are driven along those lines. Measuring the effectiveness of the collaboration is often related to the goals set prior to the beginning of the relationship. By nature these relationships tend to yield direct feedback between the parties involved and are highly responsive to those issues. The length of a single collaboration may last only as long as the particular need exists while other partnerships are ongoing and new endeavors are attempted as they present themselves. SWTC views each collaborative relationship as important to the College mission and thus makes every effort to ensure that reasonable expectations of both parties are met.

To ensure that the College forges strong social and economic ties within the District, the College President is appointed to the board of directors of the Southwest Wisconsin Workforce Development Board (WDB). This commission strives to improve the economic climate for business, employees, and the
general public. Having the College President as an integral member of the Southwest Wisconsin WDB places the College in a position to respond to collaborative endeavors throughout the District.

College faculty and staff serve on county boards, city councils, chambers of commerce and act as area chairs for non-profit organizations. Through these agencies and organizations, faculty and staff receive feedback about the College and the collaborative relationships that exist in these communities. With this information the College is better able to guide its decisions on these relationships. This involvement also creates opportunities for the College to build new relationships that may not have been available before. Employees are encouraged to be active participants in the communities in which they live.

9P3  How do you create and build relationships within your institution? How do you assure integration and communication across these relationships?

The atmosphere at SWTC encourages collaboration among programs as well as among departments. Such cooperation strengthens working relationships among staff and increases College performance results on the Personal Assessment of the College Environment (PACE) Survey (see Figure 4-8, PACE Climate Survey Institutional Results, 2001 and 2004) and Figure 9-3, PACE Results for Collaboration, 2001 and 2004).

SWTC has a process that encourages General Education instructors to attend and participate on Advisory Committees for each college program. This allows instructors, who are not program instructors, to have input into the direction a program may wish to proceed. This practice also allows non-program instructors insight and feedback from career representatives.

Program instructors work closely with General Education instructors to ensure that students find information that is timely and pertinent to the field of study. Meetings are held before courses begin to cover content and timing to make the learning experience positive for the student. These meetings also reinforce that instructors are all working toward the same goals. The fact that program instructors are working with General Education instructors sends a message to students that General Education classes are an equally important part of their overall education.

Programs on the SWTC campus are encouraged to share projects, guest speakers, lab space, equipment, and ideas. For example, the Agriculture and Community Development division has several programs that share equipment across campus such as four wheel ATV, GPS units, and computer software. This relationship saves the College the cost of purchasing and maintaining these items for each program. The exchange of ideas and instructional methods becomes a natural secondary effect of this collaboration. Instructors are afforded opportunities to share best practices when using common instructional tools.

Programs at SWTC offer authentic training and assessment. The Carpentry program, for instance, builds a home as a yearly project. This ambitious project is a joint effort as programs cooperate to complete tasks that are related to several career fields. This training experience includes Bricklaying and Masonry students constructing the brick veneer and decorative features of the house and Golf Course Management designing and completing the landscaping. These forms of collaboration are common on campus and help to build a team atmosphere throughout the College.

9R1  What are your results in building your key collaborative relationships?
9R2  Regarding 9R1, how do your results compare with the results of other higher education institutions and, if appropriate, organizations outside of the education community?

The College has found numerous benefits from its collaborative relationships ranging from financial savings to College promotion. The benefits are often far reaching and involve a large number of College stakeholders. The Southern PeopleSoft Consortium and software support partnership with WTC and MATC has allowed the College to upgrade its technology. Without the partnership the overall cost of the software, training, and maintenance would have been financially overwhelming for a single college of this size. Dollars saved now fund improvements in College efficiency and improved student learning. Collaboration among all 16 technical colleges resulted in development of Districts Mutual Insurance (DMI)
in 2004. DMI, a self-funded insurance consortium, has reduced costs related to general liability and auto insurance and worker's compensation.

Relationships with higher education partners have influenced faculty and staff as well as students. Twelve faculty members have gone on to complete either their bachelor's or master's degrees through partnerships with other higher education providers. Partnerships have allowed SWTC to offer shared programs with MATC, WTC, and Lakeshore Technical College (LTC). SWTC shares Clinical Lab Technician and Radiography with MATC, Respiratory Care Practitioner with WTC, and Pharmacy Technician with LTC.

SWTC, an active partner in the School-to-Work consortium, participates in planning and implementing initiatives to provide a seamless transition from high school to higher education. In 2004-05 approximately 200 high school instructors and staff participated in various activities with their students and in courses and in-service training for themselves on the SWTC campus. K-12 personnel identify Southwest Tech as a viable option for higher education (see Figure 9-2, High School Graduates Attending Technical Colleges, Comparison With WTCS). The College leads the state in percentage of District high school graduates who enroll in technical colleges immediately or one year after graduation. The strong reputation SWTC has built with the communities it serves along with growing partnerships with District K-12 schools has played a major role in this development. SWTC has made it a priority to be the college of choice for District high school graduates. As reported in 2003 data SWTC led its nearest system partner by nearly eight percent in attracting District high school students.

An example of positive collaborative relationships with communities is the number of continuing education courses offered throughout the District, an average of 800 classes annually to over 10,000 students, 2000-05. Various communities and individuals are served through EMT Training, CPR, First Aid, Farm Training, and Basic Education outreach services.

SWTC has conducted an Employer Satisfaction Survey since 1992 (see Figure 1-6, Employer Survey Results, Total of All Programs). Results of the most recent surveys (2000-04) reported that a high percentage of respondents marked either Met or Exceeded expectations for items related to graduates' work skills:

- 91.2 Occupational Knowledge Related to Job.
- 91.5 Application of Occupational Knowledge Related to Job.

Such results indicate that positive collaborative relationships have developed and will continue between employers and the College.

Collaborative ties between SWTC and business have lead to productive internship sites for students. Programs on campus requiring internships build long term relationships with trusted employers to provide students with positive learning environments. The business receives an employee that has a vested interest in a career field and shows a willingness to learn the business not simply show up for work. The business community finds needed quality employees with the understanding that the educational
component of the internship is the priority. The monitoring of internships by faculty assists businesses and instructors to work together to design placements that are effective for students and companies.

The SWTC Foundation has partnerships with 118 businesses whose contributions have supported scholarships, have underwritten or sponsored Foundation events, and have provided in-kind donations. Hundreds of students have benefited from the efforts of these partners.

Despite instances and processes that denote positive internal collaboration, one of the areas of greatest concern in the Personal Assessment of the College Environment (PACE) survey (see 4R1) completed in November 2004 was Item 5 in the Collaboration domain--Extent to which a spirit of cooperation exists at this institution. In 2004 this item reported a statistically significant decrease as compared to the 2001 survey and was the only one of eight questions on collaboration that decreased as compared to 2001 (see Figure 9-3, PACE Results for Collaboration, 2001 and 2004). Items 4 and 5 were the only two questions that addressed collaboration outside of one’s own department; a noticeable dip registered on the chart for these two questions. The other six items, all of which measured cooperation within one’s own work area and work group, showed slight increases in satisfaction.

911 How do you improve your current processes and systems for building collaborative relationships?

Expanded access to and use of data from Graduate Follow-up Surveys, Employer Satisfaction Surveys, and the Quality Review Process (QRP) and Advisory Committee feedback will allow the College to create new relationships and serve existing ones better. The personal contacts that are generated through collaborative relationships will remain an important step in the evaluation process, but the qualitative feedback will now be supported by independent data. Information derived from current PACE studies (see 4R1) will allow SWTC to address targets that are directly related to this central focus. Future PACE results will provide data to measure change regarding internal collaborations. The work of the Valuing People Action Team (see Figure 4-6, Performance Goals/Results for the Valuing People Action Project) clearly produced positive results in the area of Collaboration. Continuation of such work with the same or a new team might further change perceptions of cooperation across the campus.

912 With regard to your current results for student learning and development, how do you set targets for improvement? What specific improvement priorities are you targeting, and how will these be addressed? How do you communicate your current results and improvement priorities to relationship partners, faculty, staff, and administrators, and appropriate students and stakeholders?

Process to Set Targets for Improvement

The primary source for setting improvement goals is desired student outcomes as they related to collaborative relationships. When students are not directly involved, the desired outcome for the partnership becomes the central focus. Advisory Committees are used to set targets to be achieved. The
proper use of the Advisory Committees is an integral component to establishing goals that are reasonable as well as relevant.

**Targets for Improvement**
Targets for improvement are the following:

- **Internal Satisfaction**—Increase the degree of satisfaction with internal collaboration among divisions and among levels of staff. This priority issue affects student learning, valuing people, leading and communicating, etc. The goal is to meet or exceed the norm on the PACE Study for Items 4 and 5 in the domain of Collaboration (Senior Leadership, Human Resources Office, and all College staff).

- **Faculty/staff Input**—Create a process to increase the extent to which faculty/staff input influences the direction of the College (Senior Leadership).

- **Diversity Focus**—Continue to recruit minority employees and students and encourage appreciation of diversity (Senior Leadership with assistance from Marketing Office and Minority Specialist).

**Communication of Priorities**
Current results and improvement priorities are communicated to students over news monitors posted throughout campus, “The Blue and Gold,” The Tech Transmitter, and Visions. Administration, faculty and staff receive information electronically (e-mail, intranet, “The Great College News,” voice mail); through personal communication (senior leadership/department/division meetings, in-services); and through print materials (memos, reports). Appropriate stakeholders receive information electronically (College Web site, telephone, SWTC cable TV station); through personal communication (meetings, TechFest, Advisory Committee meetings); and from print materials (marketing pieces, Visions, District Board minutes, news releases).
### LIST OF TERMS

<table>
<thead>
<tr>
<th>TERM</th>
<th>DEFINITION/Meaning/Extension/Explanation</th>
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<tr>
<td>AEFL</td>
<td>Adult Education and Family Literacy Act</td>
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<tr>
<td>AODA</td>
<td>Alcohol and Other Drug Abuse</td>
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<tr>
<td>APIP</td>
<td>Administrative Professional Improvement Plan</td>
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<tr>
<td>AQIP</td>
<td>Academic Quality Improvement Project</td>
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<tr>
<td>ASC</td>
<td>Academic Skills Center</td>
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<td>A-V</td>
<td>Audio Visual</td>
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<td>BITS</td>
<td>Business and Industry Training Services</td>
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<tr>
<td>CESA</td>
<td>Community Education Service Agency</td>
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<tr>
<td>CIP</td>
<td>Continuous Improvement Plan for Institutional Effectiveness</td>
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<tr>
<td>CLA</td>
<td>Community Leadership Alliance</td>
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<td>CLI</td>
<td>Center for Learning Innovation</td>
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<td>COOL</td>
<td>College Opportunities On-Line</td>
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<td>CPS</td>
<td>Classroom Performance System</td>
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<tr>
<td>DMI</td>
<td>Districts Mutual Insurance</td>
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<td>DVD</td>
<td>Digital Video Disk</td>
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<td>EEOC</td>
<td>Equal Employment Opportunity Commission</td>
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<td>EMT</td>
<td>Emergency Medical Technician</td>
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<tr>
<td>ESL</td>
<td>English as a Second Language</td>
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<tr>
<td>FTE</td>
<td>Full Time Equivalent</td>
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<td>FY</td>
<td>Fiscal Year</td>
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<tr>
<td>GED</td>
<td>General Educational Development</td>
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<tr>
<td>GPS</td>
<td>Global Positioning System</td>
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<tr>
<td>GroupWise</td>
<td>Collaboration Suite (calendar, e-mail, scheduling)</td>
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<tr>
<td>HR</td>
<td>Human Resources</td>
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<tr>
<td>HSED</td>
<td>High School Equivalency Diploma</td>
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<tr>
<td>HTTPS</td>
<td>Secure Hypertext Transfer Protocol</td>
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<tr>
<td>IPEDS</td>
<td>Integrated Postsecondary Education Data System</td>
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<td>IPIP</td>
<td>Individual Professional Improvement Plan</td>
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<tr>
<td>IT</td>
<td>Instructional Technology</td>
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<td>ITV</td>
<td>Instructional Television</td>
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<tr>
<td>K-12</td>
<td>Kindergarten through Grade 12 Public School District</td>
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<tr>
<td>LAN</td>
<td>Local Area Network</td>
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<td>LCD</td>
<td>Liquid Crystal Display</td>
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<tr>
<td>M&amp;M</td>
<td>Mentor and Mentee</td>
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<td>NCES</td>
<td>National Center for Education Statistics</td>
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<td>NILIE</td>
<td>National Initiative for Leadership and Institutional Effectiveness</td>
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<td>NTO</td>
<td>Nontraditional Occupations</td>
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<td>PACE</td>
<td>Personal Assessment of the College Environment</td>
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<tr>
<td>TERM</td>
<td>DEFINITION/MEANING/EXTENSION/EXPLANATION</td>
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<tr>
<td>PeopleSoft</td>
<td>Enterprise software system</td>
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<td>PIP</td>
<td>Professional Improvement Plan</td>
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<tr>
<td>PIVOT</td>
<td>Services to displaced homemakers, male/female single parents, dislocated workers</td>
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<td>PPD</td>
<td>Tuberculin Test</td>
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<td>PSA</td>
<td>Professional Staff Association</td>
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<td>QRP</td>
<td>Quality Review Process</td>
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<td>QRPDS</td>
<td>Quality Review System Data System</td>
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<td>SAAP</td>
<td>Student Academic Achievement Plan</td>
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<td>SAS</td>
<td>Student Alert System</td>
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<td>SEC</td>
<td>Student Effectiveness Committee</td>
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<td>SRTNC</td>
<td>Southwest Rural Telecommunications Network Consortium</td>
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<td>SWACTE</td>
<td>Southwest Wisconsin Association for Career and Technical Education</td>
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<tr>
<td>SWOT</td>
<td>Strengths, Weaknesses, Opportunities, Threats—a strategic planning process</td>
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<td>SWTC</td>
<td>Southwest Wisconsin Technical College</td>
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<td>TABE</td>
<td>Test of Adult Basic Education</td>
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<td>TechConnect</td>
<td>Intranet at Southwest Tech</td>
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<tr>
<td>TracDat</td>
<td>Data tracking and reporting system</td>
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<tr>
<td>UWS</td>
<td>University of Wisconsin System</td>
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<td>WDB</td>
<td>Workforce Development Board</td>
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<td>WIDS</td>
<td>Worldwide Instructional Design System</td>
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<tr>
<td>WTCS</td>
<td>Wisconsin Technical College System</td>
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<tr>
<td>WTCSB</td>
<td>Wisconsin Technical System Board</td>
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INDEX

Location of Evidence Relating to the Commission’s
Criteria for Accreditation
Found in the
Southwest Wisconsin Technical College
Systems Portfolio

Criterion One: Mission and Integrity. The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Core Component 1a. The organization’s mission documents are clear and articulate publicly the organization’s commitments.

- Vision, Mission, Values, and Purposes documents were reviewed/revised by staff, approved by the District Board in 2005, and published in a variety of College documents. [O1, 1P4, 2C2]
- The Vision, Mission, Values, and Purposes are key components in the process of building and maintaining relationships with internal and external stakeholders. [3P5, 4P3, 9P1, 9P2, 9P3]
- The Vision, Mission, Values, and Purposes are aligned with Core Abilities and Program Outcome statements. [1C1, 1C3, 3C2]
- The Vision, Mission, Values, and Purposes were reviewed in 2004-06 with community panels at District Board meetings that were scheduled in District communities. [5C3, 5P1]
- The Vision, Mission, Values, and Purposes are available to the public, particularly to prospective and enrolled students through a variety of sources. [5P6]

Core Component 1b. In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

- The Mission and Values statements recognize the educational needs of diverse stakeholders. [O1, O3, 3P1, 9C1]
- The Mission documents address preparation of students to live in a diverse society and world. [O1, O3, 1C4]
- Support services are provided to students with disabilities. [1C3, 1P3, 2C2, 2P5, 6C2]
- Board policies are congruent with College mission. [5C1]

Core Component 1c. Understanding of and support for the mission pervade the organization.

- Design of new courses and programs is consistent with mission and vision statements. [1P2, 2C2]
- Short- and long-term strategies are aligned with mission. [8C1, 8C2]
- Organizational units involved in community outreach support the College mission. [9C1, 9C2, 9P1]
- Annual objectives of programs and organizational units link to mission. [1C2, 1P6, 2C2, 5P6, 7R1, 8C1, 8C2]
Core component 1d.  The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

- Formation of Board policy and practice is within the context of the College mission. [O1, 2C1, 2C2, 5C1]
- Individuals within governance and administrative structures work collaboratively to fulfill the College mission. [5C1, 5C2, 5P5, 5P6]
- Distribution of responsibilities is implemented through delegated authority. [5C1, 5P3]
- Faculty and other academic leaders share responsibility for coherence of curriculum and integrity of academic processes. [1C4, 1P1, 1P2]
- Senior Leadership groups are charged with monitoring the effectiveness of the Continuous Improvement Plan (CIP). [2C2, 5C1-3]

Core component 1e.  The organization upholds and protects its integrity.

- The College abides by local, state, and federal laws. [2C1, 2C2]
- The College implants clear and fair policies regarding rights and responsibilities of internal constituencies. [4P1, 4P2, 4P3, 9P1, 9P3]
- Board policies uphold and protect organizational integrity. [5C3, 5P1, 5P3]
- College presents itself accurately and honestly to the public. [4P3]
- College supports timely response to complaints and grievances. [3P6]

Criterion Two: Preparing for the Future. The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill the mission, improve the quality of its education, and respond to future challenges and opportunities.

Core Component 2a.  The organization realistically prepares for a future shaped by multiple societal and economic trends.

- Planning documents reflect sound understanding of SWTC’s current capacity. [2C2]
- Planning documents demonstrate that attention is paid to emerging factors of technology and demographic shifts. [1P6, 2C2, 3P3-5, 4P4]
- Planning processes include effective environmental scanning. [2C2]
- The organizational environment is supportive of innovation and change. [5P1, 5P2, 5P7]

Core component 2b.  The organization’s resource base supports its educational programs and its plans for maintaining and strengthening quality in the future.

- Plans for resource development and allocation provide commitment to supporting and strengthening the quality of education. [2C2, 4C4, 6P4, 6R1, 6R2, 6R3]
- Human resources developed intentionally to meet future changes. [4C3-5, 4P3-5]
- The SWTC Foundation offers financial support to educational programs. [2C3, 2R3]
- The College plans for effective use of human resources. [4C1-4P1-9]
- Financial resources adequate for supporting educational programs. [4C4, 6C2, 6P4]
Core component 2c. The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

- Evaluation processes provide evidence that performance meets stated expectations for institutional effectiveness. [1P6, 2C2]
- Effective systems exist for collecting, analyzing, and using organizational information. [1P6, 2C2, 4P3, 8P1-8]
- Appropriate data and feedback loops are available and are used to support improvement. [1P6, 2C2, 8P1-8]
- Periodic reviews of academic and administrative subunits contribute to improvements. [1P6, 2C2]

Core component 2d. All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.

- Coordinated planning processes center on mission documents that define vision, values, goals, and strategic priorities. [1P6, 2C2]
- Planning processes link with budgeting priorities. [1P6, 2C2, 6P4]
- Implementation of planning is evident. [1P6, 2C2, 3P5, 4P3-9]
- Planning processes involve a mix of internal and external stakeholders. [1P6, 2C2, 9P3]

Criterion Three: Student Learning and Effective Teaching. The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Core component 3a. The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

- Goals for student learning outcomes are clearly stated and make assessment possible. [1C1, 1P6, 2C2]
- Assessment of student learning provides evidence at multiple levels: classroom, discipline, institutional. [1C4, 1P1, 1P3, 1P4, 1P6]
- Assessment of student learning includes multiple direct and indirect measures of student learning. [1C4, 1P1, 1P3, 1P4, 1P6]
- Results obtained through assessment of student learning available to appropriate stakeholders, including students. [1P1, 1P4, 1P6]
- Faculty involved in defining expected student learning outcomes and creating strategies to determine whether outcomes are achieved. [1C4, 1P1, 1P6]

Core component 3b. The organization values and supports effective teaching.

- Qualified faculty determine curricular content and strategies for instruction. [1C3-5, 1P2, 1P6, 1P4, 1P6, 2C2]
- Professional development is designed to facilitate teaching. [1P9, 4P4-6]
- Openness to and support for innovative practices enhances learning. [4P3, 4P5]
- Outstanding faculty members are acknowledged. [4P7]
- The Center for Learning Innovation provides support for faculty to keep abreast of research on learning and delivery of instruction. [4P5]
Core component 3c. The organization creates effective learning environments.

- Assessment results inform improvements in curriculum, pedagogy, instructional resources, and student services.  
  [1P1, 1P6, 2C2]
- Environment supports all learners and respects their diversity.  
  [4C1, 3P5, 4P3, 9P1-3]
- Advising system focuses on issues related to student learning and academic success.  
  [1P5]
- Employment of new technologies enhances effective learning environments for students.  
  [4P4]

Core component 3d. The organization’s learning resources support student learning and effective teaching.

- Learning resources are accessible.  
  [O6, 1P4, 2C2]
- Evaluation and assessment of learning resources support student learning and effective teaching.  
  [1P6]
- Current systems and structures enable partnerships and innovations that enhance student learning and strengthen teaching effectiveness.  
  [9C1, 9C2, 9P1]
- Evaluation of students’ current skill levels determines proper placement of students and contributes to student success.  
  [1P1, 1P3, 1P5, 1P9, 9P3]

Criterion Four: Acquisition, Discovery, and Application of Knowledge. The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Core Component 4a. The organization demonstrates through the actions of its board, administrators, students, faculty, and staff that it values a life of learning.

- Planning and fiscal allocation value and promote life-long learning for students, faculty, and staff.  
  [1P2, 2C2, 6P4]
- Board approves and disseminates statements supporting freedom of inquiry for students, faculty, and staff.  
  [1C5]
- Professional development opportunities are available to administrators, faculty, and staff.  
  [4C4, 4P2]
- Students and faculty are publicly acknowledged for acquiring, discovering, and applying knowledge.  
  [1P6, 4P7]

Core Component 4b. The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

- Degree requirements develop attitudes and skills requisite for life-long learning in a diverse society.  
  [1C1, 1P4, 2C2]
- Linkages between curricular and co-curricular activities support inquiry, practice, creativity, and social responsibility.  
  [1R3, 3R2, 9R1-2]
- Learning outcomes demonstrate students have achieved breadth of knowledge and skills.  
  [1C1, 1C2, 1C5]
- Learning outcomes demonstrate effective preparation for continued learning.  
  [1C3, 1P12]
Core Component 4c.  The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

- The program review cycle includes attention to currency and relevance of courses and programs.  
  [1P6]
- Learning goals and outcomes include skills essential to a diverse workforce.  
  [O1, O3, 3P1, 3P5, 9P1-3]
- Learning outcomes document that graduates have gained skills and knowledge needed to function in a global, diverse, and technological society.  
  [O1, O3, 1P6, 3P1, 3P5, 9P1-3]
- Evaluation of curriculum and programs involves alumni, employers, and other external stakeholders who understand relationships among courses of study, currency of the curriculum, and utility of the knowledge and skills gained.  
  [1P1, 1R1]

Core component 4d.  The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

- Academic and student support programs contribute to development of student skills and attitudes that are fundamental to responsible use of knowledge.  
  [1C1, 1R2, 1P6]
- Explicit policies and procedures ensure ethical conduct in instructional activities.  
  [3P5, 4P3, 5P6, 9P1-3]
- Curricular and co-curricular activities relate to responsible use of knowledge.  
  [1P10, 1R3]
- Board policies and bargaining agreements determine intellectual property rights.  
  [22, 4P3, 5C1]

Criterion Five:  Engagement and Service.  As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Core Component 5a.  The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

- Periodic reviews of environment provide for changing needs of constituencies.  
  [O1, 1P4, 2C2, 8C1]
- Attention is paid to diversity of stakeholders.  
  [3P5, 4P3, 9P1-3]
- Outreach programs respond to identified community needs.  
  [1R2, 2C1, 2R1]
- External stakeholders are well served by continuing education and customized training through Business and Industry Training Services.  
  [2C1, 2C2]

Core Component 5b.  The organization has the capacity and the commitment to engage with its identified constituencies and communities.

- Structures and processes enable effective connections with communities served.  
  [O1, 1P4, 2C2, 5P1, 9P1-3]
- Co-curricular activities engage students, staff, administrators, and faculty with external communities.  
  [1P10, 1R3, 9R1, 9R2]
- Educational programs connect students with external communities.  
  [9P1, 9R1, 9R2]
Core Component 5c. The organization demonstrates its responsiveness to those constituencies that depend on it for service.

- Collaborative ventures exist with other higher learning organizations and other education sectors. [1P4, 2C2]
- Transfer policies and practices create environment supportive of mobility of learners. [2C2]
- The College builds bridges with diverse communities. [O3, 3P1-3P7, 9P1-3]
- Partnerships focus on shared educational, economic, and social goals. [9C1-9P3]

Core Component 5d. Internal and external constituencies value the services the organization provides.

- Evaluation of services involves stakeholders served. [1P2, 1P6, 2C2]
- Economic and workforce development activities are sought after and valued by civic and business leaders. [3P3-7, 9P1-3]
- External stakeholders participate in College activities and programs open to the public. [1P4, 3R3]
- Continuing education courses and Business and Industry Training Services meet ongoing professional development needs of licensed professionals in the District. [1C3, 2C1]