Southwest Wisconsin Technical College

2014 AQIP Systems Portfolio

Academic Quality Improvement Program
The Higher Learning Commission

May 30, 2014
Southwest Tech Systems Portfolio

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Institutional Overview

Located in the rural Tri-State region of southwest Wisconsin, Southwest Wisconsin Technical College, or Southwest Tech, is a comprehensive technical school of higher learning that offers excellent educational opportunities, a broad array of support services, and a student-friendly atmosphere.

College Vision: Southwest Wisconsin Technical College will be a preferred provider of education, source of talent, and place of employment in the region. We at the College change lives by providing opportunities for success.

College Mission: Southwest Wisconsin Technical College provides education and training opportunities responsive to students, employers, and communities.

Purposes: Southwest Wisconsin Technical College’s purposes are to:

1. Provide apprenticeship, certificate, technical diploma, and associate degree programs that respond to District workforce needs and prepare students for family-sustaining jobs and career advancement.
2. Provide customized training, retraining, and technical assistance to businesses and other organizations.
3. Collaborate with schools to provide K-12 students opportunities to explore college and career options as well as to enhance their preparation for postsecondary education.
4. Provide career pathways and transfer opportunities that enable graduates to continue their education.
5. Provide continuing education opportunities to enhance the occupational knowledge and skills of District workers and residents.
6. Provide Adult Basic Education, GED/HSED, bridge, and other programs that help unskilled or low-skilled individuals prepare for work, postsecondary education, or career advancement.

College Values: 1) Learning, 2) Professionalism, 3) Accountability, 4) Collaborative Partnerships, 5) Innovation, and 6) Continuous Improvement.

Strategic Directions:
1) Increase college access, 2) Improve student completion and success, 3) Strengthen partnerships, 4) Create a cohesive culture, 5) Prioritize customer service, 6) Advance infrastructure, and 7) Promote fiscal efficiency and sustainability.

Student Breakdown:
Southwest Tech’s primary focus is on associate degrees. Figure 0-1 highlights enrollment data based on 2013-14 IPEDS:

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<tr>
<th>Part-time</th>
<th>Full-time</th>
<th>Total</th>
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<tbody>
<tr>
<td>First-time Degree Seeking</td>
<td>137</td>
<td>229</td>
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<tr>
<td>Graduate (200% of normal completion time)</td>
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Source: 2013-14 IPEDS

Fall 2013-14 data showed a total of 736 full-time and 3,408 part-time students. Of these students, 416 full-time and 1,764 part-time students were male; 320 full-time and 1,644 part-time students were female.

Faculty and Staff:
Southwest Tech employed 88 full-time faculty and 18 part-time faculty for a total of 94 FTE faculty. Faculty was comprised of 36 full-time males and 52 full-time females. In addition to faculty, other staff, administration, library, and support totaled 99 FTE. Southwest Tech did not record gender demographic information for the staff reported in 2013-14 IPEDs.

Level & Scope of Program Offerings:
Southwest Tech offers 47 degree and diploma offerings in three academic divisions: Business, Management, & IT; Industry, Agriculture, & Trades; and Health and Public Services.

Campus and Additional Instructional Sites:
The main campus site for Southwest Tech is located in Fennimore, Wisconsin. The college also maintains outreach sites that house the Adult Basic Education/GED offerings for the college.

Distance Delivery Programs:
In fall of 2013, Southwest Tech received approval to offer up to 100 percent of our programs at a distance. We have been engaged in delivery of online course options designed to supplement our current offerings, and we offer a limited number of entire programs online.

Key Campus Programs and Resources:
Southwest Tech provides a complete suite of student support-related services. These student-support services include academic, physical, and personal support systems. In addition to services for our academic learners, the college offers training to business and industry partners through contracted training and continuing education offerings designed to meet workforce training needs. Southwest Tech offers ABE/GED and HSED courses including transition courses, which provide entry into other credential attainment.

Continuous Improvement Journey:
Southwest Wisconsin Technical College is preparing its third Systems Portfolio. This portfolio will report the ongoing efforts in Continuous Improvement (CI) and will show compelling evidence as to how the CI journey has become ingrained in the cultural fabric of the institution.

In 2013, the college engaged in a professional development activity focusing on process mapping for the members of the President’s Cabinet. This group divided into four smaller components to choose specific tasks to study, map, and create improvement processes associated with that task.

One such group was the Student and Academic Affairs division, which mapped the Master Scheduling Process. This group engaged administrative, faculty, and support staff personnel to identify processes associated with the development of the academic schedule for credit-bearing sections by semester. After four sessions and with the additional meetings of small subgroups, this group mapped out the process so that members were able to visually see the scheduling development.

As is often the case with such mapping processes, it became apparent that gaps existed in the process that needed to be addressed. The facilitator held the group to the task of identifying and mapping processes until each phase was complete. Then the group could begin addressing the gaps in the process.

After the subsequent scheduling and registration periods, the group reconvened to debrief and to discuss the results. Members read through the minutes of the previous meetings and the identified challenges. The consensus among those responsible for registration was that conflicts in scheduling had been minimized due to the improved communication between academic deans and advisors in Student Services.

Personnel responsible for creating the Master Schedule will continue to meet to debrief after each registration cycle to determine issues needing to be addressed. Any group member can offer suggestions for improvement; and if there is a consensus, the recommendation should be implemented and included in the mapped process as an improvement.

Another result of this mapping exercise pertains to the training of new personnel with responsibility in the scheduling process. Previously, orientation for a new person with scheduling responsibility was based on how well a mentor could recall a particular process. Now, a completed and mapped process will be available as part of an orientation.

In 2013, Southwest Tech hired a Process Improvement/Information Technology Director. Fifty percent of the time commitment for this position will be the Process Improvement responsibility including:

- Prioritizing and executing process improvement projects.
- Proactively monitoring needs of stakeholders and proposing improvement.
- Managing and facilitating process improvements with a focus on strategy execution and innovation aimed at improved customer service, efficiency, and cost reduction.
- Promoting continuous quality improvement of IT operations to increase customer service and effectiveness.
- Developing annual technology goals and detailed plans for consideration.

Institutional Overview – 2
Category 1: Helping Students Learn

Introduction
Processes for Helping Students Learn are best described as systematic movement toward being aligned. We have benefited from numerous action projects addressing peer-reviewer feedback in this category. As part of the statewide Wisconsin Technical College System (WTCS), we have robust systems and processes that we follow to remain in compliance with state systems reporting requirements. Additionally, as an accredited institution in the Higher Learning Commission, we continuously monitor and engage in activities that address the category of Helping Students Learn. Southwest Tech has engaged in two completed action projects and two active action projects that address differing aspects of Category 1.

1P1--Determining common or shared objectives for learning development:
In the 2010 Portfolio, Southwest Tech’s description of our Core Abilities (See Figure 1-1.) received a rating of SS. While we continue to engage in the assessment of these Core Abilities and stress the importance of these abilities to students, we are developing processes that complement the assessment of student learning through statewide initiatives like the Quality Review Process (QRP: program level assessment) and Technical Skills Attainment (TSA: assessing technical learning through state processes that comple

previously. The appropriate supervisor monitors these efforts and reports to the Student and Academic Council, which provides additional input and implementation support.

State and local entities have mapped and communicated internally the program development processes. Efforts are ongoing to integrate this program development process with the program array environmental scan process. The College modified the methodology adopted in the environmental scan to assist in providing a data point in determining program viability evidence. Southwest Tech uses this program viability data as one aspect in determining whether a program will be continued, suspended, or discontinued. The College has committed funds for program marketing research for additional marketing and recruiting efforts, and these programs receive additional focus by career coaches/advisors as they meet with prospective students.

In the 2013-14 academic year, Southwest Tech moved to Compass testing for new students to assess academic skills at entrance. With input from varied stakeholders, the College determined minimum scores for incoming students. These scores will be monitored, analyzed, and adjusted as needed to ensure students are successful in their academic careers. Southwest Tech uses these scores to counsel students into appropriate remediation, if needed.

The Core Abilities remain an important aspect of the teaching and assessment of student learning at Southwest Tech. Figure 1-1 contains the six Core Abilities:

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

Figure 1-1: Core Abilities

Category 1- Page 3
The Core Abilities are posted in each classroom at Southwest Tech. Students continue to be assessed on Core Abilities, and the ongoing expectation is that faculty and staff will model these abilities for our students. Starting in 1995, Southwest Tech developed the Core Abilities with the input of cross-functional teams. These cross-functional teams used input from business/industry, staff, and other colleges in the system to form the current Core Abilities.

3.B Solving Problems and Valuing Learning are subcategories within the Core Abilities and relate to intellectual inquiry, acquisition, application, and integration of broad learning and skills. Instructors assess these abilities through embedded assessment activities and report student success through institutional processes. (See 1P2, 4.B.2.) In this way, Southwest Tech ensures intellectual inquiry is an integral component of our educational programs.

1P2--Setting program learning objectives:
Southwest Tech involves faculty, staff, and industry members in the development of specific program learning objectives. Furthermore, faculty and staff are active in an on-going assessment process that results in analysis and development of Continuous Improvement plans at a programmatic level. The College applies this analysis as part of course- and program-level assessments, Technical Skills Attainment (TSA) 4.B.2, and Quality Review Process (QRP).

3.B.1 The mission of Southwest Tech is based upon Wisconsin State statute and the Mission of the Wisconsin Technical College System (WTCS).

The mission of the Wisconsin Technical College System is to provide citizens with comprehensive technical and adult education that:

- Enables individuals to acquire the occupational education necessary for full participation and advancement in the workforce;
- Provides basic education to adequately prepare citizens who would not otherwise be able to attend college;
- Fosters economic development through on-site training and technical assistance to business, industry, and labor.

Mission Statement: Southwest Wisconsin Technical College provides education and training opportunities responsive to students, employers, and communities.

3.B.2 Southwest Tech has established a general education program appropriate for our mission, educational offerings, and degree levels based on the combined mission statements from the state system and the institution. These general education requirements are evident in our framework called “Core Abilities” (Figure 1-1). Students are assessed in their mastery of the Core Abilities through embedded assessments, and this information is reported and analyzed at the institutional level.

3.B.3 Students at Southwest Tech are engaged in collecting, analyzing, and communicating information, thus demonstrating master of inquiry and developing skills adaptable to a changing environment as outlined in our Core Abilities of Acting Professionally, Communicating Clearly,
Valuing Learning, and Solving Problems (Figure 1-1).

3.B.4 Within the Core Ability Work Cooperatively, students are assessed on their skills to “Demonstrate ability to work with a diverse population.” In cooperation with the program courses, general studies courses provide opportunities for students to learn how to meet the workforce needs while working with diverse populations. Instructors invite speakers to campus to discuss social and cultural diversity. For example, The Confucius Institute presents each semester to discuss the Chinese Culture. With larger Amish and Hispanic communities in our District, presenters come to campus to share their experiences and help our students appreciate their differences. All students are encouraged to participate in these free events.

Many co-curricular activities introduce students to the diversity that is part of the fabric of society. Southwest Wisconsin’s ethnic and cultural diversity is different from the diversity in other parts of the state. The College through the Student Life/Activities Coordinator provides educational opportunities with a focus on social and cultural diversity. Hosting the “Black-Jew Dialogues” is one example of such an event that attempts to break down stereotypes and start conversations. Other college-wide opportunities addressing these goals include a Negro Baseball League presentation, an LGBT discussion panel, students with disabilities as guest speakers, and gender issues discussions creating awareness about date rape.

To provide additional opportunity for addressing a multicultural global society, Southwest Tech has joined the Community Colleges for International Development (CCID). During the 2013–14 academic year, the Vice President for Student and Academic Affairs attended statewide meetings of the International Studies Work-alike Group. With input from interested faculty, staff, and administrators, global study and study abroad policies have been established, vetted, and implemented. In addition to these policies, the College will work with CCID to conduct an internal survey of its current resources designed to add global-study opportunities using the process Framework for Comprehensive Internationalization.

3.B.5 Through our Core Abilities, Southwest Tech assesses student’s abilities to Solve Problems by using critical thinking to evaluate alternatives to a particular solution and to show engagement in scholarship appropriate to our mission. As stated in IP1, faculty and staff are expected to model the Core Abilities including illustrating their personal progression in professional development.

4.B Southwest Tech uses several tools to measure educational effectiveness and to identify areas that need improvement. The QRP is one of the primary methods of determining educational effectiveness. The assessment of student learning through embedded Core Abilities provides faculty with feedback on student progress. Academic attainment as reported to the Carl D. Perkins Career and Technical Improvement Act of 2006 (Perkins) indicates student progress. Each of these measures provides an outcome that is analyzed, thus providing data for improvement.

Southwest Tech determines specific program learning objectives using program teams. These teams develop program outcomes that are performance-based, measurable, and observable. The Institutional Advancement Office is responsible for collecting data pertaining to these program outcomes, which is then shared with deans, directors, advisory boards, and the Vice President of Student and Academic Affairs. Based on the data, improvement plans are developed and monitored by the faculty and dean.

4.B.1 Program outcomes are linked to specific assessment tools and are documented using Worldwide Instructional Design System (WIDS), our curriculum design system. Instructors develop program outcomes with input from advisory committees, business/industry standards, certification requirements, and from other technical colleges. A matrix identifies how and in which course each program outcome is assessed. Program outcomes undergo an annual review by instructional teams who submit them to division deans and program advisory committees for validation. Program outcomes are available on the Southwest Tech website found on each program landing page. As an example, the
program outcomes for Automotive Technician are listed in Figure 1-2.

**Figure 1-2: Program Outcomes-Automotive Technician**

| Program Outcomes |
|------------------|------------------|
| At the completion of this program, graduates will be able to |
| • Service brake systems. |
| • Service electrical/electronic systems. |
| • Perform engine performance service. |
| • Service steering and suspension systems. |
| • Service automatic transmissions and transaxles. |
| • Perform engine repair service. |
| • Service heating and air conditioning systems. |
| • Service manual drive trains and axles. |
| • Exhibit a level of professionalism appropriate to an entry level technician. |

Assessments for Automotive Technicians include third-party testing using the National Automotive Technicians Education Foundation (NATEF) criteria in creating performance standards and quality assessment tools. These assessment tools will measure Technical Skill Attainment as required by federal Perkins legislation.

The WTCS program instructors are in Phase 2 of a three-phase process of developing statewide outcomes and assessment tools. The TSA process is a statewide process intended to show that technical skills are assessed within the program. It is an outgrowth of a long tradition of evidence-based evaluation that shows students have attained required skills. These assessments range from national third-party evaluations of students to indirect/local assessment standards.

**4.B.2** Processes are established in the majority of program offerings and are designed to assess learning goals and to provide measurement through assessments of Core Abilities and Technical Skills Attainment. In the 2012-13 academic year, course-level assessments in 38 of 47 programs were established. The College reported 36 of 47 programs had completed learner assessments of program outcomes. The college identified programs needing to develop course- and program-level assessments, and the Center for Teaching & Learning worked with deans and faculty to bring those programs into compliance.

Southwest Tech maintains a matrix of each program and type of assessment completed and communicates that to the Wisconsin Technical College Systems (WTCS) Office. At the state level, there is a three-phase process in place to fully implement TSA. Southwest Tech has completed Phase 1 activities in all programs and are currently working on completion of Phase 2 activities. In Phase 1, the type and level of assessment was agreed to at the state level. One example of such an assessment is the ADN program--Phase 1 resulted in everyone agreeing to use the NCLEX-RN exam results.

Students taking the NCLEX-RN exam had a 100 percent pass rate in the 2011 and 2012 testing years.

**4.B.3** At the completion of the assessment, information is shared with faculty and deans to establish continuous improvement plans. Though the College is making significant progress on this process, there is more work to do in regard to developing continuous improvement plans at a programmatic level as part of the QRP. (See **1P4, 4.A.**)

**4.B.4** The Quality Review Process (**1P4.**) is a statewide program-level review process that reflects a framework for assessment embracing continuous improvement processes by engaging a wide range of stakeholders in the assessment, analysis, and improvement of a program.

The Technical Skills Attainment process is still in the implementation phase, so it is not fully realized (See **1P2. 4.B.1**). It, too, shares a statewide programmatic approach and, as such, is designed to be a robust system once fully realized.

**1P3--Designing programs and courses that facilitate student learning:**

In the fall of 2012, the WTCS communicated changes in its existing program development process designed to reduce local approval time for program development. The process is outlined on the WTCS [website](#). The state has a two-step process whereby the Concept Review and the Program Approval steps both require local and state board approval before program implementation occurs.

Southwest Tech uses this same state two-step process in developing programming. Additionally, the College developed an environmental scan process to
complement the state two-step process of program approval. The process must show need for the program by analyzing regional need in the following areas: all state reporting requirements as outlined in the process above, mean salary in district and at state level, number of openings annually in District and at state level, competition for similar programs locally and within the geographic area we serve (the Tri-State region of Wisconsin, Illinois, and Iowa), projected cost to start program, whether the program is tied to recognized economically identified need, and whether the program has WTCS (or other) support. Any new program idea starts with the environmental scan process. If it is deemed appropriate for consideration, it moves to the next phase of the Concept Review. When the Concept Review has been approved, an ad hoc committee is formed to validate the Concept Review. If the program idea is validated and approved by the local district and the state boards, it moves to the second step of Program Approval. In this final step, the state systems office requires details of cost to start the program. This step of the process can go relatively quickly since the College has already completed the cost analysis before committing to the program development process locally. This process has been captured in flow charts vetted by the Student & Academic Affairs Council as shown in Figures 1-3 and 1-4.

The Center for Teaching and Learning administers all curriculum development activities. Adherence to the assessment of student learning, assessment of Technical Skills Attainment, and assessment of Core Abilities are incorporated in the curriculum. This process is monitored by the Curriculum Development Specialist.

1P4--Designing responsive academic programming: Southwest Tech designs responsive academic programming that balances and integrates learning goals, student career needs, and the reality of the employment market by using well-designed processes and procedures designed to ensure responsiveness. Through the use of advisory committees, each program regularly seeks the input from industry to determine employment trends, to assure curriculum is current, and to verify that graduating students are ready for entry-level positions in their chosen field.
Instructors assess course and program outcomes, Core Abilities, and Technical Skills Attainment and then measure student performance against clear and vetted expectations. Designing responsive academic programming to meet emerging needs is informed by an Environmental Scan Process. (1P3)

1.C We understand the relationship between mission and the diversity of society through being responsive to our students, employers, and communities. We prepare our students for the workplace of today by being responsive to the employers and communities of our region. We understand our region to be diverse through the demographic makeup based on ethnicity, sexual persuasion, religious diversity, disability, and by our rural nature.

1.C.1 (1P10) We address this regional diversity (or lack thereof) by embedding expectations of the importance of a global perspective within our Core Abilities. Indicators of Act Professionally include exhibiting a sense of global awareness. Work Cooperatively includes demonstrating respect for self and others, and demonstrating ability to work with a diverse population. These Core Abilities are what we consider to be expectations not only of our students but faculty, staff, and administration of the College.

1.C.2 The College Mission is “Southwest Wisconsin Technical College provides education and training opportunities responsive to students, employers, and communities.” Southwest Tech understands the diverse constituencies we serve, and we examine this diversity through the lens of social diversity. The College tracks special populations such as Non-Traditional Occupation (NTO) students, single parents, poverty-level students, and students who lack college preparedness. (1P10) The College also recognizes diversity in areas such as sexual orientation, gender identity, religion, ethnic, socioeconomic, and age.

The various populations and the related policies and practices must be consistent with our mission as a technical college. We develop and disseminate information to students through policies addressed in the Student Handbook. We create and foster awareness of diversity through course offerings, student entertainment opportunities intended to promote awareness, and a variety of campus events.

4.A Southwest Tech demonstrates responsibility to quality educational programming by use of the Quality Review Process (QRP). QRP is designed to evaluate educational programs, apprenticeships, basic and general education, as well as student services units. Each program is evaluated every five years unless the program is new. In this case, the QRP is completed in the third year of existence.

In 2003, The WTCS designed a statewide process entitled the Quality Review Process (QRP). The mission of this process is to “support the continuous improvement of instructional programs and student services.” It is based on the Continuous Improvement process, “Plan, Do, Check, Adjust.”

4.A.1 The purposes of the QRP are to

- Identify factors of program/service quality.
- Facilitate program/service Continuous Improvement through data-based decisions
- Innovate programs by anticipating future trends.
- Identify and prioritize state and local resources.
- Ensure responsiveness and accountability to customers and stakeholders.
- Improve overall organizational performance practices and capabilities.
- Facilitate communication and sharing of best practices.
- Foster and document innovations developed by colleges.

4.A.2 Our policy on forms of prior learning includes five general principles, which govern the awarding of credit for prior learning at Southwest Tech:

1. In assessing prior learning experiences for the purpose of awarding credit values to them, the College shall provide maximum recognition for work completed through other nationally or regionally accredited post-secondary institutions or other education, training, or work experiences pertinent to the student’s present educational programming and graduation requirements.

2. Credit granted for prior learning shall be entered on the student’s transcript and be counted toward
the total number and distribution of credits required for program completion. Credit awarded for prior learning shall not carry a letter grade or count in the computation of the student’s grade point average.

3. Credit for prior learning may be awarded for courses for which there is not a direct course equivalent if they can be appropriately applied toward satisfying general education, electives, and other program requirements.

4. To preserve academic integrity, the dean must approve the awarding of credit for prior learning to any particular student. The dean should rely on program- and/or subject-area faculty expertise in questionable situations.

5. The College will award credit for prior learning experiences toward completion of a program based on the College assessment of the applicability of the skills, knowledge, and competencies achieved to program completion requirements.

Students may be granted credit for prior learning under one or more of six categories:

- Postsecondary credits earned at WTCS colleges
- Postsecondary credits earned at non-WTCS colleges
- High school credits for which students later seek college credit
- Credits earned completing a WTCS program of apprentice-related technical instruction
- Subject area competency demonstrated by passing a district or national examination
- Previous work experience, education or training, or other prior learning demonstrated as comparable in content and rigor to a specific technical college course or courses

Southwest Tech is currently developing processes and procedures to better define the last bulleted item above. Through a statewide grant from the Department of Labor, we are consulting with the Council for Adult and Experiential Learning (CAEL) to define processes that are consistent with nationally accepted practice.

4.A.3 Southwest Tech’s policies for acceptance of credits align with WTCS policies. Credits are accepted from accredited institutions. In cases where there is a question concerning a particular transfer credit, review of the syllabus and input from faculty and dean of the department may be sought.

Before accepting credit, an advisor may request and analyze a course syllabus to ensure that the course is equivalent. If the credit is from another technical college within the WTCS, the advisor can consult the state Web site to verify the course in WIDS. All credits accepted by Southwest Tech are evaluated by the Student Services department. Southwest Tech communicates to the students those credits that will transfer. We also work with the student to help him/her understand the individual program requirements through the use of the Academic Planner.

4.A.4 The College maintains and exercises authority over prerequisites, rigor, and expectations for student learning through the QRP. Faculty qualification is based on established criteria that align with current state certification processes ensuring faculty meet specific qualifications to teach discipline areas.

The deans and faculty are responsible for prerequisites for courses and maintaining rigor of courses as well as assessment of student learning on Technical Skill Attainment and Core Abilities. Instructors embed these assessments into courses during the curriculum development process and then monitor them through the QRP. Information from the QRP is reported on the QRP Scorecard, which administration monitors.

The College monitors prerequisites through the Enterprise Resource Planning (ERP) system, also known as the Comprehensive Academic Management System® (CAMS), which can enforce the sequence in which courses are completed. The process for setting a co-requisite or pre-requisite requires faculty initiation to the dean, and that request is then brought to the Student and Academic Affairs Council for action. If a question arises during this phase, faculty has an opportunity to provide further clarification.
If approved, the co-/pre-requisite goes to IT to make the appropriate change in CAMS®, and then these changes are communicated via e-mail to a list serve that includes deans, administrative assistants, advisors, career coaches, financial aid, and others.

Dual-credit offerings are monitored by adoption of Guiding Principles as described below and reviewed for the college by the Southwest Tech Career Prep & Youth Options Specialist.

- Southwest Tech adheres to the Guiding Principles provided by the WTCS related to dual-credit offerings. The high school instructor must hold a current DPI license in the general education discipline and/or technical/core discipline in which he/she would like to teach, and be employed as a secondary school instructor by a K-12 district within the Wisconsin technical college district as is the established protocol. An out-of-district protocol may be considered on a case-by-case basis by the Career Prep Specialist. This will occur only if the in-district technical college does not offer the course or program.
- Following the development of an articulation agreement, the high school instructor may teach a technical college general education or technical/core course to students within the high school.
- A written contractual agreement between a school district and a technical college will be created as part of the articulation agreement.

The College may enforce additional requirements, and our process includes having a campus instructor meeting prior to the signing of any agreement to discuss curriculum, outcomes, and competencies. After the agreement has been signed, the campus instructor is available for questions and will suggest resources if needed. The high school instructor uses the Course Outcomes Summary and follows the criteria listed for evaluation of competencies. (See 4.B.1 and 4.B.2)

Southwest Tech and the high school instructor will meet every three years to discuss articulation for each subject area. This allows for discussion of curriculum updates, sharing of resources, and networking between instructors and other high schools.

4.A.5 Southwest Tech maintains specialized program accreditation in the following areas:

Industrial Occupations:
- Auto Collision Repair & Refinish Technician is accredited by the National Institute for Automotive Service Excellence (ASE).
- Automotive Technician is accredited by the National Institute for Automotive Service Excellence (ASE).

Health Occupations:
- Medical Assistant is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP).
- Medical Laboratory Technician is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).
- Nursing-Associate Degree is accredited by the National League for Nursing Accrediting Commission (NLNAC).
- Physical Therapist Assistant is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).
- Direct Entry Midwife is seeking accreditation through the Midwifery Education Accreditation Council (MEAC).

4.A.6 The College measures success of our graduates through the Graduate Follow-up System. The WTCS developed 10 indicators collaboratively with the 16 colleges. Measures related to graduates include Job placement – all employment, Job placement – related employment, and graduation rates, on-time, third year, and fifth year. Additionally, the QRP allows the College to track program data that is considered important at a local level. Other QRP measures report success of students within a program with measures like course completion, minority course completion, special populations course completion, and non-traditional gender information.

At the College level, Southwest Tech tracks six indicators including employer satisfaction. The employer satisfaction data is collected by administering a graduation follow-up survey. All QRP
information becomes a part of a scorecard reported by program. (See Figure 1-5, 1P13.) When a QRP is completed and data indicates an opportunity for improvement for a particular measure, we develop an improvement plan which is then approved by the dean or supervisor.

3.A The WTCS and the District Board must approve all programs. Through the vetting process of state approval, articulation processes across the technical colleges of Wisconsin, and articulation agreements with four-year institutions, we review the level and rigor of offerings to ensure transferability credit where appropriate. The QRP provides follow-up information to ensure programs are at the appropriate level and meet the needs of all stakeholders.

3.A.1 Southwest Tech uses advisory boards associated with each program to provide input, which helps the College keep program offerings current. These advisory boards provide feedback as to industry trends and act as an appropriate sounding board for the faculty and administration to seek employment trends and future directions. Annually, advisory boards review the curriculum and provide advice to faculty and administration. Southwest Tech carefully weighs this advice and determines any changes that may result from the advisory board’s input. The College seeks input pertaining to the required level of performance our students should possess for both technical and soft skills.

Southwest Tech also seeks feedback from employers to gauge satisfaction with graduates. (1R1, Figure 1-7.) For the past three years, employers report that 95 percent would hire another Southwest Tech graduate based on the employers’ experiences.

3.A.2 All programs at Southwest Tech regardless location or mode of delivery are subject to the QRP. The process is established, and the rubric is in place to evaluate learning outcomes. Learning outcomes are articulated for all programs and entered into the WIDS database. Our learning outcomes, equivalent to learning goals, are differentiated at the course level by assigning appropriate financial aid codes. Our numbering convention is a statewide system allowing quick recognition of credit and non-credit offerings. The College shares these learning outcomes with the state System’s Office. As Southwest Tech develops new learning outcomes, the College uses an internal system of approval that includes coaching from staff in the Center for Teaching and Learning office to ensure quality instruction.

1P5--Determining the preparation required of students:
Southwest Tech determines the preparation required of students for specific curricula through faculty-developed program entrance standards and lists these standards in the program description as well as on the Academic Planner. Southwest Tech moved from the using the Test of Adult Basic Education (TABE®) to the Compass® in the fall of 2013 for students in most program areas. Nursing and health-related programs use the Health Education System, Inc. (HESI®) test as a pre-admissions test.

Southwest Tech convened a group of faculty, support staff, and administrators to determine minimum scores for pre-college coursework required of students based upon their Compass® results. Program counselors interview prospective students to assess preparedness for program entry; assist them to explore alternatives; and, if needed, enroll them in developmental or college prep courses.

Southwest Tech generally expects program applicants to have a high school diploma, General Equivalency Diploma (GED) or High School Equivalency Diploma (HSED), or be able to demonstrate an ability to benefit from higher education as determined by standardized tests. Southwest Tech adheres to Financial Aid guidelines in regard to high school diploma or equivalence to receive financial aid.

Southwest Tech requires prospective students to complete the Compass® to assess student preparedness for program requirements. Prospective students are required to submit high school and college transcripts.

A faculty-developed academic planner is available for each program. Each program sets a reading level requirement through program text analysis and course content analysis. General education faculty set prerequisite scores for courses in mathematics, science, social science, and communication based on student success data. Program instructors, in consultation with general education instructors, set minimum program and course standards. Students
who do not meet these prerequisites are required to enroll in related college prep coursework either prior to or concurrent with program coursework, alternate programs, or modified curriculum plans.

1P6--Communicating required objectives to current and prospective students:
Southwest Tech communicates to current and prospective students the required preparation, learning, and development objectives for specific programs on the Southwest Tech Web site found on each program landing page.

2.B Southwest Tech communicates to current and prospective students the admission requirements for programs and courses on the College Web site and in the College Guidebook. All program promotional materials include program outcomes. Prospective students are encouraged to visit the College Web site to review program and course prerequisites, career opportunities, and program and College entrance requirements. Real-time career opportunity information is provided through a link on each program landing page. That information is constantly updated with current position availability tied to local demand through the close monitoring of Economic Modeling Specialists International (EMSI).

The Career Prep & Youth Options Specialist holds articulation meetings for secondary and Southwest Tech instructors. At these meetings, Southwest Tech instructors share curriculum and student preparation requirements with their high school counterparts. The College hosts meetings for instructional divisions and general education subject areas as well as high school instructors. Secondary instructors comment on how helpful shared information is in working with their students. The Career Prep & Youth Options Specialist conducts joint workshops for secondary and post-secondary instructors on topics such as teaching techniques, learning styles, and career pathway development. Career Exploration for High School Students and classroom shadows for students in grades 8-12 are held throughout the academic year. Career Exploration for High School Students is a pre-college workshop designed to educate participating students about the importance of a college education and to introduce program of study opportunities at Southwest Tech.

Admissions and registration staff respond to prospective and current student inquiries regarding application requirements, program availability, course enrollment, and wait lists. Every program student is required to meet with a program counselor/advisor to review program readiness. Program counselors/advisors give students the program curriculum and advise them on course completion for degree/diploma attainment. Fees and program costs are detailed on the website.

Southwest Tech encourages all new students to attend Teacher/Learner Connection (TLC) day prior to the beginning of the semester. During TLC, staff members inform students about Core Abilities; outline classroom, program, and academic expectations; and make a personal connection with new students. New student orientation provides students information on financial aid, registration, support services, human resources, and counseling.

Southwest Tech presents ourselves and our accrediting efforts in the following statement found in the Student Handbook: “All programs that Southwest Tech offers have been approved by the Wisconsin Technical College System Board, and the College has been accredited to grant an associate degree of applied science and technical diplomas and certificates.” The College also displays the logo and hyperlink to the Higher Learning Commission and shows we are a member of the North Central Association on its website.

1P7--Helping students select programs that match their needs, interests, and abilities:
Southwest Tech helps students select a program of study that matches their needs, interests, and abilities. Students Services has two teams of advisor and counselor. Either member of the team can assist the student with program details. However, the counselor meets with students who are in need of counseling for non-academic/behavioral issues. Faculty can report a student with behavioral issues through an e-mail alert system. This activates a Behavioral Intervention Team (BIT) to meet to discuss the behavior and seek a resolution to the problem.

3.D Program counselors or advisors meet with prospective students to review their applications, test results, and program selections.
3.D.1 When the College assesses and finds students in need of college prep course work, we send the students to work with an instructor in the Academic Success Center (ASC). Students requiring other learning resources will find help through the Support Services office, where they can receive assistance with adaptive technology, testing accommodations, and other resources. In the ASC or Auto-Tutorial Lab (ATL) (for health-related programs), students will find a wide array of assistance in upgrading their academic skills to ensure their success in their chosen programs.

3.D.2 Students who do not meet program requirements are provided with options as part of their academic planner development that include suggested college prep courses, alternate programs, and/or modified curriculum plans. Career coaches assist students who are uncertain about career choices and refer these potential students to the on-campus Career Center for interest and career assessments. From that information, the program counselor is better able to assist the student determining a program that will meet his or her academic and professional goals. In an effort to make the academic planner more student friendly, we redesigned the form to more clearly communicate expectations of pre-college level coursework as a prerequisite to college-level courses. With the implementation of CAMS® as an Enterprise Resource Planning (ERP) system, we are able to enforce those prerequisites.

3.D.3 Southwest Tech provides academic and program advising through either an advisor or counselor who assists returning students with specific information pertaining to courses they should complete. At the programmatic level, faculty members also advise students on courses for the next term.

3.D.4 The Center for Teaching and Learning (CTL) is multifaceted and provides faculty access to written resources, professional development activities, and curriculum support to improve teaching effectiveness. Southwest Tech has been able to build and expand capital resources devoted to student learning through the addition of new facilities to house health, public safety/fire/EMS, automotive-related occupations, agricultural power, early childhood education, and welding. Other areas that have gone through renovation include the student activity center, culinary arts, Student Services, institutional advancement, and the main entryway areas to better serve learner success.

New facilities have provided students with hands-on facilities that mirror industry standards. Students have the opportunity to learn by doing. Results from Noel-Levitz’s Student Satisfaction Inventory™ show satisfaction with classroom and lab facilities. (See Figure 1-9.) The Student Services remodel has produced and efficient bundling of services creating a one-stop shop approach to serve students from admissions to disbursement of financial aid in one location. The culinary arts program has begun to use their new dining facilities by hosting buffet luncheons and will host donor appreciation lunches in the near future. These are but a few examples of how improvements are transforming our students’ educational experience.

3.D.5 One of the Core Abilities on which students are assessed is Solving Problems. Instructors teach students how to access appropriate information to solve problems and to use research as a tool for learning. Assistance is also available in the library. The head librarian instructs students in researching and accessing instructional resources both in the library and online.

IP8--Dealing with underprepared students:
We have processes in place to track students through the college prep process, beginning with the Compass® test. Using the Compass® results and advisor input, we identify the underprepared students. Counselors advise these students about and enroll them in appropriate college prep courses. This begins a closely monitored remediation phase.

Second, students are sent letters, called, and/or e-mailed by the instructors before remediation classes begin to discuss expectations of the course. Each college prep course has state-defined competencies outlined in WIDS. The curriculum defines how mastery of these competencies must be shown. Southwest Tech has defined 80 percent on assignments completed, mastery tests, and/or other methods as defined in the WIDS curriculum as evidence of mastery of the competencies. Students must show mastery in each competency to pass the college prep course.
Third, if students are not regularly attending classes, instructors contact them through e-mail, telephone calls, and/or letters. In some cases, program instructors may be called, and their assistance may be engaged. Southwest Tech also uses the Student Alert System (SAS) process where Student Services advisors are notified when students are not attending classes or when student success is in jeopardy.

Southwest Tech works with students who are underprepared for academic programs and courses through individual advisor interviews and student-specific recommendations. Program counselors identify the underprepared student based upon the Compass® scores which are compared to the academic program or course standards. They then review these standards with the prospective student and make recommendations to meet student need.

Counselors and/or advisors refer underprepared students to an outreach Basic Education (BE) site for remediation of reading, mathematics, and/or language to accommodate travel concerns. Other students will be referred to our on-campus ASC for those same services. Students are reassessed when they successfully complete remediation course work. Other students may need to complete a prerequisite course to enter either a program or course. Examples of this would be Fundamentals of Chemistry for Nursing Associate Degree students or Fundamentals of Language for Written Communication.

In addition to program advisors/counselors, the Support Services Specialist and/or the Student Success Counselor may determine if students are underprepared. These students follow the above-mentioned pathway and/or access assistance through support services.

Students may identify themselves as underprepared even though they may meet the standard(s) for their programs/courses. Typically, these students feel a lack of preparedness with regard to assimilating academically. The counselors refer these students to the ASC for assistance with study techniques and test-taking strategies. These students may also enroll in credit-bearing college prep equivalency courses that can be completed prior to or concurrently with completing program courses.

**1P9—Detecting and addressing differences in learning styles:**
Southwest Tech has presented the Learning Style Inventory to students during the New Student Orientation until the 2012-13 academic year. Starting with 2013-14 year, students were advised they could request a Learning Style Inventory through the ASC. The reason for the change during the 2013-14 year was to provide an opportunity for the academic divisions to focus attention on the Core Abilities and to provide an opportunity during the Teacher/Learner Connection day to accentuate the importance of these foundational academic skills.

During the staff development process administered by the Center for Teaching and Learning, new faculty take part in professional development activities designed to make them sensitive to and cognizant of developing learning materials with the multiple learning styles of students in mind. Faculty includes these learning style components into WIDS during curriculum development.

**1P10—Addressing the special needs of student subgroups:**
(See 1P10, 1.C) Southwest Tech identifies special needs subgroups as Non-Traditional Occupation (NTO) students, single parents, poverty-level students, and students who lack college preparedness. Students self-identify to which particular group(s) they belong at the time of registration through the completion of a hard copy or as a part of the online registration process. Specific criteria are available to the student designating each category. We collect this information through our internal software system (CAMS®) and then report it to the state office at the appropriate time.

Southwest Tech addresses the special needs of students through the Support Services Center with Foundation Office support. The Support Services Center provides case management, adaptive equipment, mentoring or tutoring services, and transition services for disadvantaged students and students with disabilities. Additionally, the academic division provides course/program support through the ASC.

Non-Traditional Occupation (NTO) students, displaced homemakers, single parents, and other
students in need may receive financial support from a grant-funded program called Dreamkeepers. This program aims to help students facing an emergency cost valuing $500 or less to overcome these short-term obstacles including mileage reimbursement, childcare costs reimbursement, and help with food expenses. Studies have shown that an unplanned expense of $500 or less is one of the top reasons students drop out of two-year colleges.

To qualify for Dreamkeepers funding, students must be Pell grant eligible and must meet with an advisor to explain the emergency situation. The advisors provide financial education resources to teach them about their finances. The College also partners with local banking establishments to discuss budgeting skills and financial management during classroom time before our College’s financial aid distribution. Students who meet with an advisor to determine eligibility are eligible to receive emergency funds for up to $500 per semester and up to $1500 over the course of their educational career at SWTC.

The majority of the student body commutes to campus. Southwest Tech, when feasible, develops student schedules which require less travel. The college provides ride-share bulletin boards, has outreach sites for basic education, and informs students about a Low Income Family Transportation (LIFT) van service. Southwest Tech provides gas cards for students that meet certain eligibility criteria. To be eligible for a gas card, the student must meet with an advisor to discuss need before disbursement. Southwest Tech has also created a student food pantry. This past year students accessed it 1056 times and provided 13,636 pounds of food. This pantry is a part of the outreach in which the library staff engages. There is an endowed account to perpetually provide support for the food pantry. Faculty, staff, and retired staff provide contribution to supplement support from our partner Second Harvest.

Time- and place-bound students oftentimes have difficulty attending courses on campus during the traditionally scheduled hours. Therefore, the Instructional Technology Support Specialist works with faculty to develop alternative delivery courses including online and ITV offerings. Faculty is required to complete a Teaching Techniques for Online Learning class prior to developing and teaching an online class.

The College offers a Supervisory Management associate degree program using an accelerated delivery method in the evening targeting adult workers. We also offer General Education courses through this accelerated method as well as through two-day sessions during the interim periods.

Southwest Tech district residents age 62 or older may audit courses for the cost of the material fee. L.C (See 3.B.4)

1P11--Defining, documenting, and communicating expectations for effecting teaching and learning: Southwest Tech defines, documents, and communicates expectations for effective teaching and learning through in-service training to staff, offering courses on teaching and learning, adaptation and implementation of WIDS, and review of program outcomes through the QRP.

New faculty participates in a formal mentor/mentee (M & M) program. A two-week New Staff Academy includes meetings with the mentor, discussions with key Southwest Tech personnel, and completion of a WTCS-required certification course. The College President and Vice President of Student and Academic Affairs address new staff, emphasizing expectations of employees and providing an understanding of Southwest Tech and the WTCS. Teaching and learning expectations are a major part of these presentations. Mentors meet with their mentees weekly throughout the year to respond to questions and concerns and to provide information and feedback. Mentors conduct three classroom observations of the mentee during the first semester and at least one during the second semester. The College chooses mentors based upon their experience and effective teaching expertise. The M & M program provides fresh ideas and perspectives on teaching and learning to both participants. All mentor/mentee interactions are documented and become part of the mentee’s confidential file.

The CTL is available for all staff to continuously update and improve instruction/practice. The CTL plans a variety of staff development activities including technology sessions and learning academies to educate staff on teaching strategies, technology, and
classroom management. The CTL also offers one-on-one training sessions for a more individualized approach.

The WTCS requires new instructors (including adjunct faculty) to complete certification courses relevant to adult, career, and technical education. Veteran instructors teach certification courses that assist faculty in developing effective teaching strategies that ground them in the foundations of teaching adult students.

During the first three years of employment, instructional supervisors observe classroom instruction, conduct student evaluations, and provide faculty with written feedback regarding strengths and areas for improvement. Beginning in the fourth year of employment, the instructor and supervisor jointly plan and monitor the instructor’s preparation and professional development. The College is currently developing new evaluation practices that will be consistent with the new approach required by post-Act 10 legislation in Wisconsin.

Curriculum that reflects industry-validated content and recognizes effective learning facilitation techniques supports the College’s philosophy of effective teaching. The College trains faculty on the use of WIDS, which assists instructors in planning and creating effective curriculum. Instructors who develop online courses serve as peer reviewers for each other using our online course standards. We use the QRP to evaluate student success and instructional effectiveness based on the degree to which students accomplish program and course outcomes. Curriculum, teaching, and assessment methods are adjusted as needed.

2.D Southwest Tech embraces the idea of freedom of expression and the pursuit of truth. Located in the Student Handbook under the section on behavior is the following: “Southwest Tech promotes a learning-centered environment dedicated to the advancement of personal growth and knowledge.” Freedom of expression is understood by the College within the boundaries as delineated by prior legal findings.

2.E The Student Handbook addresses student policies concerning advancement of personal growth, knowledge, academic honesty, and conduct. This policy covers a wide range of academic issues including ethical use of information. Students in health-related programs are further instructed in the handling of sensitive patient information and the consequences of inappropriate use of such information. Our Core Abilities address the acquisition, discovery, and application of knowledge for student, faculty, and staff equally (See 1P1).

2.E.1 The understood mission of Southwest Wisconsin Technical College is the preparation of students for participation in the workforce. It is not a part of the mission of the College for faculty to actively engage in research, so an Institutional Research Board has not been established. The College does, however, have an expectation that faculty, staff, and students will engage in appropriate academic practice. We provide oversight of this responsibility by embedding appropriate academic practice in the Core Abilities. (See Figure 1-1.) In the Student Handbook under the Academic Honesty section, expectations of academic integrity are addressed. Students are made aware of academic ethics expectations, academic misconduct, and potential sanctions. This section of the Handbook also outlines an appeal processes for students charged with misconduct and who believe they have been unfairly accused.

2.E.2 The Student Handbook defines academic dishonesty and misconduct and describes the processes/procedures for the student while outlining expectations and consequences. During New Student Orientation and the Teacher/Learner Connection day, we discuss with students where the Student Handbook is located. We assess students through the inclusion of the Core Abilities, and the program performance indicators outline behavioral expectations. We expect all faculty, staff, and administrators to model these Core Abilities and reflect the performance indicators. To ensure integrity of research and the ethical use of resource, the College provides additional guidance through various online resources and in the library or ASC if students have questions on how to cite information resources.

2.E.3 The policy regarding academic honesty and integrity are clearly stated in the Student Handbook as well as instructors’ course syllabi. The Director of Student Services is responsible for the enforcement of
the policies. Processes and procedures are outlined under the Student Code of Conduct in the handbook available on the College’s Website.

1P12--Addressing students’ needs and organization’s requirements through course delivery system:
Southwest Tech builds an effective and efficient course delivery system using a variety of methods that include face-to-face, online, blended, instructional television (ITV), independent study, and work-based learning opportunities.

One of the seven College Strategic Directions (developed in 2012-13 academic year) is to “Increase College Access.” We have identified sixteen Strategic Projects designed to assist us in meeting this particular direction. We have identified improved master scheduling, alternative delivery methods, increased offerings (at outreach sites), bridge programs, entire programs offered online, and competency-based curriculum design among the sixteen projects.

In the summer of 2013, we submitted a substantive change request to the Higher Learning Commission to offer up to 20 percent of our offerings at a distance. We received notice that the request had been granted up to 100 percent of our programs being offered at a distance.

We then requested approval of the Health Information Technology program (August 2013) to be offered entirely online. Our plans are to increase availability of entire programs online. We are developing new and improved processes of quality assurance both at the program and instructional levels for all delivery methods.

Southwest Tech continues to build our course delivery system based on the following factors:

- Student demands
- Graduation requirements
- Availability of qualified faculty
- Compensation guidelines
- Technology needs
- Facility needs
- Course delivery methods

To balance student and instructional needs, academic deans, coordinators, and administrative assistants develop course schedules and assign them to faculty. This is done in conjunction with input from Student Services and academic advisors. Advisors are acquainted with the challenges students face in scheduling courses and recognize they are an important part of the schedule development process. Additionally, after each registration cycle has been completed, courses have started, and we have progressed through the add/drop date, all individuals involved in scheduling meet to debrief on lessons learned during the past cycle. This allows us to implement the continuous improvement model with a goal of improving the Student Success Inventory indicator for student satisfaction with registration.

Students indicate that classes scheduled at convenient times are of high importance, but they report levels of low satisfaction with our current process. It should be noted that while their level of satisfaction is low, it rates at a higher level than any of the other Wisconsin technical colleges. We are moving toward comparisons with other institutions around the U.S. on this measurement through our membership of the National Community College Benchmark Project (NCCBP), which will provide us peer institutions to benchmark data for comparison purposes. (See 1P4, 3.A.)

1P13--Ensuring programs and courses are up-to-date and effective:
Southwest Tech ensures that programs and courses are up-to-date and effective through a variety of activities. The College regularly evaluates each program’s courses as part of the cyclical Quality Review Process. The percentage of courses reviewed and updated are identified annually through analysis of the P500 college indicator titled “% of courses in WIDS”. See Figure 1-5 as an example of a program scorecard. For detailed information regarding the definitions of measures, see the QRP Definitions document.
Figure 1-5: 2012 Associate Degree Nursing Program Scorecard Data Table Nursing ADN

<table>
<thead>
<tr>
<th>Indicator Type</th>
<th>Indicator Code</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td>C200 Course Completion</td>
<td>77.9%</td>
<td>78.9%</td>
<td>82.9%</td>
</tr>
<tr>
<td></td>
<td>C400 Special Populations Course Completion</td>
<td>75.0%</td>
<td>77.1%</td>
<td>83.2%</td>
</tr>
<tr>
<td></td>
<td>C600 Minority Course Completion</td>
<td>50.0%</td>
<td>100.0%</td>
<td>75.0%</td>
</tr>
<tr>
<td></td>
<td>F200 Second Year Retention</td>
<td>81.1%</td>
<td>64.6%</td>
<td>75.5%</td>
</tr>
<tr>
<td></td>
<td>F400 Third Year Retention</td>
<td>70.4%</td>
<td>62.3%</td>
<td>52.5%</td>
</tr>
<tr>
<td></td>
<td>F600 Third Year Graduation</td>
<td>33.8%</td>
<td>27.4%</td>
<td>20.2%</td>
</tr>
<tr>
<td></td>
<td>F800 Fifth Year Graduation</td>
<td>52.6%</td>
<td>27.4%</td>
<td>20.2%</td>
</tr>
<tr>
<td></td>
<td>I300 Job Placement – All Employment</td>
<td>–</td>
<td>97.1%</td>
<td>92.3%</td>
</tr>
<tr>
<td></td>
<td>I600 Job Placement – Related Employment</td>
<td>94.1%</td>
<td>92.9%</td>
<td>88.5%</td>
</tr>
<tr>
<td></td>
<td>J500 Non-Traditional Gender</td>
<td>6.8%</td>
<td>8.0%</td>
<td>10.1%</td>
</tr>
<tr>
<td>College</td>
<td>L500 Student satisfaction with instruction</td>
<td>2.76</td>
<td>2.86</td>
<td>2.84</td>
</tr>
<tr>
<td></td>
<td>M500 Student satisfaction with other services</td>
<td>2.71</td>
<td>2.79</td>
<td>2.69</td>
</tr>
<tr>
<td></td>
<td>N500 Employer satisfaction</td>
<td>3.63</td>
<td>3.5</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>O500 Continuous improvement of program</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>P500 Curriculum % credits in WIDS</td>
<td>60%</td>
<td>60%</td>
<td>72%</td>
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<tr>
<td></td>
<td>Q500 Cost per FTE</td>
<td>$10,298</td>
<td>$11,118</td>
<td>$9,827</td>
</tr>
</tbody>
</table>

4.A Indicator P500 Curriculum % Courses in WIDS sets a threshold of 70 percent of program curriculum updated in the last three years (with a target of 100 percent). Program curriculum should include a course outcome summary, a set of learning plans, learning activities, assessments, and aligned syllabus. The curriculum resides in WIDS and is available in the curriculum bank.

General education courses and some program courses utilize statewide curriculum to ensure consistency throughout the 16 technical colleges. The Wisconsin Technical College System (WTCS) program education directors and representatives from the 16 colleges meet regularly to review statewide curriculum and modify as warranted. Courses not categorized as statewide curriculum are reviewed by program instructors, Deans, advisory committee members and the college’s Center for Teaching and Learning to determine relevance and to identify needed changes. Modifications to these courses are made through recommendations and approval of all stakeholders with final approval from the WTCS.

Southwest Tech conducts an annual Noel Levitz Student Satisfaction Survey, graduate success survey, and employer surveys to ascertain satisfaction with education provided and the overall college experience. Results indicate whether the content being taught meets the needs of the students/graduates and the expectations of their employers. Southwest Tech receives a high response rate to these surveys proving reliability of results.

Southwest Tech provides guaranteed retraining to eligible graduates of technical diploma and associate degree programs whose employers certify that the graduate lacked entry-level skills.

1P14--Changing or discontinuing programs and courses:
Administrative procedures for changing or discontinuing a program or course follow specific policy and process guidelines. Southwest Wisconsin Technical College program curricula is reviewed and revised based on industry standards and with faculty and program advisory committee input. Program modifications follow all Wisconsin Technical College System (WTCS) processes and procedures as required by the Educational Services Manual (ESM). The policies for the instructional area are located on the SWTC website.

Program modifications also follow College processes, procedures, and timelines. The supervising dean will present all modified program curricula to the Student & Academic Affairs Council (SAAC) and its designees for input and support. The Vice President for Student & Academic Affairs will approve such program modifications.
College program modification procedures are as follows:

- Advisory committee meetings held by 10/31
- Draft modification forms submitted to Student & Academic Affairs Administrative Assistant
- Needed revisions completed and documentation resubmitted by 11/30
- Proposed modifications presented to Student & Academic Affairs Council and its designees
- Internal modifications (those with less than a 20 percent curriculum change) sent to Program Modification list by 12/31
- External modifications sent to WTCS for approval by 12/31
- WTCS approval received
- Approved external modifications sent to Program Modification list

The Administrative Assistant to the Student & Academic Affairs Council submits modifications which consist of one or more of the following forms:

- State Curriculum Modification Form
- Course Approval/Modification Form
- Program Description/Number Modification Form (when needed)
- Advisory Committee Minutes
- Any additional supporting documentation

Recommendations that could impact programs are the responsibility of the Student & Academic Affairs Council which includes:

- Continue program as is or with changes
- Discontinue program through identified state process
- Suspend program through identified state process
- Stop enrollment without going through formal state process (allowable WTCS)
- Restructure program to better meet student and employer needs

The Executive Team provides final approval of these recommendations.

1P15--Determining and addressing learning and support needs of students and faculty:

3.D Southwest Tech determines and addresses the learning support needs of students and faculty throughout the year. Generally, the QRP might address learning support needs; but more likely, they are uncovered as a part of faculty-to-dean dialog or as a part of the Student and Academic Affairs Council meetings. At an individual student level, potential learning support needs are assessed, and recommendations are made during the admissions process. (1P7) These recommendations are communicated to the students in their academic planner.

The Student Alert System (SAS) enables instructors to identify students with support needs throughout the year. The process begins with an initial instructor referral, which sends an alert to the College’s Student Alert Team (SAT). SAT member(s) meet with the student to develop an action plan, and then SAT member(s) follow-up with the referring instructor and the dean.

The ASC provides student assistance with coursework and skill development. The ASC surveys students and faculty each semester to solicit feedback about services and suggested improvements. Online MySkillsTutor™ provides self-paced, skill-building learning activities. The ASC provides an online proofreading service providing feedback to students regarding their writing skills.

Southwest Tech annually conducts the Noel-Levitz Student Satisfaction Inventory™, which provides students an opportunity to comment on the various services provided at the College. Southwest Tech analyzes the data collected to suggest improvements in all areas of the College.

The college librarian presents available library services to program students as well as seeks input on student needs. During the 2013-14 academic year, Southwest Tech developed plans to remodel the library area. This provided an opportunity to rethink many of our academic support services and how they can be more centrally located to a redesigned Learning Resource Center to better serve the needs of our students.

The Center for Teaching and Learning (CTL) conducts an annual survey to assess faculty needs. Information gathered from surveys is used to develop
targeted training opportunities, workshops, and inservices. The CTL maintains a lending library of instructional resources available to faculty to expand their repertoire of teaching strategies. The CTL 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. The Instructional Technology Support Specialist assists program faculty with collecting, analyzing, and submitting student Technical Skill Attainment data for state reporting.

The College budgeting process addresses program equipment and supply needs. Recommendations for purchases come from advisory committee input, faculty, and students. Instructional supervisors meet with program faculty to determine needs and costs for program budgeting.

Southwest Tech offers career and technical programs requiring a significant amount of hands-on learning. April 1, 2008, voters approved a $31.9 million building referendum. Construction on the new and remodeled facilities began in April 2009. These facility upgrades addressed program laboratory and shop needs. Laboratory and building needs were developed during the period since the last Systems Portfolio. In addition to these important academic areas, Student Services and a student activity area were recently remodeled, which better serve the needs of students. With expansion of the student activity area, the opportunity for additional special events became possible. One example of this was expansion of our observance for Constitution Day in which the students could participate in answering questions via large screen TV.

1P16--Aligning co-curricular development with curricular learning objectives:

Southwest Tech continues to align our co-curricular learning objectives with program instruction and program outcomes. The faculty is involved in the development or continued operation of clubs which are aligned with programs and/or student chapters of professional organizations. The Business Professionals of America (BPA), Post-Secondary Agriculture Student (PAS) Organization, and SkillsUSA club activities prepare students for state, regional, and national competitions. The National Student Nurses Association (NSNA) is involved in activities such as community blood drives.

3.E.1 Club members participate in program-related competitions, industry-related state and national conferences, service-learning projects, fundraising activities, and activities to improve the well-being of the community. An active Phi Theta Kappa chapter has existed since 2007-08 to promote leadership and to encourage students from all program areas to participate based upon academic achievement.

3.E.2 Southwest Tech encourages program-specific clubs. Examples include the Blue Line Club focuses on criminal justice-related activities and the Golf Course Management Club organizes events related to golf and attends the National PGA Conference every year.

Southwest Tech is a member of the National Junior College Athletic Association (NJCAA) fielding a Division III golf team. The Human Services Associate Club raises and donates to the College Christmas Fund for needy families. Information about student clubs is available on our College website. Oversight of student club activities is within the Student Services Department. In the fall 2013, a new student activity center (Charley’s) was opened with hours of operation from 7:30 AM until 9 PM, Monday through Friday.

Southwest Tech communicates information about student events in a number of ways: e-mail, College Web site, placards, table tents, and announcements over the PA system and TV monitors on campus. Southwest Tech is actively engaged in developing ongoing student activity that is specific to our program needs, student social needs, and co-curricular goals. These activities reflect our Mission Statement: “…provides education and training opportunities responsive to students, employers, and communities.”

1P17--Determining students receiving degrees and certificates have met learning and development expectations:

Southwest Tech has robust processes in place to determine that students have met learning and developmental expectations through assessment performed at entry (Compass®) and at the program level, (example assessments include Core Abilities,
QRP, TSA, and graduate follow up reports) as detailed in 1P7.

The Instructional Technology Support Specialist works with faculty to develop tools to measure achievement of program outcomes. Tools include employer field study evaluations, portfolios, capstone projects, industry certification, licensing exams, etc. Instructors assess students to measure mastery of each program outcome. Advisory committees review the data to continuously improve program content. Southwest Tech’s Program Outcome Assessment Process acts as a model for state-wide Technical Skill Attainment in the WTCS.

1P18--Designing processes for assessing student learning:
Southwest Tech received a rating of SS in this category from our last Systems Portfolio. Process for assessing student learning is unchanged from the previous process reported.

4.B (See 1P2)

1R1--Collecting and analyzing measures of student learning and development:
Southwest Tech annually collects and analyzes data on student performance in programs. QRP scorecards compile data for each individual program. Data are compared to like programs across the WTCS and are used to review individual program trends. The QRP scorecard for the Associate Degree Nursing program (See Figure 1-5.) is included as an example. Faculty is responsible for measuring student performance at the course level. The Perkin’s Report Card (Figure 1-6) compiles College-wide data for the eight Perkins indicators identified as student success indicators by the US Department of Education and WTCS. Each indicator has a negotiated performance level (L) and an actual performance level (A).

Figure 1-6: 2010 - 2013 Perkins Report Card

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Year Four 7/1/10-6/30/11</th>
<th>Year Five 7/1/11-6/30/12</th>
<th>Year Six 7/1/12-6/30/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>1P1 Technical Skill Attainment</td>
<td>L: 85.00% A: 89.18% 478/536</td>
<td>L: 85.00% A: 86.40% 470/544</td>
<td>L: 85.00% A:</td>
</tr>
<tr>
<td>Improvement Plan Required</td>
<td>NO</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>1P2 Academic Skill Attainment</td>
<td>L: 81.98% A: 79.38% 381/480</td>
<td>L: 82.06% A: 74.26% 378/509</td>
<td>L: 82.14% A:</td>
</tr>
<tr>
<td>Improvement Plan Required</td>
<td>NO</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>2P1 Credential, Certificate, or Diploma Attainment</td>
<td>L: 60.00% A: 62.39% 340/545</td>
<td>L: 60.00% A: 61.45% 338/550</td>
<td>L: 60.00% A:</td>
</tr>
<tr>
<td>Improvement Plan Required</td>
<td>NO</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>3P1 Student Retention or Transfer</td>
<td>L: 13.91% A: 11.01% 60/545</td>
<td>L: 14.37% A: 11.64% 61/550</td>
<td>L: 14.87% A:</td>
</tr>
<tr>
<td>Improvement Plan Required</td>
<td>NO</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>2P1 + 3P1 Combination of Graduation and Retention/Transfer</td>
<td>L: 73.91% A: 73.40% 400/545</td>
<td>L: 74.37% A: 73.09% 399/550</td>
<td>L: 74.87% A:</td>
</tr>
<tr>
<td>Improvement Plan Required</td>
<td>NO</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>4P1 Student Placement 113(b)(2)(B)(iv)</td>
<td>L: 92.00% A: 91.49% 258/282</td>
<td>L: 92.00% A: 87.87% 239/272</td>
<td>L: 92.00% A:</td>
</tr>
<tr>
<td>Improvement Plan Required</td>
<td>NO</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>5P1 Nontraditional Participation</td>
<td>L: 6.96% A: 11.96% 124/1037</td>
<td>L: 8.27% A: 12.47% 135/1083</td>
<td>L: 8.32% A:</td>
</tr>
<tr>
<td>Improvement Plan Required</td>
<td>NO</td>
<td>NO</td>
<td></td>
</tr>
</tbody>
</table>
Southwest Tech completes annual graduate and employer follow-up surveys. Graduates provide feedback on their programs, and employers (Figure 1-7) provide feedback on the quality of graduates from the employer perspective. College staff reviews this feedback as part of the QRP for Continuous Improvement.

### Figure 1-7: History of Past Three Years of Employer Follow-ups

<table>
<thead>
<tr>
<th>Employer Questions</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employer Responses</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>How satisfied are you with the graduate’s technical college education?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Satisfied</td>
<td>31</td>
<td>43%</td>
<td>17</td>
</tr>
<tr>
<td>Satisfied</td>
<td>40</td>
<td>57%</td>
<td>24</td>
</tr>
<tr>
<td>Unsatisfied</td>
<td>1</td>
<td>0%</td>
<td>1</td>
</tr>
<tr>
<td>Very Unsatisfied</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Would you recommend graduates of this program to another employer?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>71</td>
<td>99%</td>
<td>41</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0%</td>
<td>1</td>
</tr>
<tr>
<td>Maybe</td>
<td>1</td>
<td>1%</td>
<td>2</td>
</tr>
<tr>
<td>Would you hire a technical college graduate again?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>72</td>
<td>100%</td>
<td>41</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Maybe</td>
<td>0</td>
<td>0%</td>
<td>3</td>
</tr>
</tbody>
</table>

### 1R2--Quantifying performance results for student learning and development objectives:
Southwest Tech’s performance results for our common student learning objectives are reflected in general education course completion rates referred to as Academic Skill Attainment. Southwest Tech’s 2012 Perkins Report Card (Figure 1-6) shows results for Academic Skill Attainment (2011 – 79.38 percent to 2012 – 74.26 percent). The College failed to meet our target (80.43 percent) for 2011 and 2012 though we were within the allowable range for the 2011WTC System-wide target of 81.98 percent. However, in 2012, the actual performance dropped to 74.26 percent, and the state target was 82.06 percent. The college is developing an improvement plan to address this target.

Since the report card results are College-wide results, the Student and Academic Affairs Council, with assistance from the College Evaluation Coordinator, reviews academic course completion rates for each program level. Southwest Tech identifies program courses with deficient scores and develops improvement plans through the QRP.

### 1R3--Quantifying performance results for specific program learning objectives:
Southwest Tech’s performance results for program learning objectives are reflected in the indicators of Technical Skill Attainment and Credential, Certificate, or Diploma Attainment data in the Perkins Report Cards.

The 2012 Perkins Report Card (Figure 1-6) shows that Southwest Tech has exceeded our target for indicators 1P1 (Technical Skill Attainment). The indicator 2P1 (Credential, Certificate, or Diploma Attainment) is within the allowable range for 2011 but not 2012. Southwest Tech surpassed the WTC System-wide target performance level of 85 percent for Technical Skill Attainment and exceeded the system-wide target for Credential, Certificate, or Diploma Attainment in both years.
The Evaluation Coordinator works with the Learner Success Initiative Council and the SAAC to identify programs and technical courses with retention and completion rates that fall below acceptable levels. Data broken down by program are available for review from the WTCS reports Website, as well as through data collected through the QRP. Instructors for these targeted programs and/or courses are required to develop improvement plans.

1R4--Outlining evidence that students acquire the knowledge and skills required by our stakeholders: Southwest Tech’s evidence reflected in employer surveys, certification pass rates, and transfer success illustrates that students completing programs, degrees, and certificates have acquired the knowledge and skills required by our stakeholders. A three-year history of employer surveys (Figure 1-7) reveals that between 98 and 99 percent of employers hiring Southwest Tech graduates are satisfied or very satisfied with the graduates’ technical college education. A significant majority of employers would recommend a technical college graduate to others and would hire another technical college graduate. Southwest Tech tracks the licensure and certification exam pass rates (Figure 1-8) of students/graduates. The three-year history of certification/pass rates illustrates student/graduate ability to meet the expectations of employers and licensing agencies. Graduate success is attributable to program accreditation and certification. Southwest Tech’s Nursing program meets the stringent certification requirements of the National League for Nursing (NLN). Southwest Tech’s automotive programs meet requirements of the National Automotive Technicians Education Foundation (NATEF). As a result of NATEF certification, graduates of our automotive programs 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.

Figure 1-8: Three-year History of Graduate Licensure / Certification Results

<table>
<thead>
<tr>
<th></th>
<th>2012-11</th>
<th></th>
<th>2011-10</th>
<th></th>
<th>2010-09</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Students</td>
<td>Pass Rate</td>
<td>No. of Students</td>
<td>Pass Rate</td>
<td>No. of Students</td>
<td>Pass Rate</td>
</tr>
<tr>
<td>Practical Nursing/LPN</td>
<td>29</td>
<td>100</td>
<td>40</td>
<td>100</td>
<td>44</td>
<td>98</td>
</tr>
<tr>
<td>Associate Degree Nursing/RN</td>
<td>40</td>
<td>100</td>
<td>34</td>
<td>100</td>
<td>35</td>
<td>90</td>
</tr>
<tr>
<td>Medical Assistant/CMA</td>
<td>25</td>
<td>80</td>
<td>24</td>
<td>96</td>
<td>29</td>
<td>86</td>
</tr>
<tr>
<td>Barber-Cosmetology/ Barbering &amp; Cosmetology</td>
<td>16</td>
<td>100</td>
<td>13</td>
<td>100</td>
<td>11</td>
<td>100</td>
</tr>
<tr>
<td>Esthetician/Aesthetician</td>
<td>4</td>
<td>50</td>
<td>12</td>
<td>100</td>
<td>9</td>
<td>100</td>
</tr>
<tr>
<td>EMT-National Registry</td>
<td>45</td>
<td>67</td>
<td>76</td>
<td>74</td>
<td>59</td>
<td>75</td>
</tr>
<tr>
<td>State EMT Inter. Tech.</td>
<td>18</td>
<td>72</td>
<td>39</td>
<td>85</td>
<td>16</td>
<td>94</td>
</tr>
<tr>
<td>Certified Firefighter I</td>
<td>24</td>
<td>92</td>
<td>57</td>
<td>80</td>
<td>68</td>
<td>79</td>
</tr>
<tr>
<td>Certified Firefighter II</td>
<td>15</td>
<td>93</td>
<td>23</td>
<td>87</td>
<td>15</td>
<td>93</td>
</tr>
</tbody>
</table>

Other licensure/certification options than those listed here may be available for graduates but are not reported to the college.

1R5--Quantifying results for learning support processes and laboratory use: Southwest Tech’s performance results for learning support processes are reflected in the Noel-Levitz Student Satisfaction Inventory™ that is administered annually to students. In 2012-13, the Noel-Levitz Student Satisfaction Inventory™ was administered. Student satisfaction results for measures related to learning support processes are shown in Figure 1-9 for the years 2009-13.
The College takes action to improve services in areas students indicate need improvement. Learning support processes include providing state-of-the-art facilities and equipment. In April 2008, Southwest Tech asked our district taxpayers for financial support to build new and remodel existing facilities. By a 60 to 40 percent vote, these stakeholders approved a $31.9 million referendum to construct three new buildings and a public safety complex, and to remodel a significant portion of the campus. In 2012-13, students reported the importance of lab facilities as a mean importance of 6.39 and a mean satisfaction of 5.86 (gap of .53). This gap has shown a steady decrease over the four years of data (2009-10 to 2012-13).

The largest reported gap (0.94) is in the category “Classes are scheduled at times that are convenient for me.” During the 2012-13 academic year, a group came together to address the master scheduling process. The College mapped the entire process and implemented a Continuous Improvement model to take information from the advising corps to apply that information to improve scheduling for the next academic year.

IR6--Comparing performance results of our processes in Helping Students Learn with results of other institutions:

Our primary comparison is against the other fifteen colleges of the WTCS. Figure 1-10 shows the results of the selected statements we monitor related to Helping Students Learn showing the performance of the other colleges with the gap for the time frame 2009 to 2013. When compared to Figure 1-9, we are able to gauge our performance in comparison to our sister colleges in the Technical College System. During the period of 2009 through 2011, Southwest Tech students were satisfied at higher rates than their peer groups in the other colleges. The lone exception to that was in Library Resources, which showed SWTC at 5.63 vs. 5.75 for the other colleges. In 2012-13, however, Southwest Tech was below the levels of satisfaction of the other colleges in four measurements. This information shows an opportunity for the College to analyze this data point to see what efforts are needed to address the gaps.

Figure 1-10: Comparison of Noel-Levitz Data with other WTCS Members
111--Quantifying improvements and discussing systematic and comprehensive processes and performance results for Helping Students Learn:
The improvements listed below are a result of defined processes of developing our Strategic Directions and the projects designed to meet those directions. These processes create opportunity to revisit annually our directions, to update quarterly our progress, and to retire completed projects. Some of these Strategic Directions are developed into action projects. The following represents projects in various stages of planning, implementation, maintenance, or completion. This list is updated quarterly and reported throughout the organization, including a report to the District Board of Directors.

- Learner Success Initiative
- Reorganization in Student Services
- Testing Center and Learning Center remodel
- HLC approval to offer up to 100 percent of programs online
- Development of a Faculty Evaluation Process
- Improvements to the Professional Development process
- Reorganization of academic divisions including combining the Student Services and Academic Affairs departments under one manager
- Creation of the Strategic Directions document with Strategic Projects list
- Remodeling of the College Connections area creating a one-stop shop for students
- Master Educational Plan process to create an environmental scan for new program development
- Implementation of “September Plan” to address low-enrollment programs. (This replaces the Program Viability Review Process.)
- Development of the Employee Handbook

112--Quantifying how our culture and infrastructure help us to select specific processes and to set targets for improved performance results in Helping Students Learn:
Southwest Tech has actively engaged in an effort to improve and document processes. Consequently, that effort has resulted in a variety of projects, efforts, and processes that are improving performance in Helping Students Learn. We have done well in this area in the past, and our focus is aimed at reinforcing those efforts and tracking data to better understand how we are doing in this regard through the processes listed below:

- Developing Continuous Improvement work
- Focusing on two of our Strategic Directions “Improving College Access” and “Improving Student Completion and Success” (Other Strategic Directions will have an indirect and positive impact on helping improve our performance results.)
- Continuing Learning Success Initiative and developing committees for high school and adult education populations coupled with the retention committee
- Implementing the State of Wisconsin Performance-Based Funding model for a portion of our state-supported funding (We will be measured on the success of meeting seven of nine measures [our choice] from the State of Wisconsin.)
- Engaging multiple stakeholders in improving processes.

## Category 2: Accomplishing Other Distinctive Objectives

### Introduction
Southwest Tech determines our major non-instructional objectives in two ways. First, as one of the 16 technical colleges in the Wisconsin Technical College System, Southwest Tech is directly charged by the Wisconsin State Statutes to accomplish certain objectives. Second, the College Board defines other non-instructional objectives that are appropriate for the college. Southwest Tech’s key non-instructional objectives are part of the College’s core operation. All College staff contributes to the implementation of these objectives. These objectives include Customized Training, Partnerships with Secondary Schools, Development of a Collegiate Transfer Program, Development of Community Services, Implementation of Basic Education Opportunities, and Expansion of Foundation Services. The implementation of these objectives has grown significantly since 2010 when the last report was submitted. This growth within each area and the processes can be seen throughout the following category and are identified in the Strategic Directions of the College.

### 2P1--Designing and operating key non-instructional processes through which we serve significant stakeholder groups:
Southwest Tech’s key non-instructional objectives are outlined in the Wisconsin State Statutes and are part of the College’s core operations. The College defined “Foundation” as a key objective. All College staff contributes to the implementation of these objectives. Figure 2-1 lists the objectives, the staff position(s) that have major oversight of each objective, and the President’s Cabinet member to whom the responsible staff report.

### Figure 2-1: Other Distinctive Objectives

<table>
<thead>
<tr>
<th>Objective</th>
<th>Responsible Staff</th>
<th>Executive Team Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Customized Training</td>
<td>Business &amp; Industry Services</td>
<td>Vice President for Student and Academic Affairs</td>
</tr>
<tr>
<td>Secondary Schools</td>
<td>K-12 Action Team</td>
<td>Vice President for Student and Academic Affairs</td>
</tr>
<tr>
<td>Collegiate Transfer Program</td>
<td>Deans/Supervisor of Teaching, Learning, and Academic Outreach</td>
<td>Vice President for Student and Academic Affairs</td>
</tr>
<tr>
<td>Community Services</td>
<td>Deans/Supervisor of Teaching, Learning, and Academic Outreach</td>
<td>Vice President for Student and Academic Affairs</td>
</tr>
<tr>
<td>Basic Education</td>
<td>Supervisor of Teaching, Learning, and Academic Outreach</td>
<td>Vice President for Student and Academic Affairs</td>
</tr>
<tr>
<td>Foundation</td>
<td>Director of Development</td>
<td>President</td>
</tr>
</tbody>
</table>

### Customized Training:
Southwest Tech, through the Business & Industry Services office, provides a full array of educational training and performance improvement solutions to business and industry, public service organizations, and government agencies. The programs are tailored to meet the specific needs of the businesses served. The College assesses the current business operation and then designs curriculum to meet the goals of the training needs based on input from the business. The responsiveness to the training needs will help ensure that the business will continue to gain efficiency, competitiveness, and profitability.

### Secondary Schools:
Through members of Southwest Tech’s K-12 Action Team, the College partners with our 30 secondary schools to provide Career and Technical Education (CTE) opportunities for students transitioning from secondary to postsecondary education. To assist in this transition, Southwest Tech has adopted the Career Coach Model. The purpose of this model is to deliver relevant career development and college decision-making information, strategies, resources, and support to individuals in Southwest Tech’s target markets. The goal is to strengthen connections with the College, which ultimately leads to increased enrollment. Along with working directly with the secondary students, the K-12 Team works...
closely with the secondary educators, administrators, and counselors to provide staff development opportunities in a variety of areas including STEM, integrated and applied learning, and technology. The K-12 Action Team has worked very closely with all of the 30 secondary schools that it serves to provide articulation agreements. Currently, Southwest Tech holds a minimum of one agreement with 28 of the 30 secondary schools. In the 2012-2013 school year, approximately 1342 students earned either transcripted or advanced standing credit while in high school.

Collegiate Transfer Program: Southwest Tech provides transfer opportunities to approximately 27 four-year institutions. Through these articulation agreements, students can easily transfer after completing their associate degree at Southwest Tech. In order to market these opportunities, Southwest Tech invites transfer colleges on campus to work with the students.

Community Services: Southwest Tech hosts an Outreach Center in six locations throughout our District. Until 2013, the primary purpose of these centers was to provide Basic Education Services. In the 2013-2014 year, the College began to develop Advisory Committees at the Outreach locations and currently has committees in place at our Platteville and Dodgeville locations. The purpose of these committees is to determine what course offerings are appropriate to deliver in these communities. These offerings will then be heavily marketed in these communities. Since both of these locations were new this year, both facilitated an Open House to create an awareness of the location and the services we provide.

Basic Education: Adult Basic Education includes a series of courses for individuals who seek to increase knowledge or refresh their skills in core academic areas. We offer a variety of courses in English, math, reading, social studies, science, civics, health, English as a Second Language (ELL), and employability skills. Courses are individually paced and/or offered through group instruction. The course level is dependent upon an assessment given by the instructors. Adult Basic Education is offered on the Southwest Tech campus and in a variety of Outreach Centers throughout the Southwest Tech District.

Foundation: The Southwest Tech Foundation was incorporated in 1980 to identify, solicit, and manage alternative sources of funding to support the students’ academic experience at Southwest Tech. The Foundation was established as a non-profit organization, 501c3; therefore, all gifts to the Foundation are tax deductible.

The Foundation is dedicated to providing alternative financial support for Southwest Tech’s programs, students, and staff. The Foundation accepts in-kind gifts of equipment, supplies, and resources to improve and enhance the educational experience of all SWTC students.

Student support programs, which are funded by the Foundation, work toward eliminating barriers in students’ lives so that they can go on to achieve success in and out of the classroom. These programs include, but are not limited to, tuition scholarships, transportation assistance, and student short-term emergency funding programs. The Foundation owns and operates student housing that provides 100 students with a place to reside while attending Southwest Tech. The Southwest Tech Foundation changes lives--one student and one opportunity at a time.

2P2--Determining major non-instructional objectives for our eternal stakeholders and involving the College in setting these objectives: Southwest Tech determines our major non-instructional objectives in two ways. As one of the 16 technical colleges in the Wisconsin Technical College System (WTCS), Southwest Tech is directly charged by Wisconsin State Statutes to accomplish certain objectives, while the College Board defines other objectives.

The State statute 38.001 charges Southwest Tech to accomplish two major purposes:

2a) Provide occupational education and training and retraining including the training of apprentices that enable residents to obtain knowledge and skills necessary for employment at a paraprofessional, skilled, or semi-skilled occupation. Such programs include general education courses to facilitate student achievement in occupational skills.
training. The district boards should maintain courses at a level acceptable to national, regional, and professional accrediting agencies and associations.

2b) Provide customized training and technical assistance to business and industry in order to foster economic development and the expansion of employment opportunities.

These purposes are addressed more thoroughly throughout this category.

Other objectives for the College are clearly set forth in State Statute 38.001 as additional purposes. They are the following:

3a1) Contract with secondary schools to provide educational opportunities for high school age students in order to enhance their potential for benefitting from postsecondary education and for obtaining employment.

3a2) Coordinate and cooperate with secondary schools to facilitate transition of secondary school students into post-secondary and/or college education through curriculum articulation and collaboration.

3b) Provide a collegiate transfer program.

3c) Provide community services and avocational or self-enrichment activities.

3d) Provide education in basic skills to enable students to effectively function at a literate level in society.

3e) 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.

If additional other distinctive objectives, in addition to those identified in the state statues, are to be considered, they are brought to the President's Cabinet and the College Board for discussion and action. Establishment and oversight of a foundation is a distinctive objective established by the Board.

Southwest Tech has developed our own Strategic Projects list. This list includes instructional as well as non-instructional objectives. The non-instructional objectives come from a variety of stakeholders including program advisory committees, the Foundation Board, the Community Outreach Advisory Boards, School-to-Work Advisory Board, the Basic Education Advisory Board, and the K-12 Action Team. These entities have individually developed their own objectives for the year. These objectives, as appropriate, are incorporated into the College Strategic Projects list.

The K-12 Action Team’s mission statement reads: “Expand Southwest Tech’s engagement with and services to K-12 districts by facilitating increased Career and Technical Education (CTE) opportunities for students transitioning from secondary to post-secondary education.” Following the mission statement, the Team crafted as one of its 2012-2013 goals to develop and to expand articulation agreements with K-12 schools. This goal was then added to the Strategic Projects list. As a result, articulation meetings took place in several discipline areas. A total of 39 new agreements were signed in 2012-2013, bringing the total number of articulation agreements to 173. Through these agreements, a total of 1342 students in Southwest Wisconsin earned college credit while in high school. Because of the seamless process that we have in place, this activity has become a priority of the College. As a result, approximately 25 percent of our faculty and all of our instructional deans are involved.

Another example of how we incorporate projects is the process used to determine which courses are offered in our Continuing Education area in our Outreach Centers. As a result of this process, we have developed an Outreach Advisory Board in two of our communities: Platteville and Dodgeville. These committees include HR directors, library directors, chamber directors, workforce development directors, and other community members. These members have worked to identify specific needs in the local community. This information is then fed back to the Student and Academic Affairs Council, and the appropriate course offerings are developed. This procedure is followed as specified on Southwest Tech’s Strategic Projects list.

2P3--Communicating expectations regarding these objectives:
Southwest Tech communicates expectations regarding these objectives in multiple ways. College-wide goals are reflected in the College's Strategic Project List, Perkins Plan, and the Equal Opportunity/Affirmative Action Plan. Department and division goals reflect applicable College-wide goals; and individual goals are developed through Personal Improvement Plans, which are a result of the newly implemented employee evaluation process and also include relative aspects of the College-wide goals.

2P4--Assessing and reviewing appropriateness and value of these objectives and indicating whom Southwest Tech involve in these reviews:
Southwest Tech reviews each State-required objective to determine how best to address it. Specific to individual objectives, we are given grant guidelines to which we must adhere. We also take into consideration the business and industry needs within our District. For instance, customized training is the responsibility of the Business and Industry Services Department. The department develops a work plan based on business and industry needs.

Another objective the College addressed is the Collegiate Transfer Program. However, Southwest Tech does not have authority to provide a direct collegiate transfer program; therefore, we comply with this required objective through the development of collaborative programming and transfer agreements with four-year colleges and universities.

The review of each objective is unique, and its development includes input from the faculty and staff of different departments and divisions, administrative staff, and the College Board. For instance, the School-to-Work Plan for secondary schools is developed by the School-to-Work Team with representation from various high schools and business and industry within our District. The information from the School-to-Work Plan is then fed into the process used for developing our College Strategic Plan.

2P5--Determining faculty and staff needs relative to these objectives and operations:
Southwest Tech determines faculty and staff needs during individual meetings with the faculty and/or staff member’s supervisor. These meetings help outline individual goals and outcomes based on the Strategic Projects list. Departments responsible for the distinctive objectives communicate staff needs relative to programming and future initiatives at regularly scheduled staff meetings. Requests are shared with the Student and Academic Affairs Council, Executive Team, or President’s Cabinet for follow up. Other needs come from action teams and standing committees throughout the College. The Center for Teaching and Learning surveys staff after every staff development event to help determine the effectiveness of the event as well as additional training needs.

2P6--Incorporating information on faculty and staff needs in readjusting these objectives of the processes that support them:
Dependent on the particular objective, Southwest Tech may or may not have the ability to adjust the outcome. For instance, the baseline results for Non-Traditional Occupations (NTO) students are set by the state and federal government through the Carl D. Perkins Career and Technical Improvement Act of 2006 (Perkins). Others such as the number of students served in community Outreach Centers are set by the College and may be readjusted each year as the Strategic Projects list is reviewed and updated. Southwest Tech has the ability to improve processes by using LEAN concept tools. All members of the President’s Cabinet were trained on using the tool of Process Mapping. The Center for Teaching and Learning is now using this tool to incorporate information on faculty and staff needs into our current objectives and processes.

2R1--Collecting and analyzing measures of accomplishment for major non-instructional objectives and activities:
Southwest Tech measures satisfaction and effectiveness of other distinctive objectives with specific instruments and at regular intervals. Figure 2-2 outlines specific measures collected for each objective. Each division/department may collect and analyze additional data through individual surveys and/or evaluations. For instance, the Business and Industry Service department collects information on future training needs for its use in developing new workshops and courses while the College looks at the satisfaction of recently delivered training modules obtained through additional surveys of participants.
**Figure 2-2: Other Distinctive Objectives, Measures, and Results**

<table>
<thead>
<tr>
<th>Objective</th>
<th>Measure and Data Source</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Customized Training</td>
<td>Number of students served - WTCS Systematic FTE generated - WTCS Systematic $ amount of contracts - WTCS Systematic Satisfaction with training - witechcolleges.org Website</td>
<td>Revenue = 75.9 percent increase FTEs = 46.8 percent increase Numbers Served = 47 percent Increase</td>
</tr>
<tr>
<td>Secondary Schools</td>
<td>Articulated course agreements - Strategic Directions Youth Option Participation/Grades - SWTC Annual Report District high school grads enrolling directly in a Wisconsin Technical College - SWTC Annual Report High school instructors as workshop participants - SWTC Annual Report Driver Education - Theory and Driving Students - Strategic Directions</td>
<td>Annually increased agreements by 5 percent Achieved Pass rate of 80 percent Annually increased number of direct enrollment by 1 percent Annually increased participation by 5 percent Numbers fluctuate yearly Serves 18 consortium high schools and additional schools outside the district</td>
</tr>
<tr>
<td>College Transfer Program</td>
<td>Number of transfer agreements to four-year colleges and universities - Strategic Directions</td>
<td>The agreements are continuously being revised and updated.</td>
</tr>
<tr>
<td>Basic Education</td>
<td>Educational Gains - AEFL National Reporting System (NRS) Accessed through the WTCS Portal Entered Employment** Retained Employment** Receipt of a Secondary School Diploma Placement in Postsecondary Education or Training</td>
<td>Exceeded Goal (See Figure 2-3) (see below)** (see below)** 86.4% for 2012 57% for 2012</td>
</tr>
<tr>
<td>Foundation</td>
<td>Increase student scholarships Increase student housing</td>
<td>Increased by 15% Increased by 67%</td>
</tr>
</tbody>
</table>

**As identified in the 2013 Basic Education On-Site Review, there is discrepancy regarding how accurately and consistently these areas are identified. The instructors and supervisor question how the items are being reported and how accurate the feedback is. In order to gather accurate information in the future, the Basic Education team has identified this as an action item for the 2015 fiscal year. After this has been identified, we are hopeful that accurate and consistent results can be given.**

Every activity within Category 2: Accomplishing Other Distinctive Objectives is measured with customer satisfaction surveys, numbers served, instructor evaluations and feedback, and input from other College stakeholders. The College analyzes this input and then shares the results with advisory committees and planning teams to develop changes and new offerings. Analysis of and changes to these services (Figure 2-2) are qualitative. For this reason, we may not make changes to a particular activity, but we do use the data collected to make changes to our strategies for serving these other populations.

One example of this entire process pertains to information gained regarding the number of college transfer programs, which is shared with the Student and Academic Affairs Council on a regular basis. As a result, the Dean of Health & Service Occupations brought forward student and employer feedback that determined that a Bachelor of Science-Nursing (BSN) completion program was needed on campus.
Furthermore, the Supervisor of Teaching and Learning reached out to the College’s various partners to see how this need could be met. Through this work, it was determined that Southwest Tech would partner with Franklin University to provide this program. This opportunity will begin in the fall of 2014.

Another example of this process includes a strategy that was implemented this past year through the development of an innovation grant for consortium school members. This grant allows for collaboration between two or more schools, local business, and the College. One result of this collaboration is an increase in articulation agreements. The recipients of this year’s grant will share their outcomes of the grant criteria with the School-to-Work Advisory Council, the K-12 Action Team, and the District Board. Process improvements will be determined and implemented in future years.

2R2-Quantifying Southwest Tech's performance results in accomplishing our other distinctive objectives:

Southwest Tech's performance results are collected and reviewed in a variety of ways including customer satisfaction surveys, numbers served, instructor evaluations and feedback, and input from other College stakeholders. Figure 2-2 indicates measures, data source, and results.

Overall the College is doing well in meeting our other distinctive objectives. Brief explanatory comments on each objective are as follows:

- Southwest Tech has done significant work in developing partnerships with secondary schools. The result of these efforts can be seen through the number of students going directly to a technical college after graduating from high school, those participating in the Youth Options program, and those earning articulated credit as seen in Figure 2-3. Southwest Tech’s Youth Option Coordinator has implemented many new strategies to promote better retention among these students.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Technical College Bound Directly After High School Graduation</th>
<th>Youth Option Participation</th>
<th>High School Students Earning Articulated Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>28.90 %</td>
<td>73 students</td>
<td>819 students</td>
</tr>
<tr>
<td>2011-12</td>
<td>28.03 %</td>
<td>47 students</td>
<td>878 students</td>
</tr>
<tr>
<td>2012-13</td>
<td>33.22 %</td>
<td>44 students</td>
<td>1342 students</td>
</tr>
</tbody>
</table>

- The College’s credit transfer and baccalaureate completion programs continue to expand to meet the needs of both students and business and industry. Transfer agreements are continuously revised by re-examining curriculum every 3-5 years. In the past year alone, we formally revised three of our College-wide agreements and added two new universities to which students may transfer. In addition, Southwest Tech has formed a co-location agreement with Franklin University to offer Bachelor of Science-Nursing (BSN) completion courses on the Southwest Tech campus. Southwest Tech has also formed a 1+1 agreement with Nicolet Area Technical College to allow students to earn an Associate Degree in Liberal Arts, which is transferable throughout the University of Wisconsin System. Students can complete this degree on the Southwest Tech campus. Upon completion of this degree, students will enter the University of Wisconsin System with junior status.

- Community service continues to be a challenge, as the College serves small communities in our rural area. As stated in 2P1, Southwest Tech has formed advisory committees in local communities to determine the needs of time- and place-bound students. In addition, Southwest Tech has reached out to community members by holding local community forums. As a result of these forums, the College is developing a plan for offering courses within these communities. The College is also beginning to offer classes at our outreach locations in order to develop a presence in those communities. In addition, the College is working toward expanding ITV offerings in our outreach locations. This provides a more cost-effective
means for the College to run classes in a somewhat traditional format while serving a few students in multiple locations. These offerings would otherwise be impossible due to low enrollment numbers in each location.

- Basic Education continues to show strong results in the targeted performance areas. (See Figure 2-4.) The program has met or exceeded the performance targets related to student progress through ABE and ASE educational levels. We rank above all other WTCS districts in these designated categories.

**Figure 2-4: Comparison of ABE and ASE Performance**

<table>
<thead>
<tr>
<th>Adult Basic Ed. (ABE)</th>
<th>WTCS Target</th>
<th>Southwest Tech</th>
<th>All WTCS Districts</th>
<th>Adult Secondary Ed. (ASE) Low</th>
<th>WTCS Target</th>
<th>Southwest Tech</th>
<th>All WTCS Districts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Basic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009-10</td>
<td>N/A</td>
<td>39.3 %</td>
<td>29.6 %</td>
<td>2009-10</td>
<td>N/A</td>
<td>55.8 %</td>
<td>43.5 %</td>
</tr>
<tr>
<td>2010-11</td>
<td>N/A</td>
<td>48.3 %</td>
<td>32.9 %</td>
<td>2010-11</td>
<td>N/A</td>
<td>60.6 %</td>
<td>52.7 %</td>
</tr>
<tr>
<td>2011-12</td>
<td>40 %</td>
<td>40.9 %</td>
<td>26.5 %</td>
<td>2011-12</td>
<td>40 %</td>
<td>68.9 %</td>
<td>58.5 %</td>
</tr>
<tr>
<td>Intermediate Low</td>
<td>WTCS Target</td>
<td>Southwest Tech</td>
<td>All WTCS Districts</td>
<td>Adult Secondary Ed. (ASE High)</td>
<td>WTCS Target</td>
<td>Southwest Tech</td>
<td>All WTCS Districts</td>
</tr>
<tr>
<td>2009-10</td>
<td>N/A</td>
<td>53.6 %</td>
<td>37.1 %</td>
<td>2009-10</td>
<td>N/A</td>
<td>47.8 %</td>
<td>43.0 %</td>
</tr>
<tr>
<td>2010-11</td>
<td>N/A</td>
<td>46.2 %</td>
<td>38.7 %</td>
<td>2010-11</td>
<td>N/A</td>
<td>64.8 %</td>
<td>55.0 %</td>
</tr>
<tr>
<td>2011-12</td>
<td>40 %</td>
<td>44.2 %</td>
<td>34.5 %</td>
<td>2011-12</td>
<td>63 %</td>
<td>67.1 %</td>
<td>54.9 %</td>
</tr>
<tr>
<td>Intermediate High</td>
<td>WTCS Target</td>
<td>Southwest Tech</td>
<td>All WTCS Districts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009-10</td>
<td>N/A</td>
<td>41.5 %</td>
<td>37.8 %</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010-11</td>
<td>N/A</td>
<td>43.6 %</td>
<td>38.9 %</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011-12</td>
<td>38 %</td>
<td>53.8 %</td>
<td>41.1 %</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- The Foundation has greatly exceeded the amount of scholarships available to students by 15 percent in the past three years. In addition, the number of housing units available for students has increased by 67 percent in the past five years.

2R3--Quantifying how our results for the performance of these processes compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education:
Southwest Tech’s results for other distinctive objectives are favorable. The following is a summary of comparison data obtained from the WTCS office:

**Customized Training:** Southwest Tech ranks second out of the 16 Wisconsin Technical Colleges in FTE generation through customized training while the College ranks 15th in size.

**Secondary Schools:** Southwest Tech consistently ranks first or second for the percentage of high school graduates from the District enrolling directly in a Wisconsin technical college. The success rates of high school completion contract students were 77 percent in 2010-2011; 94 percent in 2011-2012; and 83 percent in 2012-2013. The success rates exceed the state benchmark of 75 percent.

**Basic Education:** Southwest Tech consistently meets or exceeds the core outcome measures for BE when compared to the State threshold and target. (See Figure 2-4.)

**Foundation:** In 2013-2014, the Southwest Tech Foundation distributed over $134,000 in scholarships to 218 students, a 30 percent increase from last year. The minimal scholarship the Southwest Tech Foundation distributes is $250, which is the same as at all other Wisconsin technical colleges. The Southwest Tech endowment has an estimated $3 million. In comparison, University of Wisconsin-Richland, which is somewhat similar in size, awards at least 110 scholarships valuing $100,000 annually. UW-Richland’s minimum scholarship is $150.

**Other:** Through the new partnerships with Franklin University, Nicolet Area Technical College, and our
other 30+ partnering institutions, Southwest Tech is identifying new potential services and audiences. Additional partnerships will be pursued to provide similar opportunities.

2R4--Quantifying performance results of our processes for Accomplishing Other Distinctive Objectives, which strengthen our overall institution. Quantifying how we enhance our relationships with the communities and regions we serve:

Southwest Tech’s performance on accomplishing our other distinctive objectives is vital as each contact made with a district high school, business, or resident strengthens Southwest Tech as an institution. Successful initiatives in basic education and support services increase student retention and completion. Articulation agreements with secondary schools followed by transfer agreements to colleges and universities provide seamless transition for district residents. As the College serves more district residents and meets stakeholders’ needs, the reputation of the College is positively impacted, lives of students are enriched, businesses prosper, and second generations enroll.

Southwest Tech takes our performance results very seriously. The data that is acquired is both quantitative and qualitative. (See Figures 2-2 and 2-3.) We can see through this data that Southwest Tech ranks high compared to the other WTCS colleges. Southwest Tech also compares our performance results with other institutions of higher education where applicable.

In terms of qualitative data, Southwest Tech continuously evaluates the customer and looks to local advisory committees to increase the quality number of activities within this category. By consistently monitoring both the qualitative and quantitative results, Southwest Tech can continue to increase the performance results for Accomplishing Other Distinctive Objectives and, in turn, to strengthen the overall institution.

2I1--Quantifying recent improvements made in this category and quantifying our systematic and comprehensive processes and performance results for Accomplishing Other Distinctive Objectives:

Southwest Tech has made the following recent improvements in this category:

**Customized Training** – To measure institutional effectiveness in the area of customized training, Southwest Tech contracted to receive a third-party program review assessment by the Learning Resource Network (LERN) in November 2013. The LERN program review measures the effectiveness of a College’s Business and Industry Services (BIS) department and is a part of the continuous improvement process. The review compares Southwest Tech’s BIS department to industry benchmarks and also provides specific practical recommendations. According to LERN, the Southwest Tech BIS department is in the top 25 percent for efficiency performance among similar departments nationally. The department generates enough fee-based revenue to cover cost of operations and is financially self-sufficient. The report also stated that the Southwest Tech BIS department tracks the correct data in order to make data-driven decisions. Areas of improvement included the continued adoption of industry best practices and the development of a Strategic plan. The department is working to address both items by engaging staff and various College stakeholders in developing industry-relevant educational offerings.

**Secondary Schools** –Southwest Tech is continuously working to improve relationships with secondary school district instructors, administrators, counselors, and students. We recognize that this can lead to stronger recruitment and retention of students at Southwest Tech. One of the improvements that has been made recently is the development of the K-12 Action Team. This Action Team’s Mission is to “Expand Southwest Tech’s engagement with and services to K-12 districts by facilitating increased Career and Technical Education (CTE) opportunities for students transitioning from secondary to post-secondary education.” Members of this team include all Southwest Tech staff that work with K-12 districts. Through the action team and its members, the College has developed a documented recruitment plan which has moved recruitment to a Career Coach Model. Most staff working with K-12 has been trained using this model.
The K-12 Action Team has developed the CTE Innovation Grant. The College has set aside monies that encourage collaboration between school districts within the Southwest Tech District and Southwest Tech itself to create and enhance educational opportunities for high school students. The focus of the grant is to improve career and technical education regionally and to increase the pipeline of students in high-demand occupations. Projects must include collaboration with neighboring school districts, local business, and Southwest Tech. An initial Request for Proposal was released in the Spring of 2013, and one grant was awarded that is currently serving three consortium school districts.

Southwest Tech has also worked with 13 area school districts and Cooperative Education Service Agency 3 (CESA) to develop the Academy for 21st Century Excellence. The goal of the academy is to allow students from these school districts to explore STEM careers through the Project Lead the Way (PLTW) curriculum as well as other activities that are coordinated through the academy. Since the PLTW curriculum is designed for larger school districts, many districts in our area would not be able to offer the curriculum. Some of the opportunities that are provided through the academy include the capstone course (Engineering Design and Development) offered on the Southwest Tech campus, STEMposium, and Family Night Out for STEM.

**Basic Education** – The College developed a series of boot camps to meet the demands of the number of people needing to earn a GED/HSED before the new test in January 2014. These boot camps allowed students the opportunity to complete the GED/HSED coursework in one week, as long as their reading scores were at a ninth grade level or higher. This allowed the students to get a “jump start” on completing the GED/HSED.

**Community Education** - Advisory boards and community forums have been created in the local communities to help determine what course work should be offered as part of community education. These advisory board members also help determine how we can best market the course offerings. This is also listed as a Strategic Project and is consistently monitored.

**Foundation** – In 2011-12, student housing increased from a facility providing 92 beds to 100 beds. In addition, the College purchased vacant lots for future development. At this point, a full waiting list for all of student housing illustrates a need for more facilities. Recently, Southwest Tech sent a survey to developers and landlords within the community. This survey also provided them opportunities to suggest how we proceed in developing the acquisitioned land.

**212--Quantifying our culture and infrastructure to select specific processes to improve and to set targets for improved performance results in**

**Accomplishing Other Distinctive Objectives:** Southwest Tech’s culture encourages continual review of Strategic Direction data, and new targets are set annually. We pride ourselves on our service to our constituents and seek input from the communities we serve through advisory boards and community forums.

Our Strategic Planning process includes two on-going PDCA cycles. One is a three-year cycle in which we “Plan, Do, Check, and Adjust” Strategic Directions that help us achieve our mission and purposes. The other is an annual cycle in which we “Plan, Do, Check, and Adjust” Strategic Projects that help us achieve our Strategic Directions. Southwest Tech allows all College personnel to identify these Strategic Projects. The process starts in October and runs through the end of November when the Board of Directors, administration, faculty, and staff review the status of current projects as well as recommend new projects. The timing is set so that Strategic Projects can inform Southwest Tech’s goal- and performance-setting processes as well as our budget- and personnel-planning processes that begin in December and run to July 1, the start of the next fiscal year.

**Category 3: Understanding Students’ and Other Stakeholders’ Needs**

**Introduction**

Southwest Tech has a long history of gathering stakeholder input and conducting annual surveys to better understand stakeholder needs and to target our efforts toward Continuous Improvement. We use this response data to identify changing needs and analyze satisfaction trends. These results are compared with
state and national data, and then all of this information is used to develop action plans that maximize our strengths and address our challenges.

Employer and graduate surveys have a long history of being conducted. This stakeholder feedback is used to maintain partnerships with employers and to sustain the value of a Southwest Tech education in the region. Since these areas have always indicated strong partnerships and educational value, our work is largely related to maintenance and forming connections with new employers.

In addition, Southwest Tech has compiled four years of data, and we are starting to collect a fifth year using the Noel-Levitz Student Satisfaction Inventory™ (SSI). Feedback obtained has guided remodeling projects and staffing updates and has helped us target improvements related to parking and scheduling.

Our experience using the student inventory has been positive and the driving force to change the college’s employee survey to the Noel-Levitz College Employee Satisfaction Survey™ (CESS). This year, we established a baseline of data so that we will be able to better examine employee satisfaction trends over the next few years. This will allow us to develop targeted action plans for addressing staff concerns. Early indications are that communication will be the primary focus of our work.

3P1--Identifying changing needs of student groups: Southwest Tech identifies the changing needs of our student groups by gathering and using input through a variety of methods such as targeting interventions based on student profile trends; implementing changes in response to Student Senate feedback and ideas shared in the College suggestion box; and prioritizing improvements based on the results of the Quality Review Process, the annual Noel-Levitz satisfaction surveys, and exit data contained in the Graduate Follow-up Survey.

Upon entry, each student completes an electronic student profile disclosing reasons for attending, work status, financial need, extent of commute, and other risk-factors. Advisors use the profile responses to identify characteristics and to target services such as financial and academic assistance; support services; and special projects for Non-Traditional Occupations, Students of Color, and Displaced Homemakers. The College wrote and obtained grants to provide more financial assistance to students during difficult economic transitions in order to ensure retention.

A student suggestion box and the Student Senate are two ways for students to voice ideas or to express unmet needs. The Student Senate, which consists of representatives of each program and student organization, meets monthly and is a clearinghouse for student concerns and needs. The Director of Student Services serves as a liaison to the President’s Cabinet regarding student concerns. A Student Senate representative informs the College Board about student concerns as needed. An example of the result of this input was the relocation and expansion of the Student Activity Center to increase the sense of community and to provide students a place to “blow off steam.” After completion in 2013, the Center won an award for re-purposing space, as the old auto shop was remodeled to meet this goal.

4.C The Quality Review Process (QRP) includes student and alumni survey data as part of the Continuous Improvement of programs and services. Programs and departments develop improvement plans that regularly incorporate this input in a Continuous Improvement plan. 4.C.1 Although numerous examples exist to illustrate retention and completion goals, three examples are included below.

- In 2008, the course completion and rate pass rate for N-CLEX dropped below 76 percent. The Southwest Tech Licensed Practical Nursing (LPN) N-CLEX pass rate has consistently held near 94 percent over the past four years, one of the highest rates in the State of Wisconsin. The discrepancy in pass rates between the LPN and RN programs revealed a difficulty in first-year students transitioning from the LPN (year one) to the RN (year two) program. To improve the transition and retention of LPN-level students to RN coursework, a bridge course was offered prior to the start of fall classes for students maintaining a grade average between 80 and 83 percent, and for incumbent LPNs wishing to return to complete the RN program. As a result, Southwest Tech’s A.D.N. course completion rates have steadily risen to 83
percent in 2011-12. Southwest Tech student cohorts of 2011 and 2012 experienced a 100 percent N-CLEX exam pass rate, and the 2013 cohort saw a 99 percent pass rate.

- A second project goal was to increase the retention rates of all students including Non-Traditional Occupations (NTO) within the Criminal Justice program through the implementation of faculty advisement and peer mentoring programs. Criminal Justice staff were active participants in program advising during the orientation/registration process. This activity better informs students of the program rigor. Additionally, this activity involved the development of a second to first-year student mentoring program aimed at providing first-year students the support needed to connect socially and academically to the Criminal Justice program. As a result, third-year retention rates for Criminal Justice program students have risen from 39 percent to 52 percent in the past four years due, in part, to these advisement and peer mentoring activities.

- In an effort to combat low retention, which is hovering at 50 percent, the Business Management instructors developed an in-depth orientation protocol designed specifically for Business Management students. The specialized orientation not only reintroduces all topics covered during the new student orientation day, but also gives students time to practice and become comfortable with processes and technologies unfamiliar to them as new students at Southwest Tech. Business Management instructors also introduce students to the rigor and expectations of the program curriculum to ensure they understand their roles and responsibilities toward achieving an associate degree in this program. As a result, Introduction to Business shows an increase in pass rate of two percent.

- Inadequate parking - Staff parking was relocated across the street from the main building; and we launched an educational campaign to promote the fact that parking was free, available on a first-come first-serve basis, and students should not expect to find a spot by the door five minutes before class begins.

- Getting the “run-around” – Admissions, advising, records, financial aid, and the business offices were remodeled and re-organized into a one-stop shop.

- Inconvenient class schedules – A committee composed of the Vice President for Student and Academic Affairs, deans, administrative assistants, teacher leaders, and Student Services examined the master scheduling process. An Associate Dean position is being considered for the purpose of expanding evening, weekend, and alternative locations or formats for course offerings.

4.C.2 The student exit survey gathers feedback about the Southwest Tech experience with regard to program and general education instruction, academic and support services, and other campus programs and services. Beginning in the 2009-10 school year, Southwest Tech has used the Noel-Levitz Student Satisfaction Inventory™ that is designed to measure how satisfied students are and how important College issues are to them. 4.C.3 The College uses this information to guide Strategic Planning, to strengthen initiatives and to measure our progress. We measured areas by comparing importance with satisfaction to determine the size of the gap in meeting student expectations. The larger the gap, the greater the discrepancy between what students expect and their level of satisfaction. Listed below are the top three areas that have been rated as “Always a Challenge” and the change that has occurred in response to the feedback provided by students.

- Inadequate parking - Staff parking was relocated across the street from the main building; and we launched an educational campaign to promote the fact that parking was free, available on a first-come first-serve basis, and students should not expect to find a spot by the door five minutes before class begins.

- Getting the “run-around” – Admissions, advising, records, financial aid, and the business offices were remodeled and re-organized into a one-stop shop.

- Inconvenient class schedules – A committee composed of the Vice President for Student and Academic Affairs, deans, administrative assistants, teacher leaders, and Student Services examined the master scheduling process. An Associate Dean position is being considered for the purpose of expanding evening, weekend, and alternative locations or formats for course offerings.

4.C.4 The College conducts a graduate follow-up survey six months after students graduate. The follow-up includes satisfaction with students’ Southwest Tech education and current job status. The survey encourages graduates to reflect on the strengths of programs in which they were enrolled and to provide feedback. We integrate this data into continuous improvement plans and also publish it in an annual Graduate Success Report. The most recent survey indicates that 98 percent of the graduates are satisfied or very satisfied with their education at Southwest Tech.
3P2—Building and maintaining a relationship with students:
Southwest Tech builds and maintains a relationship with students primarily through our faculty and staff. Faculty provides direct contact with students and builds a mentor relationship with them. Faculty provides information to students, mentors students to assume leadership roles, coaches them to refine career skills, and assists them with business and industry contacts. Southwest Tech emphasizes maintaining relationships with alumni, who serve as a valuable resource to the College. Southwest Tech uses Raiser’s Edge™ software to manage alumni constituent files and College relationships, which are largely organized through the Southwest Tech Foundation.

Small classes (1 to 15 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 and provide a method for continuous program improvement based on industry changes.

In a small college such as Southwest Tech, 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 specific weekly meeting hour to make it possible for students to actively participate in clubs and organizations.

Southwest Tech reaches out to students in a variety of ways that promote a “family or community feeling” to the campus like the annual holiday fund, through which employees and students donate money to purchase presents for needy students and their families. Each year we serve about 25 families (approximately 150 people) with food boxes and gifts. In addition, our new activity center Charley’s has become a hub of activity that promotes a sense of community and connection and encourages peer interactions.

Southwest Tech lets students know we care beyond the traditional classroom experience by helping address their basic needs including food, housing, and transportation. The staff supports a food pantry located in the campus library. This space affords students easy access yet personal privacy. It also allows staff, students, and community members the opportunity to donate food and other supplies to the pantry. Since opening in February of 2011, the pantry has received 30,287 pounds of food from Second Harvest and averages 200 to 400 additional pounds of food per month from staff donations. On average, 92 to 124 students use the pantry each month.

Only three of the 16 Wisconsin Technical College System campuses offer housing. The Southwest Tech Foundation offers apartment-style housing to approximately 100 students as an alternative to commuting. The housing waiting list is monitored as one indicator of gauging unmet needs. The housing and facilities staff are working with area networks to address housing and transportation needs. The College recently conducted a landlord survey and is following up with an annual meeting to address legal issues and advertising. Southwest Tech is also assisting with a transportation assessment through Southwest Community Action Program (CAP). The results will be used to address transportation needs in the region.

Feedback and data indicated that Southwest Tech needed to continue the theme of relationship building and personalization of learning into other campus service areas. Student Services has been reorganized into a “one-stop shop” to efficiently address students’ needs. We added additional staffing in the form of advisors to better connect with students. Staff members were trained in career development facilitation in order to create a continuum of career services, and these services were expanded to alumni by adding a Career Placement Center. Alumni are seeing Southwest Tech not only as a traditional campus but also as a resource for professional development for a wide-range of career services and for certification testing with the remodeling of our Test Center.
Southwest Tech has employed social media tools including Facebook and YouTube to communicate these changes and to foster relationships with students and other publics like alumni, current and retired faculty, corporate partners, and community members. Staff and a team of student ambassadors create Facebook content. Southwest Tech has employed Facebook to promote campus events, to solicit feedback, to answer public questions, to promote the campus image, and to build a sense of community among Southwest Tech stakeholders. More recently, Southwest Tech added staff and student blogs as another avenue to connect with stakeholders.

3P3--Analyzing the changing needs of stakeholder groups and selecting courses of actions regarding these needs:

1.D Southwest Tech uses a continuous improvement process to identify and address the changing needs of key stakeholders.

For the academic programs, the continuous improvement process is the Quality Review Process (QRP) in which review teams conduct focus visits, perform an in-depth study of programs, report on strengths/challenges, and evaluate immediate needs/future trends. Review teams may include faculty, alumni, employers, experts in the field, and instructors from other Wisconsin technical colleges. Program faculty and College staff analyze review team feedback and create improvement plans based on recommendations.

1.D.1 For general College relevance and effectiveness, the College Board meets in local communities to listen to district residents and taxpayers. College staff develops Strengths, Weaknesses, Opportunities, and Threats (SWOT) analyses by using input from these panels to guide their Strategic Planning.

1.D.2 The College implements another stakeholder improvement process involving the Foundation, donors, alumni, and employers during the annual "A Day for Southwest Tech" event. College affiliates, employees, and other volunteers contact businesses in the District to educate them about Southwest Tech programs and services, to solicit donations for the Southwest Tech scholarship programs, and to determine other community needs that can be met through effective partnerships. This event secures feedback about College operations and provides insights into future needs that are shared with the President’s Cabinet and then used in the planning stage of our Strategic Directions. It also provides assistance for students who need financial help by raising money for scholarships.

1.D.3 Although the Quality Review Process follows the Wisconsin Technical College System process and is on a five-year cycle, we make and monitor the changes in off years; and smaller modifications continue throughout the cycle. The District Board also holds community listening sessions in a variety of District communities and the Foundation hosts “A Day for Southwest Tech,” both intended to respond to more immediate needs.

In order to be more timely and relevant, Southwest Tech is working to implement a service-learning philosophy across our divisions and programs. Students can apply what they are learning in the classroom to real-life situations while providing valuable services to the community. The projects selected will address immediate community needs and can be adjusted each semester. While the college is currently conducting several projects, broader training will occur during the next all-campus in-service.

3P4--Building and maintaining relationships with key stakeholders:

Southwest Tech maintains relationships with key stakeholders by providing high quality programs and services and by being an active member of the larger community. Our staff members form mutually beneficial partnerships with key community organizations, employers, government agencies, legislators, and other educational institutions particularly those whose missions align with the College’s and serve the educational, career, and economic needs of the communities in the District. Although these relationships are formed around mutual goals, we maintain them through education, training, and employment programs or through communication, jointly sponsored events, committee meetings, and project work. The tools listed in Figure 3-1 are used to communicate offerings, promote opportunities, and secure education or employment for area residents.
A good example of these ongoing partnerships is the work done each year by Rapid Response Teams. Southwest Tech works closely with the Department of Workforce Development to determine how the College can best serve the needs of area residents during plant closures or other mass layoffs. The Rapid Response Team assists residents while they are still employed and invites them on campus for college and career exploration workshops to help them obtain career services or choose a program of interest for retraining. The Rapid Response Team works with individual dislocated workers to address basic education needs and financial challenges or to explore labor market data that better matches their skills with potential job openings. Other partnerships maintained by Southwest Tech involve all the K-12 schools in the district. Southwest Tech provides career workshops to middle and high school students.

Southwest Tech identifies unmet educational and training needs to target new students and stakeholder groups by conducting a constant environmental scan that examines trends and relationships for favorable District applications. We use the relationship tools to actively monitor the education and employment needs of the District’s residents. (See Figure 3-1.)

**Figure 3-1: Tools for Maintaining Relationships and Targeting Stakeholder Support**

<table>
<thead>
<tr>
<th>Prospective Students</th>
<th>Current Students</th>
<th>Alumni, Supporters, &amp; Community Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>21st Century Academy</td>
<td>Advisors/Counselors</td>
<td>Advisory Committees</td>
</tr>
<tr>
<td>Articulation Agreements</td>
<td>Annual Holiday Project</td>
<td>Career Connections Center</td>
</tr>
<tr>
<td>Basic Education Outreach Sites</td>
<td>Articulation Agreements</td>
<td>Constant Contact® Communications</td>
</tr>
<tr>
<td>Campus Tours and Open Houses</td>
<td>Assistive Learning Technology</td>
<td>County Partnerships</td>
</tr>
<tr>
<td>Camp EXTREME and Tech Trek</td>
<td>Campus Activities &amp; Entertainment</td>
<td>Focus Groups: Community/Industry</td>
</tr>
<tr>
<td>Career Coaching</td>
<td>Campus Information Monitors</td>
<td>Franklin University</td>
</tr>
<tr>
<td>Career Days</td>
<td>Career Connections Center</td>
<td>Day for Southwest Tech</td>
</tr>
<tr>
<td>College Preview Days</td>
<td>Clinical Site Partnerships</td>
<td>Employment Recommendations</td>
</tr>
<tr>
<td>College and Career Exploration</td>
<td>Constant Contact® Communications</td>
<td>Facebook.com/southwesttech</td>
</tr>
<tr>
<td>Workshops</td>
<td>Dining Services</td>
<td>Graduation</td>
</tr>
<tr>
<td>Constant Contact® Communications</td>
<td>Facebook.com/southwesttech</td>
<td>Involved Faculty Members</td>
</tr>
<tr>
<td>Endorsements by Alumni</td>
<td>Food Pantry</td>
<td>Job Fairs</td>
</tr>
<tr>
<td>Facebook.com/southwesttech</td>
<td>Free Basic Education Courses</td>
<td>Graduate Follow-up Study Info</td>
</tr>
<tr>
<td>Faculty/Staff Recruiting: Classroom</td>
<td>Informal Faculty Advising</td>
<td>On-campus Job Center</td>
</tr>
<tr>
<td>Shadows, Project Partnerships and Visit Days</td>
<td>Internships</td>
<td>Professional Industry Seminars</td>
</tr>
<tr>
<td>K-12 Services and School Visits</td>
<td>Intramural Sports</td>
<td>Professional Networking</td>
</tr>
<tr>
<td>Project Lead The Way Programs</td>
<td>Job Fairs</td>
<td>Program Reunions</td>
</tr>
<tr>
<td>Student Ambassador Presentations</td>
<td>Online Technical Assistance</td>
<td>Raiser’s Edge™ Constituent Database</td>
</tr>
<tr>
<td>Testing Center Services</td>
<td>Mock Interviews</td>
<td>Rapid Response Events</td>
</tr>
<tr>
<td>Workforce Development</td>
<td>Scholarship Programs</td>
<td>Service Learning Projects</td>
</tr>
<tr>
<td>Website <a href="http://www.swtc.edu">www.swtc.edu</a></td>
<td>Service Learning Projects</td>
<td>Southwest Tech Foundation</td>
</tr>
<tr>
<td></td>
<td>Student Actives and Events</td>
<td>Tech Connect Job Site</td>
</tr>
<tr>
<td></td>
<td>Student Satisfaction Surveys</td>
<td>Testing Center Services</td>
</tr>
<tr>
<td></td>
<td>Student Senate Meetings</td>
<td>Website <a href="http://www.swtc.edu">www.swtc.edu</a></td>
</tr>
<tr>
<td></td>
<td>Tutoring and Mentoring Services</td>
<td>University of Wisconsin-Platteville</td>
</tr>
<tr>
<td></td>
<td>Web Communication and Portals</td>
<td></td>
</tr>
</tbody>
</table>

**3P5--Determining whether to target new student and stakeholder groups with educational offerings and services:**

1.D However, the tools listed are not just a one-way means of exploring benefits to college programming but also are the result of exploring broader benefits to our partners and the community as a whole. It is through these partnerships that individual participants and current stakeholders describe needs and make recommendations to which Southwest Tech then responds. Consideration is given to what is happening at the state and regional levels based on what programs target the local economic base, on what applicable conversations are occurring within the larger Wisconsin Technical College System, on what grant initiatives are available to support development of the project, and on what financial efficiencies support effective implementation.
The College completes assessments related to benefits for the District’s employers, items prioritized on the College’s Strategic Projects list, and indications that the programs will positively affect the local labor market with high-wage jobs that are in demand.

Southwest Tech staff members have been hearing that students wanted an affordable way close to home that would allow them to begin a four-year university degree that opens up pathways to bachelor’s, master’s, and doctoral degrees in a variety of disciplines not currently offered. During the 2013-14 school year, Southwest Tech began a collaborative partnership with Nicolet College that allows Southwest Wisconsin students to begin a university transfer liberal arts program on the Southwest Tech campus and then complete their bachelor’s degree. This transfer is guaranteed to the University of Wisconsin-Platteville; and it is an example of listening to statewide conversations, considering system efficiencies, and partnering to meet the educational needs of stakeholders in a new way.

3P6--Collecting, analyzing, and communicating complaint information from students and other stakeholders:
Complaints come to the College from stakeholders through both informal and formal means. The College considers, evaluates, and uses all feedback to make improvements as appropriate. The College has a responsive culture where one voice can truly make a difference and bring about change because all feedback is given due consideration.

Informally, stakeholders express their concerns to staff members who, in turn, make suggestions on how to resolve the situation. This may include pointing the person in the direction of the most appropriate staff member who is responsible for addressing the area of complaint, or it may mean helping the person use the College’s formal complaint systems. A traditional suggestion box is also available in the cafeteria to make anonymous suggestions, and each submission is discussed at an Executive Team meeting.

Formal complaint processes involve written submissions through Student Services and/or Human Resources. The College publishes formal procedures for filing of grievances, submitting complaints, and claiming harassment in the Students’ and Employees’ “Right to Know” sections of the Handbook. These materials are available electronically on the College’s Website. Citizens may make a complaint to the immediate supervisor or staff member. If the matter is not satisfactorily resolved, a formal complaint is made via written submission, the situation is investigated, relevant facts are identified, feasibility is evaluated, and recommendations are made for resolution that may not only include individual remedies but also systemic changes. If relief still is not satisfactory, appeals can be made to the Vice President, President, and ultimately the District Board or the Wisconsin Technical College System process can be used utilized.

Additional College processes that indirectly reflect complaints are course/program evaluations, the annual student satisfaction survey, and the graduate survey follow-up. Here patterns of unacceptable trends are identified for follow-up. For example, our Noel-Levitz Student Satisfaction Inventory™ consistently identified student parking as a problematic area. Staff members were asked to park across the street so students could have more spots in the main lot. We started a campaign during orientation that explained parking is free; it is available on a first-come first-serve basis; and students should not expect to find a spot by the door five minutes before class starts. Southwest Tech communicates the resulting changes in policies and procedures through e-mail announcements, by electronic postings, and during orientations.

3R1--Determining satisfaction of students and other stakeholders; what measures of satisfaction are collected and analyzed:
Southwest Tech determines the satisfaction of our students and other stakeholders through a variety of annual surveys. All of this survey data assists faculty and staff with Strategic Directions, goal setting, and continuous improvement. For students this includes the annual Student Satisfaction Inventory, which is conducted in the spring of each year. This survey provides a broad-base of anonymous feedback on program and general education instruction, support and student services, financial aid, campus facilities, the bookstore, the library, and other resources on campus. We review the results of these surveys for
trends in strengths and challenges. We also benchmark against other Wisconsin Technical College System campuses and national trends gathered by Noel-Levitz. Figure 3-2 illustrates a four-year history of conducting an annual Student Satisfaction Inventory that examines strengths and challenges.

**Figure 3-2: Noel-Levitz Student Satisfaction Inventory – Strengths & Challenges**

<table>
<thead>
<tr>
<th>Always A Strength</th>
<th>2013</th>
<th>2012</th>
<th>2011</th>
<th>2010</th>
<th>Overall Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>44. Campus item 4: I feel confident that the skills I have attained prepared me for my career goals.</td>
<td>5.99</td>
<td>5.98</td>
<td>6.01</td>
<td>5.87</td>
<td>.12</td>
</tr>
<tr>
<td>43. Campus item 3: My overall experience at Southwest Tech has been positive.</td>
<td>5.98</td>
<td>5.99</td>
<td>6.02</td>
<td>5.95</td>
<td>.03</td>
</tr>
<tr>
<td>42. Campus item 2: Staff on this campus are supportive of students.</td>
<td>5.89</td>
<td>5.83</td>
<td>5.91</td>
<td>5.88</td>
<td>.01</td>
</tr>
<tr>
<td>20. Students are made to feel welcome here.</td>
<td>6.11</td>
<td>6.02</td>
<td>6.05</td>
<td>6.14</td>
<td>(.03)</td>
</tr>
<tr>
<td>38. Most classes deal with practical experiences and applications.</td>
<td>5.84</td>
<td>5.83</td>
<td>5.89</td>
<td>5.81</td>
<td>.03</td>
</tr>
<tr>
<td>1. The campus staff are caring and helpful.</td>
<td>5.91</td>
<td>5.89</td>
<td>5.93</td>
<td>5.96</td>
<td>(.05)</td>
</tr>
<tr>
<td>13. The campus is safe and secure for all students.</td>
<td>6.04</td>
<td>6.06</td>
<td>6.02</td>
<td>5.93</td>
<td>.11</td>
</tr>
<tr>
<td>34. Faculty is usually available to students outside of class (during office hours, by phone, or by e-mail).</td>
<td>5.89</td>
<td>5.85</td>
<td>5.94</td>
<td>5.87</td>
<td>.02</td>
</tr>
<tr>
<td>39. On the whole, the campus is well-maintained.</td>
<td>6.15</td>
<td>6.09</td>
<td>6.1</td>
<td>6.04</td>
<td>.11</td>
</tr>
<tr>
<td><strong>Always A Challenge</strong></td>
<td>2013</td>
<td>2012</td>
<td>2011</td>
<td>2010</td>
<td>Overall Change</td>
</tr>
<tr>
<td>9. I am able to register for the classes I need with few conflicts.</td>
<td>5.68</td>
<td>5.63</td>
<td>5.57</td>
<td>5.68</td>
<td>.00</td>
</tr>
<tr>
<td>41. Campus item 1: Faculty take into consideration student learning styles as they teach a course.</td>
<td>5.54</td>
<td>5.54</td>
<td>5.53</td>
<td>5.47</td>
<td>.07</td>
</tr>
<tr>
<td>25. Faculty provide timely feedback about my academic progress.</td>
<td>5.49</td>
<td>5.53</td>
<td>5.45</td>
<td>5.32</td>
<td>.17</td>
</tr>
<tr>
<td>21. The amount of student parking space on campus is adequate.</td>
<td>4.57</td>
<td>4.37</td>
<td>4.05</td>
<td>3.72</td>
<td>.85</td>
</tr>
<tr>
<td>2. Classes are scheduled at times that are convenient for me.</td>
<td>5.46</td>
<td>5.49</td>
<td>5.49</td>
<td>5.53</td>
<td>(.07)</td>
</tr>
<tr>
<td>37. I seldom get the “run-around” when seeking information on this campus.</td>
<td>5.22</td>
<td>5.22</td>
<td>5.35</td>
<td>5.41</td>
<td>(.19)</td>
</tr>
</tbody>
</table>

Southwest Tech compares local results with state and national trends. “Always a Strength” areas include skill preparation and practicality, a welcoming and supportive staff that are available to students, and well-maintained facilities that are safe. Trends in the “Always a Challenge” categories include registration conflicts and inconvenience, untimely feedback and lack of consideration for learning styles, parking issues, and campus “run-around.” In both strengths and challenges, Southwest Tech is in line with or better than state and national averages, as shown in Figure 3-3.

**Figure 3-3: Noel-Levitz Student Satisfaction Inventory – Strengths & Challenges State and National Comparisons**

<table>
<thead>
<tr>
<th>Always A Strength</th>
<th>2013 SWTC</th>
<th>2013 WTC</th>
<th>2013 National</th>
</tr>
</thead>
<tbody>
<tr>
<td>44. Campus item 4: I feel confident that the skills I have attained prepared me for my career goals.</td>
<td>5.99</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>43. Campus item 3: My overall experience at Southwest Tech has been positive.</td>
<td>5.98</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>42. Campus item 2: Staff on this campus are supportive of students.</td>
<td>5.89</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>20. Students are made to feel welcome here.</td>
<td>6.11</td>
<td>5.92</td>
<td>5.88</td>
</tr>
</tbody>
</table>
38. Most classes deal with practical experiences and applications. | 5.84 | 5.86 | 5.68
1. The campus staff are caring and helpful. | 5.91 | 5.76 | 5.67
13. The campus is safe and secure for all students. | 6.04 | 5.94 | 5.89
34. Faculty are usually available to students outside of class (during office hours, by phone, or by e-mail). | 5.89 | 5.92 | 5.82
39. On the whole, the campus is well-maintained. | 6.15 | 6.03 | 5.98

<table>
<thead>
<tr>
<th>Always A Challenge</th>
<th>2013 SWTC</th>
<th>2013 WTCS</th>
<th>2013 National</th>
</tr>
</thead>
</table>
9. I am able to register for the classes I need with few conflicts. | 5.68 | 5.55 | 5.51
41. Campus item 1: Faculty take into consideration student learning styles as they teach a course. | 5.54 | NA | NA
25. Faculty provide timely feedback about my academic progress. | 5.49 | 5.60 | 5.46
21. The amount of student parking space on campus is adequate. | 4.57 | 4.69 | 4.44
37. I seldom get the “run-around” when seeking information on this campus. | 5.22 | 5.19 | 5.15

Other major stakeholders include alumni, employers, and staff. Southwest Tech surveys alumni with the Graduate Follow-up Survey conducted six months after graduation where they have had a chance to provide input regarding educational preparation for jobs in respective career fields. In general, most students who attend Southwest Tech for job training or a career change are highly satisfied with the training they receive, and most find a job in their field within six months of graduation. Figure 3-4 illustrates three years of alumni data.

**Figure 3-4: Graduate Follow-up Statistics**

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2011</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Graduates</td>
<td>813</td>
<td>766</td>
<td>700</td>
</tr>
<tr>
<td>Graduate Responses</td>
<td>522</td>
<td>554</td>
<td>499</td>
</tr>
<tr>
<td>Primary Reason for Attending Southwest Tech</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparation for getting a job</td>
<td>39%</td>
<td>40%</td>
<td>41%</td>
</tr>
<tr>
<td>Career Change</td>
<td>29%</td>
<td>19%</td>
<td>21%</td>
</tr>
<tr>
<td>Improve Existing Job Skills</td>
<td>9%</td>
<td>10%</td>
<td>9%</td>
</tr>
<tr>
<td>Graduates’ Satisfaction With Training Received at Southwest Tech</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Very Satisfied</td>
<td>61%</td>
<td>61%</td>
<td>60%</td>
</tr>
<tr>
<td>% Satisfied</td>
<td>37%</td>
<td>38%</td>
<td>38%</td>
</tr>
<tr>
<td>% Unsatisfied or Very Unsatisfied</td>
<td>2%</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>% Graduates Employed within 6 months</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
</tr>
</tbody>
</table>

The Employer Follow-up Survey provides feedback regarding the quality of Southwest Tech graduates’ education from employers’ point-of-view. The College tabulates the responses and submits that information to the Wisconsin Technical College System (WTCS) for compilation in a statewide report. Southwest Tech compares our data with the results from other WTCS colleges and notes that we consistently rate over 90 percent in most areas and are among the top campuses statewide. This information is available on the staff intranet site SharePoint®. Staff members have access to these tabulated results at the program level and use that data to make improvements in programs and services. Employers in the Southwest Tech District are highly satisfied with the training their employees received. They feel it contributes to the overall success of their business, and they would recommend graduates to other employers and hire them in the future. Figure 3-5 shows a three-year trend in employer responses.
Staff satisfaction data was collected in the past using the PACE survey. During the 2013-14 school year, Southwest Tech switched to the Noel-Levitz College Employee Satisfaction Survey™ to align better with the data collected from the Student Satisfaction Inventory. A baseline was established in the spring of 2013-14. Employees rated such topics as campus culture, work environment, mission, and decision-making for importance and satisfaction. The College compared these ratings to determine how the institution is doing at meeting employee expectations. Early results indicate that members of the staff have pride and respect for the institution, and they are proud to work at Southwest Tech. They see their work as valuable and rewarding, as it meets the needs of students. Staff members also believe that Southwest Tech promotes excellent employee-student relationships. The top challenges for Southwest Tech are all connected to communication and planning.

3R2--Standing performance results for student satisfaction:
One way Southwest Tech’s student satisfaction performance is evaluated is to look at the trends discovered in our annual Student Satisfaction Inventory where students rate their level of satisfaction on a seven-point scale ranging from 1 (not at all satisfied) to 5 (somewhat satisfied), 6 (satisfied), and 7 (very satisfied). Four years of trends indicate that students have continued to report that Southwest Tech’s strengths include skill preparation with practical applications provided by a supportive, welcoming, and helpful staff that are available to students. In general, the campus is well maintained and safe; and students’ overall experience is positive. (See Figure 3-2.) Southwest Tech rates higher than the national average in all categories and is higher than the state average in all categories except for faculty availability outside of class and having classes that deal with practical experience and applications. (See Figure 3-3.) Southwest Tech’s ongoing challenges include: registration conflicts and inconvenient class times, untimely instructor feedback, lack of consideration for learning styles, parking issues, and campus “run-around.” The challenge where Southwest Tech was lower than state and national trends was in the area of scheduling classes at convenient times. An Associate Dean position is being considered with the goal of expanding evening course offerings. (See Figure 3-6.)
Southwest Tech alumni respondents are satisfied or very satisfied with the training they received six months after graduation. The Graduate Follow-up Survey conducted since 1967 (Figure 3-4), the Employer Survey conducted since 1992-93 (Figure 3-5), and more recently the Noel-Levitz College Employee Satisfaction Survey™ (CESS).

For each of the last four years, Southwest Tech has conducted the Noel-Levitz Student Satisfaction Survey™ in which our students rate statements on a 7-point scale with an additional option for not available/not used or does not apply. The average of responses evaluating admissions, advising, faculty, security staff, and administration are in Figure 3-6. Overall changes in these relationship ratings are also noted. Although the results indicate that students are somewhat satisfied or satisfied with the relationships that are built with our staff and the changes are not statistically significant, the areas showing the largest negative change are all related to admissions and advising. During the last eighteen months, Southwest Tech expanded our advising staff, remodeled the Student Services area to create a one-stop shop, and began personalizing our admissions procedures to respond to student feedback.

Effective tools used to measure stakeholder satisfaction with Southwest Tech’s performance are the Graduate Follow-up Survey conducted since 1967 (Figure 3-4), the Employer Survey conducted since 1992-93 (Figure 3-5), and more recently the Noel-Levitz College Employee Satisfaction Survey™ (CESS).

The Graduate Follow-up survey measures alumni satisfaction with their training six months after graduation. Figure 3-4 shows that 98 percent of Southwest Tech alumni respondents are satisfied or very satisfied with the training they received. Southwest Tech consistently produces excellent results relating to students finding employment and being satisfied with their training. For each of the last three years, Southwest Tech graduates indicated that the reason they were seeking training was to get a job or make a career change. After receiving training, most graduates were satisfied or very satisfied with their training and were employed in their field within six months of graduation. Figure 3-5 illustrates the three-year trend in Employer Surveys. Overall employers believe that Southwest Tech graduates who work as their employees have the knowledge and skills needed to be successful in their field, communicate effectively, and are generally prepared for employment. Employers also believe that graduates contribute to the success of their businesses and would hire other graduates or recommend them to other employers.

A third stakeholder group is staff members. This spring Southwest Tech switched to a new employee survey and established a baseline. Early results indicate that members of the staff have pride and respect for the institution, and they are proud to work at Southwest Tech. They see their work as valuable and rewarding as it meets the needs of students. Staff members also believe that Southwest Tech promotes excellent employee-student relationships. The top challenges for Southwest Tech are all connected to communication and planning. Prior to receiving the results, Southwest Tech leadership believed that communication was an issue and began adding systems to improve and track formal communications through Constant Contact®. A more comprehensive action plan will need to be developed over the coming months.

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Southwest Tech measures the success of our relationships with key stakeholders by examining how stakeholders view these relationships. Although the College has also used a variety of measures to quantify our interactions with key stakeholders such as donation levels and articulation agreements, we have recently started exploring new avenues presented through social media, Constant Contact®, and the Internet.

The overwhelmingly positive responses on the Employer Survey (Figure 3-5) show that employers value the role that Southwest Tech plays in responding to the need for quality employees, and they are willing to hire or recommend graduates. Although employers rate graduates’ technical work skills, people skills, and attitude, their overall satisfaction rate with graduates has consistently averaged 95 percent, and we note this percentage has not changed in our latest three-year trend analysis conducted from 2010 through 2012. In addition, 95 percent of employer respondents reported they would recommend graduates to another employer and hire a Southwest Tech graduate again.

Southwest Tech also maintains communication with various stakeholders through social media Websites like Facebook and monitors Internet activity like blog postings. Facebook and blogging have become vital communication tools for both internal and external stakeholders to analyze, track, and respond to stakeholder needs. During the spring of 2012-13, the campus began using Constant Contact® to send our internal and external e-mails. It is too soon to evaluate open rates, but early indications show that it is changing the way we do business. In January of 2014, a new Website was launched, and Southwest Tech will begin using Google Analytics to analyze and target the quality of our Internet presence. Relationships will be measured in detail through user interaction, advertising activity, and fan collection and retention.

3R6--Comparing our performance for Understanding Students’ and Other Stakeholders’ Needs with other higher education organizations and organizations outside higher education: Southwest Tech has a variety of procedures in place to assess and respond to student and stakeholder needs. They include annual national surveys like the Noel-Levitz Student Satisfaction Inventory™ and the College Employee Satisfaction Survey™. These surveys evaluate student and staff satisfaction and are then compared to similar state and national data.

Figure 3-3 summarizes Southwest Tech’s 2013 Students’ strengths and challenges and then compares the results with state and national trends. Southwest Tech rates are higher than the national average in all categories. They are also higher than the state average in all categories except for faculty availability outside of class and having classes that deal with practical experience and applications. During the 2013-14 school year, Southwest Tech established a staff satisfaction base line. Initial College employee comparison data indicates that Southwest Tech is similar to other two-year institutions in its trends regarding strengths and challenges. However, our comparison gap scores, the discrepancy between employee expectations and level of satisfaction, are slightly elevated in the areas of communication and planning.

Other surveys such as the Graduate Follow-up Survey and the Employer Follow-up Survey are state based. We compile and compare the resulting state averages with all 16 Wisconsin Technical College System (WTCS) institutions with the data from Southwest Tech’s Graduate Follow-up Survey. The state average for graduates who are satisfied or very satisfied with their technical college training is 97 percent, and Southwest Tech is slightly higher with 98 percent. The state average for graduates who are employed within six months of graduation is 88 percent, and for Southwest Tech graduates, it is 90 percent. The Employer Follow-up Survey is only required by the Wisconsin Technical College System once every four years, but Southwest Tech surveys annually in order to be more responsive to our area employers. We are not aware of an available state summary report on this data as employer data is often unique to specific regions.

Our data is used to maintain strong working relationships with District employers. Any results indicating a problem would quickly attract a corrective response. In addition to employers, we often partner with K-12 school districts and a variety of governmental and community organizations like Job Service and Southwest Community Action.
Programs (CAP). These partnerships are monitored via listening sessions conducted by the District Board. They are part of our continuous improvement feedback and action planning. Although direct comparison data is not available, we all share our successes and failures as Southwest Wisconsin organizations.

3I1--Understanding Students’ and Other Stakeholders’ needs—recent improvements in this category:
Southwest Tech implemented several improvements recently in response to student satisfaction feedback. Responses included the remodeling of buildings, relocation of service areas, re-organization of staff, and revision of procedures in order to improve services to students and to avoid the “run-around.”

These remodeling projects included creating a one-stop shop where Student Services, Financial Aid, and the Business Office relocated into the same area. Students can now come to one area of the building for most of the services. Southwest Tech is also in the beginning stages of remodeling the library into a learning center. All learning services will be housed together including the library, the Academic Support Center, and Student Support Services. When the project is complete, students needing reading/writing assistance, math/science help, remediation, tutoring, study groups, resources, or other academic services will find them all in one place.

Other remodeling projects include separating the Testing and Career Placement Centers. Since their functions were housed together and shared, they shared staffing. These shared facilities confused students because these two functions seem to represent the beginning and ending of their collegiate experience. The Career Placement Center was relocated next to the newly remodeled and greatly expanded Student Activity Center, which is located in a high-traffic area. Through remodels and relocations, the College Connection facilities will be a true center point for all College services.

As remodeling and relocations occurred, staffing changes took place to align or reorganize job duties. Two advisors were added, and we created teams of a counselor and an advisor to personalize the admissions process, to assist with registration, and to advocate for students’ needs. In addition, an Associate Dean position is being considered for the purpose of expanding evening, weekend, and alternative locations or formats for course offerings.

Southwest Tech also had to revise our processes and procedures to keep up with the remodeling and reorganization. Teams are now able to respond more quickly to student issues. For example, among other issues, teams are examining the master schedule process to reduce conflicts and make times more convenient for students. Another team addressed parking during orientation. Southwest Tech staff had to address student perceptions and begin promoting specific messages. Parking is free on a first-come first-serve basis. Students should not expect to find a spot by the door five minutes before class begins. Using the Student Satisfaction Inventory™, team leaders also determined that Southwest Tech’s parking issues were normal in comparison to other colleges. (See Figure 3-3.)

3I2--Using culture and infrastructure to select specific processes to improve and set targets for improved performance results in Understanding Students’ and Other Stakeholders’ Needs:
Southwest Tech is a small campus that is very focused on helping individual students succeed. Instructors and advisors get to know their students and guide them through their college experience. Staff members also collaborate to assist all students to graduation. The culture is very focused and responsive to student needs. When suggestions for improvements are made, even when they are anonymously placed in a suggestion box or when they arise out of an individual complaint, they are fully considered by the Executive Team as an opportunity to improve.

Southwest Tech has an Office of Institutional Advancement whose job is to constantly collect feedback and educate other staff on how to use this information for Strategic Planning and Continuous Improvement. There is a long history dating back to 1967, when the College was founded, of conducting graduate and employer surveys. Nearly five years ago, the Office of Institutional Advancement updated the College’s survey process to include the Noel-Levitz Student Satisfaction Inventory™ so that Southwest Tech could connect our survey results to national trends. This allowed us to connect the results to other
Wisconsin Technical College System schools. (See **Figure 3-3.**) During the 2013-14 school year, another survey update was implemented. This time the Noel-Levitz College Employee Satisfaction Survey™ was added so that staff feedback can be compared to national trends. The Office of Institutional Advancement in partnership with other departments uses all the data to target improvement efforts.

Action projects are already underway to address target areas identified by students including: adequate parking, not getting the “run-around, and convenient class schedules. Additional projects will be initiated to focus on providing students with timely feedback and teaching to support a variety of learning styles. (See **Figure 3-3.**) Although we only recently received the results of employee survey data, several aspects of institutional communications and planning were identified as top employee challenges to be addressed.

### Category 4: Valuing People

**Introduction**
This category is an overview of the College’s commitment to plan, recruit, hire, orient, evaluate, recognize, compensate, and retain exemplary staff needed for continued effective, high-quality programs for our students and to maintain a positive, collaborative work environment.

We have implemented processes that determine position need, credentials, skills, and values required to be effective. Upon hire, a comprehensive orientation and mentor program is initiated to acclimate the employee to the College’s history, mission and values; and the mentor is assigned as a resource for whatever the employee may need to be successful and to enjoy his/her work experience at Southwest Tech.

In 2011 Wisconsin Act 10 eliminated collective bargaining, and the College developed and initiated an Employee Handbook with the help of staff from all levels. We held staff meetings to communicate the changes. Following implementation of the Handbook, we initiated employee/administration committees to solicit ideas and to assist with the implementation of new programs and processes in support of the Handbook.

The College, with the involvement from staff at all levels, designed programs and processes that contribute both to organization productivity and to employee satisfaction. We are committed to the training and development of all staff and provide tuition reimbursement to reinforce the training.

The College initiates a Prospera® 360° Feedback Survey for all supervisors every other year. In 2014, we implemented a new evaluation process for all staff. We review feedback seriously and then address outcomes for development. We recognize employees’ performance and provide awards for years of service and/or for going above and beyond what is regularly expected.

Due to rising costs, providing benefits is a challenge; but with the assistance of an employee-involved Benefits Committee, we uncover alternatives to our plans that are sometimes palatable or surprisingly pleasing. For that reason, we have been able to contain costs while still providing exemplary benefits to our employees.

We assess employee satisfaction, safety, and well-being through confidential surveys which provide the College opportunities for continuous improvement.

Southwest Tech’s self-assessment of our level of maturity for valuing people is “Aligned to Integrated.” We continue to develop stable, well-designed processes that are managed by responsible individuals. Collaborative communication and efficiencies are improving. We track, evaluate, and monitor our progress to assure we are meeting and exceeding expectations.

**4P1--Identifying specific credentials, skills, and values required for faculty, staff, and administrators:**

Southwest Tech identifies the specific credentials, skills, and values required for faculty, support staff, and administrators through the initial investigative stage of identifying the need for the position and then the development of a job description. Faculty, academic supervisors, and administrators are required to meet the Wisconsin Technical College System certification requirements, which include a minimum educational requirement and occupational requirement, and may also include credentials.
required by other governmental agencies or associations. Human Resources incorporates all of these requirements into the job description and job posting. Input is also solicited from those working in similar positions. When the job description and job posting are prepared, they are forwarded to the Executive Team for final approval. The Human Resources (HR) Department provides hiring guidelines and a job description template that incorporates College Values. The HR Director assists supervisors in the development/revision of all job descriptions. When applicable, applicants are required to submit an application, cover letter, resume, transcripts, verification of occupational experience, and verification of teaching experience before consideration. Job descriptions are reviewed annually or when job duties significantly change.

4P2--Quantifying hiring processes to ensure that the people we employ possess the credentials, skills, and values required:
Southwest Tech’s hiring processes ensure that the people the College employs possess the credentials, skills, and values the College requires by using a screening committee composed of a supervisor, employees with related job functions, and a Human Resources representative. Human Resources reviews transcripts and occupational experience to ensure applicants meet the Wisconsin Technical College System certification requirements and all other requirements outlined in the job posting. The committee reviews eligible applicants and then identifies interviewees. Human Resources develops behavioral-based and work-experience questions to assist the team in becoming familiar with the applicant (values) and to understand the depth of experience he/she possesses. When applicable, applicants complete a position-related skills test and/or present a teaching demonstration or a presentation on a topic related to the area in which they are applying. The College also uses a criminal background check and “post offer” drug test process for all applicants.

3.C The institution has the instructors and staff needed for effective, high-quality programs and student services.

3.C.1 The College has sufficient numbers and continuity of instructors to carry out both the classroom and the non-classroom roles required of each program. Every instructor is responsible for developing, revising, and updating curriculum and instructional materials on an on-going basis as well as continuously evaluating student progress by providing formative and summative assessments. Instructors actively participate in department activities in support of student success and programs.

3.C.2 To be hired into an instructor position, the applicant being considered must first meet minimum requirements that are provided and outlined by the Wisconsin Technical College System. Upon hire, new instructors are “provisionally certified,” which means they have five years to complete a series of seven courses that assist them in their work. These courses are Teaching Methods, Education Evaluation, Educational Psychology, Curriculum and Course Construction, Technical and Adult Education, Guidance and Counseling, and Educational Diversity. When they complete the courses, the instructor receives a five-year license. Renewal of the five-year license requires instructors to complete activities that will enhance their classroom and instruction. Examples include coursework (credits), workshops, seminars, projects, public speaking, and occupational experience. (See 4P2, 3.C.4) Instructors are certified in all program areas or courses in which they teach.

3.C.3 Prior to legislative Act 10, the union contracts included an annual evaluation component and required that an Individual Professional Improvement Plan (IPIP) be developed and revisited as a cooperative effort between each employee and supervising dean. An IPIP included student review, peer review, goal setting, etc. Ongoing conferences concerning elements of the IPIP could be initiated by the dean or employee at any time. When Act 10 went into effect in 2013, the College initiated an Employee Handbook that also included an annual evaluation component. The first implementation of the new evaluation program was April 2014.

3.C.4. The College has a certification program that requires all new instructors receive instruction (coursework) that will assist them in the classroom. The courses include Curriculum and Course Construction, Technical & Adult Education, Teaching Methods, Educational Psychology, Educational Evaluation, Guidance & Counseling, and Educational Diversity. The College provides these courses on
campus to all new and current instructors at no cost. Once completed, instructors receive a five-year certification. To renew their five-year certification, instructors are required to participate in learning activities that support their personal and professional growth which will enhance, expand, and increase their professional knowledge and skills. These activities will promote individual professional-staff improvement to keep pace with ever-changing concepts, procedures, and practices in education and in fields of technical specialty. Acceptable learning activities include courses (undergraduate or graduate with a tuition reimbursement program built in), work experience directly related to the employee’s current and/or future work assignments, workshops, conferences, seminars, teaching a higher level course beyond regular assignment, professional service, professional speaking, and innovative activities or projects.

3.C.5 Instructors are accessible for student inquiry and are required to have posted office hours for easy access to students. Instructors provide support to students as a mentor and role model in the achievement of all student learning and career goals.

3.C.6 All staff members provide student support services through our Academic Success Center (ASC), Student Support Services (assists students with special needs), Library, Financial Aid, Career Services Center, and Student Services Department, which are designed to effectively and efficiently guide students through all aspects of the college experience from admissions through graduation and career goal attainment. To assure we are accomplishing this and meeting student needs, we have incorporated a customer service component into all evaluations, and we also require the Student Services Department staff to obtain Career Development Facilitator certification within two years of appointment to the position.

4P3--Recruiting, hiring, and retaining employees: The College has established processes to determine a need for positions. The supervisor completes “Request to Fill a Position” form, which then is presented to the Executive Team for consideration. If approved, HR prepares an internal/external posting, which is advertised in a variety of locations like our internal posting board and e-mail system, our College website, Facebook, Tech Connect (an employment resource that connects Wisconsin Technical College students and graduates, looking for employment in their field, to employers), Job Center of Wisconsin, local newspapers, Higher Ed Jobs, and local radio stations.

A screening committee identifies interviewees and develops interview questions. Interviews are held, and the screening committee makes a recommendation for hire. The Supervisor prepares a “Request to Hire” form and forwards it to his/her immediate supervisor for approval. If approved, HR makes the offer to the applicant. The HR Department ensures that all hiring processes follow federal, state, and local guidelines, including EEOC and Affirmative Action. (See Figures 4-1.)
Recruitment efforts are ongoing to increase and attract diverse, qualified candidates for all employment positions. The College’s philosophy is that in order to retain employees, they must feel welcome; they need to learn and understand our collaborative work environment and how we communicate and work with one another. To accomplish this, all new employees are assigned a mentor.

During the first year of employment through the Mentor/Mentee Program (M & M), the mentor establishes an open working relationship with the mentee, serves as a role model, opens his/her classroom to the mentee (if applicable), and helps the mentee matriculate into the College community. The mentor also shares materials, best practices, and any other information to best support the mentee. The mentor program has been a success; and with the feedback received from the mentees regarding the feeling of immediate engagement, we believe it has helped the College pave the way to helping us retain employees. Also, we have an “open door” environment which means we are accessible to each other (at any level). Concerns may be addressed by going directly to the supervisor, and if not resolved, following the chain of command to the President’s office. Employees may also send an e-mail to concerns@swtc.edu, where a confidential team will manage or disseminate the concern to the appropriate people. The College has both an electronic “Idea Center” and a physical suggestion box to which all students, staff, and guests may provide their input. All suggestions are presented to the Executive Team for consideration.

4P4--Orienting employees to Southwest Tech’s history, Mission, and Values:
Southwest Tech has established a comprehensive orientation program for all new employees that also includes an electronic version for our adjuncts and instructors at our outreach facilities. An in-house orientation is held in the fall and spring of each fiscal year, which includes an overview of the College’s history, mission and values. It also includes learning College principles, Affirmative Action, business office functions, information technology training, and information on accommodations for students with disabilities. The College President and Vice President for Student and Academic Affairs meet with all new staff members and emphasize expectations of employees and provide an understanding of Southwest Tech and the Wisconsin Technical College System.
Adjuncts are an important part of student success; and for that reason, we initiated an adjunct advisory panel to assist adjunct instructors with identifying tools they need to be successful in the classroom. The panel also helps to engage the adjuncts within the College community.

4P5--Planning for change in personnel:
Southwest Tech continues to have a low employee turnover rate of less than one percent; however, with the implementation of Act 10, we did see early retirees take advantage of their current retirement benefit. A new hire process (Figure 4-1) has been implemented that allows management to discuss new or replacement positions. The management team, along with input from affected staff members, identifies changes to processes and work flows, which allows the College to fill or transfer in internal staff or an external hire. As a follow-up to the new hire process, a new evaluation system has been implemented that captures the development of potential leaders in management.

Southwest Tech has also implemented coordinator and lead positions that provide additional support to the deans or directors. These positions have some administrative responsibilities and are supported with additional training through Wisconsin Leadership Development Institute (WLDI) or through supervisory/leadership coursework at a university of the employee’s choice. That individual development will assist employees and the College if they apply for management positions at the College. While Southwest Tech uses the above succession plan, the College also recognizes the value in offering management positions to an outside hire that can bring in new ideas and implement change from a different perspective.

4P6--Designing work processes and activities to contribute to organizational productivity and employee satisfaction:
Southwest Tech designs our work processes and activities so that they contribute both to organizational productivity and employee satisfaction through Strategic Project management and employee involvement. The College recognized the need to make changes to current processes, but we also recognized that to determine why the change was needed would require a concerted effort by leaders. For that reason, all employees in lead positions were trained in “LEAN Processing.” Following this training, the College established committees to address Strategic Projects. The committees are comprised of management members, faculty, support staff, and employees working directly and indirectly with the process. This approach has positively impacted many divisions through greater efficiencies; and it also has fostered a collaborative work environment, thus creating greater employee satisfaction.

The College uses the Noel-Levitz College Employee Satisfaction Survey™ to evaluate work climate and employee satisfaction. (See Figure 4-2.) Based on the results, the College develops and initiates plans to improve areas of concern and build on areas of strength.

<table>
<thead>
<tr>
<th>Climate Factor</th>
<th>Southwest Tech</th>
<th>Two-Year Institution Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Culture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pride in their work</td>
<td>4.05</td>
<td>3.81</td>
</tr>
<tr>
<td>Respected in the community</td>
<td>3.78</td>
<td>3.75</td>
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<tr>
<td>Meeting student needs</td>
<td>3.66</td>
<td>3.64</td>
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<tr>
<td>Recognition of achievements</td>
<td>3.14</td>
<td>3.16</td>
</tr>
<tr>
<td>Supportive of Mission, Purpose, and Values of the institution</td>
<td>3.52</td>
<td>3.58</td>
</tr>
<tr>
<td>Work Environment</td>
<td></td>
<td></td>
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<tr>
<td>Benefits</td>
<td>3.82</td>
<td>3.78</td>
</tr>
<tr>
<td>Work is valuable to the institution</td>
<td>3.79</td>
<td>3.98</td>
</tr>
<tr>
<td>Supervisor Support</td>
<td>3.58</td>
<td>3.88</td>
</tr>
<tr>
<td>Opportunities for advancement</td>
<td>3.06</td>
<td>3.08</td>
</tr>
<tr>
<td>Communication</td>
<td>3.38</td>
<td>3.57</td>
</tr>
<tr>
<td>Teamwork</td>
<td>3.65</td>
<td>3.65</td>
</tr>
</tbody>
</table>
4P7--Ensuring ethical practices of all employees: Southwest Tech ensures ethical practices of all our employees through the Employee Handbook and College policies. During the orientation process, new employees receive the Handbook and discuss its contents with members of the campus community. Employees then sign an acknowledgement that they have received the Handbook. The Equal Opportunity Affirmative Action Policy is reviewed and updated annually and is available on the College intranet. The Code of Ethics within College policies applies to all employees. Various functional areas have a Code of Ethics associated with a particular professional organization. Other College policies deal with a drug-free workplace, discrimination, and harassment. Southwest Tech requires staff to complete training sessions regarding sexual harassment, Family Educational Rights and Privacy Act (FERPA), and other topics relative to ethical practices.

2.A Southwest Tech operates with integrity in our financial, academic, personnel, and auxiliary functions. We establish and follow fair and ethical policies for our governing board, administration, faculty, and staff through the following handbooks and policies:

- Faculty, Staff, and Student Right to Know Handbook
- The Employee Handbook
  - Guidelines for Appropriate Conduct
  - Ethics
  - Social Media
  - E-mail and Internet
  - Acceptable use of College Computer Equipment and Systems
- Administrative Policy and Practices
  - Business Practices Policy
  - Generally Accepted Accounting Principles (GAAP) (The college uses an independent auditor to conduct an annual audit of the District’s financial status.)
- Board Governance Policies
  - Board Members’ Code of Conduct
  - Employee Complaint and Appeal Policy for Disciplinary Demotion, Suspension Without Pay, Disciplinary Termination, and Workplace Safety Issues

2.E The College addresses faculty and staff academic responsibility through policy and administrative regulation as identified in 2.A. above. All employees work with and abide by our Core Abilities, which is an assessment of employment skills required at the College. Our Core Abilities are Act Professionally, Communicate Clearly, Value Learning, Work Productively, Work Cooperatively, and Solve Problems.

2.E.1 College employees are responsible for adhering to all legal and ethical requirements in accordance with State and Federal law when developing intellectual property. Faculty assures that no copyright laws are violated in the development or modification of curriculum.

2.E.2 The College addresses plagiarism through student orientations and the Student Handbook where it defines plagiarism and identifies academic penalties for such behavior.

2.E.3 The College enforces policies on academic honesty and integrity in the Student Handbook Code of Conduct. To aid faculty in enforcing academic honesty and integrity, assignments can be turned into a plagiarism-checking service offered through our Center for Teaching and Learning. Disciplinary sanctions may be imposed for academic misconduct. They include a written reprimand, a lower or failing grade in the course, removal of the student from the course or program, or a recommendation for the suspension of the student from the institution.

4P8--Determining and aligning employee training with short- and long-range organization plans; quantifying how that training strengthens instructional and non-instructional programs and services:
Southwest Tech leadership, the Center for Teaching and Learning, and Human Resources work cooperatively to establish training needs and to ensure those needs align with the Strategic Directions. Training opportunities fall into three categories (Figure 4-3).
Any employee may request professional development training, or supervisors may recommend training for a staff member. Training provided through the College covers a wide variety of topics that support instructional and non-instructional programs and services. Winter and summer learning academies include training/instruction on subjects such as Blackboard™, brain-based learning concepts, instructional design techniques, technology-related topics, and customer service. Staff evaluates the training for continuous improvement.

Departmental budgets and Foundation funds support professional development.

**4P9--Training, developing, and reinforcing all faculty, staff, and administrators to contribute fully and effectively throughout their careers at Southwest Tech:**

Southwest Tech trains and develops all faculty, staff, and administrators to contribute fully and effectively throughout their careers with the College through the Center for Teaching and Learning (CTL) and Human Resources. The CTL coordinates a variety of training opportunities for all staff including in-service training, instructor-led classroom programs, one-on-one training, and/or computer-based training. The CTL provides offerings targeted to specific staff groups, special topic workshops, credit courses, certification courses, and individualized assistance.

Supervisors address professional development of staff through the performance evaluation process. The performance evaluation tool allows for proactive and collaborative discussion and planning for professional development. College updates and in-service sessions provide opportunities to showcase new or unique accomplishments of staff. Other training available to all employee groups includes attendance at professional conferences.

All employees complete an orientation program that familiarizes them with the College, our mission, vision, and values. Every employee attends quarterly in-services that provide opportunities for training. The College assists all staff to advance in the organization through monetarily supported course completion. Employees also have the opportunity to gain skills by serving on college-wide committees or participate in community activities.

**4P10--Designing and using personnel system; aligning system with objectives for instructional and non-instructional programs/services:**

Our goal is to provide every opportunity for a rewarding career at the College. To ensure this, the College has developed a new instructor mentor program (M & M Program) where a faculty member (mentor) is assigned a new employee to assist with the transition. The role of the mentor is to give the new employee encouragement, to be available for questions, and to assist with identifying resources that the employee can use to be successful in the classroom. The mentor will open his/her classroom to the employee and serve as an instructional role model. During the first semester, the mentor will observe the new instructor a minimum of three times and provide a classroom observation report. During the second semester, a minimum of one observation will occur. The classroom evaluations cover the areas of subject knowledge, organization, classroom management, student respect and attention, and verbal and
nonverbal communication. A similar mentor program is used for all new support staff as well. The mentor program at the College overall has been very successful. To ensure continued success, we will be implementing an evaluation feedback process to measure effectiveness of the mentor program.

Supervisors and employees are strongly encouraged to discuss job performance and goals on a continuing basis. A formal documented process to evaluate performance is conducted on an annual basis to provide both supervisors and employees the opportunity to discuss job tasks; identify and correct weaknesses; encourage and recognize strengths; and discuss positive, purposeful approaches for meeting goals. Any staff member may request a formal evaluation at any time. In 2014, a Strategic Project was initiated that will better engage our adjuncts and will also include an evaluation feedback model.

To ensure supervisory effectiveness, the College conducts a Prospera® 360° Feedback Survey every other year. This is a process that allows all direct reports, peers, and leaders of each supervisor to provide confidential feedback. The supervisor also evaluates him/herself. Competency areas addressed include:

- Accountability
- Listening Skills
- Analytical Skills
- Change Management Skills
- Conflict Resolution
- Customer-oriented Skills
- Honesty/Integrity
- Initiative
- Innovative Skills
- Leadership
- Management Skills
- Project Management
- Relationship-building Skills
- Strategic Planning Skills

Core Component 3C is answered in 4P2.

4P11--Designing employee recognition, reward, compensation, and benefit systems to align with our College’s objectives for both instructional and non-instructional programs and services:

Southwest Tech and the Southwest Tech Foundation design our employee recognition, reward, compensation, and benefit systems to align with the College’s objectives for both instructional and non-instructional programs and services. Each year the College recognizes staff with service awards (five-year increments). Also, a newly developed recognition program called “U Matter” was implemented where any employee may nominate another employee for a great idea, providing exceptional customer service, doing something “behind the scenes” that made a difference, or for excellence in teaching. Nominations are submitted, certificates of appreciation are presented to the employee by their supervisor, and each year nominees are recognized at an all staff in-service. Employees are also recognized on their birthdays in our “Well @ Work” newsletter. The Foundation also honors retirees with a yearly reunion luncheon.

The College structures a compensation plan to attract/retain quality staff. We complete an annual market study that compares our compensation and benefits with the other 15 technical colleges in Wisconsin. Also, we initiate a local market study of the same comparison, so compensation and benefits the College offers reflect the region in which we live. The College recognizes that we have many proven performers and rising stars. To foster that successful work ethic, the College is in the process of developing a compensation program that will recognize individuals for their exemplary performance.

Recommendations for annual compensation adjustments are provided to and approved by the College Board. Traditional benefits are available to all staff including College-paid retirement benefits, health, dental, disability, and life insurance. Additional benefits include fee-based day care facilities for employees’ children, tuition reimbursement, fitness center, wellness program, and an Employee Assistance Program (EAP) that provides confidential counselors to assist employees and immediate family members with personal issues.

4P12--Determining, analyzing, and acting on key issues related to motivation of faculty, staff, and administrators:

One tool Southwest Tech uses to determine concerns related to motivation is the Prospera® 360° Feedback
Survey. In January 2012, all supervisors, administrators, and the President evaluated themselves and were also evaluated by their peers, leaders, and direct reports. An overall assessment report provided an awareness of their supervisory strengths as well as areas for improvement. Action plans for improvement were implemented. In February 2014, a Noel-Levitz College Employee Satisfaction Survey™ was implemented to substantiate progress in employee motivation. (See Figure 4-4.) Results revealed an opportunity for improvement in three areas.

**Figure 4-4: Employee Satisfaction Survey Results**

<table>
<thead>
<tr>
<th>Climate Factor</th>
<th>Southwest Tech</th>
<th>2 Year Institution Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisory Relationship</td>
<td>2.73</td>
<td>3.12</td>
</tr>
<tr>
<td>Teamwork</td>
<td>2.78</td>
<td>3.06</td>
</tr>
<tr>
<td>Communication</td>
<td>2.72</td>
<td>3.10</td>
</tr>
<tr>
<td>Overall</td>
<td>3.81</td>
<td>3.89</td>
</tr>
</tbody>
</table>

An Employee Advisory Committee (EAC) that consists of faculty, support staff, administration, and the President meet on a monthly basis to discuss any issue presented that is related to faculty and support staff. The President’s Cabinet also reviews key motivational issues and looks for resolution. Resolutions evolve from process changes, action teams, and/or policy changes.

**4P13--Providing and evaluating the health, safety, and well-being of Southwest employees:** Southwest Tech uses a variety of methods to evaluate employee satisfaction and well-being. The Noel-Levitz Employee Satisfaction Survey™ is a primary tool for measuring employee satisfaction. The College also has several committees that provide a forum for anyone to present concerns, questions, or suggestions for consideration including:

**Employee Advisory Committee** – The committee consists of leadership and staff at all levels. It is an opportunity for anyone to present any concern or suggestion for consideration. Discussions are open and action items are assigned.

**Wellness Committee** – The committee hosts various events that provide physical activity, nutrition, and work/life balance. The committee also hosts college-paid Health Risk Assessments where participants benefit from a weight management, fitness, and/or stress management program.

**Insurance/Benefits Committee**--The committee consists of leadership and staff at all levels. Members receive concerns and suggestions from employees on their satisfaction with current health plans and designs. Discussions are open and action items are assigned.

**Safety Committee** – The committee monitors safety issues and trends and provides OSHA training and information related to employee safety. The College is proactive in addressing safety and well-being through workplace ergonomics and clean, up-to-date facilities in compliance with ADA standards. Safety procedures are practiced for fire and tornado on an annual basis. Leadership Team members participate in table top drills for disaster and event planning.

The College also has an Employee Assistance Program (EAP) that is available 24 hours/day, 7 days/week to employees and members of their immediate family to assist with a variety of issues and concerns like depression, addictions, managing stress, emotional well-being, and financial planning.

The College also hosts a confidential suggestion box and a concerns email address ([concerns@swtc.edu](mailto:concerns@swtc.edu)) where anyone can submit suggestions or concerns. Concerns are discussed and addressed by trained Behavior Intervention Team members (BIT). Discussions are confidential and action items are assigned.

**4R1--Analyzing and collecting information regarding valuing people:** Southwest Tech measured how it values people through the PACE survey and most recently through a Noel-Levitz College Employee Satisfaction Survey™. The surveys assess the employees’ satisfaction with
the campus culture and policies, institutional goals, their involvement in planning and decision-making, and their work environment. The College also adds custom questions regarding benefits, safety, wellness, and technology pertinent to Southwest Tech. (See Figure 4-2.)

Another tool used to measure how we value people is through The Prospera® 360° Feedback Survey for all supervisors. Every other year the supervisor initiates a Prospera® 360° Feedback Survey for all their direct reports, peers, and leaders to complete. The College tabulates the results, which includes feedback regarding listening skills, conflict resolution, honesty/integrity, leadership, and relationship-building skills. The results are shared with the supervisor’s superior; based on the feedback, action plans are implemented.

The College also analyzes employee training and technology surveys, training and professional development participation rates, staff exit interviews, staff retention, and staff grievances.

4R2--Valuing people results:
In the 2014 Noel-Levitz survey, Southwest Tech’s overall performance results in valuing people indicated an overall slightly higher than average climate; however, in comparison with two-year institutions, the College was slightly less. The survey assessed employee satisfaction in the areas of campus culture and work environment. Southwest Tech’s results revealed that the employees take pride in their work, feel they are meeting the needs of the students, and are satisfied with their benefits. The survey also revealed opportunities for improvement in the areas of teamwork, communication, and institutional planning. (See Figure 4-5.)

Figure 4-5: Noel-Levitz Employer Satisfaction Survey™ Results

<table>
<thead>
<tr>
<th>Work Environment</th>
<th>SATISFACTION</th>
<th>Comparison group</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is good communication between the faculty and the administration at this institution</td>
<td>2.72</td>
<td>3.10</td>
</tr>
<tr>
<td>There are effective lines of communication between departments</td>
<td>2.55</td>
<td>2.97</td>
</tr>
<tr>
<td>Administrators share information regularly with faculty and staff</td>
<td>2.77</td>
<td>3.13</td>
</tr>
<tr>
<td>This institution plans carefully</td>
<td>2.86</td>
<td>3.20</td>
</tr>
<tr>
<td>This institution involves its employees in planning for the future</td>
<td>2.88</td>
<td>3.09</td>
</tr>
<tr>
<td>There is good communication between staff and the administration at this institution</td>
<td>2.73</td>
<td>3.12</td>
</tr>
<tr>
<td>This institution consistently follows clear processes for selecting new employees</td>
<td>2.78</td>
<td>3.20</td>
</tr>
<tr>
<td>This institution does a good job of meeting the needs of staff</td>
<td>2.75</td>
<td>3.18</td>
</tr>
</tbody>
</table>

4R3--Quantifying evidence of Southwest Tech’s productivity and effectiveness of our faculty, staff, and administration:

The three-year trend (Figure 4-6) indicated in the results of the Noel-Levitz Employer Satisfaction Survey™ illustrates that Southwest Tech is meeting the purpose of preparing students with job entry skills that are responsive to business and industry.
Figure 4-6: Three-year Trend—Noel-Levitz Employer Satisfaction Survey™ Results (2010-2012)

| Employers are satisfied or very satisfied with Southwest Tech’s technical education | 97% |
| Employers would recommend graduates of this program to another employer. | 94% |
| Employers would hire a technical college graduate again. | 95% |

The three-year trend (Figure 4-6) indicated in our Graduate Follow-up Survey shows that Southwest Tech’s Purpose of providing opportunities for individuals to achieve academic and life skills that enhance personal growth is being met; the College mission of providing individualized lifelong learning opportunities that focus on students and communities is also indicated as successful based on the percentages given in Figure 4-7.

Figure 4-7: Three-year Trend Results—Southwest Tech Graduate Follow-up Survey (2010-2012)

| Percent of respondents who were satisfied or very satisfied with the training they received at Southwest Tech | 98% |
| Percent of respondents who are working in fields related to their training | 73% |
| Percent of respondents who are employed in the Southwest Tech district | 61% |
| Percent of respondents who are employed elsewhere in Wisconsin | 22% |

Sixty-nine percent of graduates responded to the survey. Median wage in range related to occupations was $11.00-$12.99 per hour.

Southwest Tech administers the Noel-Levitz Student Satisfaction Inventory™ (SSI) Community, Junior and Technical College version annually. The survey evaluates Southwest Tech’s efforts to convey to students that they are important to the institution. Figure 4-8 shows how students evaluate the College in various categories:

Figure 4-8: 2013 Noel-Levitz SSI™ Institutional Summary Comparison (7=High / 1 = Low)

<table>
<thead>
<tr>
<th>Scale</th>
<th>Importance</th>
<th>Satisfaction</th>
<th>Gap</th>
<th>Importance</th>
<th>Satisfaction</th>
<th>Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Centeredness</td>
<td>6.27</td>
<td>5.65</td>
<td>0.62</td>
<td>6.35</td>
<td>5.56</td>
<td>0.79</td>
</tr>
<tr>
<td>Instructional Effectiveness</td>
<td>6.32</td>
<td>5.73</td>
<td>0.59</td>
<td>6.43</td>
<td>5.77</td>
<td>0.66</td>
</tr>
<tr>
<td>Safety and Security</td>
<td>6.03</td>
<td>5.31</td>
<td>0.72</td>
<td>6.19</td>
<td>5.36</td>
<td>0.83</td>
</tr>
<tr>
<td>Academic Advising Effectiveness</td>
<td>6.10</td>
<td>5.36</td>
<td>0.74</td>
<td>6.26</td>
<td>5.39</td>
<td>0.87</td>
</tr>
<tr>
<td>Admissions and Financial Aid Effectiveness</td>
<td>5.95</td>
<td>5.40</td>
<td>0.55</td>
<td>6.18</td>
<td>5.33</td>
<td>0.85</td>
</tr>
<tr>
<td>Campus Services</td>
<td>5.93</td>
<td>5.63</td>
<td>0.30</td>
<td>6.19</td>
<td>5.71</td>
<td>0.48</td>
</tr>
<tr>
<td>Registration Effectiveness</td>
<td>6.29</td>
<td>5.62</td>
<td>0.67</td>
<td>6.43</td>
<td>5.63</td>
<td>0.80</td>
</tr>
<tr>
<td>Campus Climate</td>
<td>6.32</td>
<td>5.80</td>
<td>0.52</td>
<td>6.39</td>
<td>5.72</td>
<td>0.67</td>
</tr>
</tbody>
</table>

4R4--Comparing Southwest Tech’s results for performance of processes for valuing people against those of other higher education institutions:
Southwest Tech’s overall result for Valuing People is slightly higher than previously measured. The 2008 survey compares us to 45 community colleges across North America, and the 2014 survey compares us to 31 community colleges, including some Wisconsin technical colleges as seen in Figure 4-9. We have no comparison data outside of higher education.
4I1--Quantifying recent improvements for this category:
The College’s recent improvements for valuing people include the following:

- The development of the 2013/2014 Employee Handbook
  - Five committees of faculty, support staff, and administration met over a one-year period to develop the Employee Handbook.
  - Town hall meetings were held to answer questions and provide clarification.
- The development of an Employee Advisory Council
  - We initiated a committee of faculty, support staff, and administration to provide a means for all staff to present suggestions for improvement and concerns in the workplace.
- The implementation of the Prospera® 360° Feedback Survey for all supervisors
  - Direct reports, peers, and leaders provide anonymous feedback to supervisors. Results are tabulated and action plans are implemented.
- The development of a comprehensive orientation program for all employees including adjuncts
- The development of the College’s 2012-2015 Strategic Plan
- The implementation of a post-Act 10 Performance Evaluation Process
  - The program includes an employee professional development and goal setting plan.
- The implementation of a Tuition Reimbursement Program
- The initiation of the “How to File a Complaint” process
- The recommendations within an electronic and a stand-alone suggestion box are reviewed by the Executive Team and, if appropriate, action items are assigned

4I2--Selecting specific processes to improve and set targets for improved performance in Valuing People:
Southwest Tech’s culture and infrastructure are:

- Professional – based on respect and integrity, which creates a healthy environment and promotes open communication and commitment
- Accountable – in terms of human and fiscal resources are entrusted to the College, and they are used considerately and responsibly
- Innovative – fostering creativity in solving problems
- Collaborative and Cohesive - a team-based culture

This environment allows us to continuously seek feedback using many venues to improve our processes, set targets, and implement change for improvement.

Category 5: Leading and Communicating

Introduction
Southwest Tech is a unit of local government governed by a nine-member Board of Directors. Directors are elected by an appointment committee comprised of the school board presidents serving the thirty public school districts within the College’s District. Pursuant to Wisconsin Statute, the Board of Directors consists of two employer members, two employee members, three additional members, one elected official who holds a state or local office, and one school district administrator. Processes exist within the appointment process to ensure just representation of the District’s population geographically as well as its populations of women and minorities. Board members serve staggered three-year terms and are not paid; they are reimbursed for expenses incurred in the performance of their duties.
The Board of Directors hires the College President, who administers and manages the College. Southwest Tech’s organizational chart is publicly available on the College Website. Among the eight members of the College’s Executive Team, five, including the President, are new to Southwest Tech since the last Systems Portfolio. Key leadership and decision-making groups include the Executive Team and the President’s Cabinet, both chaired by the President, as well as the Student and Academic Affairs Council chaired by the Vice-President for Student and Academic Affairs.

Key leadership, advisory, and information-sharing groups include the Employee Advisory Council, Student Senate, various standing and ad hoc committees, as well as program advisory and QRP committees.

Southwest Tech’s self-assessment of our level of maturity for leading and communicating processes is presented in Figure 5-0.

Figure 5-0: Level of Maturity for Leading and Communicating Processes

<table>
<thead>
<tr>
<th>Item</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board of Directors membership, appointment, authority, and autonomy</td>
<td>Aligned</td>
</tr>
<tr>
<td>Board of Directors ethical conduct as public officials</td>
<td>Aligned</td>
</tr>
<tr>
<td>Board of Directors governance policy and practices</td>
<td>Aligned</td>
</tr>
<tr>
<td>Vision, Mission, Purposes, and Values review and revision</td>
<td>Aligned</td>
</tr>
<tr>
<td>Communication of the Vision, Mission, Purposes, and Values</td>
<td>Aligned</td>
</tr>
<tr>
<td>Academic and student services programs aligned with Mission and Purposes</td>
<td>Aligned</td>
</tr>
<tr>
<td>Strategic Planning</td>
<td>Systematic</td>
</tr>
<tr>
<td>Communication from internal and external constituencies to the Board and key decision-makers</td>
<td>Systematic</td>
</tr>
<tr>
<td>Environmental scanning to identify emerging factors and needs</td>
<td>Aligned</td>
</tr>
<tr>
<td>Governance/decision-making</td>
<td>Systematic</td>
</tr>
<tr>
<td>Communication from administrators, faculty, and staff to key internal and external</td>
<td>Reacting / Systematic</td>
</tr>
<tr>
<td>Use of data, information, and performance results in decision</td>
<td>Reacting / Systematic</td>
</tr>
<tr>
<td>Leadership and professional development</td>
<td>Aligned</td>
</tr>
<tr>
<td>Leadership succession</td>
<td>Aligned</td>
</tr>
</tbody>
</table>

5P1--Defining and reviewing Mission and Values—when and by whom:

1.A.1 Southwest Tech’s mission statement is developed through a process suited to a Wisconsin technical college and its culture. The Wisconsin State Legislature and the Southwest Tech Board of Directors have formal roles in defining and adopting the College’s Mission Statement.

Wisconsin State Statute Chapter 38.001 Mission and Purposes outlines the mission and purposes for the Wisconsin Technical College System (WTCS) and its sixteen member colleges. This statutory mission statement has driven planning, budgeting, academic, and student services programming, as well as operations throughout the WTCS. Southwest Tech’s statutory mission and purposes can only be changed by the Wisconsin State Legislature.

Southwest Tech’s locally defined vision and mission statements have historically served as aspirational statements, defining how the College community intends to achieve our statutory mission and purposes. However, at the request of the Board of Directors, the College revised our vision, mission, and purposes statements in 2013-14 to more closely align with our statutory mission and activities. (See Figure 5-1.)

Figure 5-1: Vision, Mission, Purposes, and Values
Southwest Tech’s local vision, mission, purposes, and values statements are reviewed by the Board of Directors and President annually. Revisions occur when deemed appropriate and are accomplished via a process that draws input from students, members of the faculty and staff, and administrators. Revised statements must be formally adopted by the Board of Directors and are contained in the Board Governance Policy Manual as Ends Statements. The College’s vision, mission, and purposes were last revised in February 2014.

Southwest Tech’s vision, mission, purposes, and values are broadly communicated to students, faculty, staff, administration, and external stakeholders through electronic and print media. They are occasionally reviewed during faculty and staff inservice programs. Furthermore, to maintain WTCS certification, all Southwest Tech instructors and instructional supervisors must successfully complete a two-credit course titled *Technical and Adult Education in the Wisconsin Technical College System*. One-third of this course is devoted to the Wisconsin
Technical College System Mission and History. Students must demonstrate the following competencies: “1) Interpret the mission of the Wisconsin Technical College System, your local technical college, the University of Wisconsin System, and the K-12 system as they relate to a philosophy of post-secondary education; 2) summarize how past historical events have influenced the ‘shape’ of the current System, and 3) evaluate the impact of current issues and future trends on the WTCS.”

1.A.2 Southwest Tech’s academic programs, student support services, and enrollment profile are consistent with our statutory Mission and Purposes as demonstrated in Figure 5-2.

Figure 5-2: Alignment of Programs and Enrollment with Statutory Purposes

<table>
<thead>
<tr>
<th>PURPOSE</th>
<th>CURRENT PROGRAM(S)</th>
<th>CURRENT ENROLLMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide occupational education and training and retraining programs, including the training of apprentices, which 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.</td>
<td>Twenty-six (26) Associate of Applied Science Degree Programs</td>
<td>862 students (unduplicated)</td>
</tr>
<tr>
<td></td>
<td>Two (2) Two-year technical diploma programs</td>
<td>74 students (unduplicated)</td>
</tr>
<tr>
<td></td>
<td>Eighteen (18) One-year technical diploma programs</td>
<td>273 students (unduplicated)</td>
</tr>
<tr>
<td></td>
<td>Eight (8) Less than one year technical diploma or certification programs</td>
<td>254 students (unduplicated)</td>
</tr>
<tr>
<td></td>
<td>Four (4) Apprenticeship programs</td>
<td>44 students (unduplicated)</td>
</tr>
<tr>
<td>Provide customized training and technical assistance to business and industry in order to foster economic development and the expansion of employment opportunities.</td>
<td>Courses in communications (2), electrical (2), manufacturing (7), OSHA (7), MS Office (13), leadership (30), and employee applicant training (2)</td>
<td>2,533 students (duplicated)</td>
</tr>
<tr>
<td>Contract with secondary schools, including tribal 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.</td>
<td>Contracts under WI SS118.15 (1)(b) to provide a high school equivalency program for high school students age 16 or older</td>
<td>7 students from 6 high schools</td>
</tr>
<tr>
<td></td>
<td>Youth Options contracts to provide opportunities for high school students to take college courses for high school and college credit</td>
<td>56 students from 12 high schools</td>
</tr>
<tr>
<td>Coordinate and cooperate with secondary schools, including tribal schools, to facilitate the transition of secondary school students into postsecondary technical college education through curriculum articulation and collaboration.</td>
<td>Transcribed credit contracts with high schools allowing students to take courses in agriculture (4), business (7), service (2), and general studies (6) at their high school that are transferrable to all WI Technical Colleges and may transfer to four-year colleges</td>
<td>828 students with the potential for 1,246 students this fiscal year</td>
</tr>
<tr>
<td></td>
<td>Advanced standing agreements for courses in Agriculture (20), Business (4), Industry (38), and General Studies (38)</td>
<td>Student numbers will not be available until the end of the academic year</td>
</tr>
<tr>
<td>Provide a collegiate transfer program.</td>
<td>259 articulation agreements with 28 four-year colleges and universities</td>
<td>Unable to count number of students at this time. We will be subscribing to the National Student Clearinghouse in 2014 which will enable tracking.</td>
</tr>
<tr>
<td></td>
<td>Associate of Arts/Associate of Science Liberal Arts University Transfer Program. A joint program with Nicolet Area Technical College begun Fall 2013.</td>
<td>5 Associate of Arts students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4 Associate of Science students</td>
</tr>
</tbody>
</table>
### PURPOSE

Provide community services and avocational or self-enrichment activities.

Provide education in basic skills to enable students to effectively function at a literate level in society.

### CURRENT PROGRAM(S)

Courses in computer technology and software (2), social media (1), photography (2), firearms (4), personal safety (1), protective services (EMS, Fire, Police) (42), industry (17), leadership/management (5), food service (2), health (7), driving skills (6), and traffic safety (4)

Adult Basic Education, including basic English, math, reading, social studies, science, civics, health, English as a second language, and employability skills. We also offer **GED/HSED** preparation and testing.

### CURRENT ENROLLMENTS

3,570 students (duplicated)

7 different locations throughout the Southwest Tech District.

922 students

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1. **A.3** As discussed in response to Core Component 5.C.1 under response 5P2, Southwest Tech’s Strategic Planning processes are designed and timed to ensure that planning, budgeting, and staffing priorities align with and support the College’s statutory mission and purposes.

2. **5P2--Setting directions in alignment with College’s Mission, Vision, Values, and commitment to high performance:**

   **1A & 5.C.1** Southwest Tech sets directions in alignment with the College’s statutory mission and purposes as well as our local vision, mission, purposes, and values using three sub-processes as follows:

   1. The College conducts an annual review of the statutory mission and purposes including the College’s local vision, mission, purposes, and values statements by the Board of Directors and President. Revision of the local vision, mission, purposes, and values are made as deemed appropriate. The College’s vision, mission, and purposes were last revised in February 2014.

   2. Every three years, Southwest Tech reviews and revises our **Strategic Directions**. These are high-level Directions aimed at achieving the College’s mission and purposes. The review and revision process draws input from students, faculty, staff, administration, and the Board of Directors. Revised Strategic Directions are formally approved by the Board of Directors and contained in the Board Governance Policy Manual as Ends Statements. They are communicated to students, faculty, staff, administration, and external stakeholders through electronic and print media. Southwest Tech’s 2012-15 Strategic Directions include Increase College Access, Improve Student Completion and Success, Strengthen Partnerships, Create a Cohesive Culture, Prioritize Customer Service, Advance Infrastructure, and Promote Fiscal Efficiency and Sustainability.

3. The College conducts an annual identification and implementation of Strategic Projects. This process starts in October and runs through the end of November when the Board of Directors, administration, faculty, and staff review the status of current projects and recommend new projects. The timing is set so that approved, priority Strategic Projects can inform Southwest Tech’s goal and performance setting processes as well as its budget and personnel planning processes that begin in December and run to July 1 (the start of the next fiscal year).

   **5.C.2** A Strategic Project is any project aimed at improving processes and/or achieving the College’s Strategic Directions, purposes, and mission. For example, the College’s Strategic Projects list includes its three current AQIP Action Projects.

   **5.C.5** Strategic Projects are often suggested by review of student performance such as Core Abilities Assessment, Technical Skills Attainment, and student placement rates. Some are suggested by feedback from program advisory committees or Quality Review Process (QRP) teams. Others are suggested by the Noel-Levitz Student Satisfaction Inventory™ and Employee Satisfaction Survey™ results. The College’s continuous review of our systems and processes...
suggest still others. Finally, some Strategic Projects are suggested by consideration of anticipated emerging factors such as looming workforce shortages or skills gaps, new technology, demographic shifts, and globalization.

5.C.3 Any member of the College community may provide feedback on current projects or recommend new projects. Although students and external stakeholders do not have an opportunity to provide direct input, their ideas and suggestions inform the faculty, staff, and administrators through Southwest Tech’s processes for hearing, understanding, considering, and meeting the needs and expectations of students, employers, and other key stakeholders. (See 5P3.)

5.C.4 The Executive Team and the Student and Academic Affairs Council jointly review feedback on current projects and recommended new projects. As they deliberate which projects will make the final list, Southwest Tech’s current capacity and the impact of fluctuations in the College’s sources of revenue are considered. 5.C.5 They also consider emerging factors such as anticipated workforce shortages or skills gaps, new technology, demographic shifts, and globalization. Through this review process, they develop an approved and prioritized list of Strategic Projects. Each approved project has a named champion charged with project management and an anticipated date of completion. The list is presented to the Board of Directors and College community in December. It is made available to all faculty and staff on SharePoint®, Southwest Tech’s internal Website.

5.C.1 Strategic Projects are aimed at achieving the Strategic Directions which are in turn aimed at achieving Southwest Tech’s Mission and Purposes. The approved, prioritized Strategic Projects list informs Southwest Tech’s goal and performance setting processes as well as its budget and personnel planning processes that begin in November and run to July 1, the start of the next fiscal year. This closes the loop, aligning Southwest Tech’s allocation of resources with its efforts to achieve its mission and priorities. It also links the College’s processes for assessment of student performance, success and satisfaction; for gaining input from students and external stakeholders; for continuous improvement; and for anticipating environmental changes and emerging factors with its planning and budgeting processes.

Progress on Strategic Projects is checked and reported quarterly. The status of each project is posted to SharePoint® each quarter. Adjustments are made as deemed appropriate. This sub-process equates to Southwest Tech’s leaders leading the College through an annual Plan, Do, Check, and Adjust cycle.

2.C The Southwest Tech Board of Directors is autonomous to make decisions in the best interest of the institution and to assure its integrity. Wisconsin State Statute Chapter 38 defines the composition, organization, appointment process, and duties of Wisconsin technical college boards, including the Southwest Tech Board of Directors. Section 38.12 states, “Except as otherwise provided by statute, the district board shall have exclusive control of the district schools established by it and of property acquired for the use of such schools.”

The Board of Directors’ deliberations and actions reflect its Governance Commitment and Governing Philosophy as stated in the Board Governance Policy Manual. 2.C.1 The Board’s Governance Commitment commits the Board of Directors to preserve and enhance the institution, stating the Board will “always act in the best interest of the College and the community as a whole.” It further commits the Board “to excellence and to the values which define the College’s operational atmosphere by assuring that it 1) achieves results for its constituencies at an appropriate cost, 2) avoids unacceptable activities, conditions, and decisions, and 3) self-monitors its processes and performances.” The Board’s Governing Philosophy and actions embrace “a view toward governance that is democratic, Strategic, future-orientated, proactive, and deliberative.” The Board “takes a long-term view in its decision-making” and places major policy focus “on intended long-term impacts outside the operating organization, not on the administrative or programmatic means of attaining those effects.”

Finally, all members of the Board as well as Southwest Tech’s President and Vice-Presidents are public officials and subject to Wisconsin State Statute Chapter 19 General Duties of Public Officials. They are, therefore, bound by statute to a rigorous statutory code of ethics and conduct.
2.C.2 The Board reviews and considers the reasonable and relevant interests of internal and external constituencies. All meetings of the Board comply with Chapter 19 Subchapter V Open Meetings of Governmental Bodies. Also, the Board’s Governing Philosophy commits it to “seek input from various sources including staff, students, alumni, employers, and other community members on Board policies and Ends.”

The Board meets monthly. Each meeting begins with a reading of the following statement: “This meeting is open to the public and in compliance with State Statutes. Notice of the meeting has been sent to the press and posted on campus and in the City of Fennimore in an attempt to make the general public aware of the time, place, and agenda of the meeting.” The first agenda item is an opportunity for input from internal and external stakeholders. Occasionally, the Board proactively invites such input by meeting in a District city other than Fennimore, Wisconsin, and inviting local community leaders to an open discussion about the College and our service to the community. Board members are residents of the District, and Southwest Tech publishes their contact information through electronic media. The Board also indirectly receives input from internal and external constituencies through the reports and recommendations of the College’s administrators who glean such input from Southwest Tech processes for hearing, understanding, considering, and meeting the needs and expectations of students, employers, and other key stakeholders. (See 5P3.)

2.C.3 Members of the Southwest Tech Board of Directors maintain their independence from undue influence by donors, elected officials, ownership interests, family and community affiliations, and other parties. As public officials, all Board members as well as the President and the Vice-Presidents must comply with Chapter 19 Subchapter III Code of Ethics for Public Officials and Employees. Board members must also comply with the Board Members’ Code of Conduct contained in the Board Governance Policy Manual. Compliance requires independence from such undue influence. It includes a required annual disclosure of financial interests to the Wisconsin Government Accountability Board so that independence from personal financial gain as a result of decisions or actions as public officials can be monitored by the public.

2.C.4 By policy and action, the Southwest Tech Board of Directors delegates day-to-day management of the institution to the President. The Board Governance and Policy Manual includes four sections: Governance Process; Board/Staff Relationship; Executive Limitations; and Ends, which comprehensively outline the roles of the Board, individual Board members, and the President. The Board of Directors has been diligent in regulating the actions of its members and the President so as to ensure that everyone fulfills, understands, and respects the limitations these policies place on their individual roles.

The Board of Directors has five general responsibilities: “1) Serving as the official governance link between the College and the community; 2) Employing and supervising the College President; 3) Selecting and retaining the services of District legal counsel and financial auditor; 4) Enacting written governing policies which address: Ends, Executive Limitations, Governance Process, and Board-Staff Relationship; 5) Monitoring College performance and effectiveness and evaluating the President’s performance.”

The President has four general responsibilities: “1) Accomplishment of the Board’s policies on Ends; 2) College operation within the boundaries established in Board policies on Executive Limitations; 3) Accomplishment of the responsibilities set forth in the President’s position description; and 4) Accomplishment of annual goals and objectives established by the Board in consultation with the President.”

5P3--Meeting the needs and expectations of current and potential students and key stakeholder group:
Southwest Tech has systematic and integrated processes for hearing, understanding, considering, and meeting the needs and expectations of students, employers, and other key stakeholders. The input received from formal and informal processes informs and shapes Southwest Tech’s processes for revising its local vision, mission, purposes, and values as well as for developing Strategic Directions and Strategic
Projects. The processes by which the College takes into account the needs and expectations of current and potential students and key stakeholder groups include:

- **Student Senate.** Membership includes a representative and alternate from every academic program and recognized student club. The purposes of the Student Senate include: “voicing student opinions and concerns in their school government; acquiring and disseminating accurate information to the student body; and promoting student interest and participation in school activities.”

- **School-to-Work Advisory Committee.** Membership includes the President, other administrators, and staff from Southwest Tech as well as leaders and representatives from the regional high schools, universities, Education for Employment Consortium, and businesses. This committee coordinates and implements activities aimed at advancing career preparation as well as enabling all students to achieve their post-secondary career and technical education goals.

- **Phone-a-thon.** The Southwest Wisconsin Technical College Foundation has Student Ambassadors call alumni each year primarily as a “friend- and fund-raising” exercise. However, many alumni use the opportunity to express their needs, expectations, and concerns. Callers record such input; staff and administrators review it.

- **Surveys.** Southwest Tech conducts numerous surveys, including Graduate Follow-Up Survey (annually); Employer Follow-Up Survey (annually); Apprenticeship Completer Follow-Up Survey (annually); Five-Year Longitudinal Survey (every four years); Noel-Levitz Student Satisfaction Inventory™ (annually); Noel-Levitz Institutional Priorities Survey™ (every two years); and Noel-Levitz College Employee Satisfaction Survey™ (every two years). These surveys provide information on the priorities, expectations, levels of satisfaction, placement, and other thoughts of students, alumni, employers, faculty, and staff.

- **Program Advisory Committees.** Each academic program has an advisory committee comprised of external stakeholders and representatives from the businesses which employ the programs’ graduates. The College currently has 43 advisory committees, which meet with program faculty and administrators twice a year.

- **Outreach Site Advisory Committees.** Southwest Tech operates outreach sites in six District communities. These are used to deliver classes and individual instruction in GED/HSED preparation, Adult Basic Education, English language learner, computer literacy, computer applications, bridge programs, continuing education, and other areas. The proportion of any individual program’s curriculum that is currently delivered at our outreach sites is insufficient to cause any of these sites to be considered “additional locations” under the Higher Learning Commission’s definitions. Membership in our outreach site advisory committees includes local human resource directors, librarians, school officials, chamber of commerce directors, and other stakeholders. Meetings are scheduled as needed.

- **QRP Teams.** Membership includes representatives from the businesses which employ the program’s graduates and other external stakeholders as well as the students, alumni, faculty, and staff of the program under review. New programs are reviewed every three years; mature programs are reviewed every five years.

- **Public Forums/Input and Community Panels.** Members of the public are granted opportunity to address the Southwest Tech Board of Directors at the beginning of each monthly meeting. At least once a year the Board proactively arranges for a panel of leaders from a single District community to provide formal input regarding the College’s service to that community.

- **Public Events.** Southwest Tech sponsors or hosts numerous public events throughout any given year. These events provide public stakeholders abundant opportunities to
express their needs, expectations, concerns, or other input.

- **Constituent Visits.** Southwest Tech administrators, faculty, and staff as well as Southwest Wisconsin Technical College Foundation staff routinely visit places of business; local government officials and boards; high school boards, administrators, teachers, and staff; other institutions of higher education; alumni and donors; as well as numerous other organizations and individuals throughout the District. The purposes of these visits include internship supervision; developing placement opportunities; articulation with K-12 or higher education schools, colleges, or universities; sales calls by Business & Industry Services; stewardship or fund-raising; and problem-solving when issues arise. These visits provide public stakeholders abundant opportunities to express their needs, expectations, concerns, or other input.

- **Suggestion Boxes.** Faculty, staff, and administrators can submit ideas to the College’s virtual Idea Center. Submitted ideas are reviewed and acted on or delegated by the College’s Process Improvement/Information Technology Supervisor. The College also makes use of a paper-based suggestion box which provides opportunity for anonymous suggestions including suggestions from students and the public. The Director of Human Resources opens the paper-based suggestion box and presents all suggestions for consideration and action at the Executive Team’s weekly meetings.

**1.B** Southwest Tech’s Mission is articulated publicly.

**1.B.1** The College’s statutory mission and purposes are publically available in print and electronic publications of Wisconsin State Statutes. Our local vision, mission, purposes, and values are publically available in the Board Governance Policy Manual and on the College’s Website. Our **Strategic Directions** are publically available through the College Website. Our **Strategic Projects list** is available to all faculty, staff, and administrators through electronic media; the list and the status of each project are available to the public on a quarterly basis through the Board of Directors’ minutes or upon request.

**1.B.2** Southwest Tech’s statutory and local mission and purposes documents are current. They explain and closely reflect the College’s emphases and priority activities.

**1.B.3** Southwest Tech’s statutory and local mission and purposes identify the nature, scope, and intended constituents of the programs and services the College provides.

**5P4–Guiding organization in seeking future opportunities while enhancing strong focus on students and learning:**

Southwest Tech’s administrators, faculty, and staff are strongly encouraged to look for new opportunities aligned with the College’s Mission and Purposes. We believe that all opportunities are worthy of consideration, though not all will ultimately be judged a good fit to our Mission, Purposes, and capabilities. Opportunities originate from the innovative ideas of students, faculty, staff, and administrators which are informed by the College’s on-going assessments of student learning and organizational performance, Continuous Improvement processes, environmental scans, and conversations with stakeholders. (See 5P3.) Faculty, staff, and administrators are annually encouraged to recommend Strategic Projects aimed at addressing future opportunities.

To help the College consider the merit of proposed academic programs, Southwest Tech has developed and employs a Program Array Process. Using data compiled from Economic Modeling Specialists International (EMSI) and other resources, proposed programs are scored using the rubric shown in **Figure 5-3.** While not entirely definitive, this process provides a systematic method of assessing the potential of a new program offering.

**Figure 5-3: Scoring Rubric for Vetting Proposed New Academic Programs**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>0 points</th>
<th>1 point</th>
<th>2 points</th>
<th>3 points</th>
<th>4 points</th>
</tr>
</thead>
</table>

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Proposed non-academic opportunities are vetted against our vision, mission, purposes, values, and Strategic Directions as well as against best practices gleaned from environmental scans, conferences, discussions with peers, Education Advisory Board Community College Leadership Forum reports, and other resources.

**5P5—Making decisions and carrying them out:**

**5.B.1** The distinct roles and responsibilities of Southwest Tech’s Board of Directors and President are outlined in 5P2. The Board of Directors considers the reasonable and relevant interests of internal and external constituencies, adopts policies and “Ends” with a focus “on intended long-term impacts outside the operating organization, not on the administrative or programmatic means of attaining those effects,” and delegates day-to-day management of the institution to the President.

**5.B.2** The Board of Directors is knowledgeable about the institution. Each month’s meeting includes the following standing agenda items: Public Input, Financial Report, Enrollment Report, Staffing Report, Board Chairperson’s Report, and President’s Report. Additionally, the major academic, Student Services, and support divisions report their activities to the Board of Directors at least once a year in a rotation set at the Board’s annual meeting in July. These reports are given under an agenda item titled “Board Monitoring of College Effectiveness.” An annual Board of Directors retreat provides members opportunity for detailed review of College operations as well as time to consider the impact of past Board actions and to develop strategies, policies, and directions for the future. The President has on-going conversations with and provides ad hoc updates on College activities to the Board Chairperson.

Day-to-day policy and management decisions that have College-wide impact are primarily made by three leadership groups as outlined in Figure 5-4. These are the Executive Team, the Student and Academic Affairs Council, and the President’s Cabinet. The Student Senate and the Employee Advisory Council are formally empowered to recommend decisions or to provide feedback on decisions and policies. Through these two bodies, students as well as faculty and staff influence directions and decisions. Individuals or groups of students, faculty, and staff also have informal opportunities to recommend directions or decisions and to provide feedback. To the extent possible, leadership groups make collaborative, data-driven, consensus decisions after careful review and discussion.

However, cultural understandings of the governance responsibilities of faculty, staff, and administrators are evolving in response to recent leadership changes as well as limitations imposed on collective bargaining by public sector unions by the State of Wisconsin. Public unions are no longer able to bargain for anything other than base wage and salary adjustments. The Employee Advisory Council was established in 2013-14 to provide faculty and staff a forum and voice in the College’s decision-making processes. The Southwest Tech community is learning how to make best use of this Council’s potential. It is also learning about the role and governance responsibilities of individual faculty and staff members under the terms

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of an Employee Handbook and individual contracts, rather than under the terms of a collectively bargained contract.

Figure 5-4: Leadership Groups

<table>
<thead>
<tr>
<th>GROUP</th>
<th>MEMBERSHIP</th>
<th>ROLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Team</td>
<td>• President</td>
<td>Make recommendations to the President and/or Board of Directors on decisions as appropriate within the context of the College’s governing policies concerning planning, strategy, budgeting, staffing, facilities, programming, operations, management, assessment, and other activities associated with the administration of the College</td>
</tr>
<tr>
<td></td>
<td>• VP for Student &amp; Academic Affairs</td>
<td></td>
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<tr>
<td></td>
<td>• VP for Administrative Services</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Marketing &amp; Public Relations Manager</td>
<td></td>
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<tr>
<td></td>
<td>• Director of Institutional Advancement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Director of Human Resources</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Director of Student Services</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Exec. Assist. to the President &amp; the Board</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• VP for Student &amp; Academic Affairs</td>
<td>Develop policy and provide communication among Departments that serve our students</td>
</tr>
<tr>
<td></td>
<td>• Academic Deans</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Director of Student Services</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Supervisor, Teaching, Learning, &amp; Academic Outreach</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Director of Institutional Advancement, Administrative Assistant to the VP for Student &amp; Academic Affairs</td>
<td></td>
</tr>
<tr>
<td>Student and Academic Affairs Council</td>
<td>• Managers who supervise other employees</td>
<td>• Provide professional support and development for managers</td>
</tr>
<tr>
<td></td>
<td>• Exec. Assist. to the President &amp; the Board</td>
<td>• Promote communication and collaboration among managers</td>
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<tr>
<td></td>
<td>• Southwest Tech Foundation Manager</td>
<td>• Provide a forum for discussion of issues, concerns, successes, etc.</td>
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<tr>
<td></td>
<td>• Others by invitation of the President</td>
<td>• Review and discuss policy and matters of Strategic importance and interest</td>
</tr>
<tr>
<td></td>
<td>• Provide professional support and development for managers</td>
<td>• Make decisions or recommendations on policy and other matters</td>
</tr>
<tr>
<td></td>
<td>• Promote communication and collaboration among managers</td>
<td>• Accomplish other purposes as needed</td>
</tr>
<tr>
<td></td>
<td>• Serve as a forum and voice for Southwest Tech employees</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Make recommendations to management regarding policies, procedures, and other matters of concern to employees</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Recommend employee members for College committees as specified in those committees’ ”Committee Charter”</td>
<td></td>
</tr>
<tr>
<td>President’s Cabinet</td>
<td>Voting membership is open to regular employees who do not formally supervise other employees, are not limited-term employees, and are not the Executive Assistant to the President and Board. Membership includes:</td>
<td>• Serve as a forum and voice for Southwest Tech employees</td>
</tr>
<tr>
<td></td>
<td>• Two faculty members from agriculture or industrial occupations</td>
<td>• Make recommendations to management regarding policies, procedures, and other matters of concern to employees</td>
</tr>
<tr>
<td></td>
<td>• Two faculty members from health occupations or public safety</td>
<td>• Recommend employee members for College committees as specified in those committees’ ”Committee Charter”</td>
</tr>
<tr>
<td></td>
<td>• Three faculty members from general education, business, information technology, or service industry</td>
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<td></td>
<td>• Four support staff members</td>
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<td></td>
<td>Non-voting members include the President, Vice-Presidents, and Director of Human Resources.</td>
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<tr>
<td></td>
<td>Members must be enrolled in nine or more credits, have and maintain a 2.75 GPA</td>
<td>Serve as a liaison between the administration and the students within the school for the purpose of:</td>
</tr>
<tr>
<td></td>
<td>• One representative and one alternate from each academic program.</td>
<td>• Promoting citizenship and leadership training.</td>
</tr>
<tr>
<td></td>
<td>• One representative and one alternate from each recognized student club.</td>
<td>• Voicing student opinions and concerns in their school government.</td>
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<tr>
<td></td>
<td></td>
<td>• Acquiring and disseminating accurate information to the student body.</td>
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<tr>
<td></td>
<td></td>
<td>• Promoting student interest and participation in school activities.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Encouraging a high standard of scholastic achievement.</td>
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<tr>
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</tbody>
</table>

5.B Day-to-day decisions that have divisional- or program-level impact are delegated to members of the President’s Cabinet. Many of these decisions benefit from collaborative discussions, recommendations, and feedback from program- or department-level “coordinators” or “program directors.” These recently created positions are filled with faculty members who are charged with assisting the dean with specific non-supervisory tasks. For example, the Business Coordinator assists the dean with the development of academic schedules, preparation of program modification documents, development of new academic programs, committee leadership, preparation for QRP reviews and the planning and implementation of projects that follow such reviews, presentations, student recruitment, alumni relations, and other matters.
Additional decision-making occurs on a variety of levels. Division faculty and staff members meet monthly to steer academic and program improvement, develop Strategic Projects to improve key processes, take advantage of future opportunities, and analyze specific issues. Department faculty and staff members meet monthly to implement academic and program improvements, promote instructional effectiveness, and integrate programs with general studies.

Various standing committees recommend or make decisions on specific activities. The College’s standing committees include:

- Calendar Committee
- Certification Committee
- Curriculum Committee
- Employee Advisory Council
- Insurance Committee
- Learner Success Initiative Committee, which is comprised of three sub-committees: K-12 Action Team, Adult Population Action Team, and Retention Action Team
- Safety Committee
- Website Committee
- Wellness and Life Balance Committee

Ad hoc committees or project teams are put together when needed to work on specific Strategic Projects or to address specific issues. As described in 5P3, Southwest Tech has processes for obtaining recommendations and other input from students and key external stakeholders.

5.B.3 Southwest Tech enables the involvement of administration, faculty, staff, and students in setting academic requirements, policies, and processes through a set of structures for contribution and collaborative effort.

At the academic program level, faculty defines the competencies students should learn, the curriculum and pedagogy to deliver those competencies, and the assessment procedures for Core Abilities and Technical Skill Attainment. This is accomplished with input from their program coordinator or director, dean, program advisory committee, and QRP Team. The faculty also defines needed student support services and co-curricular clubs and activities.

At the division level, deans or supervisors with input from coordinators and program directors, faculty and staff, students, program advisory committees, QRP Teams, and other stakeholders set policy, determine processes, and drive continuous improvement. At the College level, the Student and Academic Affairs Council in collaboration with coordinators and program directors, faculty, staff, and students set academic and student services policies.

5P6-- Using data, information, and performance results in decision-making processes:

Southwest Tech collects and uses a significant amount of data to monitor performance as well as to inform decision-making processes and the College’s systematic and integrated planning processes.

Southwest Tech gathers data on student demographics, enrollment, satisfaction, and post-graduation success; on program viability, quality, and costs; and on employer satisfaction. We monitor staffing and organizational structure; collect data on employee satisfaction; and systematically evaluate the performance of individual faculty, staff, and administrators. We develop and monitor budget and financial reports. Our financial status and processes are audited annually. We monitor performance and completion information for Strategic Projects, grant-funded projects, and other projects. Specific reports are generated for internal management decisions as well as for the Quality Review Process (QRP), WTCS Client Reporting, the Perkins Report Card, IPEDS, Cleary Act Report, and other purposes. Except for individual faculty, staff, and administrator evaluations, these are all available to faculty, staff, and administrators to help inform our decision-making and planning processes.

Like most institutions of higher education, Southwest Tech is good at collecting data and has made significant improvements in analyzing and using that data. The College’s business analytics processes and reporting systems represent an opportunity for improvement.

This opportunity will be pushed in the next few years by two emerging factors. First, in 2014-15, Wisconsin is implementing a performance-based funding system for distributing 10 percent of the state aid provided the WTCS. This percentage will increase in future years.
In 2013-14 state aid supported about 14 percent of Southwest Tech’s budget and was distributed by the WTCS to the College using a formula based on student FTE and total property valuation within the College’s District. Second, national and statewide student success, college completion, and efficiency initiatives are gaining momentum. Both of these trends will result in increased demands for improved performance monitoring and reporting. Southwest Tech has Strategic Projects in progress to address this opportunity for improvement. The College recently purchased and is implementing a business analytics module for our Enterprise Resource Planning (ERP) system to help us better organize, report, and use performance data. We are also developing improved reporting systems.

5P7--Communicating between and among levels and units of Southwest Tech:
Communication occurs among Southwest Tech’s organizational levels and units through a variety of media. E-mail messages are used extensively. The College recently implemented Constant Contact® allowing several offices to create and send e-mail newsletters and to monitor the percentage received and opened. Staff members schedule meetings and make appointments using Microsoft Outlook®. They access information using Microsoft SharePoint®, including Board of Directors and committee minutes, Strategic Projects status report, financial data, reports, policies, process maps, committee charters, job descriptions, human resource documents, and much more. Additional communication systems include voice mail, bulletin boards, professional development programs, standing and ad hoc committee meetings, campus updates at in-service and other meetings, campus television monitors, casual encounters, and staff meetings ranging from all-staff to divisional to departmental.

In January 2010, the Continuous Improvement Log was introduced; and in 2011, it was recast as the College’s online “Idea Center.” This virtual system enables any staff member to make process improvement or other suggestions. Submitted ideas are reviewed and acted on or delegated by the College’s Process Improvement/Information Technology Supervisor. The College also makes use of a paper-based suggestion box, which provides opportunity for anonymous suggestions including suggestions from students and the public. The Director of Human Resources opens the paper-based suggestion box and presents all suggestions for consideration and action at the Executive Team’s weekly meetings.

5P8 --Communicating shared Mission, Vision, and Values that deepen and reinforce characteristics of high performance organizations:
Southwest Tech leaders communicate a shared mission and vision through persistent focus on the College’s statutory mission and purposes, Strategic Directions (revised every three years) and Strategic Projects (formal review and update annually, informal updates as needed, and status reviewed quarterly). The College values include learning, professionalism, accountability, collaborative partnerships, innovation, and continuous improvement. All of these reflect principles of high performance organizations. The College community shares a single service theme: “We Change Lives by Providing Opportunities for Success,” which concisely summarizes the College’s work.

Southwest Tech has also identified a list of Core Abilities that we seek to develop in all students. This list is reviewed as part of new student orientation and reinforced in conversations between students, faculty, and staff. Each program has developed an assessment process for monitoring the learning of the Core Abilities.

Core Component 1.B was addressed in response 5P3.

5P9--Encouraging, developing and strengthening leadership abilities among faculty, staff, and administrators; communicating and sharing leadership knowledge, skills, and best practices:
Southwest Tech encourages, develops, and strengthens leadership in a variety of ways for faculty, staff, administrators, and Board members.

5.B.2 The Southwest Tech Board of Directors is knowledgeable about the institution as described in response 5P5. The Board encourages members to develop and strengthen their individual leadership abilities by funding travel and participation in professional development activities offered by state and national associations. Each WTCS District Boards Association quarterly meeting includes professional or
leadership development sessions. The Association of Community College Trustees meets twice a year, and up to two Board members typically participate, in rotation.

The College encourages and financially supports faculty and staff participation in professional and leadership development opportunities including Wisconsin Leadership Development Institution (WLDI); WTCS New Leaders Academy, Wisconsin Women in Higher Education Leadership (WWHEL); the Southwest Wisconsin Community Leadership Alliance (CLA); and other national, state, and local programs. Southwest Tech takes advantage of attendance at national, statewide, and regional conferences as well as Education Advisory Board Community College Leadership Forum reports for learning best practices and for benchmarking College structures and performance.

In a dynamic learning institution, effective classroom leadership is a necessity and challenge for faculty members as they work to meet the needs for a wide range of student interests, abilities, and motivational levels. Southwest Tech has a formal mentorship program to orient and assist all new employees. The College’s Center for Teaching and Learning and the Human Resources Office provide professional development and other support to help teachers become better teachers and staff members become better at their work. Best practices and innovations in instruction, student services, and other activities are shared informally at department meetings, advisory committee meetings, and in-service programs.

Southwest Tech also encourages continuous leadership improvement through course and degree completion. The College provides employees with tuition reimbursement for up to six credits of approved coursework per fiscal year in an amount equivalent to the lesser of 50 percent of the actual tuition cost per credit at the college or university an employee is attending or 50 percent of the current tuition cost per credit at the undergraduate or graduate level at the University of Wisconsin-Madison.

5P10--Ensuring organization maintains and preserves Mission, Vision, Values, and commitment to high performance during leadership:

Southwest Tech’s processes in this area are robust and well designed (SS), as our last Systems Appraisal recognized. The information below supplements and updates the College’s previous response.

Southwest Tech has several long-serving Board of Directors members. Their knowledge and continuity of service is of considerable value to the College. New Board members are provided with two peer mentors, one who is a current Southwest Tech Board member and one who is a Board member at one of the other fifteen technical colleges within the WTCS. No Board member can serve as Board Chairperson for more than two successive annual terms; therefore, leadership of the Board is rotated. Four of the current nine members have at one time served as Chairperson.

In the last two years, Southwest Tech has created “coordinators” or “program director” positions in key departments. These positions are filled with faculty members who are released from teaching for part of their assignment to assist the division dean with specific non-supervisory tasks. These positions will help develop the next generation of mid- and senior-level administrators. Many of these coordinators and program directors will be given opportunities to participate in WLDI, WTCS New Leaders Academy, WWHEL, the Southwest Wisconsin CLA, and/or other leadership development programs.

5R1--Collecting and analyzing leading and communicating performance measures:
Southwest Tech collects and analyzes several measures of leading and communicating including:

- **Performance Data.** As discussed in response 5P6, Southwest Tech collects and uses a significant amount of data to monitor performance as well as to inform decision-making and Strategic Planning processes. That data is also used as an indirect gauge of the performance of our leading and communicating processes. If the College is not performing in some area, the reason may well have to do with leadership and/or communication.

- **Strategic Project Progress and Completion Reports.** These are updated quarterly by the President’s Office. Results are shared with
faculty, staff, and the Board of Directors via SharePoint®, Board meeting materials, and oral presentation.

- **Noel-Levitz Student Satisfaction Inventory™.** This is administered annually by the Office of Institutional Advancement. Results are shared with faculty, staff, administrators, and the Board of Directors via SharePoint® and/or oral presentations.

- **Noel-Levitz College Employee Satisfaction Survey™.** This was first used in the spring of 2014 by the Office of Institutional Advancement and will be administered every two years. Results are shared with faculty, staff, administrators, and the Board of Directors via SharePoint® and/or oral presentations.

- **Performance Evaluation of Standing and Ad Hoc Committees.** Each standing and ad hoc committee has a “charter” that defines the committee’s purposes, membership, operational processes, and performance review schedule and process. At committee inception, the charter must be approved by the President’s Cabinet member who most immediately supervises all committee members and oversees the accomplishment of all committee purposes. That same Cabinet member does the performance evaluation. Results are shared with committee members, the President’s Cabinet, and the Employee Advisory Council.

- **Review of the Organizational Chart and Leadership Structure.** This review is ongoing. Anyone may make suggestions to his or her supervisor or to one of the College’s leadership teams at any time.

- **Prospera® 360° Performance Evaluation of Administrators.** This is done every two years by the Director of Human Resources. Results are shared only with the individual administrator, his/her supervisor, and the President. This helps the President and each administrator’s supervisor establish the administrator’s goals and professional development plan.

- **Tracking Participation in Leadership Development Programs.** We track who has participated in Wisconsin Leadership Development Institution (WL DI) and the Southwest Wisconsin Community Leadership Alliance (CLA). The list is updated annually and shared with the President’s Cabinet. We use this information to systematically determine who should be recommended for these programs the following year.

- **Tracking Data from Constant Contact®.** This is done by the President’s Office and shared with the President’s Cabinet. Constant Contact® allows the College to track how many messages were opened and how many hyperlinks within the message were clicked. It provides an estimation of the extent to which our electronic communications are being read.

- **Informal Observation.** Much can be learned by administrators who spend time talking and listening to students, faculty and staff, colleagues, and external stakeholders. Southwest Tech is a small college serving a District of about 125,000 citizens. Faculty, staff, and administrators invest considerable time listening to stakeholders. Results are verified with other internal groups or individuals, the Board of Directors, and others as appropriate. Information gleaned from external stakeholders is recorded in the College’s Customer Management System, Raiser’s Edge™.

**5R2--Leading and communicating processes and systems results:** Southwest Tech’s results for leading process and systems include:

- **Performance Data.** Southwest Tech publishes a narrative list of significant accomplishments in each year’s “budget book.” With regard to key metrics, the College has had steady enrollments as well as stellar graduation and placement rates. It also has experienced dramatic increases in the number and value of contracts for training, grants received, and scholarships established and awarded. We have experienced significant improvement in key processes, including online admissions, faculty and staff evaluation, program evaluation, and Strategic Planning. In sum, the College appears to be performing well.
• **Strategic Project Progress and Completion Reports.** In 2013 Southwest Tech took on 51 Strategic Projects exclusive of infrastructure (facilities or information technology) improvement projects. By January 2014, 18 were completed, 2 deferred, and 31 in-progress. The list for 2014 currently includes 29 Strategic Projects, exclusive of infrastructure. Some of the 31 projects that carried over from 2013 have been revised.

• **Noel-Levitz Student Satisfaction Inventory™.** This survey has been administered annually since the 2009-10 academic year. In 2012-13, a representative sample of 960 students completed the survey—a number typical of all four years of administration. Survey results compiled across all four years identified the following strengths (items rated by students to be of high importance and high satisfaction) related to the College’s leading and communicating processes: the campus staff are caring and helpful; students are made to feel welcome here; on the whole, the campus is well-maintained; staff on this campus are supportive of students; and my overall experience at Southwest Tech has been positive. The four-year results identified the following opportunity for improvement: I seldom get the “run-around” when seeking information on this campus. That opportunity was recently addressed through the creation of a “one-stop” center and staff reorganization in the College’s Student Services Division.

Items related to leading and communicating that were not identified as either strengths or opportunities for improvement (ratings for importance matched those for satisfaction) included channels for expressing student complaints are readily available, Southwest Tech’s reputation was a factor in my decision to enroll, tuition paid is a worthwhile investment, and administrators are available to hear students’ concerns. In separate comparison to students at other WTCS colleges and to community college students nationwide, Southwest Tech students expressed statistically higher satisfaction for two items—the campus staff are caring and helpful and students are made to feel welcome here—and expressed lower satisfaction for no items related to leading and communicating.

• **Noel-Levitz College Employee Satisfaction Survey™.** This survey was administered for the first time in 2013-14. The survey was sent to 255 employees; 146 or 57 percent responded. The results just became available in March 2014, and the College has not had time to fully digest or to develop plans based on the results. A preliminary scan reveals the following strengths (items with the smallest gap between employees’ ratings of importance and satisfaction) related to the College’s leading and communicating processes: most employees are generally supportive of the mission, purposes, and values of this institution and the mission, purpose, and values of this institution are well understood by most employees. The results suggest opportunity for improvement in communication. Four of the five items with the largest gap between employees’ ratings of importance and satisfaction have to do with communication processes. The survey also indicates that faculty and staff do not believe they are sufficiently involved in planning and decision-making.

• **Performance Evaluation of Standing and Ad Hoc Committees.** In 2013, Southwest Tech initiated a policy of establishing charters for and annually evaluating every standing and ad hoc College committee. Therefore, the performance of our committees relative to the purposes stated in their charters will not be assessed until after submission of this AQIP Systems Portfolio.

• **Review of the Organizational Chart and Leadership Structure.** This has led to significant improvements as noted in response 5I1.

• **Prospera® 360° Performance Evaluation of Administrators.** This evaluation was performed for the first time April 2012. All members of the President’s Cabinet, other than the President, were evaluated by their supervisor, peers within the Cabinet, and direct reports using an evaluation system developed by Prospera®, a division of J.J. Keller & Associates. Raters assessed Cabinet
members for accountability, active listening, analytical skills, change management, conflict resolution, customer orientation, enthusiasm, honesty/integrity, initiative, innovation, leadership, management skills, project management, relationship building, and Strategic Planning. The average overall score for all competencies across all Cabinet members evaluated was 4.39 on a 5.00 scale. Using a rubric developed by Prospera®, Cabinet members were judged to have generally strong skills with a recommendation to focus professional development efforts on “making these strong skills stronger.” Supplemental comments and individual scores in specific competencies were used by supervisors to counsel Cabinet members on how to improve. Cabinet members are evaluated each year by their supervisors; a 360° evaluation will be done every other year.

- **Tracking Participation in Leadership Development Programs.** Since the last Systems Portfolio, Southwest Tech has supported four participants in the Wisconsin Leadership Development Institution (WLDI) and seven in the Southwest Wisconsin Community Leadership Alliance (CLA). In the history of these programs, Southwest Tech has sent 27 people through the WLDI and 19 through the CLA.

- **Tracking Data from Constant Contact®.** Southwest Tech began using Constant Contact® in the spring 2013 semester. At the time of this writing, Student Services had sent a total of 85,514 messages primarily to prospective and current students, high school counselors, and employers; of these, 15.5 percent were opened and 17.3 percent of the recipients clicked on a hyperlink. The Southwest Tech Foundation sent a total of 6,734 messages primarily to external friends and donors; 22.3 percent were opened, and 9.5 percent of the recipients clicked on a hyperlink. The President’s Office and Human Resources share a Constant Contact® account. Together they have sent out 6,976 messages to faculty and staff members; 30.5 percent were opened, and 42.8 percent of the recipients clicked on a hyperlink. We conclude that significant electronic messaging is going out to key stakeholders, though those messages are not always being read.

- **Informal Observation.** Based on observation, Southwest Tech has a LEAN, hard-working, and engaged faculty, staff, and administration. The College’s employees have focus and commitment to the College’s statutory Mission and Purposes as well as to the work of providing opportunities for students and regional stakeholders to achieve success. Several Projects are in progress that will improve Southwest Tech’s leading and communicating processes. These include review of the College’s administrative structure and organizational chart, to improve business analytics and reporting systems, and to develop improved processes for communicating to internal and external constituencies.

5R3--Leading and communicating results in comparison with performance results of other higher education organizations and organizations outside of higher organizations. Quantitative information for comparing the performance of the College’s processes for leading and communicating with the performance results of other organizations is derived from the Noel-Levitz College Employee Satisfaction Survey™. We administered this survey for the first time in 2013-14 and have not had time to thoroughly review and understand the data. However, a preliminary scan reveals that the gap between Southwest Tech employees’ ratings of importance and satisfaction for fifteen items related to leading and communicating was in all cases larger than the comparable gap from surveys administered to all other two-year college employees completing the survey. This suggests a need for further analysis and likely an opportunity for improvement. However, the interpretation of these results needs to be considered within the context of two realities. First, because administration of the Noel-Levitz College Employee Satisfaction Survey™ is new, the College cannot determine if the trend is toward improvement or not. Second, and as noted in 5PS, Southwest Tech employees are experiencing revolutionary and, at times, traumatic change resulting
from State of Wisconsin action to limit collective bargaining by public sector unions.

Southwest Tech’s faculty, staff, and administrators routinely make qualitative comparisons of the College’s processes with those of other organizations. It works as follows:

- We learn about the performance of another organization’s processes for leading and communicating through direct experience from previous employment; through observation during visits to other public or private organizations; through reports offered by other organizations in electronic or print publications, at conferences, or in informal conversations; and through third-party analyses such as the research reports we can access from the Education Advisory Board Community College Leadership Forum.
- We consider and/or discuss internally what we have learned about other organizations’ structures, processes, performance, and results in comparison to those of Southwest Tech.

Although the results of this process are difficult to document, it is a very common and highly effective process for benchmarking as well as for obtaining ideas for Strategic Projects focused on continuous improvement.

Comparisons to the processes of other organizations confirms the logic and value of Southwest Tech’s processes for gaining input from internal and external constituents; for systematic review of the College’s vision, mission, purposes, and values; and for identifying Strategic Directions and Strategic Projects. These comparisons result in continuous improvement as well as align our continuous improvement processes with our budget and personnel planning processes. Our informal comparisons have also confirmed opportunities for improvement of Southwest Tech’s communication processes and process performance monitoring and reporting processes. We have designed Strategic Projects to address these improvement opportunities.

**511 – What recent improvements have we made in this category? How systematic and comprehensive are our processes and performance results for Leading and Communicating?**

In the last several years, Southwest Tech has improved the following leading and communicating processes:

- **Strategic Planning.** The process as described in 5P2 includes two on-going PDCA cycles. One is a three-year cycle in which we Plan, Do, Check, and Adjust the Strategic Directions that direct the College toward achievement of our Mission and Purposes. The other is an annual cycle in which we Plan, Do, Check, and Adjust Strategic Projects that move the College in our Strategic Directions. The latter is timed to allow alignment among the College’s Strategic Projects and our annual goal setting, performance evaluation, budget, personnel, and other decision-making and planning processes.
- **Continuous Improvement.** The College created and filled a half-time Continuous Improvement Coordinator’s position. The individual in this position is also the College’s half-time Information Technology Supervisor. The marriage of these two roles works well for Southwest Tech because most of our continuous improvement projects require change to operational processes as well as to information technology (the software or hardware that supports those processes). This position leads or supports continuous improvement. The College also has improved our processes for gathering input from faculty, staff, students, and administrators regarding ideas and opportunities for improvement. Employees can provide input to supervisors or through the Employee Advisory Committee, the Idea Center or Suggestion Box, as well as other channels. Students can provide input to their instructors or advisors or through Student Senate, the Suggestion Box, as well as other channels.
- **Administrative Restructuring.** Two years ago Southwest Tech had four Academic Deans, all reporting to the President, no Director of Student Services and no Vice-President for Academic Affairs. The Chief Academic
Officer function was filled on a part-time basis by one of the academic deans. The role of a Student Services Director was filled on an apart-time basis by the Chief Financial Officer. This structure has been improved. A Vice-President for Student and Academic Affairs and a Director for Student Services have been hired. The number of academic deans has been pared to three. All three Deans plus the Director of Student Services now report to the Vice-President for Student and Academic Affairs, who reports to the President. This restructuring has a) improved the structure and performance of the College’s leadership team, and b) resulted in better integration of academic and student services. A new Employee Advisory Committee was formed as described in 5P5 to serve as a forum and voice for the College’s employees.

- Communication. A full-time Public Relations and Marketing Director has been hired. The Director will lead the development of plans and Strategic Projects for improved internal and external communications. Southwest Tech has also acquired and implemented Constant Contact® as a platform for sharing information with internal and external constituencies as well as enabling us to monitor information about whether or not recipients of our messages opened those messages.

- Committees. All ad hoc and standing College teams and committees now have a “charter” that defines the committee’s purposes, membership, operational processes, and performance review schedule and process. At committee inception, the charter must be approved by the Cabinet member who most immediately supervises all committee members and oversees the accomplishment of all committee purposes. This has brought focused direction and order to the College’s leadership teams and committees.

- Performance Evaluation. New performance evaluation processes have been developed and implemented for College administrators. These include Prospera® 360° evaluations from each individual’s supervisor, peers, and supervisees. New performance evaluation processes have been developed for faculty and staff members. These will be implemented in the spring of 2014.

Southwest Tech employs processes for leading that allow us to systematically and comprehensively review, revise, and communicate our local vision, mission, purposes, and values; Plan, Do, Check, and Adjust Strategic Directions on a three-year cycle and Strategic Projects on an annual cycle; establish, use, and evaluate appropriate committees, teams, and project champions to accomplish our Strategic Projects; and monitor the progress and completion of Strategic Projects as well as the performance of our leaders and committees. We have identified a need for better business analytics and reporting systems. We are engaged in Strategic Projects to address this opportunity for improvement.

The College has systematic, comprehensive, and integrated processes for hearing, understanding, considering, and meeting the needs and expectations of students, employers, and other key stakeholders. We have identified a need for better communication to students, employers, and other key stakeholders. We are engaged in Strategic Projects to address this opportunity for improvement.

5I2–How does our culture and infrastructure help the College to select specific processes to improve and to set targets for improved performance results in Leading and Communicating? Southwest Tech’s processes in this area are robust and well designed (SS), as our last Systems Appraisal recognized, and we have continued to improve as documented throughout our Category 5 responses.
Feedback Report, which specified zero outstanding opportunities and 8 opportunities for Category 6.

Southwest Tech’s dedication to helping students learn and accomplishing other distinctive objects is clearly outlined within the College’s Vision and Mission statements:

**College Vision**: Southwest Wisconsin Technical College will be a preferred provider of education, source of talent, and place of employment in the region. We at the College change lives by providing opportunities for success.

**College Mission**: Southwest Wisconsin Technical College provides education and training opportunities responsive to students, employers, and communities.

Southwest Tech’s Strategic plan includes a number of goals and strategies that illustrate ways in which efforts by support units reinforce AQIP’s role in the campus’s continuous improvements. The complete list of 2014 Strategic Projects can be viewed on the College Website.

The College annually collects data to determine how each department measures stakeholder satisfaction and identifies support service needs. We regularly evaluate that information to set the groundwork for improvement. We strive to ensure that this information is shared among all College personnel. Coordination between College divisions and departments is on-going, and Strategic Planning efforts have allowed people to see “the big picture” and to relate what they do to institutional goals and strategies.

**6P1--Identifying support services needs of students and other stakeholders:**
Southwest Tech identifies the support service needs of our students through surveys, student participation on advisory committees and Student Senate, faculty input, front-line staff input, the Quality Review Process (QRP), and verbal requests.

In the enrollment process, program counselors/advisors analyze student preparedness to design an academic planner. Learning style inventories assist support service personnel and instructors in developing suitable learning materials to match with varying learning styles of students. Students complete a student exit survey annually to provide feedback relative to satisfaction with Support Services functions. We request students logging into their MySWTC account to update their profile so accurate information can be maintained. Part of the new Student Registration Process is the completion of a survey specific to the registration process itself. The College uses this feedback and addresses any issues through various advisory committees and College personnel to improve processes.

Southwest Tech identifies Support Service needs of key stakeholders through program advisory committees, QRP teams, and an annual employer survey. We host Board meetings throughout the District communities including panel discussions with employers to gain input regarding workforce needs and satisfaction with the training the College provides. College staff attends county Economic Development meetings as well as regularly obtains information through our daily interactions with the K-12 institutions. Instructor and counselor workshops, along with the Cooperative Education Service Agency (CESA) meetings, provide other opportunities for the College to gather input from the school districts.

Alumni complete graduate surveys at six-month and five-year periods following graduation. We review these surveys to obtain direction for meeting the ever-changing employer/employee needs and to define process improvement needs. The Strategic Planning Team uses the input from all sources in developing the College’s Strategic Plan.

**6P2--Identifying administrative support service needs of faculty, staff, and administrators:**
Southwest Tech identifies the administrative support service needs of our faculty, staff, and administration by using the budget process, the Idea Center (Process Improvement Module), and staff surveys. The Executive Team reviews, prioritizes, and develops initiatives in response to these tools. Funding is made available either through departmental budgets or as a College-wide project. With the elimination of collective bargaining through the enactment of Act 10 in 2011, the College undertook the task and responsibility of developing and implementing an Employee Handbook effective in fiscal year 2013-14. During this process, we used previous collective
bargaining agreements as the framework for the Handbook as well as input and review by College faculty and staff.

Cabinet members meet regularly with their department personnel to discuss interdepartmental needs and to disseminate information. The College encourages employees to use the Idea Center to present ideas, questions, needs, and concerns. The Processes Improvement Coordinator vets and acts upon the Idea Center submissions as promptly as possible. Some ideas are converted to a project, and a project plan is initiated.

The College identifies administrative support needs of faculty and staff through the budget process. We develop department/division budgets by using input from staff. The Vice President of Administrative Services meets with budget managers to determine departmental budgets. We base budget priorities on the College’s Strategic Directions, the President’s Cabinet, and the College Board then approves those budgetary priorities.

The Information Technology (IT) department maintains a HelpDesk system to ascertain technology needs, to provide staff training, and to troubleshoot technology issues. The IT department manager meets with the Vice President of Administrative Services weekly to review concerns and to communicate College-wide technology requirements. IT maintains a projects list, which is updated and reviewed quarterly by the Executive Team. The Center for Teaching and Learning (CTL) promotes staff training and development through various course offerings and one-on-one instruction. The CTL determines programming via solicitation from faculty, students, and other stakeholders as well as from various resources, which publicize new technologies and strategies in education.

6P3--Designing, maintaining, and communicating key support processes regarding everyone’s physical safety and security:
The physical safety and security of all students and employees is a College-wide initiative with specific focus and leadership from the President’s Cabinet, the Safety Committee, and the Behavior Intervention Team (BIT). The Campus Security and Violence Prevention Policy along with the Whistleblower-Non Retaliation and Harassment policies promote a safe and healthy environment.

The main purpose of the Safety Committee is to create and maintain a safe, healthy working and learning environment for Southwest Tech employees, students, and guests. Employees report all safety or security incidents through the area supervisor to the Director of Human Resources and/or to Director of Facilities. The directors review these reports within 24 hours to determine patterns pertaining to safety concerns and to develop appropriate follow-up procedures. The College maintains a safety log to identify trends for future safety improvement decisions and training. The Behavioral Intervention Team reviews behavior/threat concerns reported by faculty and staff through the Student Alert System (SAS) or an e-mail to concerns@swtc.edu. The BIT team through this process determines follow-up and appropriate courses of action.

An Emergency Response Plan is in place; additionally, all staff members possess a desktop “In Case of Emergency” procedures handbook. Administrative staff has completed Incident Command Structure (ICS) training, and the College has developed guidelines for handling an emergency. The College has implemented annual drills for fire, severe weather, safety, and security. In each classroom and meeting room, the College has identified safe locations in each building through the use of clearly marked posters at each door entry. The Information Technology department has implemented back-up systems, and the College has multiple secure storage depositories.

Department meetings, College-wide in-services, SharePoint®, email, and text message communications are methods the College uses to share information and to update staff regarding safety/security measures. We introduce student safety and security policies and procedures first at New Student Orientation. Southwest Tech outlines the policies and procedures in the Student Handbook located on the Southwest Tech Website and the MySWTC student portal. The Student Handbook outlines the Student Code of Conduct as well other policies regarding harassment, affirmative action, and how/where to report incidents and/or concerns. Instructional staff reviews emergency drill information, expectations, and
permissible behaviors in individual classroom settings. We assign students, upon registering for classes, a Southwest Tech e-mail address, which is used as the College’s primary method of communication. Southwest Tech uses Facebook and the College Website to provide additional information to the public and students. Instructors communicate with students through Blackboard™ Announcements and texting should classes be canceled due to weather or campus emergency. The College implemented a Southwest Tech e2Campus text messaging system which is available to all students and staff. By opting in to this service, faculty, staff, and students receive text messages in the event of a campus emergency or campus closure information. The College disseminates other important College scheduling and closing information via radio and television alerts as well.

6P4--Managing student, administrative and institutional support service processes on day-to-day basis to ensure they are addressing needs intended to be met:
Department/division deans, budget managers, and administrative personnel of the College are responsible for the management of the day-to-day student, administrative and institutional support service processes. The College’s policies, procedures, and Strategic Plan are instrumental in providing the guidelines under which the College functions. We conduct periodic departmental reviews and establish department goals to accomplish objectives promoted in the Strategic Plan. The College implemented the Idea Center to provide staff a mechanism for initiating suggestions and process improvement ideas.

6P5--Documenting support processes to encourage knowledge sharing, innovation, and empowerment:
The College engages all faculty, staff, and administration in the development of various policies and procedures. Examples of such include meeting minutes, reports, procedure manuals, and policies which document our support processes. Support service departments developed procedure manuals unique to their areas; and with input from faculty and staff, the College developed an Employee Handbook. Southwest Tech designated SharePoint® as the official repository for all staff to access information. The College uses the Southwest Tech Website and Facebook to provide current information and an overview of College operations to staff, students, and the general public. The College President regularly “blogs” to update faculty, staff, and stakeholders with information relative to the College and the community. Scheduled in-service meetings and division/department meetings provide the forum for communication of new policies, survey results, and College initiatives.

The College implemented the “U Matter” Employee Recognition Program that recognizes and encourages employee efforts. Examples of certificates awarded include “Make a Difference,” “Behind the Scenes,” “Great Idea,” and “Excellence in Teaching.” College employees may nominate someone at any time by submitting a nomination form to the HR office or through e-mail at umatter@swtc.edu.

Employees are encouraged to not only share their knowledge and expertise, but also to offer suggestions for improvements/innovations through the College Suggestion Box or the Idea Center or through direct communication with supervisors and/or administration.

Southwest Tech News You Can Use has replaced the Blue and Gold newsletter as a means of communicating important events, messages, and academic news to Southwest Tech personnel and students on a weekly basis. The College uses campus television monitors in each building to promote upcoming events, to remind students of important academic occurrences, and to broadcast safety/urgent alerts. We also use social media sites such as Facebook and the College Website to share similar information as well as College successes and accomplishments.

6R1--Collecting and analyzing student, administrative, and institutional support service processes:
Southwest Tech seeks input from key stakeholders through a variety of tools to our student, administrative, and institutional support services processes, as shown in Figure 6-1.
Figure 6-1: Measures of Effectiveness

<table>
<thead>
<tr>
<th>Student Support Services</th>
<th>Administrative/Organizational Support Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Satisfaction Survey</td>
<td>Budget Process</td>
</tr>
<tr>
<td>• Admissions Effectiveness</td>
<td>• Departments that Operate within Budget</td>
</tr>
<tr>
<td>• Campus Climate</td>
<td>• Departments that Budget Accurately</td>
</tr>
<tr>
<td>• Campus Services</td>
<td></td>
</tr>
<tr>
<td>• Financial Aid Effectiveness</td>
<td>Idea Center</td>
</tr>
<tr>
<td>• Instructional Effectiveness</td>
<td>• Number of Support Service Items Recommended</td>
</tr>
<tr>
<td>• Registration Effectiveness</td>
<td>• Status of Recommendations (open/closed/on hold)</td>
</tr>
<tr>
<td>• Safety and Security</td>
<td>• Outcomes</td>
</tr>
<tr>
<td>Graduate Follow-up Survey</td>
<td>QRP</td>
</tr>
<tr>
<td>• Student Employment</td>
<td>• Type of Support Service Changes Requested</td>
</tr>
<tr>
<td>• Satisfaction of College Services</td>
<td>• Resulting Changes</td>
</tr>
<tr>
<td>Employer Satisfaction Survey</td>
<td>College HelpDesk/Spiceworks™</td>
</tr>
<tr>
<td>• Knowledge of Field</td>
<td>• Types of IT Work Orders and Projects</td>
</tr>
<tr>
<td>• Ability to Perform Skills</td>
<td>• Training Needs</td>
</tr>
<tr>
<td>• Communication</td>
<td></td>
</tr>
<tr>
<td>• Preparedness for Employment</td>
<td></td>
</tr>
<tr>
<td>QRP</td>
<td>Center for Teaching and Learning</td>
</tr>
<tr>
<td>• Student Support Services Changes Requested</td>
<td>• Training Needs—Faculty and Staff</td>
</tr>
<tr>
<td>• Resulting Changes</td>
<td>• Academic Online Support</td>
</tr>
<tr>
<td>Noel-Levitz College Employee Satisfaction Survey™</td>
<td></td>
</tr>
<tr>
<td>• Campus Culture and Policies</td>
<td></td>
</tr>
<tr>
<td>• Institutional Goals</td>
<td></td>
</tr>
<tr>
<td>• Involvement in Planning and Decision-making</td>
<td></td>
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<tr>
<td>• Work Environment</td>
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</tbody>
</table>

Overall analysis of these measures is covered in 6R2 and 6R3.

6R2—Resulting performance for student support services processes:
Beginning with the 2009-10 school year, the College implemented the Noel-Levitz Student Satisfaction Inventory™ to evaluate support service processes. The survey asks students to evaluate the College on two scales: 1) on importance an item is to the student and 2) on level of satisfaction the student has with the item. We determine the College’s overall strengths and challenges by identifying how small or large the gap is between the importance of the statement item and the satisfaction of the statement item. The smallest gaps equal College strengths, and the largest gaps equal College challenges.

The trend comparison for the past four years indicates students are overall “satisfied” to “very satisfied” with the Student Support Services processes. No significant gaps (greater than 1.00) are reported in the scale categories based on the 2012-13 survey. Satisfaction ratings have remained consistent or slightly improved as are outlined in Figure 6-2.

Figure 6-2: 2012-13 Noel-Levitz Student Satisfaction Inventory™
6R3--Quantifying performance results for administrative support services processes:
Southwest Tech provides evidence for performance improvements in the following areas:

**Budget/Finance**
- Bond credit rating remained consistent at Aa2 (Moody’s)
- College’s operational reserves substantially increased over the past five years
- Budget process promotes early departmental input and review

**Information Technology**
- Spiceworks™ software recorded 1,448 tickets; 30 percent completed within one hour, 57 percent completed within one day or less
- Continuing Education Registration Portal created has eliminated paper registrations by over 4,000 in the first year, saving in excess of 700 hours in data entry time, which allows the College to reallocate approximately $20,000 in wages to better serve student needs.

**Other**
- New cafeteria/catering company hired bringing about a marked increase in staff and student satisfaction
- Charger Bucks Dining Dollar program for lunches implemented has improved efficiency and user satisfaction
- Parking options and availability communicated more purposefully during Student Orientation creating a more well-informed student body
- “Charley’s”—a larger, improved student activity center opened increasing student engagement and enrichment

6R4--Using information to improve College services for key student, administrative, and institutional support areas:

One of the opportunities for growth expressed in our 2010 AQIP Portfolio was the need to increase communication within the institutional structure and use it to improve services. The College provides an avenue for stakeholders to make suggestions through the SharePoint® site and Idea Center as a means to collect continuous improvement ideas; to disseminate information based on needs expressed by faculty and staff; and to improve services to students, staff, and the community. The College also implemented a resource, concerns@swtc.edu, as a means for students and staff to share ideas and concerns.

Other areas of communication at Southwest Tech that have been updated or expanded to improve our services include the following:

**The Noel-Levitz Student Satisfaction Inventory™ (SSI) (See 6R2.) replacing the Student Exit Survey:** The SSI allows the College to collect and compare data with previous years’ surveys. We then developed benchmarks pertaining to each success indicator to compare the College results with those of other institutions.

**Student Senate actively representing the student body:** The Student Senate is instrumental in providing feedback to the College for suggested improvements and addressing immediate issues.

**The College using a variety of digital sources to disseminate information:** Southwest Tech uses e-
mail as our primary method of communication with both students and staff. We also use additional venues to enhance information sharing. Campus television monitors provide instant, relevant information to students, staff, and visitors to the campus. The College’s digital monument sign located at the College entrance is the first “welcome” to the College campus. *Southwest Tech News You Can Use* (a weekly online newsletter) provides a mechanism for communication of events, messages, and academic news to students. Social media such as Facebook, Twitter, and the College Website provide up-to-date and relevant information in real time.

The **Student Handbook outlining College regulations**: Located on the College Website, the **Student Handbook** outlines policies and procedures for reporting issues and concerns.

**The College implementing a new reporting system:** Southwest Tech implemented the Comprehensive Academic Management System® (CAMS), a student academic reporting system, not only as a cost-saving measure, but also as a system to provide better controls over student data and reporting requirements.

**Southwest Tech remodeling to create a one-stop shop for students:** The Student Services area was remodeled to increase College access. In addition, a restructuring of positions in Student Services has changed the counselor/advisor dynamic to include four student advisors.

**6R5--Comparing results for performance of processes for Supporting Institutional Operations with performance results of other higher education institutions and, if appropriate, organizations outside of higher education:**

In addition to reviewing the data collected in the Noel-Levitz Student Satisfaction Inventory™ and analyzing it internally, additional benchmarking comparisons are conducted within the Wisconsin Technical College System (WTCS). The WTCS comparison group provides an opportunity for our College to associate similar interests and missions in measuring student satisfaction. Furthermore, Southwest Tech received feedback from a 2012-2013 Noel-Levitz Student Satisfaction Inventory™ as well as through a National Comparison report obtained through the [National College Navigator Website](#). Measurement gaps were consistent and, in many instances, lower than the national average.

**6I1--Supporting Institutional Operations—recent improvements made in this category; systematic and comprehensive processes and performance results:**

Imbedded into the culture of the College and our Strategic Directions, Southwest Tech’s systematic approach to Continuous Improvement helped us focus on several improvements in Supporting Organizational Operations including the following:

**College Access:** Based on feedback obtained from the Noel-Levitz Student Satisfactory Inventory™, the College learned students were frustrated with getting the “run around” in their attempts to take care of administrative business pertaining to counseling, financial aid, registration, and career planning. Their frustrations occurred because of the lack of close proximity between these departments. Therefore, Southwest Tech remodeled the Student Services area to create a one-stop shop for students, thus increasing College access. In addition, a restructuring of positions in Student Services has changed the counselor/advisor dynamic to include four student advisors.

**LEAN Culture:** Southwest Tech designs our work processes and activities so that they contribute both to organizational productivity and employee satisfaction through Strategic Project management and employee involvement. The College recognized the need to make changes to current processes, but we also recognized that to determine why the change was needed would require a concerted effort by leaders. For that reason, all employees in lead positions were trained in “LEAN Processing.” Following this training, the College established committees to address Strategic Projects. This approach has positively impacted many divisions through greater efficiencies; and it also has fostered a collaborative work environment, thus creating greater employee satisfaction.

Some examples which further illustrate the LEAN culture include the restructuring of the Student Services Department to a counselor/advisor model, which better serves students during the admission intake process. In addition, the Student Services
department has improved the admissions process to better communicate with our prospective students. The college customized and implemented the Application Portal in September 2012. College applications submitted online create a Prospects Record within the Comprehensive Academic Management System® (CAMS). E-mails are automatically generated to communicate with the student specific to the program of interest. The manual paper process with redundant data entry into multiple tracking systems took nearly 20 minutes per application. The online process has greatly reduced the data entry time, and the redundant systems are no longer being used. The College uses a variety of reports to track the students and their progress in the application process.

**Idea Center:** The Continuous Improvement Log was superseded by an electronic Idea Center to promote process improvement and encourage feedback from College personnel and students. The College also hosts a confidential suggestion box and a concerns email address (concerns@swtc.edu) where anyone can submit suggestions or concerns. Concerns are discussed and addressed by trained Behavior Intervention Team members (BIT). Discussions are confidential, and action items are assigned to address these ideas and concerns.

**Student Exit Survey:** Southwest Tech has a variety of procedures in place to assess and respond to student and stakeholders’ needs. They include annual national surveys like the Noel-Levitz College Employee Satisfaction Survey™ and the Noel-Levitz Student Satisfaction Inventory™, which recently replaced the PACE survey and the College Student Exit Survey. These surveys evaluate student and staff satisfaction. Benchmarking to compare Southwest Tech to our peers in the WTCS as well as comparable colleges nationwide has been completed and continues to afford valuable information for College improvements.

**Communication/Social Media:** Southwest Tech maintains communication with various stakeholders through social media Websites like Facebook and monitors Internet activity like blog postings. Facebook and blogging have become vital communication tools for both internal and external stakeholders to analyze, track, and respond to stakeholders’ needs. During the spring of 2012-13, the campus began using Constant Contact® to send our internal and external e-mails. It is too soon to evaluate open rates, but early indications show that it is changing the way we do business. In addition, we created a new electronic newsletter Southwest Tech News You Can Use, which has become a useful tool in communication with students. In January of 2014, a new College Website was launched, which provides easier access, navigation, and promotion of our services. Southwest Tech will begin using Three Rivers Systems® Google Analytics to analyze and target the quality of our Internet presence which, in turn, will steer improvements in this area.

**SharePoint®:** SharePoint® is our College intranet tool used to promote communication. It provides a place to share policies and procedures, to document committee agendas and minutes, to log campus security incidents, and to provide an area for each department and division to share and communicate information across the College.

6I2—Selecting and setting targets for improved performance results in Supporting Institutional Operations:

Southwest Tech has made a committed effort toward Continuous Improvement as a member of Academic Quality Improvement Program (AQIP). The College uses a number of methods to garner input and promote Continuous Improvement. The Facility Plan, IT Project Plan, the Quality Review Process (QRP), and Strategic Directions all provide input for the Continuous Improvement Plan. The College established a team approach seeking participation from all College stakeholders to implement and advance Continuous Improvement projects and plans. To facilitate and coordinate these various activities, we hired a Process Improvement Coordinator in the spring of 2013. The Executive Team reviewed and established priorities regarding Continuous Improvement action plans with input from the local District Board.

The College uses the tools of a LEAN culture to improve performance results and support organizational operations. A LEAN culture begins with the philosophy of Continuous Improvement, and we use committed action teams to improve processes as well performance in all areas of the College.
The College recently established an Employee Advisory Council (EAC). Membership on the EAC is open to any College employee and is comprised of a cross-functional group of non-supervisory employees along with non-voting members including the College President, Vice-Presidents, and the Director of Human Resources. The group meets monthly to serve as a forum and voice for Southwest Tech employees to make recommendations to management regarding policies, procedures, and other matters of concern to employees in an effort to improve performance results.

### Category 7: Measuring Effectiveness

**Introduction**

Southwest Tech collects and reports a plethora of data to the Wisconsin Technical College System (WTCS) as well as the National Center for Education Statistics (NCES) Integrated Postsecondary Education Data Systems (IPEDS). Southwest Tech understands the importance of identifying measurements of effectiveness in order to make decisions for college sustainability and growth. Initial steps toward a more proactive approach to data collection and reporting occurred in 2010 when the College transferred from a consortium Enterprise Resource Planning (ERP) system (Oracle® PeopleSoft) to a stand-alone Comprehensive Academic Management System (CAMS®). This shift, while allowing greater access to local data and just-in-time reporting, has been more challenging and complicated in implementation than originally anticipated. It has taken the College two years to build the infrastructure required to ensure integrity of migrated data used for much of the state, WTCS, and Federal IPEDS reporting. Internal data query capabilities have been established through the Microsoft Reporting Services (MRS) site. These MRS data queries allow reporting on all data fields collected by the College and entered into the CAMS® system. All individuals within the College can request a data query through the MRS system. IT and College administration assign varying levels of data access privileges to ensure proper understanding and use of data queries. A recent decision to purchase Mosaic Software in January 2014 will allow for the creation of data dashboards for both standard just-in-time reports as well as comparative static reports essential for conducting trend analysis.

**7P1--Selecting, managing, and distributing data and performance information to support our instructional and non-instructional programs and services:**

Much of the data Southwest Tech collects, manages, and distributes is collected and reported as part of the Wisconsin Technical College System (WTCS) Client Reporting framework. This comprehensive data collection framework allows for data collection on all facets of the College including student enrollments, staffing, grants, contracts, and financial reporting. Southwest Tech has selected the following data to assess performance of instructional programming:

- **The WTCS Quality Review Process (QRP)** benchmarks instructional programs against all sister colleges on performance in course completion, retention, graduation, transfer, and job placement. This information is tracked annually with data “trended” for five years to determine gains or losses in performance.

- **The WTCS Technical Skill Attainment (TSA)** is a model for ensuring accountability for educational outcomes of students. This model encourages instructors to design learning and assessments into their curriculum, ensures stronger communication of intended learning outcomes to the student, and provides a method for assessing and validating student skill attainment. Student outcomes are assessed annually and used in updating curriculum to heighten student skills to ensure alignment with skills needed in the workplace.

- **The WTCS Carl D. Perkins Federally Final Agreed Upon Performance Levels (FAUPL)** ranks performance of students completing 12 or more program credits in the areas of Technical Skill Attainment; academic skill attainment; credential, certificate, or diploma attainment; student retention/transfer; student placement, non-traditional student participation, and non-traditional student completion. The College tracks annually and compares yearly student performance to determine improvement in achievement.

- **The WTCS Adult Education Family Literacy (AEFL)** program success scorecard compares
Southwest Tech’s performance with sister technical colleges in assisting low literacy and non-English speaking individuals with increasing reading, writing, and math skills.

- WTCS Graduate Success Report identifies the placement rate of students who graduated from instructional programs six months after graduation. This annual report gathers both quantitative placement rates as well as qualitative data on graduate satisfaction.
- The National Center for Education Statistics (NCES) Integrated Postsecondary Education Data Systems (IPEDS) Feedback Report compares nationally institutional–level data on students including enrollment and graduation levels, student charges, program completions, faculty, staff, and finances with 27 colleges of similar size and mission.
- Southwest Tech’s annual Program Viability Review is used to identify instructionally strong programs while simultaneously assessing the value, outcomes, and impact of the instructional mix of programs to our region.
- Southwest Tech student enrollment and Full-time Equivalency (FTE) report allows us to track student enrollment and FTEs, which contribute to the calculation of state aid.

College leadership selected these instructional effectiveness metrics as significant because of the desire to assess trend data for internal analysis while also offering comparison data statewide and nationally for benchmarking purposes. The President’s Cabinet, program teams, and the newly initiated Learner Success Committee annually review all reports except the Enrollment and FTE reports. The Executive Team and the College’s Board of Directors monthly review the Enrollment and FTE reports. These teams, committees, and College Board of Directors share all measures with the entire College community on the College’s intranet SharePoint® site. The Institutional Advancement Office and the Office of Vice President of Academic and Student Affairs manage all measures.

The College annually assesses non-instructional programs and services through the Noel-Levitz Student Satisfaction Inventory™ (SSI), the Noel-Levitz Institutional Priorities Survey™ (IPS), and through the College’s non-instructional Quality Review Process (QRP). Highlights are as follows:

- The College’s Learner Success Committee (previously the Student Success Committee) recommended The Noel-Levitz Student Satisfaction Inventory™ (SSI), and the Executive Team approved it for dissemination in 2009. The Institutional Advancement (IA) office schedules a full two weeks of survey administration in the spring in an effort to provide every program student the opportunity to respond. Student responses provide the College with feedback on student impressions of their college experience within the following seven categories: Academic Advising Effectiveness, Safety and Security, Registration Effectiveness, Instructional Effectiveness, Admissions and Financial Aid Effectiveness, Campus Climate, and Campus Services. Results are benchmarked nationally, College-wide, and by program to identify where gaps exist between student satisfaction and services that are of high importance to the students yet have low satisfaction ratings. Noel-Levitz SSI™ results are shared with College staff through department, division, and leadership presentations and are also available college-wide on the College’s SharePoint® site.
- Faculty, staff, and administrators at Southwest Tech completed The Noel-Levitz Institutional Priorities Survey™ (IPS) for the first time in 2013. The IPS™ closely parallels the student SSI™ survey; however, the IPS™ survey assesses the priority faculty, staff, and administrators believe students place on the same range of student experiences. By administering both the IPS™ and the SSI™, Southwest Tech is able to determine the differences between what students expect and what faculty, staff, and administrators believe. Survey results revealed that College staff and students agreed on many of the College’s strengths but disagreed on the majority of the College’s challenges.
The College uses the non-instructional QRP to conduct self-assessments on the effectiveness of non-instructional departments. The registration/admissions/records area was assessed in 2011-12. Counseling/advising/orientation, financial aid, recruitment, job placement, and transfer advising are scheduled for reviews between 2014 and 2016. The IA office manages the QRP results and shares that information with department teams and the Student and Academic Affairs Council (SAAC). The IA also shares this data with the College’s Executive Team and Board of Directors as well as posts it onto SharePoint® on the College’s intranet for transparency of information to the College stakeholders.

7P2--Selecting, managing, and distributing data and performance information to support our planning and improvement efforts:
The Learner Success Committee, Student and Academic Affairs Council (SAAC), the College’s Executive Team, and division and department staff review the data sets collected in 7P1 to support planning and improvement efforts. The College community uses this information for the following actions:

- To make changes in instructional offerings. The Learner Success Committee, instructional staff, and the SAAC annually collect and review the Program Viability, TSA, graduate success, Perkins indicators, and QRP scorecard data. Division staff uses this information to recommend modifications to specific programs or to the array of instructional programs offered.
- To make changes in non-instructional services to students or stakeholders. The Department of Institutional Advancement annually collects Noel-Levitz SSI™, Noel-Levitz IPS™ data, and QRP non-instructional program information and shares it with department staff, supervisors, and College leadership. The College identifies and reviews the SSI™ and IPS™ indicators with the largest gaps, suggesting changes to address the gaps. The College also analyzes year-to-year gaps to measure the impact of changes and then develops QRP improvement plans to address weaknesses identified during the QRP review. IA and departmental staff conduct annual reviews of improvement plans to determine impact of changes.
- To establish annual Strategic Projects within the college’s seven established Strategic Directions. The College uses performance data to develop annual Strategic Projects. All staff participates in a collaborative process to develop these Strategic Projects. The Executive Team and the Student and Academic Affairs Council act jointly to select final projects. The Board of Directors and College community receive the list in December. The list is available to all faculty and staff on SharePoint®. Various departments collect progress data for each Strategic project. The Executive Team compiles and reviews the data quarterly to evaluate progress toward achieving the Strategic Projects. The President’s office shares the progress on Strategic Projects with the College Board and College community quarterly through presentation to the Board and e-mail to faculty and staff. This information is also housed on SharePoint®. As part of a current action project, the College is developing metrics to determine the impact of Strategic Projects on the College’s Strategic Directions.

4. 5.D.1 The College develops and documents evidence of performance in its operations as seen in Figure 7-1.

<table>
<thead>
<tr>
<th>Performance</th>
<th>Evidence</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality Review Process (QRP)</td>
<td>Scorecard with 10 state performance indicators and 6 college indicators</td>
<td>Annual review of indicator performance data by SAAC committee &amp; program staff. Used</td>
</tr>
</tbody>
</table>

Figure 7-1: College Performance Measures
5.D.2 Evidence that Southwest Tech learns from operational experience and applies learning to improve institutional effectiveness, capabilities, and sustainability is provided in the following examples: consistent student feedback from the Noel-Levitz SSI™ survey, the Graduate Success Report, and program QRPs. These all revealed a high level of student dissatisfaction with the inconvenience of having student registration, financial aid, and business office functions physically separate from one another. This separation caused students to make multiple trips back and forth between offices during the registration process and financial aid disbursal. This separation also contributed to miscommunication between staff as well as lengthier processing for registration and financial aid. Process mapping of the functions of the various departments revealed that a building remodel to house these complementary functions in one area would enhance student convenience as well as improve College processes. The College completed the remodel in the spring of 2013.

Noel-Levitz SSI™ results have shown a four-year consistently large gap in student satisfaction with available parking. Southwest Tech conducted a parking study in 2011, which showed that ample parking exists on the campus; however, convenient front-door parking is at a premium. To better inform students of the availability of parking, beginning in 2012, the College created campus parking maps and distributed them at all student in-service and recruitment events. Furthermore, we reminded current and potential students that parking on our College campus is free, and expectations of parking in premium spots when arriving five minutes before the beginning of class are unrealistic. Consequently, the gap in satisfaction with parking has decreased from 2.61 to 1.69.

Consistent feedback from prospective students, current students, staff, and stakeholders regarding the inability to easily maneuver our existing Website, to locate program information on our Website, and to search or inquire about course offerings and trainings prompted the College to perform a complete overhaul of the College Website. Work on the new site began in 2012 with a newly designed, interactive site launched in January 2014.

Programmatic level changes have also occurred as a result of QRP on-site reviews and Noel-Levitz SSI™ data when reviewed at the programmatic level. One example is a clarification of the process required for admission in the Nursing Assistant Program. Southwest Tech developed a checklist to clarify the sequence in which admission forms need to be submitted. Forms were simplified to reduce duplication of information. A Frequently Asked Question (FAQ) document was created to minimize student calls and e-mails regarding the process for admission. This document has greatly reduced student frustration in understanding the process and staff frustration in repeatedly answering the same questions.
7P3--Determining needs of departments/units related to data and performance information:
Southwest Tech collected and analyzed the data points described in 7P1 to determine both overall College performance as well as performance in individual instructional and non-instructional areas. By analyzing the data by program/service area, the College can identify strengths and weaknesses at the department/program level. The College reviews more closely the programs.departments considered strong to identify best practices that are replicable across other areas of the College. These best practices are then used to improve performance in areas where challenges are evident. Weaknesses identified often require greater data analysis to uncover the root cause of the poor performance. This review often requires both quantitative and qualitative assessment to be completed to identify changes that will positively impact performance. The College shares performance data on a unit level through individual meetings, during QRP reviews, and during program viability reviews. Instructional divisions and College departments can request data queries through the College’s MRS system. This is often conducted as a component of the QRP or Technical Skill Attainment process. The data from the queries assist in understanding the root cause of identified weaknesses and is used by departments in the development of targeted actions for improvement.

7P4--Analyzing data/information regarding overall performance at the organizational level; sharing this information throughout our organization:
The Learner Success Committee, the SAAC, the Executive Team, and the President’s Cabinet analyze data and information regarding overall performance. Internally, Southwest Tech analyzes the impact of state aid, full-time equivalents (FTEs), enrollments, and property values on the budget. This information is reviewed both historically and used for projections. Budgeted funds are regularly compared to actual expenditures. Southwest Tech uses comparative data such as the QRP, Perkins performance indicators, IPEDS, Noel-Levitz SSI™, and Graduate Success to analyze performance. The Institutional Advancement office is responsible for much of the data analysis.

The College shares data and information through multiple formats including individual meetings, department meetings, committee meetings, advisory council meetings, in-services, reports, and presentations. The College stores much of the data on our SharePoint® intranet site. At the monthly District Board meetings, the College shares enrollment and FTE information while other data is shared as it becomes available. The District Board receives analysis of the College’s overall performance through annual reports and quarterly review of performance on Strategic Action Projects. The annual report is distributed internally and district-wide as part of the College’s Annual Report and is available on the College Website. All reports presented to the Board are published on the intranet site.

5. D Core Components 5D are addressed under 7P2.

7P5--Determining needs and priorities for comparative data and information; selecting sources of comparative data and information within and outside the higher education community:
Much of the comparative data selected for review at Southwest Tech are a result of compliance to mandates by the WTCS system and federal agencies. The WTCS data collected has established standardized data definitions and calculations among all 16 colleges ensuring comparable data for comparisons. The Noel-Levitz SSI™ data are compared and benchmarked both nationally as well as statewide with Wisconsin Technical Colleges. IPEDS data are compared nationally using 27 colleges selected for comparison based on similar size and mission. Additionally, the National College Navigator Website allows Southwest Tech’s IPEDS data to be compared with any college within the United States.

Internal teams determine additional needs and priorities for comparative data and information during the development of program, service, and operational plans; when creating grant activities; and when identifying strategies for improvement as part of the College’s Strategic Planning initiatives. External stakeholders, such as business and industry partners, community groups, and accrediting agencies may also request comparative data. Southwest Tech is required to submit data and information that is used for comparative purposes to the WTCS and US Department of Education. (See Figure 7-1.)
7P6--Aligning department and unit analysis of data and information with the College’s goals for instructional and non-instructional programs and services:
Southwest Tech ensures that department and unit analysis align with institutional goals for both instructional and non-instructional services through the College’s Strategic planning process. Strategic Planning actively engages all levels of College staff in annual identification of action projects that support the seven Strategic goals. Identifying metrics that align the multitude of data gathered with the Strategic plan is currently underway. With the purchase of Mosaic software, we will create visual metrics or dashboards using the data described in sections 7P1 and 7P2. The dashboards will be centrally located, visual, and shared with all College staff on the College intranet site SharePoint®. This visual representation will encourage greater understanding of how individual initiatives contribute to the success of the College.

7P7--Ensuring timeliness, accuracy, reliability, and security of information systems and related processes:
Southwest Tech’s Information Technology (IT) and Institutional Advancement (IA) departments are responsible for the timeliness, accuracy, reliability, and security of IT systems and data submission processes. Data submitted to the WTCS through Client Reporting have multiple checkpoints within the College before submission. Once submitted, the data are reviewed by the WTCS staff for accuracy. Any questionable data is not accepted, therefore requiring an internal investigation of possible data input errors. In 2013, the WTCS office completed a review to ensure security of user access to data systems at each of the sixteen technical colleges. The IT department manages the purchase, installation, technical support, and security of the College’s network, e-mail, Website, CAMS®, and desktop applications. Technical support for these functions is available through the College’s HelpDesk process management system.

Security and data integrity of the College’s network, e-mail, Website, CAMS®, and desktop applications system is assured through multiple safeguards as outlined in **Figure 7-2**.

<table>
<thead>
<tr>
<th>Area of Protection</th>
<th>Actions to ensure timeliness, accuracy, reliability, and security</th>
</tr>
</thead>
</table>
| Network            | • Installed Palo Alto Firewall™ & Corporate Armor® Barracuda Spam & Virus Firewall  
|                    | • Installed Unitrends Backup System®  
|                    | • Monitor anti-virus/malware software  
|                    | • Maintain data center with UPS and generator backup  
|                    | • Use VMware® environment to allow prompt provisioning of servers |
| Website            | • Installed security certificate to College Website (https://)  
|                    | • Monitor firewall for external access  
|                    | • Use development environment before moving to actual production site |
| Blackboard™        | • Limit accessibility to create, delete, and maintain staff access  
|                    | • Contract with off-site host guaranteeing 99% uptime |
| E-mail             | • Share sensitive data using secure FTP or encrypted e-mail (Spideroak) |
| CAMS®              | • Limit staff access to modules related to their job duties  
|                    | • Approve access through supervisor and ERP administrator  
|                    | • Create student accounts using customized activation process |
| Computers and Servers | • Require active account and password for computer access  
|                    | • Enhance security of all laptops with encryption software to be implemented in summer of 2014 |
| Staff & Students   | • Limit CAMS® access based on job responsibilities  
|                    | • Complete annual Family Educational Rights and Privacy Act (FERPA) training  
|                    | • Shred all hard-copy records with sensitive data  
| Mobile Devices:    | • Present and implement policy ensuring security for mobile devices by summer of 2014 |

7R1--Measuring performance and effectiveness of system for information and knowledge management:
Southwest Tech measures the performance and effectiveness of our system for information and knowledge management:
knowledge management through regular analysis of the following data:

- The Director of IT reviews all HelpDesk tickets monthly to ensure assistance is provided in a timely manner. Multiple requests for assistance in similar issues identifies a staff training need within the institution or a process improvement need. There were 4,760 HelpDesk tickets for 2013 of which 57 percent were completed in one day or less.
- Executive Team reviews quarterly the IT projects to prioritize IT system and data process improvements.
- The IA department annually monitors, reviews, and submits IPEDS data submission information. The keyholder reviews the data for accuracy and submits it within the timeframe established by Department of Education with confirmation of this deadline received by the College president. Southwest Tech has not missed this deadline for submission, and the data submitted has been reviewed in subsequent years and has been found to be accurate.
- Southwest Tech submits WTCS Client Reporting data to the WTCS quarterly. We consistently meet these deadlines. The College reviews data error reports on submitted data and corrects data as indicated.
- IT constantly monitors security systems to ensure systems are performing adequately. To date, as a result of continuous security scanning, training, and security policies, the College has not experienced any electronic breach of personal records to date.

7R2--Measuring effectiveness by meeting the College’s needs in accomplishing goals/Mission:
Southwest Tech measures effectiveness by assessing service to students, employers, the general public, and internal staff. Service to students is evaluated through retention, completion, graduation, and placement rates gathered through the QRP scorecard, the Perkins FAUPL scorecard, and IPEDS data.

Additional evidence of program success includes the attainment of individual program accreditations and certifications as shown in Figure 7-3.

<table>
<thead>
<tr>
<th>Program</th>
<th>Accreditations and Certifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auto Collision Repair And Refinish Technician</td>
<td>NATEF Master Automobile Service Technology Accreditation</td>
</tr>
<tr>
<td>Automotive Technician</td>
<td>NATEF Master Accreditation</td>
</tr>
<tr>
<td>Certified Firefighter</td>
<td>International Fire Service Accreditation Congress (IFSAC) CPR and First Aid—American Heart Association</td>
</tr>
<tr>
<td>Medical First Responder</td>
<td>National Registry for EMS</td>
</tr>
<tr>
<td>Medical Laboratory Technician</td>
<td>National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)</td>
</tr>
<tr>
<td>Nursing Assistant</td>
<td>Wisconsin Department of Health and Human Services</td>
</tr>
<tr>
<td>Associate Degree Nursing</td>
<td>National League for Nursing Accrediting Commission (NLNAC)</td>
</tr>
<tr>
<td>Physical Therapist Assistant</td>
<td>Commission on Accreditation in Physical Therapy Education (CAPTE)</td>
</tr>
</tbody>
</table>

Southwest Tech assesses our service to employers through employer satisfaction survey results; the level of employer engagement in advisory committees (which is approximately 385 members annually); QRP evaluation team participation (which averages 100 employers per year); and general partnership with our College through writing of grants, conducting mock interviews, acting as guest speakers in classrooms, providing students business tours, participating in career fairs, providing internships/externships, and providing clinical sites for students.

The College evaluates service to the general public by tracking ongoing financial support, in-kind gifts, and overall support for technical education in the form of attendance at College-sponsored conferences, workshops, exhibitions, open houses, and community enrichment offerings.

Southwest Tech formally assesses institutional climate by using the Personal Assessment of the College Environment (PACE) survey conducted in 2001, 2004, and 2008. The PACE survey scheduled for 2011 was postponed due to a new administration/leadership including President, Vice President of Student and Academic Affairs, Human Resource Director, Director of Student Services, and
Dean of Industry/Agriculture. Under the new leadership, the College has chosen to administer the College Employee Satisfaction Survey Noel-Levitz (CESS) in February of 2014. The decision to use the Noel-Levitz survey instrument as opposed to the PACE survey was intentional. The change in leadership provided an opportune time to align the staff-climate assessment with the tools we have been using for student satisfaction. The CESS™ instrument is similar in style to the SSI™ and IPS™ instruments and is, therefore, familiar to our faculty. The ability to purchase the raw data for in-depth analysis along with the comprehensive summary provided by Noel-Levitz makes this survey a better fit for our college.

7R3—Comparing results for Measuring Effectiveness with results from other higher education organizations and organizations outside higher learning:
Southwest Tech compares how effective our processes are for measuring effectiveness with other colleges informally during roundtable discussions held at WTCS state-called Institutional Research and QRP meetings, at educational conferences attended by College staff, and through best practices highlighted in the Education Advisory Board Community College Leadership Forum. These forums provide the opportunity to compare Southwest Tech’s processes for measuring effectiveness with those of peer colleges. Opportunities for improvement learned from these informal comparisons are brought back to the college and discussed with leadership for possible implementation. Although the results of this process are difficult to document, it is a very common and highly effective process for benchmarking as well as for obtaining ideas for Strategic Projects focused on continuous improvement. One example of the impact of this informal benchmarking is the current Strategic project to develop one comprehensive set of metrics for the College with dashboards for easily observing the progress on achieving the metrics.

7I1—Quantifying recent improvements for processes and performance results for measuring effectiveness:
Recent improvements in measuring effectiveness include:

- The full implementation of the ERP CAMS® system, which allows data queries of just-in-time student enrollment and demographic information.
- The creation of an MRS data report depository for accessing all data queries in one site.
- The implementation of the Noel-Levitz Student Satisfaction Inventory™, which identifies the College’s strengths and weaknesses in relation to student satisfaction, has allowed the College to identify where changes are needed to improve student satisfaction. The incorporation of online registration, remodeling of Student Services to include financial aid and bursar functions, and the change to a counselor/advisor model of student engagement are three examples of changes made as a result of the Noel-Levitz SSI™ responses.
- The implementation of online student application and online registration for both program and non-program course offerings has improved timeliness in student admission to programs and has provided more timely feedback on student and course enrollment for improved course scheduling for students and faculty.

Southwest Tech acknowledges that opportunities exist to improve the collection and dissemination of metrics needed for improved decision-making within the college. The data collected and reviewed on a consistent basis is primarily data we have collected for compliance with state and federal reporting. A recent initiative by the Governor of Wisconsin and the Wisconsin legislature, which ties college state aid to achievement in nine categories, will require Southwest Tech and all Wisconsin technical colleges to closely monitor performance in these nine categories. While the performance categories are defined, the methodology for the determining performance achievement has not been finalized. This new initiative will take priority in the collection of metric data.

In an effort to move beyond compliance data collection and reporting, the College purchased Mosaic software in January 2014, which will allow us to create data dashboards that visually display metrics deemed important to our college. These metrics will expand beyond the current compliance data collected.
and allow us to more effectively measure the impact of our Strategic Projects. Mosaic will also allow us to create both real-time data reports as well as comparative static reports essential for analyzing data trends.

712--Improving and setting targets for processes and performance results in measuring effectiveness:
The change to CAMS® as our in-house ERP system coupled with the MRS reporting structure allows more nimble access to student, financial, and College data. Greater access to data assists the College in setting targets for continuous improvement. The culture is changing into one where people are looking for data to support decision-making for continuous improvement. The College’s Strategic Planning process is one process used to facilitate continuous improvement. The Strategic direction process helps to steer the College in the direction of constant improvement with performance results and multiple goals. Each year, the leadership team reviews the Strategic Directions and performance results to determine which goals have been met for the year and which have not. From there, the College can determine which directions to focus more on in the next year. This is a continuous improvement system that has become part of the workings of the College.

Category 8: Planning Continuous Improvement

Introduction
Southwest Tech has worked diligently to continuously improve and strengthen all outstanding opportunities (OO) and opportunities (O) for improvement listed in the 2010 Systems Appraisal Feedback Report for this category. The 2010 Systems Appraisal Feedback Report reported 12 strengths, 2 opportunities, and 2 outstanding opportunities for Category 8.

Southwest Tech continues to improve in this Category as the Strategic Planning process continues to be revised and expanded. Our College is adapting to the changes in AQIP and the Higher Learning Commission’s new Core Criteria. Southwest Tech’s goals are integrated within our vision to be a “preferred provider of education, source of talent, and place of employment in the region. We at the College change lives by providing opportunities for success.”

Southwest Tech’s short-term strategies incorporate work on AQIP Action Projects, which we annually review. The AQIP Action Projects have enabled our institution to focus on areas of needed improvement and to complete the Plan-Do-Check-Adjust cycle that is the cornerstone of AQIP.

The Executive Team has been instrumental in organizing a systemic, continuous Strategic Planning process at Southwest Tech. The Strategic Projects list is reviewed at President’s Cabinet meetings with recommendations made for continuous improvement. The recommendations are continually analyzed and the action projects are developed in areas where improvement is needed. The institutional Strategic plan is used for budgeting and alignment of goals with the Wisconsin Technical College System (WTCS).

8P1--Quantifying key planning processes:
The key planning processes include the three-year Strategic Plan, Quality Review Process (QRP), three-year Facility Plan, and an annual and three-year budget process. Each of these planning processes develops long-term and short-term strategies.

The Strategic Plan is developed every three years by a cross-functional team of College staff, Board members, and students. This team reviews the mission, vision, and values of the College as well as develops the Strategic Directions. College staff annually reviews the Strategic Plan to ensure the target statements for the Strategic Directions lead to high performance. Visit the College Website to view the current College Goals and Strategic Action Steps.

The Quality Review Process (QRP) evaluates educational programs, apprenticeships, basic and general education as well as student services in the Wisconsin Technical College System (WTCS). The QRP enables our College to use data to guide performance improvement. Internal and external review teams use data to determine performance gaps and to identify and evaluate strategies to improve performance. Based on the results of the review, the College develops and annually reassesses a five-year improvement plan.
The College annually develops a three-year Facilities Plan for approval by the WTCS. This three-year plan provides an overview of the proposed College facility remodeling and capital improvement projects based on the Strategic Directions and instructional needs. The District Board budgets and approves the planned facility modifications.

Budget planning is completed annually with input from all levels of the College. See Figure 8-1 for a detailed overview of the budget process. Long-term budget projections, instructional mix, QRP, succession planning, and technology needs are all considered in the budget process.

**Figure 8-1: District Budget Planning Process**

**Office of Institutional Advancement submits grant proposals for upcoming year for approval from granting agencies. A preliminary estimate of funding is built into the budget. January & February**

**Fiscal Services and organizational units monitor budget. July to FYE**

**District residents invited to public hearing on proposed budget followed by regular District Board meeting and budget adoption. June**

**Fiscal Services makes final adjustments to budget document. June**

**District Board reviews second update of the proposed budget. May**

**Fiscal Services reviews budget changes with respective departments and staff. May**

**District Board performs detail review of the proposed budget. Fiscal Services modifies assumptions and parameters if necessary. April**

**Legend**

- **Input**
- **Process**
- **Feedback**
- **Endpoint**

8P2—Selecting short- and long-term strategies:

Individual divisions, departments, academic programs, committees, and action teams evaluate current efforts and new initiatives they wish to achieve, and they develop both short-term and long-term strategies to achieve the goals. As short-term goals are achieved, new goals and strategies are developed.
In 2012, cross-functional teams revisited the College Mission, Vision, and Values statements. Suggestions for revisions were received from staff and District Board members with the final Strategic Plan approved by the District Board. The Strategic Direction statements were developed by analyzing feedback from customer groups into a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis. The President’s Cabinet and Strategic Planning Team drafted baselines and targets for each measure. See 5P2 for the process used.

The Facilities Department annually reviews the three-year Facility Plan. This multi-step process starts with the facilities staff reviewing the physical facilities to determine what needs to be updated. In addition, all College staff input is gathered throughout the year regarding modifications needed. New and/or modified programming also influences the Facilities Plan.

The goal of the fall program viability review is to determine the College instructional mix. (See 1P14.) The process includes the determination of program continuation, modification, suspension, or discontinuation for the instructional mix and provides data-driven criteria to determine the viability of current programs. The instructional deans develop a plan for the identified programs in conjunction with faculty.

The Quality Review Process (QRP) is used to evaluate educational programs, apprenticeships, basic and general education as well as student services in the Wisconsin Technical College System (WTCS). The QRP enables our College to use data to guide performance improvement. Internal and external review teams use data to determine performance gaps as well as to identify and to evaluate strategies to improve performance. Based on the results of the review, a five-year improvement plan is developed and reassessed annually.

The purposes of the QRP are to
- Identify factors of program/service quality through quantitative and qualitative analysis.
- Facilitate program/service Continuous Improvement through data-based decisions.
- Innovate programs by anticipating future trends.
- Identify and prioritize state and local resources.
- Ensure responsiveness and accountability to customers and stakeholders.
- Improve overall organizational performance practices and capabilities.
- Facilitate communication and sharing of best practices information among Wisconsin technical colleges through the Internet.

The College uses the Noel-Levitz College Employee Satisfaction Survey™ (CESS) to measure employee satisfaction. This tool provides information on how Southwest Tech’s employees feel and what they really think about our campus culture, work environment, mission, and more. Questions within the survey are appropriate for every level of College employee: administrators, support staff, and faculty. The survey was sent to employees in February 2014. The results from the survey will assist us in the development of short-term strategies for the College.

The Idea Center is available on the College intranet SharePoint®. Every staff member has access to SharePoint® and is encouraged to enter suggestions for improvement. The Process Improvement Coordinator regularly checks the Idea Center and determines who should be involved in the request. Many of these suggestions include LEAN process improvement and are considered short-term strategies.

If the staff or student wishes to remain anonymous, a suggestion box is available for written suggestions. Each suggestion is reviewed by the Executive Team. Depending on the suggestion, viability is determined; and it assigned to a department lead if necessary.

8P3--Developing key action plans to support your organizational strategies:
The College has a Strategic Projects list that is updated quarterly and shared with all staff via SharePoint®. The list is divided into functional areas, and each project is assigned to a member of the President’s Cabinet. A team of staff and faculty affected by the project will work collaboratively to complete the project.

Key action plans are developed on all levels of the College. The District Board is responsible for the organizational strategies. The College hosts annual
Board retreats to explore and to determine future opportunities and directions. Reports and updates on the Strategic Directions, instructional programming and methods, enrollment, fiscal resources, budget, student input, and other organizational strategies are presented to the Board throughout the year. The data is gathered from key institutional and WTCS reports as well as the Noel-Levitz Student Satisfaction Inventory™ (SSI), the Noel-Levitz College Employee Satisfaction Survey™ (CESS), and the Employer’s Follow-up Survey.

The instructional divisions and departments annually develop goals and objectives based on the Strategic Plan. President’s Cabinet input and discussion on the Strategic Directions occur at monthly meetings. Information discussed is shared with appropriate organizational units at the College. The Prospera® 360° Evaluation Tool (See 4P10.) is used for employee and administration evaluations. We use this data to determine necessary training opportunities for administration, faculty, and staff.

The College is currently evaluating faculty members through a new evaluation process that was implemented in the spring of 2014. Faculty will be evaluated periodically on their performance in four separate areas: Responsibility for student learning, responsibility for program development, service to the College, and professional development goals.

Community panels are an agenda item periodically at monthly Board meetings. The Board meetings are periodically held in various communities around the District. In the 2013-14 school year, the District Board will be holding a total of three community panels in Fennimore, Platteville, and Richland Center. These discussions are important to the District Board, as they allow the Board to hear what is happening in the different communities the College serves. The panels also afford the community an opportunity to interact with the Board and provide input on services and programming needs. Participants are encouraged to bring ideas, suggestions, comments, concerns, and any other relevant information to the meeting for discussion. The following questions are used as discussion starters:

- What is your impression of Southwest Tech’s strengths with regard to its services to your organization and your community?
- What is your impression of Southwest Tech’s weaknesses with regard to its services to your organization and your community?
- What is your impression of Southwest Tech’s opportunities with regard to its services to your organization and your community?

The Employee Advisory Council (EAC) was chartered in September 2013 to serve as a forum and voice for the College employees. It also makes recommendations to management regarding policies, procedures, and other matters of concern to employees. The EAC is composed of eight faculty and staff members and four non-voting administrative members. The faculty and staff bring forth suggestions, concerns, and questions to administration. Administrative members are there to answer or offer to research the committee’s concerns.

Using the information gathered through these methods, the District Board, Executive Team, the President’s Cabinet, and the Student and Academic Affairs Council, with input from staff, help to develop action plans for the College.

8P4—Coordinating and aligning planning processes, organizational strategies, and action plans across our institution’s various levels: Microsoft SharePoint® is the College intranet site and is used as a tool to coordinate the collection and collaboration of Continuous Improvement. All staff members have access to the SharePoint® site. The Idea Center is available on SharePoint® and is used to collect ideas from staff on how to improve current processes.

The Strategic Project list is developed based on College performance data. These Strategic Projects are set through a collaborative process involving all staff. The Executive Team and the Student and Academic Affairs Council acting jointly select the final projects. The list is presented to the Board of Directors and the College community in December. It is made available to all faculty and staff on SharePoint®. Various departments collect progress data for each Strategic project. The Executive Team compiles and reviews the data quarterly to evaluate...
progress toward achieving the Strategic Projects. The President’s office shares the progress on the Strategic Projects with the College Board and the College community quarterly through presentation to the Board, e-mail to faculty and staff, and on SharePoint®. Metrics to determine the impact of Strategic Projects on the College’s Strategic Directions are being developed as part of a current action project.

**8P5--Defining objectives, selecting measures, and setting performance targets for our organizational strategies and action plans:**

The 2012 Strategic Planning process was completed by a team of staff, students, and Board members with input from other organizational units. Various College and external data were analyzed in the process. See **5P2** for the complete process.

Organizational units within the College annually identify objectives and set the measures and targets for their division/department. These goals and objectives tie into the Strategic goals.

The College is implementing Three Rivers Systems® Business Analytics software that is integrated to our ERP system. The reporting and dashboards created within this system will give administration, facilitative, and operational areas of the campus the information needed to make data driven decisions. The implementation and training will be completed by May 2014. Reference **Figure 8-2** for results of survey.

**Figure 8-2: Noel-Levitz College Employee Satisfaction Survey™ (CESS)**

<table>
<thead>
<tr>
<th>Section 1: Campus Culture and Policies</th>
<th>IMPORTANCE</th>
<th>SATISFACTION</th>
<th>Comparison group</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Top 5 Strengths</strong></td>
<td>Mean</td>
<td>Std Dev</td>
<td>Mean</td>
</tr>
<tr>
<td>This institution is well-respected in the community</td>
<td>4.74</td>
<td>0.44</td>
<td>3.76</td>
</tr>
<tr>
<td>Faculty take pride in their work</td>
<td>4.72</td>
<td>0.48</td>
<td>4.01</td>
</tr>
<tr>
<td>This institution does a good job of meeting the needs of students</td>
<td>4.70</td>
<td>0.50</td>
<td>3.66</td>
</tr>
<tr>
<td>Staff take pride in their work</td>
<td>4.67</td>
<td>0.51</td>
<td>4.05</td>
</tr>
<tr>
<td>This institution treats students as its top priority</td>
<td>4.57</td>
<td>0.55</td>
<td>3.54</td>
</tr>
<tr>
<td>Administrators take pride in their work</td>
<td>4.51</td>
<td>0.56</td>
<td>3.85</td>
</tr>
<tr>
<td>This institution promotes excellent employee-student relationships</td>
<td>4.56</td>
<td>0.54</td>
<td>3.80</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Top 5 Challenges</th>
<th>Mean</th>
<th>Std Dev</th>
<th>Mean</th>
<th>Std Dev</th>
<th>GAP</th>
<th>IMP Mean</th>
<th>SAT Mean</th>
<th>GAP</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is a spirit of teamwork and cooperation at this institution</td>
<td>4.63</td>
<td>0.53</td>
<td>2.76</td>
<td>1.14</td>
<td>1.88</td>
<td>4.57</td>
<td>3.06</td>
<td>1.51</td>
</tr>
<tr>
<td>There is good communication between the faculty and the administration at this institution</td>
<td>4.57</td>
<td>0.58</td>
<td>2.72</td>
<td>1.01</td>
<td>1.85</td>
<td>4.48</td>
<td>3.10</td>
<td>1.36</td>
</tr>
<tr>
<td>There are effective lines of communication between departments</td>
<td>4.55</td>
<td>0.63</td>
<td>2.55</td>
<td>1.34</td>
<td>2.00</td>
<td>4.44</td>
<td>2.67</td>
<td>1.57</td>
</tr>
<tr>
<td>Administrators share information regularly with faculty and staff</td>
<td>4.53</td>
<td>0.61</td>
<td>2.77</td>
<td>1.06</td>
<td>1.78</td>
<td>4.48</td>
<td>3.13</td>
<td>1.33</td>
</tr>
<tr>
<td>This institution plans carefully</td>
<td>4.52</td>
<td>0.62</td>
<td>2.96</td>
<td>1.11</td>
<td>1.65</td>
<td>4.41</td>
<td>3.09</td>
<td>1.32</td>
</tr>
<tr>
<td>This institution involves its employees in planning for the future</td>
<td>4.51</td>
<td>0.62</td>
<td>2.77</td>
<td>1.03</td>
<td>1.78</td>
<td>4.43</td>
<td>3.12</td>
<td>1.31</td>
</tr>
<tr>
<td>There is good communication between staff and the administration at this institution</td>
<td>4.51</td>
<td>0.62</td>
<td>2.77</td>
<td>1.03</td>
<td>1.78</td>
<td>4.43</td>
<td>3.12</td>
<td>1.31</td>
</tr>
<tr>
<td>This institution consistently follows clear processes for selecting new employees</td>
<td>4.40</td>
<td>0.66</td>
<td>2.76</td>
<td>1.26</td>
<td>1.52</td>
<td>4.39</td>
<td>3.22</td>
<td>1.17</td>
</tr>
<tr>
<td>This institution does a good job of meeting the needs of staff</td>
<td>4.39</td>
<td>0.64</td>
<td>2.75</td>
<td>1.03</td>
<td>1.65</td>
<td>4.41</td>
<td>3.18</td>
<td>1.23</td>
</tr>
</tbody>
</table>

The results from the Noel-Levitz College Employee Satisfaction Survey™ (CESS) will be used to determine action plans regarding how the College can improve. This tool will provide information regarding how Southwest Tech’s employees feel and what they really think about our campus culture, work environment, mission, and more. Questions within the...
survey are appropriate for every level of College employee: administrators, support staff, and faculty

8P6–Linking strategy selection and action plans, taking into account levels of current resources and future needs:
The College is required to report to the Wisconsin Technical College System a budgetary plan projecting one year beyond the current year. We developed this plan 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 uses a one-year budget planning process that is initiated by the Vice President for Administrative Services. (See District Budget Process, Figure 8-1.) Budget deliberations include prioritizing equipment purchases, faculty recommendations, travel/purchase cards, etc. During the budget process, budget priorities are prioritized for implementation.

The budgeting process includes seeking grant monies through alternative funding sources. The College annually applies for grant funds administered by State and Federal agencies. The WTCS oversees grants to the 16 Wisconsin Technical Colleges in the categories of Carl D. Perkins Vocational and Technical Education Act (Perkins), Adult Education & Family Literacy Act, and General Purpose Revenue. Furthermore, we submit additional grants applications to other state, local, or private funding sources. The grant development process identifies College priorities, including strategies and action plans, with the President’s Cabinet. If there is a need identified based on the College Strategic Directions, action plans, and division and departmental goals, the College seeks funding so that specific objectives can be achieved with these funding sources.

5. A To address new staffing needs, the College uses a position request process. The new position request form is completed by the department supervisor during the annual budget process in January. The new positions are presented to the Executive Team to determine if the position fits into the long- and short-term College strategies and action plans. The new positions requested are included in the departmental budget and reviewed as part of the overall budget plan. Accommodations for the new staff including the physical location and their technology needs are discussed before the hiring process begins.

5. A.1 The deans manage the budgets for their programs. Each program has capital and operational accounts that are used to monitor the program costs. Program needs for enhancing the student learning environment are a high priority, and monies are allocated from the College budget and grants if available.

5. A.2 and 5. A.3 The College mission statement was updated in January 2014. The new Mission Statement is “Southwest Wisconsin Technical College provides education and training opportunities responsive to students, employers, and communities.” Southwest Tech strives to meet and exceed our stakeholders’ needs, and the College is continually investigating new programming options. We develop new programs and submit them for approval following the WTCS Program Development Process. (See 1P3.) Figure 8-3 lists the new programs at Southwest Tech since 2010. We carefully monitor budgets to build reserves for the implementation of new instructional programs. As further resources become available, more instructional programs will be developed based on industry needs.

<table>
<thead>
<tr>
<th>Program ID</th>
<th>Program Title</th>
<th>CIP Code</th>
<th>Approval Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>31-413-2</td>
<td>Electrical Power Distribution</td>
<td>46.0303</td>
<td>1/27/2010</td>
</tr>
<tr>
<td>30-420-2</td>
<td>CNC Setup/Operation</td>
<td>48.0503</td>
<td>1/28/2010</td>
</tr>
<tr>
<td>10-623-8</td>
<td>Engineering Technologist</td>
<td>15.0805</td>
<td>2/23/2010</td>
</tr>
</tbody>
</table>

Figure 8-3: New Programs Since 2010
5.A.4 Faculty and administrators supervising faculty must meet the Wisconsin Technical College System (WTCS) certification requirements and accrediting agency requirements. Changes in instructional programming may result in academic faculty meeting new certification requirements. 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 Teaching and Learning (CTL), or individualized training sessions. In this process, we identify support personnel as resources for administrators, faculty, and other support staff for training groups or to provide individual assistance by sharing technical expertise. In addition, we provide faculty members opportunities to update skills as technology and the program mix change.

5.A.5 The budget is a Planning document that needs continual review and updating. The VP for Administrative Services provides monthly budget updates to leadership, so it can make adjustments when necessary. A budget report is available for leadership and grant managers to monitor their operational and capital budgets. This report is available real time through the Microsoft Reporting Services® (MRS) system. (See Figure 8-1.)

8P7--Assessing and addressing risk in our Planning processes:
The College assesses and addresses risk in all Planning stages. We review and analyze internal and external data, reports, and trends in assessment of risk and then address the risk when Planning. The College faces many risks as we develop budgets and plans for new programs or for expanded capacity. In budget Planning, the College Board sets parameters and assumptions related to property values, health and dental costs, increases in utility and other operational expenses, wage settlement projections, and full-time equivalent (FTE) generation. The budget is a Planning document that needs continual review and updating. The Vice President for Administrative Services provides monthly budget updates to leadership, so adjustments can be made when necessary.

The College is implementing Three Rivers Systems® Business Analytics that is integrated to our ERP system. The reporting and dashboards created within this system will give administration, faculty, and support services areas of the campus the information needed to make data-driven decisions. The implementation and testing of Business Analytics is currently underway. Training for staff on using the dashboards and reporting will be held the summer of 2014.

The College uses risk management reports from the WTCS Districts Mutual Insurance in determining insurance needs, and on-site audits are completed to comply with Worker’s Compensation. The College minimizes risk by using bond ratings in the budgetary process. The College addresses risk by holding Hazardous Material certification as well as being OSHA compliant in the facilities department and instructional labs. The College Safety Committee and Behavior Intervention Team address student behavior and safety issues across the College. Equal Employment Opportunity on-site audits are conducted to ensure the College meets federal requirements. The College also has an annual table top drill for those staff members that are a part of the Incident Command listed in the Emergency Response Plan. These table top drills are put on by Districts Mutual Insurance.

As institutional strategies and action plans change, the College addresses needs for staff 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. The College posts all positions internally and externally simultaneously.

Southwest Tech offers professional development activities for College-wide strategies; or action plans are offered to all staff through in-service training, coordinated training through the CTL, or individualized training sessions. In this process, we identify support personnel as resources for administrators, faculty, and other support staff for training groups or to provide individual assistance by sharing technical expertise. In addition, we provide faculty members opportunities to update skills as technology and the program mix change.

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 Teaching and Learning, and the Foundation. Faculty may also request occupational experience upgrades through the WTCS Occupational Competency program.

8R1--Measuring the effectiveness of the College’s Planning processes and systems that we collect and analyze regularly:

The Executive Team evaluates the progress of the annual Strategic Plan. Input is requested from all departments and units and reported to leadership. The team determines goals that have been accomplished. During each Strategic Planning retreat, an analysis of completed goals and objectives from the previous plan is done as part of the Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis. As part of the Strategic Planning process, annual Strategic Plan goals are prioritized, and funding is allocated where the greatest needs exist. Many of these goals are the basis for AQIP Action Projects.

8P8--Ensuring we develop and nurture faculty, staff, and administrator capabilities to address changing requirements demanded by organizational strategies and actions plans:
Assessment measures are in place to annually assess programs and services through biannual reporting to the Vice President for Academic Affairs. This information is analyzed by the Institutional Advancement Office, Executive Team, and the Student Academic Affairs Council (SAAC). This process is to determine instructional program continuation, modification, suspension, or discontinuation. (See 1P14.)

Monthly reports are analyzed to determine “How we are doing.” These monthly reports include all units of the college, (e.g., student life, utilities, academics, athletics, etc.) and reported to the District Board. We monitor graduation rates, retention rates, and financial results on a continual, yearly process to ensure quality and provide for continuous improvement measures.

The Wisconsin Technical College System (WTCS) requires that all technical colleges submit a variety of data related to students, faculty, certification, instructional programming, services to students, and fiscal accountability. This data is reported quarterly with a final error-free submission sent in August. Student demographic information is gathered biannually through the students’ profile on the student portal. Curriculum, course, and grade information is reported from our Student Information System. WTCS compiles the data from all 16 technical colleges and has enhanced the reporting capabilities of the system. The use of Online Analytical Processing (OLAP) cubes provides us the opportunity to manipulate the data and provide more customized reports for the College and the users. The WTCS provides a Website with various reports that can be used for Planning and analysis.

Southwest Tech deployed an Enterprise Resource Planning (ERP) system that permits us to explore and implement further improvements in many processes. It will also enable us to improve existing processes for Measuring Effectiveness related to those processes and will permit us to adapt existing measures of effectiveness and to explore, develop, and implement new measures of effectiveness. The new systems will also offer opportunities for us to improve existing methods or to create new methods for collection of measurable data, analysis of that data, and reporting of the information generated from processing that data. The deployment of this new ERP and the related adjustments to our processes and system for Measuring Effectiveness has not been without challenges, but Southwest Tech recognizes this and is prepared and well-positioned to respond to these challenges. The institution recognizes that the situation at hand offers unique potential for improving processes within and between systems.

8R2--Quantifying the College’s performance results for accomplishing our organizational strategies and action plans:

A Strategic Project is any project aimed at process improvement and/or achieving the College’s Strategic Directions, Purposes, and Mission. For example, the College’s Strategic Projects list includes current AQIP Action Projects. Southwest Tech’s performance results for accomplishing organization strategies and action plans are listed in Figure 8-4.

![Figure 8-4: Performance Results of Organizational Strategies](image-url)

<table>
<thead>
<tr>
<th>Organizational Strategy/Action Plan</th>
<th>Performance Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Services Remodeling</td>
<td>Improved flow and accessibility to services for students</td>
</tr>
<tr>
<td>Student Activity Center (Charley’s)</td>
<td>Students use the recreational area and seating area for collaboration on projects and relaxation between classes. The redesign received an award for creative reuse of a former Automotive Lab.</td>
</tr>
<tr>
<td>Public Safety Complex (PSC)</td>
<td>Public Safety classes for law enforcement, fire training, emergency medical technicians, and continued expansion of activities for the community (rifle sighting, outdoor skills, etc.)</td>
</tr>
<tr>
<td>Enterprise Resource Planning System enhancements</td>
<td>New Continuing Education Portal improved enrollment and greatly reduced staff time required for entering paper registrations. Use Microsoft Reporting Services (MRS) to provide reports to all staff, faculty, and leadership as needed. Implementing the Business Analytics module to enhance our data analysis and metric</td>
</tr>
</tbody>
</table>
comparisons. It has saved the Business Office staff time and money by reducing the number of paper statements that need to be mailed because students can pay online at time of registration.

<table>
<thead>
<tr>
<th>Quality Review Process (QRP)</th>
<th>Working with departments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Testing Center</td>
<td>Entrance tests, ProMetric, Pearson Vue, GED, and TABE tests are all provided in one location on campus.</td>
</tr>
<tr>
<td>Medical clinic opened on campus in partnership with Prairie du Chien Memorial Hospital</td>
<td>December 2013: Entered a lease agreement with Prairie du Chien Memorial Hospital for a clinic located on the Fennimore campus in the Health Science Building. Clinic opened in March 2014.</td>
</tr>
<tr>
<td>Action Plans:</td>
<td>In the past year, we have leased new locations that better serve the District. These new locations have been upgraded with newer technology. New Initiative: Learn Your Way</td>
</tr>
<tr>
<td>- Expand Academic Offerings to Students at Adult Basic Education Locations</td>
<td>- Expanding our course offerings in the evenings, weekends, online, and at various locations.</td>
</tr>
<tr>
<td>- Market to an Adult Population</td>
<td></td>
</tr>
</tbody>
</table>

8R3--Quantifying the College’s projections or targets for performance of our strategies and action plans over the next 1-3 years:

Future projects are determined by the needs of the College and to improve our services to the students, community, and all shareholders. Southwest Tech’s current Action Plans are to “Expand Academic Offerings to Students at Adult Basic Education Locations, Marketing to an Adult Population, and Expand sources of benchmarking data beyond the WTCS.”

The College will continue to build on sustainability of the Continuous Improvement process. We have plans to continue and to expand “Go Green” initiatives such as using electronic documents over paper, recycling, updating fixtures to more energy-efficient models, etc. (See Figure 8-5.)

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Resource Center Remodel</td>
<td>Anticipated completion is January 2015. The Library, Support Services, Academic Success Center, and technical assistance will all be located in one area to improve accessibility for students.</td>
</tr>
<tr>
<td>Public Safety Complex (PSC) enhancements</td>
<td>Continue expansion of PSC activities for community</td>
</tr>
<tr>
<td>Enhance electronic document management</td>
<td>Implement and train staff on use of new modules and work flow capabilities of an electronic document management system.</td>
</tr>
<tr>
<td>Enterprise Resource Planning System enhancements</td>
<td>Upgrade to a new release of CAMS® that offers more functionality and work flow to improve communication and provides valuable tracking data for prospective and current students</td>
</tr>
<tr>
<td>Quality Review Process</td>
<td>Five-year cycle</td>
</tr>
<tr>
<td>Prairie du Chien Memorial Hospital opened a clinic in the Health Science Building</td>
<td>Continue to expand services to students, staff, and community with a dental clinic. Payment plans will be made available for low-income, uninsured, and underinsured clients.</td>
</tr>
<tr>
<td>Action Plans:</td>
<td>Continue improving our current outreach sites with technology enhancements and expanded course offerings.</td>
</tr>
<tr>
<td>- Expand Academic Offerings to Students at Adult Basic Education Locations</td>
<td>Most outreach sites will have an Interactive Television (ITV) mobile cart for sharing classes among multiple sites.</td>
</tr>
<tr>
<td>- Market to an Adult Population</td>
<td>Implement functionality in partnership with the National Student Clearinghouse. Student Tracker and other modules will provide us with data from other higher educational institutions.</td>
</tr>
<tr>
<td>- Expand sources of benchmarking data beyond the WTCS</td>
<td></td>
</tr>
</tbody>
</table>

Figure 8-5: Performance Projections Organizational Strategies and Action Plans
8R4--Quantifying Southwest Tech’s results for the performance of our processes for Planning Continuous Improvement compared with the performance results of other higher education institutions and of organizations outside higher education:

Projections and action plans are based on Wisconsin Technical College System (WTCS) strategies, which keep Southwest Tech in alignment with the other 15 Wisconsin technical colleges. One example of alignment is the Quality Review Process (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 uses a benchmark system to measure comparative data of educational institutions outside of the WTCS and the education community. The College reviews the annual Integrated Postsecondary Education Data System (IPEDS) Data Feedback Report provided by the National Center for Education Statistics (NCES).

The WTCS Technical Skill Attainment (TSA) is a model for ensuring accountability for educational outcomes of students. This model encourages instructors to design learning and assessment opportunities into their curriculum, to ensure stronger communication of intended learning outcomes to the student, and to provide a method for validating student skill attainment. Student outcomes are assessed annually and used in updating curriculum to heighten student skills and to ensure alignment with skills needed in the workplace. (See 1P2, 4.B.1)

The Wisconsin Technical College System (WTCS) requires that all technical colleges submit a variety of data related to students, faculty, certification, instructional programming, services to students, and fiscal accountability. The College reports this data quarterly with a final error-free submission sent in August. Student demographic information is gathered biannually through the students’ profile on MySWTC. Curriculum, course, and grade information is reported from our Student Information System (SIS). WTCS compiles the data from all 16 technical colleges and has enhanced the reporting capabilities of the system. The use of Online Analytical Processing (OLAP) cubes provides us the opportunity to manipulate the data and provide more customized reports for the College and the users. The WTCS provides a Website with various reports that can be used for Planning and analysis.

8R5--Measuring and evaluating the College’s Planning processes and activities to provide effective Continuous Improvement:

The Executive Team evaluates the progress of the Strategic plan. Input is requested from all departments and units and reported to leadership. The team determines goals that have been accomplished. During each Strategic Planning retreat, an analysis of completed goals and objectives from the previous plan is done as part of the Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis. As part of the Strategic Planning process, annual Strategic Plan goals are prioritized, and funding is allocated where the greatest needs exist. Many of these goals are the basis for AQIP Action Projects.

Assessment measures are in place to annually assess programs and services through biannual reporting to the Vice President for Academic Affairs. This information is analyzed by the Institutional Advancement Office, Executive Team, and the Student Academic Affairs Council (SAAC). This process is to determine instructional program continuation, modification, suspension, or discontinuation. (See 1P14.)

The College analyzes monthly reports to determine “How we are doing.” These monthly reports include all units of the College, (e.g., student life, utilities, academics, athletics, etc.) and are reported to the District Board. We monitor graduation rates, retention rates, and financial results on a continual, yearly basis to ensure quality and to provide for Continuous Improvement measures.

The Wisconsin Technical College System (WTCS) requires that all technical colleges submit a variety of data related to students, faculty, certification, instructional programming, services to students, and fiscal accountability. We report this data quarterly with a final error-free submission sent in August. Student demographic information is gathered biannually through the students’ profile on MySWTC. Curriculum, course, and grade information is reported from our Student Information System (SIS). WTCS provides a Website with various reports that can be used for Planning and analysis.
compiles the data from all 16 technical colleges and has enhanced the reporting capabilities of the system. The use of Online Analytical Processing (OLAP) cubes provides us the opportunity to manipulate the data and provides more customized reports for the College and the users. The WTCS provides a Website with various reports that can be used for Planning and analysis.

Southwest Tech deployed an Enterprise Resource Planning (ERP) system that permits us to explore and implement further improvements in many processes. It will also enable us to improve existing processes for Measuring Effectiveness related to those processes and will permit us to adapt existing measures of effectiveness and to explore, develop, and implement new measures of effectiveness. The new systems offer opportunities for us to improve existing methods or to create new methods for collection of measurable data, analysis of that data, and reporting of the information generated from processing that data. The installation of this new ERP and the related adjustments to our processes and system for Measuring Effectiveness has not been without challenges, but Southwest Tech recognizes this and is prepared and well-positioned to respond to these challenges. The institution recognizes that the situation at hand offers unique potential for improving processes within and between systems.

8I1—Quantifying recent improvements made in this category; how systematic and comprehensive are our processes and performance results for Planning Continuous Improvement:
Recent improvements in Planning Continuous Improvement include the following:

- The College implemented the Three Rivers Systems® Business Analytics to our Enterprise Resource Planning (ERP) system. This will provide data for analysis to assist in qualitative decision making. Three Rivers Systems® Business Analytics reporting provides benchmarks for review and trend analysis leading to a more systematic reporting process.

- Our ERP system is housed on campus and is managed and maintained by internal IT staff. The IT staff is responsible for developing queries to retrieve the data needed for state reporting, grant reporting (state and federal), varied reporting, and populating our external Website to serve our internal and external stakeholders.

- Microsoft Reporting Services® (MRS) provides staff and administration easier access to a variety of reports. New report requests are submitted via an e-mail request to the IT Help Desk. Users have real-time reports available 24/7.

- A new Website was launched in January 2014. The new design enhances user navigation and search capabilities for current students, prospective students, internal users, and external stakeholders. Feedback from a survey has resulted in some minor changes, but overall the comments were extremely positive.

- The Continuing Education (CE) Portal was launched in September 2013. It increases accessibility to the Continuing Education offerings. The portal has greatly improved the registration process, reduced staff entry time of registrations, and provided real-time rosters to administration and faculty. Over 4,000 registrations have been submitted since September 2013. Customized e-mails are sent to students with necessary detail about their classes. The location is an active link to a Google map to provide them with driving directions, if necessary. Enhancements are completed on a timely basis based on staff and student input. The Student Services department has improved the admissions process to better communicate with our prospective students. The college customized and implemented the Application Portal in September 2012. College applications submitted online create a Prospects Record within the Comprehensive Academic Management System® (CAMS). E-mails are automatically generated to communicate with the student specific to the program of interest.
The manual paper process with redundant data entry into multiple tracking systems took approximately 20 minutes per application. The online process has greatly reduced the data entry time, and the redundant systems are no longer being used. The College uses a variety of reports to track the students and their progress in the application process.

- We added an online inquiry form to our Website. A new Prospect Record is automatically created in CAMS® when a prospective student submits the inquiry form. Recruiters use reports to identify these students and contact them promptly about their request. In the past, this information was on a hard copy card and was entered into CAMS®. This has resulted in significant time savings with the data entry process and improved the timeliness of contact.

**8I2--Quantifying how our culture and infrastructure help select specific processes to improve and to set targets for improved performance results in Planning Continuous Improvement:**

The former Continuous Improvement Team has been restructured. The Executive Team created a Process Improvement Coordinator position. The College filled the position in April 2013 in conjunction with the IT Supervisor position. The Process Improvement Coordinator/IT Supervisor provides a quarterly project list to the Executive Team, who then prioritizes and aligns this list with the Strategic Goals of the College. The Process Improvement Coordinator identifies the staff that has the technical skills and functional-area knowledge to collaborate on the project.

**Category 9: Building Collaborative Relationships:**

**Introduction**
Creating collaborative relationships continues to be a Strategic institutional priority and strength for Southwest Tech. Dynamic external partnerships progressively expand and develop with K-12 and higher education institutions, regional employers, economic development organizations, workforce development boards, and the overall Tri-State Region community. Notable examples include a dramatic increase in the number of credit articulation partnerships across the State of Wisconsin and institutions serving the bordering states of Illinois and Iowa. Southwest Tech students have benefited from institutional efforts to expand the number of articulation agreements with neighboring colleges and through the creation of dynamic partnerships like the University Transfer Liberal Arts program.

Other highlights include a 150 percent increase in the number of incumbent workers being trained since 2009-10 through customized labor training opportunities and the expansion of community outreach with the addition of an on-campus health clinic housed in the Southwest Tech Health Sciences Center and operated in partnership with a regional critical access hospital. Through these efforts and others outlined in Category 9, Southwest Tech demonstrates a continued focus on serving the citizens of the Tri-State Region as a vital component of regional workforce development and overall economic progress.

**9P1--Creating, prioritizing and building relationships with educational organizations and other organizations from which we receive students:**
Southwest Tech creates, prioritizes, and builds our relationships with educational institutions and organizations from which students are received based on the potential for student enrollees, regional workforce needs, economic development initiatives, and community feedback. These priority levels are reflected in the College’s current Strategic Directions. One of the seven Strategic Directions is Strengthen Partnerships. Eight Strategic Projects support Strengthen Partnerships. The following paragraphs describe the relationships that exist with educational institutions and organizations from which Southwest Tech receives students.

**K-12 Educational Institutions**
The collaborative relationships between Southwest Tech and the K-12 educational institutions within the District are solid and growing. The strength of the relationship is evidenced in the 26.3 percent of District high school graduates who attend Southwest Tech directly upon high school graduation. This percentage rate is the highest among technical
colleges in the state. Opportunities with secondary schools include educational workshops, program shadows, summer camps, Youth Options, faculty professional development, curriculum alignment, and credit transfer agreements. The Southwest Rural Telecommunications Network Consortium (SRTNC) provides two-way, full motion audio/video presentations at all 23 sites simultaneously. SRTNC offers its members opportunities such as in-service, instructor sharing, curriculum diversification, and travel reduction. Further collaborative efforts include Southwest Tech offering the HSED, high school completion options, Youth Apprenticeship training, and the 21st Century Academy as a part of Project Lead the Way. Perkins grant dollars are expanding program of study activities, which offer credit transfer from secondary schools to the technical college system. A number of Southwest Tech staff have completed Career Development Facilitator Training. This certification allows Southwest Tech to provide career exploration and Planning opportunities to District residents, both on and off campus.

**Employment and Training**
Southwest Tech is a long-standing partner in the Employment & Training Job Center “One Stop” System providing training and retraining services to unemployed individuals due to layoff or lack of marketable skills. The strength of collaboration is apparent with a job center housed on our campus. Southwest Tech plays a vital role in the employment and training Rapid Response Team that assists dislocated workers and employers during plant closings and layoffs. Many of these individuals look to Southwest Tech for the retraining and skill upgrades needed to successfully return to the workplace.

**Business and Industry**
The Business & Industry Services Department (BIS) works with employers to develop and deliver customized workforce development training and professional development opportunities. Southwest Tech delivers training to maintain and upgrade the skills of new and incumbent workers which contributes to the marketability of the District. Additionally, agricultural industry training needs are served through the Farm Business and Production Management program.

**Economic Development**
Southwest Tech's occupational-related curricula are valuable to the economic development efforts in the region. Industries searching to locate or relocate in the region look for the presence of a primary technical college in their relocation decisions. Southwest Tech is very active with the economic development organizations in the District. The Grant County Economic Development Corporation maintains office space at the College campus. In addition, Southwest Tech is an active partner in the Southwest Wisconsin Workforce Development Board and Prosperity Southwest, the state-recognized economic development organization serving Southwest Wisconsin. To promote regional economic development in the tri-state region, Southwest Tech staff members attend quarterly communication and Planning meetings with Northeast Iowa Community College and the Greater Dubuque Development Corporation. Southwest Tech staff also attends monthly county economic development meetings and serve in leadership roles on various boards of directors for organizations like Prosperity Southwest and the Benton Business Incubator.

**Community**
Southwest Tech provides professional training for emergency medical personnel, firefighters, and police. The College is a major source of training for volunteers providing services to the small towns and rural areas in the District. Without these training services, many local communities would expend considerable time and expense to send individuals to train in other parts of the state.

Southwest Tech's six adult basic education outreach sites in six communities provide basic skill upgrade training to District residents. With sites located in each of the five counties we serve, this training provides yet another avenue for the College to better serve the community as a whole and increase accessibility to college training within the District.

**Colleges and Universities**
The WTCS receives the largest percentage of its transfer students from the University of Wisconsin System (UWS) colleges and universities. Development of transfer agreements eases student transfer to and from these colleges and universities. Southwest Tech has formal transfer agreements with a
number of regional and statewide colleges and universities that include a recently established reciprocity agreement with Highland Community College and Northeast Iowa Community College and a Liberal Arts Transfer Degree program partnership with Nicolet Area Technical College.

9P2--Creating, prioritizing, and building relationships with educational organizations and employers that depend on supply of our students and graduates that meet organizations’ requirements:
Relationships are established with organizations and employers who receive Southwest Tech students and graduates based on educational career paths and employment potential. Southwest Tech intentionally seeks articulation agreements with educational organizations who offer "next step" career opportunities for students and graduates. Another factor that contributes to prioritizing articulation agreements is the employment demand within the District. For example, an industry direction has been to encourage registered nurses to attain advanced degrees in order to continue their education and advance in the nursing field. In response, Southwest Tech has worked to partner with bachelors and masters degree-granting institutions to create a seamless career pathway from technical nursing to advanced degrees.

A summary of the relationships that exist with educational partners and employers is detailed below.

Education
Broad spectrum articulation agreements exist between post-secondary educational partners like Upper Iowa University, Franklin University, and University of Phoenix. These agreements offer students opportunities for seamless transition into bachelor degree programs. Southwest Tech has actively sought to articulate as many other degree programs and courses as possible.

The electronic Transfer Information System (TIS) outlines all course and program transfers between the UWS and WTCS. This system enables students to transfer between the two systems. The UWS and the WTCS review statewide transfer data to ensure accuracy and promote using transfer credits. Southwest Tech has articulation agreements with 28 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 Southwest Tech as part of their online four-year degree.

Employer
Southwest Tech constantly seeks avenues for building relationships with employers. These venues include employer-based advisory committees, Quality Review Process (QRP) employer groups, one-to-one meetings with businesses, and participation in economic development groups. Program advisory committees and QRP employer groups provide opportunities for employer feedback on program content and outcomes. An average of 500 employers annually volunteer for advisory or review teams ensuring that Southwest Tech’s graduates meet employment needs.

The employer-college relationship is strengthened through program clinical and internship opportunities. Field-based learning opportunities provide students with real-world experience and employers with employees who are eager to learn. Additionally, the College recently created a Career Placement Coordinator position to further advance relationships between employment agencies, corporate partners, and Southwest Tech students. This position offers a variety of services valuable to external stakeholders interested in hiring Southwest Tech students and sets annual goals related to engagement activities like job fairs, mock interviews, and face-to-face meetings with employers at their places of business.

Another employer connection that has grown significantly has been the volume of partnership grants and customized workforce training engagement through the College’s Business & Industry Services department. (See Figures 9-1 and 9-2.) Recent grant partnerships have included cross-border projects that serve the Tri-State region labor shed of Southwest Wisconsin, Northern Illinois, and the Dubuque, Iowa, area. These projects have garnered millions of dollars in federal grant support and were accomplished by working in close partnership with Northeast Iowa Community College (NICC) and regional economic development agencies. Cooperative projects are
prioritized largely through regularly scheduled meetings and College representation on regional workforce development boards and economic development agencies. One particular project that perhaps best illustrates the high level of cooperation between educational institutions and regional economic development agencies is the joint funding of a position to direct the efforts of a recently created Tri-State Advanced Manufacturing Center for Excellence. The purpose of this position is to identify and address the workforce development and service needs of regional manufacturers as well as to ensure that aligned curriculum between NICC and Southwest Tech meet these needs.

**Figure 9-1: Number of Contracts**

![](image)

**Figure 9-2: Numbers Served**

![](image)

9P3--Creating, prioritizing, and building relationships with organizations that provide services to our students:

Relationships with external organizations are forged in order to meet identified needs and requests of the students and their potential employers. Identifying student needs is accomplished primarily through the Student Senate, student surveys, admissions interviews, and student requests. The Student Senate provides the avenue through which students can request services directly. Priority for services is established through sheer volume of similar requests and consensus rule by the Executive Team.

We are now engaged in the Learning Success Initiative. This is comprised of the three separation committees: K-12 Action Team, Adult Population Team, and the Retention Team. Each team develops an annual action plan that is vetted and approved by the Learning Success Initiative Committee. Feedback from the Noel-Levitiz Student Satisfaction Survey™, counseling staff, and program instructors is collected and analyzed to identify student need. Environmental scanning is completed to determine if organizations exist to provide the needed services. Relationships are developed with organizations that provide the desired service at a location convenient to students at an affordable price. Student needs drive the creation, prioritization, and building of relationships with organizations that provide services to Southwest Tech students. Examples of relationships that have been forged to assist students include:

- Prairie du Chien Memorial Hospital for mental, health, and dental services—new location on campus
- Family Advocates for domestic violence counseling and shelter
- Wisconsin Division of Veterans Affairs to offer tuition assistance and counseling services to veteran students
- Wisconsin Department of Workforce Development for Tech Connect job listing resources
- Workforce Investment Act (WIA) and Trade Readjustment Act (TRA) to assist dislocated workers and low income students with educational costs and case management services
- Southwest Community Action Program for reproductive services
- Southwest Tech Foundation for scholarships and convenient student housing adjacent to campus
Southwest Tech Dining Services to provide convenient on-campus food service
Unified Community Services for assessment, counseling, and psychiatric services
Wisconsin Job Service for employment services in the on-campus Job Center
Department of Education-Gainful Employment Disclosure provision located on each program’s landing page
Vendors to assist students with purchasing tools

9P4--Creating, prioritizing, and building relationships with organizations that supply materials and services to our College

Student needs drive the creation, prioritization, and building of relationships with other organizations that provide services to Southwest Tech students. The small campus size, rural geographic makeup of the District, and decentralized purchasing process encourage the selection of vendors who possess a solid reputation of providing quality service within the District. As a member of the Wisconsin Technical College System (WTCS), Southwest Tech complies with state procurement policies and procedures. Annual purchases below $10,000 meet Southwest Tech's locally developed purchasing processes. The College annually solicits three quotes for services or materials that cost between $10,000 to $49,999, and a bid process is initiated for annual services and materials of $50,000 or above. Southwest Tech openly invites vendors to submit bids through personally mailed “invitations to bid” in addition to public announcements. The College maintained and updated vendor lists through personal phone calls initiated by the prospective vendor or by Southwest Tech.

Southwest Tech has used a criteria-based Request for Proposal (RFP) process that incorporates factors beyond that of price when selecting a vendor. Using templates from other colleges, we establish criteria for selection. This type of RFP process ensures the needs of the College are achieved while maintaining cost integrity. Southwest Tech uses state contract processes for purchasing services and materials.

As a member of the State Purchasing Consortium, Southwest Tech is able to financially benefit from purchases that are volume based. The WTCS Purchasing Consortium was created by the 16 Wisconsin technical colleges to facilitate cost-effective procurements. This is accomplished by providing a central source of information about products and services, identifying opportunities for cooperative procurement, negotiating state-wide contracts with vendors, and providing effective contract administration. The WTCS Purchasing Consortium provides vendors with a single point of contact through which they can reach the entire WTCS.

The WTCS Purchasing Consortium and its member colleges also participate in cooperative procurements with other educational and governmental organizations to leverage volume and expertise in an effort to minimize costs and provide access to products and services that would not otherwise be available. In addition, the WTCS Purchasing Consortium and its member colleges pursue “partnerships” with business and industry where those relationships are mutually beneficial in providing WTCS students access to cutting-edge equipment and technology.

An area of significant institutional support has been the growing amount of in-kind donations of materials by regional employers. Typical donations include steel used by welding diploma program students, bricks and building materials used by the bricklaying and masonry program students, and electrical supplies to enhance student learning laboratories serving the electro-mechanical technologies associate degree and electrical apprentice programs. These gifts not only offset institutional costs but also help ensure that Southwest Tech students are afforded the opportunity to work with the latest industry-relevant materials in laboratories that simulate employment situations.

9P5--Creating, prioritizing, and building relationships with education associations, external agencies, consortia partners, and general community with whom we interact:

Southwest Tech uses a decentralized process for collaborating with external associations, agencies, and the community at large. The College has placed a priority on strengthening partnerships as a Strategic Direction. Providing opportunities for students to attain educational success is a top priority of our College. This priority encourages relationships with a variety of educational associations including the...
American Association of Community Colleges (AACC), the Higher Learning Commission, and a variety of professional organizations related to faculty field of expertise. External partnerships and program credentialing are driven by industry feedback, employer input, and are assessed internally through input from faculty input at the divisional level and through program advisory boards. One example of a prioritized agency partnership intended to serve students is the continued accreditation of the Southwest Tech Automotive Technician Programs by the National Automotive Technicians Education Foundation (NATEF). The mission of NATEF is to improve the quality of automotive technician training programs nationwide at secondary, post-secondary, public, and proprietary schools; by examining the structure, resources, and quality of training programs; and evaluating them against standards established by the automotive industry. These standards reflect the skills that students must master to be successful in the industry and ultimately empower students to pursue an industry recognized ASE certification through the National Institute for Automotive Service Excellence.

Financial stability is another priority of the College. Southwest Tech belongs to consortia groups which help reduce College costs, help promote the College, and help enhance educational quality. As a member of the WTCS Purchasing Consortium and Manager’s Group, Southwest Tech benefits from the reduced costs associated with cooperative purchasing. Membership in the WTCS Statewide Marketing consortium enables the pooling of resources to deliver statewide marketing and professional networking opportunities otherwise not available. These partnerships demonstrate the value in leveraging resources for the common good. Southwest Tech participates in the Districts Mutual Insurance Group (WTCS Insurance Group) for property, liability, and casualty insurance.

Building relationships with the general community is a constant endeavor. One successful strategy for building relationships involves opening the campus to the public for large conferences. Examples of community events routinely held at the campus include the Women’s Expo, governmental education and listening sessions, and Fennimore Chamber of Commerce meetings. Southwest Tech has also taken efforts to provide Affordable Care Act information resources at various outreach sites around Southwest Wisconsin. The staff of Southwest Tech consistently looks for opportunities to gain feedback from our community members. These opportunities may include county listening sessions, local radio “question and answer” talk programs, and rotating Southwest Tech Board meeting locations among District communities.

As a member of the WTCS, Southwest Tech maintains administrative autonomy while simultaneously benefitting from membership within a larger cohesive system. As part of the WTCS, Southwest Tech staff can access best practices and share information, which benefits our local District and the state as a whole. WTCS activities include the QRP, program outcome assessment initiatives, state curriculum bank, and Worldwide Instructional Design System (WIDS). Southwest Tech benefits from being a member of the WTCS in creating and managing our relationships with education, associations, external agencies, and the community.

Another strong educational partner of Southwest Tech is Cooperative Education Service Agency (CESA). The Wisconsin legislature created CESA to serve as a link between school districts and the state. CESA #3 supports 31 school districts in six southwest Wisconsin counties (Crawford, Grant, Iowa, Lafayette, Richland, and Sauk). The partnership with CESA #3 strengthens Southwest Tech's involvement with local high schools.

Southwest Tech connects with the communities through professional training for emergency medical personnel, firefighting, and police. The College is a major source of information and expertise for small towns and rural areas in the District. Multiple Southwest Tech staff are emergency medical personnel and firefighter volunteers who participate in professional trainings offered by Southwest Tech within their own communities.

9P6--Ensuring that our partnership relationships are meeting the varying needs of those involved: While the process of building and maintaining collaborative relationships has been an ongoing endeavor based on needs and opportunities of the College and our partners, the success of the relationships are based on how well the partnerships
have met the needs of both parties. The College uses 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. New endeavors are attempted as they present themselves. Southwest Tech 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.

The College collects feedback in a variety of ways. Board members are representatives of their communities and their respective interest groups. Each member brings a community viewpoint and varying interest group perspective to the meetings. The QRP evokes feedback from employers, current students, graduates, as well as faculty, administration, and student service personnel. The WTCS conducts statewide surveys on company satisfaction with customized training, emergency medical personnel/fire training, and employer satisfaction with graduate training. The College Strategic direction process involves extensive review of survey data and community input in establishing the goals for the College. Through review of these multiple sources of feedback, Southwest Tech is able to determine the satisfaction level of partner organizations and the community at large.

The small size of the Southwest Tech campus encourages collaboration among programs, departments, and staff. Cross-functional work teams are common throughout the College as the limited number of staff require personnel to work collaboratively. The College encourages integration and communication across campus through a variety of venues including:

- The Employee Advisory Council (EAC), which serves as a forum and voice for Southwest Tech employees to make recommendations to institutional administration regarding policies, procedures, and other matters of concern. The EAC also fills the important role of providing recommendations of employees to serve on specific College committees to ensure diverse and effective employee participation.
- College In-service days that offer staff the venue to present ideas and problems to all staff and to ask for feedback or suggestions. Staff has the opportunity to evaluate the in-service activities after each event. Comments and suggestions are used to continually improve in-services.
- Southwest Tech's Wellness Committee, which provides an opportunity for all staff to participate in cross-functional team events related to fitness, nutrition, health, and work-life balance.
- The mentor/mentee program, which pairs a seasoned employee from different disciplines with a new employee to encourage staff acclimation.
- General education instructors who participate on advisory committees for each College program. This allows instructors who are not program instructors to have input. This practice provides non-program instructors’ insight and feedback from career representatives.
- The QRP teams, which consist of General Education faculty, Student Services, academic support personnel, and program faculty working in unison to objectively review program information for quality improvement.
- Program instructors who regularly teach students from more than one program area. For example, welding instructors teach
welding in the machining, electromechanical, and agriculture power programs. Information technology instructors teach computer courses for nearly all program students. 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 and teaching among several programs.

These forms of collaboration are common on campus and help to build a team atmosphere throughout the College.

9R1--Quantifying measures of building collaborative relationships, external and internal, that are collected and analyzed regularly: Figure 9-3 below details the collaborative relationships that exist between Southwest Tech and internal and external partners. These measures are reviewed departmentally or college-wide on an annual basis. The 2012-2015 Strategic Plan identified four

<table>
<thead>
<tr>
<th>Organization Name</th>
<th>Relationship Goal</th>
<th>(9R1) Measurement of Relationship</th>
<th>(9R2) Performance Results of Relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-12 school districts</td>
<td>Encourage enrollment of high school graduates into Southwest Tech programs</td>
<td>Articulation agreements (including advanced standing and transcripted credit) percent of high school graduates directly entering Southwest Tech</td>
<td>Results are as follows:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• 173 articulated agreements existed between K-12 districts and Southwest Tech in 2012-2013</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• 614 transcripted credit students enrolled at Southwest Tech in 2012-2013</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• 728 students earned advanced standing credit in 2012-2013</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• 33.22 percent of 2012 District high school graduates directly enrolled in a Wisconsin technical college; highest percentage rate in the WTCS</td>
</tr>
<tr>
<td>CESA #3</td>
<td>Encourage enrollment of Youth Apprenticeship (YA) graduates</td>
<td>Enrollment into Southwest Tech</td>
<td>Results are as follows:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• 80 students participated in YA with 48 enrollments in programs in 2012-13</td>
</tr>
<tr>
<td>Employer/ Business</td>
<td>Incumbent worker training</td>
<td>Number of BIS employer-specific trainings offered annually</td>
<td>Results are as follows:</td>
</tr>
<tr>
<td>&amp; Industry Services</td>
<td></td>
<td></td>
<td>• 96 percent increase in number of customized labor training contracts administered by BIS between 2010-2011 and 2012-2013</td>
</tr>
<tr>
<td>(BIS)</td>
<td></td>
<td></td>
<td>• 1,108 constituents served in 2010-2011 to 2,655 in 2012-2013</td>
</tr>
<tr>
<td>Foundation</td>
<td>Student scholarships &amp; housing</td>
<td>Increase in scholarships Demand for housing</td>
<td>Results are as follows:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Student scholarship increase from 54 in 1989 to 218 in 2014</td>
</tr>
</tbody>
</table>

9R2--Quantifying performance results in building key collaborative relationships, external and internal: The College has found numerous benefits from its collaborative relationships ranging from financial savings to College promotion. Figure 9-3 highlights the performance results of collaborative relationships external to the college.
- 100 housing units increase from 92 September 2012 (Housing demand has consistently outpaced availability; acquired an additional housing unit and adjacent vacant property.)

| Community/ special interest groups | Training for EMT, firefighter, police | Increase in trainings | Results are as follows:
- 356 trainings were conducted in 2012-2013. (A total of 110 non-degree classes were run, and 1547 students served in Criminal Justice-related courses.) |

| UW-Platteville | College Prep classes | College Prep course enrollment | Results are as follows:
- 1,197 students at UW-Platteville received Southwest Tech college prep coursework |

**Chart 2: Relationships that assist with student placement/continuing education**

<table>
<thead>
<tr>
<th>Organization Name</th>
<th>Relationship Goal</th>
<th>(9R1) Measurement of Relationship</th>
<th>(9R2) Performance Results of Relationship</th>
</tr>
</thead>
</table>
| Four-Year Colleges/Universities | Career ladder training | Transfer agreements | Results are as follows:
- 70 transfer agreements were initiated with 28 universities/colleges |
| Sister Technical Colleges | Shared programs/career ladder training Easy transfer of credits | Shared Programs Transfer Agreements K-12 articulation agreements honored at any Wisconsin technical college | Results are as follows:
- 3 shared programs created in Radiography, Respiratory Care Practitioner, and Pharmacy Technician |
| Employers | Employment/internships Input into program content | Employer Satisfaction Survey Advisory committee membership QRP External Team Members | Results are as follows:
- 42 advisory committees existed with 422 business/industry members external to Southwest Tech in 2014
- 92 percent of employers who responded said that graduates either meet or exceed their expectations in their master of knowledge in the field. |
| UW-Platteville | Credit Transfer | Number of articulation agreements |

**Chart 3: Relationships that provide services for student success**

<table>
<thead>
<tr>
<th>Organization Name</th>
<th>Relationship Goal</th>
<th>(9R1) Measurement of Relationship</th>
<th>(9R2) Performance Results of Relationship</th>
</tr>
</thead>
</table>
| Job Service/Job Center | Veterans Services Vocational Rehabilitation Services Dislocated Worker services Tech-Connect Job Placement Tuition Reimbursement services | Number of students assisted in the Job Center | Results are as follows:
- 8,774 Walk-in Customers in SWTC Job Center/Outreach Sites
- 3,732 jobseekers registered in our Job Center systems for the SWTC District
- 946 RES Jobseekers were served in the Job Center from 06/01/2012 to 06/30/2013
- TAA current participants - 35; 9 in training; WIA – 78 adults, 16 youth, and 175 dislocated workers |
| Student Support Services | Assist with student retention | Number of students assisted through proactive interventions | Results are as follows:
- 319 students received intervention services to overcome barriers to... |
Provide career placement services that help Southwest Tech students and alumni prepare for and secure employment.

Number of students, alumni, and employers assisted.

Results are as follows:
- 20 staff, 251 students, 123 employers, and 11 graduates sought assistance with career placement from March 2013 to December 2013. (This included two job fairs with 70 employers and 425 plus job seekers.)
- 135 one-on-one mock interviews partnered with Professional Development.

### Chart 4: Relationships with educational associations, consortia, and general community that assist with college success

<table>
<thead>
<tr>
<th>Organization Name</th>
<th>Relationship Goal</th>
<th>(9R1) Measurement of Relationship</th>
<th>(9R2) Performance Results of Relationship</th>
</tr>
</thead>
</table>
| **Prosperity Southwest Wisconsin** | Regional Economic Development Agencies | Level of training opportunities provided to employers to upgrade employee skills | Results are as follows:
  - Southwest Tech voting representation on the Prosperity Southwest board of directors
  - Active participation in the formation and review of the Comprehensive Economic Development Strategies (CEDS) document for Southwest Wisconsin organized by the Southwest Regional Planning Commission (SWRPC)
  - Quarterly joint collaboration meetings with the Greater Dubuque Development Corporation (GDDC) and NICC
  - Numerous pending and funded collaborative NICC/GDDC/SWTC grants totaling over $1,500,000 |
| **Southwestern Wisconsin Regional Planning Commission (SWRPC)** | | Involvement of college in recruiting employers to the region | |
| **Greater Dubuque Development Corporation (GDDC)** | | Active participation in regional Planning | |
| **Northeast Iowa Community College (NICC)** | | Number of partnership grant opportunities | |
| **Purchasing Consortia** | Cost savings to college | Cost savings to the college | Results are as follows:
  - $106,349 saved in 2010-2011 |
| **WTCS Marketing Consortium** | Resource Pooling and professional networking | System-wide marketing campaigns | Results are as follows:
  - Member of the "We are Futuremakers" statewide WTCS campaign.
  - 100 collaborative promotional/program and mission advocacy videos created for WTCS colleges, saving thousands of dollars by taking advantage of bulk pricing |
| **General Community and Employer Partners** | Feedback on college programs & services | Listening sessions Face-to-face meetings | Results are as follows:
  - District Board meetings begin with the hearing of petitions from the general public. Additionally, the Board and college president host a community panel during their annual retreats that are held in various locations around the district.
  - The college president has personally conducted over 100 face-to-face meetings with regional employers |
| **District Mutual Insurance** | Self-funded insurance saves college money | Cost savings to the college | Results are as follows:
  - No increase in insurance rates for ten years. |
Comparing results for performance of our processes for Building Collaborative Relations with performance results of other higher education organizations and, if appropriate, organizations outside higher education:

Southwest Tech is an active partner in the school-to-work consortium and participates in Planning and implementing initiatives to provide a seamless transition from high school to higher education. K-12 personnel identify Southwest Tech as a viable option for higher education. In the 2011-12 academic year, Southwest Tech's percentage enrollment of District high school graduates into technical college training was the highest in the WTCS at 33.22 percent. This percentage rate is a reflection of the strong collaboration between secondary education and Southwest Tech within the District. In 2012, 531 graduates enrolled from our District into Southwest Tech. The number of students from our District enrolled at a different technical college is 216.

A key indicator of successful collaboration with employers can be measured by the number of graduates placed in jobs. According to the 2013 Southwest Tech Graduate Follow-up Report, the overall employment rate for Southwest Tech graduates six months after leaving the College was 91 percent. This number increases to 93 percent and 100 percent employment for associate degree and two-year technical diploma graduates respectively. Southwest Tech also measures overall satisfaction; and in 2013, 97 percent of graduates were satisfied or highly satisfied with their Southwest Tech experience.

Recent improvements in building collaborative relations include:

- Advancing articulation agreements with university partners: Projects have included the development of a nursing BSN/MSN agreement among the 16 SWTC Colleges and the University of Phoenix, articulation agreements with Highland Community College and Northeast Iowa Community College (NICC), development of a nursing BSN with Franklin University, and establishing a physical presence for Franklin University on the Southwest Tech campus.
- Developing a career advising model for Southwest Tech students and K-12 partners. These efforts are systematically coordinated through Student Services Office in conjunction with the Office of Career Prep & Youth Options Specialist.
- Holding a voting position on Prosperity Southwest Wisconsin, a regional economic development agency
- Expanding relationships beyond Southwest Wisconsin to include the tri-state area by participating in quarterly meetings with the Greater Dubuque Development Corporation and NICC
- Creating a Tri-State Advance Manufacturing Center for Excellence position as a joint project between Southwest Tech and NICC
- Maximizing Economic Modeling Specialist, International (EMSI) and other available data to make data-driven programming decisions tied to workforce development needs.

Quantifying how our culture and infrastructure help us to select specific processes to improve and to set targets for improved performance results in Building Collaborative Relationships:

LEAN culture encourages more data-driven decision making. This process was used in developing the current Strategic Directions. The Strategic Directions targeting improved collaboration including:

- Creating pathways to increase seamless transfer opportunities with other educational systems
- Expanding outreach and programs to enroll more learners into higher education

Both of these Directions have target measures associated with them for the three-year period. We annually review the achievement of established measures.

Our investment in the College infrastructure has offered opportunities to forge relationships not previously available due to space limitations. The opening of a community dental clinic, offering reproductive health services, and hosting industry
events are a direct response to identified student and community needs. As a small college with limited resources, we naturally look to develop collaborative relationships to expand our services and to save money. The College serves small communities, and the College staff resides in those communities, further enhancing community/college relationships.