

# Blackhawk Technical College

HLC ID 1857

---

AQIP: AQIP Pathway Systems Appraisal

Visit Date: Not Set

---

**Dr. Tracy Pierner**  
*President*

**Tom Bordenkircher**  
*HLC Liaison*

**Timothy Allwein**  
*Review Team Chair*

**Ann Wood**  
*Federal Compliance Reviewer*

**Casmir Agbaraji**  
*Team Member*

**Kevin Li**  
*Team Member*

**Cheryl Neudauer**  
*Team Member*

**Amy Rell**  
*Team Member*

**Melinda Tejada**  
*Team Member*

# 1 - Reflective Overview

---

The first section of the System's Appraisal Feedback Report is the Reflective Overview. Here the team provides summary statements that reflect its broad understanding of the institution and the constituents served. This section shows the institution that the team understood the context and priorities of the institution as it completed the review.

In the Reflective Overview, the team considers such factors as:

1. Stage in systems maturity (processes and results).
2. Utilization or deployment of processes.
3. The existence of results, trends and comparative data.
4. The use of results data as feedback.
5. Systematic improvement processes of the activities each AQIP Category covers.

## Instructions for Systems Appraisal Team

During this stage of the Systems Appraisal, provide the team's consensus reflective overview statement, which should be based on the independent reflective overviews written by each team member. The consensus overview statement should communicate the team's understanding of the institution, its mission and the constituents it serves. Please see additional directions in the [Systems Appraisal procedural document](#) provided by HLC.

## Evidence

---

**Overall:** Blackhawk Technical College (BTC) is an open enrollment institution and one of 16 Wisconsin technical colleges. It has two campuses and three additional locations. The Wisconsin Technical College System (WTCS) regulates the programs and general education course offerings that BTC delivers, namely associate degree and technical diploma programs that are aligned with WTCS policy. The college has 2,249 students with 58% part time, 58% Pell eligible, 79% White, 9% Hispanic, 6% Black. The college has 92 full-time faculty and 220 part-time faculty resulting in a student-to-faculty ratio of 9:1.

**Category One Helping Students Learn:** BTC's two degree levels, Associate of Applied Science degrees and technical diplomas, are aligned with the WTCS statutory mission and focus on general education, technical skills, and core abilities. The college is an open-access institution with members reflecting diverse statuses including age, racial/cultural, socio-economic, education, life situations, parenthood, employment, and first-generation. Its common student learning outcomes or core abilities, developed in 2006, are integrated in both technical and general education coursework for all students in all programs and curricula. BTC aligns its seven core abilities (communicate professionally, use appropriate technology, work effectively in teams, show respect for diversity, demonstrate professional work behavior, solve problems efficiently, and lead by example) with the institutional mission and vision because it believes that these core abilities lead to employability.

**Category Two Meeting Student and Other Stakeholder Needs:** Key stakeholders are defined in state statutes and through the strategic planning process. The college's promise of a flexible education in a supportive environment targets 5 key stakeholder groups: (1) high school completers and their

influencers, (2) K-12 district employees, (3) employers, (4) adult learners, and (5) transfers/completers.

**Category Three Valuing Employees:** Toward the end of calendar year 2014, BTC revised its faculty, administrative, and support staff evaluation processes in order to improve organizational engagement and effectiveness, aligning performance management with a strategic priority.

**Category Four Planning and Leading:** BTC uses shared leadership teams to enable employees and other stakeholders to have a voice on the decisions and process that affect them. Over the past two years since installing a new president, BTC developed a new strategic plan that was the result of broad input from its stakeholders. Each of the college's five strategic plan objectives is overseen by a team under guidance by the Executive Council.

**Category Five Knowledge Management and Resource Leadership:** In recent years, BTC has placed a greater emphasis on data informed decision-making, by making a significant investment to improve access to data. The Office of Institutional Research and Effectiveness (OIRE) and Information Services (ITS) departments are the institution's key departments for information derived from data.

**Category Six Quality Overview:** BTC became an AQIP institution in 2005 and since then has successfully completed 13 of 15 action projects. In 2016, BTC moved to shared leadership by establishing two key groups: the Blackhawk Improvement Group (BIG) and the Group for Procedures and Strategy (GPS). Long-term quality is driven by the college's strategic planning process. In the shorter-term, the Blackhawk Improvement Group (BIG) addresses the college's ongoing process improvement activities and the Group for Procedures and Strategy (GPS) focuses on institutional procedures. Strategic planning and shared leadership are the key ways that BTC engages in CQI and having made many improvements to its culture of quality improvement over the last four 4 years.

## **Interim Monitoring (if applicable)**

---

*No Interim Monitoring Recommended.*

## 2 - Strategic Challenges Analysis

---

Strategic Challenges are those most closely related to an institution's ability to succeed in reaching its mission, planning and quality improvement goals. Review teams formulate judgments related to strategic challenges and accreditation issues through careful analysis of the Institutional Overview and through their own feedback provided for each AQIP Pathway Category. These findings offer a framework for future improvement of processes and systems.

### Instructions for Systems Appraisal Team

Strategic Challenges may be identified on the Independent Category worksheets as the review progresses. The team chair will work with the team to develop a consensus Strategic Challenges statement based on their independent reviews. Please see additional directions in the [Systems Appraisal procedural document](#) provided by HLC.

### Evidence

---

In the opinion of the appraisal team, Blackhawk Technical College should consider the issues below as strategic challenges for the institution.

- **Assessment:** Examples of using assessment data to improve teaching and learning are lacking. Assessment efforts, in general, appear to be exercises in compliance, instead of being a mechanism to effect positive changes in teaching and learning.
- **Continuous Quality Improvement Discipline:** Consistent alignment among process descriptions, results discussed, and improvements decision-making was lacking.
- **Use of Data and Information:** It is unclear how BTC analyzes results and uses data to make informed-decisions. Overall, the data BTC presented seemed weak. Often, data are not sufficiently described in the narratives and insufficient trend data were discussed. Many of the improvements in the narrative cannot be tied back to the analyses and, thus, appear to be random or disconnected.
- **Targets and Benchmarks:** Other than WTCS benchmarks, BTC can better leverage the use of internal targets and additional external benchmarks to compare its institutional results.
- **Personnel:** Faculty evaluation seems to warrant attention. It appears that the cycle of faculty evaluation has not been thoroughly completed for some time. In addition, the effectiveness of developmental opportunities is not apparent.

### Interim Monitoring (if applicable)

---

*No Interim Monitoring Recommended.*

### 3 - Accreditation Evidence Screening Summary

---

Systems Appraisal teams screen the institution's Systems Portfolio evidence in relation to the Criteria for Accreditation and the Core Components. This step is designed to position the institution for success during the subsequent review to reaffirm the institution's accreditation. In order to accomplish this task, HLC has established linkages between various Process and Results questions and the Criteria's Core Components. Systems Appraisal teams have been trained to conduct a "soft review" of the Criteria/Core Components for Systems Portfolios completed in the third year of the AQIP Pathway cycle and a more robust review for Systems Portfolios completed in the seventh year. The formal review of the Criteria and Core Components for purposes of reaffirming the institution's accreditation through the comprehensive evaluation that occurs in the eighth year of the cycle, unless serious problems are identified earlier in the cycle. As part of this Systems Appraisal screening process, teams indicate whether each Core Component is "strong, clear, and well-presented," "adequate but could be improved," or "unclear or incomplete." When the Criteria and Core Components are reviewed formally for reaffirmation of accreditation, peer reviewers must determine whether each is "met", "met with concerns", or "not met".

The full report documents in detail the Appraisal team's best judgment as to the current strength of the institution's evidence for each Core Component and thus for each Criterion. It is structured according to the Criteria for Accreditation and the Systems Appraisal procedural document. Institutions are encouraged to review this report carefully in order to guide improvement work relative to the Criteria and Core Components.

Immediately below the team provides summary statements that convey broadly its observations regarding the institution's present ability to satisfy each Criterion as well as any suggestions for improvement. Again, this feedback is based only upon information contained in the institution's Systems Portfolio and thus may be limited.

#### **Instructions for Systems Appraisal Team**

In this section, the team should create summary statements/suggestions for improvement for each of the Criteria for Accreditation.

#### **Evidence**

---

The following summarizes the appraisal team's evaluation of the evidence provided by Blackhawk Technical College in its systems portfolio. The biggest challenge to doing this part of the appraisal was dealing with limited portfolio narratives that often included generalizations. More, and more detailed narrative discussions throughout the portfolio could have enabled the team to include additional evidence that, perhaps, would have contributed to a clearer understanding of the degree to which the college satisfies the Higher Learning Commission's Criteria for Accreditation.

**Criterion 1 Mission:** Blackhawk Technical College adequately satisfies Criterion 1 Mission. Being part of the WTCS strengthens the college's ability to meet the Commission's expectations for mission-related matters. The evidence contained in its systems portfolio satisfactorily demonstrates that its mission is understood, publicly articulated, addresses diversity, and prioritizes its educational role. Among these adequate core components, addressing diversity may be the one that the college

may want to pursue in greater detail in the future.

**Criterion 2 Integrity: Ethical and Responsible Conduct:** Criterion 2 Integrity: Ethical and Responsible Conduct is the criterion that BTC is clearly the strongest. While the college's demonstration of board autonomy and its responsibility regarding knowledge were satisfactory, it nevertheless provided strong evidence for its ethical conduct, presenting itself clearly, and freedom of expression.

**Criterion 3 Teaching and Learning: Quality, Resources, and Support:** Overall, the evidence provided by BTC for Criterion 3 is adequate. It consistently provided satisfactory evidence that it has appropriate programs, integrated broad learning, sufficient faculty and staff, support for learning, and a learning environment.

**Criterion 4 Teaching and Learning: Evaluation and Improvement:** Criterion 4 Teaching and Learning: Evaluation and Improvement is the criterion that BTC will want to focus its future improvement efforts. Generally, it adequately showed that it accepts its responsibility for quality programs and gives attention to retention, persistence, and completion rates. However, the college did not provide sufficient evidence to demonstrate substantive, ongoing assessment of clearly-stated, general and programmatic learning outcomes. The team believes that more attention to Criterion 4, overall, will be required on the part of the institution in the years to come.

**Criterion 5 Resources, Planning, and Institutional Effectiveness:** Future planning at BTC is good. It has satisfactory governance and administration, acceptable systematic and integrated planning, and generally works to improve itself. The college's evidence for Criterion 5 Resources, Planning, and Institutional Effectiveness is adequate.

## **Interim Monitoring (if applicable)**

---

*No Interim Monitoring Recommended.*

## 4 - Quality of Systems Portfolio

---

In this System Appraisal, peer review teams should acknowledge any work that the institution has begun toward addressing the Criteria for Accreditation and the Core Components. The more focused analysis remains on the AQIP Categories and the institution's evidence related to the Process (P), Results (R), and Improvement (I) questions. In cases where there was HLC follow-up stemming from the institution's previous reaffirmation review, the institution may request closer scrutiny of those items during this Systems Appraisal.

### **Instructions for Systems Appraisal Team**

Because it stands as a reflection of the institution, the Systems Portfolio should be complete and coherent, and it should provide an open and honest self-analysis on the strengths and challenges facing the institution. In this section, the peer review team provides the institution with constructive feedback on the overall quality of the Systems Portfolio, along with suggestions for improving future Systems Portfolio submissions.

### **Evidence**

---

After its review of the college's portfolio, the review team is impressed with Blackhawk Technical College's (BTC) commitment to educating students. BTC demonstrated its belief in serving the populations that it represents. To strengthen its ability to do so in the future, the review team recommends two primary areas of foci that will improve the college's ability to validate its care and commitment through the use of best practices related to the quality of the documents that it submits.

To increase maturity, BTC needs to provide a more detailed and specific process narrative that entails describing documented, repeatable processes used consistently over time that include steps, parties involved, frequencies, performance measures, and data. Adding assessments of the processes will also help BTC improve processes and apply lessons learned across the institution. This is distinct from discussing what the college has done in that it centers on how the college typically goes about a specific function or process.

In addition to this enhancement, detailing a clear alignment between the process descriptions, results presented, conclusions drawn, and improvements made is a necessary focus point to improve the future submissions. Adding trend data and comparisons to internal targets and external benchmarks will help the college link areas needing attention to improvements then assess the effectiveness of the improvements.

The review team believes that by addressing these matters, BTC will be able to provide insights and evidence that clearly demonstrate the processes and results reflective of BTC's commitment to its students.

### **Interim Monitoring (if applicable)**

---

*No Interim Monitoring Recommended.*

## 5 - AQIP Category Feedback

---

The Systems Appraisal Feedback Report addresses each AQIP Category by identifying strengths and opportunities for improvement. Through detailed comments, which are tied to the institution's Systems Portfolio, the team offers in-depth analysis of the institution's processes, results and improvement efforts. These comments should be straightforward and consultative, and should align to the maturity tables. This allows the team to identify areas for improvement and recommend improvement strategies for the institution to consider.

### I - Helping Students Learn

---

Focuses on the design, deployment, and effectiveness of teaching-learning processes (and on the processes required to support them) that underlie the institution's credit and non-credit programs and courses.

#### Instructions for Systems Appraisal Team

In this section, the team should provide a consensus narrative that focuses on the processes, results and improvements for Common Learning Outcomes, Program Learning Outcomes, Academic Program Design, Academic Program Quality and Academic Integrity.

Independent Category Feedback for each AQIP Category from each team member should be synthesized into an in-depth narrative that includes an analysis of the institution's processes, results and quality improvement efforts for each category. Wording from the Stages in Systems Maturity tables for both processes and results should be incorporated into the narrative to help the institution understand how the maturity of processes and results have been rated. The narrative should also include recommendations to assist the institution in improving its processes and/or results. It is from this work that the team will develop a consensus on the Strategic Challenges analysis, noting three to five strategic issues that are crucial for the future of the institution. Please see additional directions in the [Systems Appraisal procedural document](#) provided by HLC.

### Evidence

---

#### CATEGORY 1: HELPING STUDENTS LEARN

Category 1 focuses on the design, deployment and effectiveness of teaching-learning processes (and the processes required to support them) that underlie the institution's credit and non-credit programs and courses.

#### 1.1: COMMON LEARNING OUTCOMES

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

**1P1** Describe the processes for determining, communicating and ensuring the stated common



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

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

**Systematic** Blackhawk Technical College (BTC) general education is regulated by WTCS, and common outcomes were developed in 2006. Annually, faculty update curriculum files and program maps, aligning core abilities and assessments in the programs. BTC notes that it established its process for aligning common learning outcomes to its mission in 2016 and that faculty began the process by developing a plan for assessing one or more of three core abilities. While the college clearly states that it has a process and that alignment takes place annually, no repeatable process is discussed here. BTC has an opportunity to document its process for aligning outcomes to its mission, educational offerings, and degree levels and to assess the effectiveness of these new processes.

- Determining common outcomes (3.B.2, 4.B.4)

**Systematic** Common learning outcomes, called “Core Abilities” were designed in 2006 with stakeholder input. Several action projects have re-addressed those core abilities. BTC formed two committees: Faculty-Led Student Learning Council and BTC Core Abilities Committee to infuse into both student learning experience and work culture. However, the role of these committees is unclear. Rather than declaring what it has done, BTC has an opportunity to discuss its repeatable processes for determining its core abilities/common learning outcomes and to assess these processes to drive improvements.

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

**Systematic** A 2011 and a 2014 action project aimed to make central the purpose and content of the Core Abilities. While BTC has presented its Core Abilities in a variety of college materials and has incorporated them into employee performance reviews, it is unclear whether or not data regarding the level of achievement has been collected or shared. It is unclear whether this was a one-time event or an ongoing, repeatable process and whether the level of achievement of the outcomes was shared.

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

**Reacting** BTC notes that its Core Abilities are integrated into all curricular programs at the course level. The college provides co-curricular opportunities to develop core abilities and through a Certificate of Professional Development (CPD), although its optional nature may limit its potential impact and intended scope. Process details that might include the sequence of steps taken, parties involved, frequencies, deliverables, process measures, process assessment, and plans for improvement were not discussed.

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

**Systematic** Employer summits in 2011-2012 brought over 200 employers together to reaffirm the Core Abilities and create the Certificate of Professional Development. BTC also uses semi-annual program advisory meetings, Workforce and Community Development Division employer conversations, and employer surveys to ensure that its common learning outcomes are relevant and aligned. However, it is unclear how these data are used to drive improvements. Beyond mentioning

these mechanisms, no repeatable process or overarching approach to this important function was presented, nor were assessments of these processes.

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

**Systematic** The Office of Career and Professional Development works with faculty and administrators to offer co-curricular programs. It was stated that a number of co-curricular experiences are embedded within programs. Yet, aside from the Certificate of Professional Development, it remains unclear how these co-curricular activities are formulated. Specific descriptions of the college's design process, alignment process, and delivery process were not included. Process descriptions are needed to enable the college to establish measures of process performance so it can assess its effectiveness in these functions.

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

**Systematic** BTC uses Worldwide Instructional Design System (WIDS) to keep track of outcomes of assessment plans, including core abilities assessment and achievement. BTC provides faculty with annual professional development and support to meet the assessment goals within their courses and programs. Rubrics are developed for assessing co-curricular activities that mirror the academic assessment tools. Processes for selecting tools, methods, and instruments were not described. To increase maturity, BTC could assess these processes to drive improvements.

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

**Systematic** BTC uses Plan-Do-Check-Act Cycle to assess course and program-level achievement of its college-wide core abilities. It developed college-wide core ability rubrics as part of the AQIP action project to assess students' achievement of core abilities and three college-wide core ability rubrics that enable it to analyze assessment results and pursue improvements that are documented in WIDS. Clarity for how the analysis of results leads to improvement decisions and the parties involved, as well as assessment of these processes, could enhance maturity.

**IR1** What are the results for determining if students possess the knowledge, skills and abilities that are expected at each degree level? The results presented should be for the processes identified in 1P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)

**Reacting** One-hundred percent of the college's program students achieved acceptable performance in the areas of professional work behaviors, teamwork effectiveness, and problem-solving. These are program level assessments, and it is not stated how course and degree level results are documented. CPD results showed increasing numbers of students earning their certificate during the period from 2014 to 2016 (26 students to 50 students) while dropping to 8 students in 2017, followed by 39 students in 2018. The reporting of the overall (100%) percentage is limited since the assessment grain-size is too large to drive improvements in teaching and learning. Including trend data as well, as well as data from assessments of these processes, could improve maturity. Similarly, reporting only the number of students completing the Certificate of Professional Development does not indicate the quality and effectiveness of the program or if students completing the program are achieving outcomes. While rubrics were developed to assess co-curricular activities, no results were presented.

BTC has been an AQIP institution since 2005, so reporting trend data on the achievement of student-learning outcomes is expected.

- Comparison of results with internal targets and external benchmarks

**Reacting** BTC's assessment of student learning outcome achievement met its target of 75%, with 100% of its programs achieving their program goals. It is not clear if/how course and degree internal targets are set. Since BTC has been an AQIP institution since 2005, it is expected that they would have trend data on student-learning outcomes, which would help the college set targets for improvement. While actual results from employer satisfaction surveys were not discussed, the college stated that they improve each year. It concluded that employers are highly satisfied with students' core abilities learning. External benchmarks are not included.

- Interpretation of results and insights gained

**Systematic** BTC concluded that student learning needs improvement in the areas of time management, personal management, contributions outside of teams, leading by example, and teamwork. In light of its lack of discussion of specific results above, it is not clear how BTC arrived at these conclusions. In addition, the college described its CPD results without drawing any conclusion for what the results might tell the institution (with a view to making improvement decisions). The college can better align the assessment results to specific intervention programs. Adding data about achievement of student learning outcomes can also help BTC identify areas for improvement and drive improvements in teaching, programs, and faculty development.

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

Future improvements include ensuring the mapping and integrating Core Ability assessments in all programs, revising the college's 7 College-wide Core Abilities, and assessing co-curricular core abilities beyond the CPD. It is not evident how these improvement decisions are driven by the results presented in 1R1. Overall, the changes and improvements surrounding student learning assessments are fairly new. BTC is encouraged to examine and assess the new processes, documenting its outcomes and refinement strategies.

## 1.2: PROGRAM LEARNING OUTCOMES

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

**1P2** Describe the processes for determining, communicating and ensuring the stated program learning outcomes and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

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

**Systematic** BTC's learning outcomes are aligned with WTCS. BTC states that "All degree and diploma-level program outcomes are designed to reflect the requisite knowledge, skills, and abilities needed for entry-level employment expectations." BTC would benefit from descriptions of its processes for collecting the input, how it uses the input, the parties involved, and frequencies.

- Determining program outcomes (4.B.4)

**Systematic** BTC determines program outcomes through curriculum revision, WTCS requirements, national accrediting agencies, program advisory committee, and the labor market. Since the discussion only referred to this process, a description of it was not presented. The college has an opportunity to discuss its repeatable process for determining program outcomes that it typically uses. Since the 2011 AQIP action project, The college has worked on its student learning assessment efforts across a span of 7 years, at the minimum. However, the described assessment process remains unclear.

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

**Systematic** BTC uses standard methods to articulate its outcomes such as the catalog, website program pages, and syllabi. There is no description of if, or how, the purpose and level of achievement of the outcomes is articulated. While the college stated that it has a process to align program outcomes with institutional outcomes and that programs are working to develop a review model that includes the new program review and evaluation plan, It did not describe a repeatable process for articulating the purposes, content, and level of achievement of program outcomes.

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

**Reacting** BTC ensures that administrators and faculty regularly review program and course outcomes but it does not describe the process for how this happens.

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

**Reacting** BTC lists various student organizations, workshop, activities, and community services opportunities, providing one example of assessing achievement of occupation-specific outcomes. It is unclear how BTC uses data to design and align co-curricular activities and how the college intentionally and systematically identifies at-risk students, channeling these students into co-curricular activities and support services to further student success.

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

**Systematic** While stating that the college analyzes programs using WTCS TSA, accreditors, statewide curriculum, advisory committees, employer surveys, student satisfaction surveys, graduate surveys, program reviews, curriculum reviews, and professional development and “brings back” specific improvement initiatives to individual program, the college did not discuss how it selects these tools, methods, and instruments for assessing program learning outcomes.

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

**Systematic** BTC uses the Plan-Do-Check-Act Cycle to assess course and program level competencies, which is an outcome of a 2014 AQIP action project. Faculty and administrators track outcomes of assessment plans, results and analysis through WIDS. Faculty are supported in analyzing student learning outcomes through in-service and professional development training. Aside from stating that employees conduct program assessment, no description is given for the specific, repeatable process that the college uses to perform this important function, how these data are shared with students, employers or other stakeholders, or how this process is assessed.

**1R2** What are the results for determining if students possess the knowledge, skills and abilities that are expected in programs? The results presented should be for the processes identified in 1P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

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

**Systematic** All BTC programs engage in program assessment. Yet, it remains unclear how many programs in total have implementation plans in place. Not until recently, from AY 2016-2017 to 2017-2018, BTC saw an increase of 26% of programs having implementation plans for assessment data collection and analysis in place. It is unclear as to what level programs are assessed or how these data have been shared at the institutional level, or if curricular program goals have been assessed at all levels.

- Summary results of assessments (include tables and figures when possible)

**Reacting** Results for BTC program assessment included a 26% increase in the number of programs using implementation plans, growth in most employer survey measures, and 13 programs holding external credentialing examinations. It is unclear why the college did not focus this discussion on the (direct) assessment results of students' achievement for program learning outcomes. There is an opportunity to improve how BTC provides a summary of results. The college claimed that it has assessment plans in 100% of its culminating programs, but also has documentation of analysis plans for 73% of culminating programs. The lack of improvement strategies stemming from the assessment results may suggest a less mature assessment culture at the college.

- Comparison of results with internal targets and external benchmarks

**Reacting** BTC claimed that it had achieved the goal of 100% of culminating programs having assessment plans and actively working toward continuous improvement through the analysis of data. Of the programs with external benchmarks (N=36), 100% of BTC's programs are actively assessing those learning outcomes. For programs with national or state licensure exams, BTC students meet or exceed targets in 13 of the 14 examinations with targets. In light of the college's claim that it assesses its programs, it is unclear why this discussion does not focus on students' achievement of program learning outcomes (as opposed to the institution's program performance). The college continues to report the numbers and percentages of program assessment compliance, instead of actionable assessment results. This illustrates a developmental stage and allows for improvement in assessment processes and efforts.

- Interpretation of assessment results and insights gained

**Systematic** While 100% of programs have assessment plans, 73% of programs have documentation of analysis plans. BTC would benefit from detailing how programs assess and interpret results to drive improvements. At present, success is demonstrated by having an assessment plan in place. BTC concludes that: programs not documenting their assessment plans should move toward implementing continuous quality improvement (CQI), employer surveys showed improvement, and one program should focus on better licensure/certification examination results. Generally these are good, yet, stating that it has improved survey results merely describes its results without drawing any real conclusions from them. The college may have an opportunity to present its interpretation of results in a way that establishes a logical link between the results presented and its improvement

decisions.

**II2** Based on 1R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

Recent and planned improvements include adding Teaching and Learning Center staff and focusing on better communication and analysis of results. While the addition of staff may be supported by the results discussed above, it is not clear how the results that were discussed lead to the decision to focus on communications and analysis. Demonstrating that process and institutional measurement results drive improvement decisions through effective use of data and information is needed. To increase maturity, BTC needs go beyond counting the number of programs documenting their assessment plans or being assessment compliance. Furthermore, when the team clicked on the hyperlink, "Improvement Strategies", the document only shows "areas of concerns" for fewer than 30 "programs/courses".

### 1.3: ACADEMIC PROGRAM DESIGN

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

**IP3** Describe the processes for ensuring new and current programs meet the needs of the institution and its diverse stakeholders. This includes, but is not limited to, descriptions of key processes for the following:

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

**Systematic** In addition to Wisconsin state statute identification of student stakeholder groups, BTC's strategic planning process resulted in the college also identifying student and student influencer stakeholder groups. BTC recognizes the diversity of its student population and determines "students' diverse educational needs through a variety of sources." BTC would benefit from describing its sources in more detail, including the parties involved, and frequency of the actual process typically used by the college.

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

**Systematic** BTC has identified employers as a key stakeholder group. It does not reference other key stakeholders such as faculty/staff (employees), nor does it describe its processes for identifying stakeholder groups. Stakeholder needs are determined through semi-annual advisory board meetings and employer follow-up surveys. State statute requires employer surveys every four years. BTC began conducting employer surveys annually beginning 2016. Maturity could be increased by describing processes for analyzing advisory board and employer survey data.

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

**Systematic** BTC's process for developing new programs begins with an expression of stakeholder interest to the Director of Workforce and Community Development, that is followed by a feasibility study (assessing need and job availability), and a new program concept development for approval by the Academic Affairs Leadership Team. Using its Application for Approval of New Program, the Executive Council and District Board approves new programs that are then submitted to WTCS. Program modifications of less than 20% are made by the college using an internal process, while

those involving more than 20% are required to follow the WTCS ESM process. Sources informing program modifications included advisory committees, accreditors, program review, and the TSA process. An area of growth for BTC would be to be more active in new program development; the process described indicated that the college waits for some entity to contact them as opposed to actively seeking feedback from stakeholder groups. Maturity could be increased by assessing these processes and applying lessons learned across the institution, as well as describing how these program changes are tied to the mission and its strategic plan.

- Selecting the tools, methods and instruments used to assess the currency and effectiveness of academic programs

**Systematic** BTC uses program review, TSA, and employer follow-up and graduate follow-up surveys. The revised program review mixes standardized, required data elements with historical context to facilitate the program's identification of strengths and challenges. The outcome of the program review process is the development of logic models. There is no discussion of how or why those instruments were selected and what methods are utilized for the assessment of each.

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

**Systematic** Program review (new process), advisory committee, and curriculum committee have met to review the viability of courses/programs. The college's Program Suspension and Discontinuance Process outlines how program elimination is considered. Program discontinuance or suspension occurs when there is a decline in enrollment numbers, full-time equivalent (FTE), and occupational need. Maturity could be increased by assessing these processes and applying lessons learned across the institution, as well as describing how program changes are tied to the mission and its strategic plan.

**IR3** What are the results for determining if programs are current and meet the needs of the institution's diverse stakeholders? The results presented should be for the processes identified in 1P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of assessments (include tables and figures when possible)

**Reacting** BTC provided results pertaining to advisory committee activity, 70% of its graduates are satisfied with their training, 7 suspended or discontinued programs, and 7 new programs. In 1P3d, BTC noted that it measures "student achievement on a set of common core program outcomes", however, BTC does not discuss these results. Adding results from the systematic collection and analysis of data from advisory committees and the assessment of the effectiveness of these processes could help advance maturity.

- Comparison of results with internal targets and external benchmarks

**Reacting** The latest Employer Follow-up Survey showed significant improvement over the previous results (compared to institutional data) and significant improvement related to a comparison between the WTCS and BTC outcomes. The college may consider reporting and examining more external benchmarks for the programs with specialized accreditation, adding values to its external benchmark comparisons, and comparing to internal targets.

- Interpretation of results and insights gained

**Reacting** Students are consistently satisfied, as are employers, with BTC's education. BTC exceeds WTCS employment rates for graduates, as well as employer satisfaction with graduates. The college has an opportunity to draw further conclusions that might suggest ways to improve its programs.

**II3** Based on 1R3, what process improvements have been implemented or will be implemented in the next one to three years?

Recent and planned improvements include a program review revision to align it with the college's budgeting cycle and provide for increasing the frequency of program reviews to every 3 years; increasing its welding program offerings; adding apprenticeships, and; adding 4 new programs. It is unclear how these improvement decisions were driven from the results presented and the analysis. The college may benefit from examining more external program outcome benchmarks to better inform its program effectiveness and health—for example, reporting 70% of the graduate respondents being Very Satisfied/Satisfied does not inform improvement strategies for the other 30%.

#### 1.4: ACADEMIC PROGRAM QUALITY

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

**IP4** Describe the processes for ensuring quality academic programming. This includes, but is not limited to, descriptions of key processes for the following:

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

**Systematic** BTC uses a process to update and maintain curriculum changes, including program/course requirements. Those revisions are communicated with all faculty teaching within the affected program. Annually, full-time faculty meet with high school teachers who offer dual enrollment credit to ensure that there is an adherence to the same standards of quality. Beginning in AY 2018, students are made aware of academic requirements and their expected course workload through advising and registration sessions, either in person or online. Courses with prerequisite requirements and/or minimum test scores are communicated to students through the college's website and its catalog. Maturity could be increased by assessing these processes and applying lessons learned across the institution, as well as describing how these program changes are tied to the mission and its strategic plan.

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

**Systematic** In order to ensure that program rigor exists among new courses, the college relies on its program approval process, industry-validated curriculum, syllabus templates, curriculum development and modification process, faculty qualifications, accreditation processes, and training for faculty members teaching courses via technology. Program rigor is maintained using assessment (core abilities and program outcomes), rubrics, internship assessment, employer surveys, TSA, and licensure or certification examinations. Although the college clearly presented its instruments and means for evaluating and ensuring rigor, BTC did not discuss its repeatable process for doing so. There is also room to consider programmatic rigor that goes beyond what BTC calls "industry validated curriculum" and to evaluate these processes.



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

**Systematic** BTC states that it follows WTCS Policy to review all credit that it transcripts, including transfer credit and credit awarded for experiential or other forms of prior learning, BTC's Credit for Prior Learning Policy governs the awarding of prior learning and transfer credits. The college has an opportunity to describe the processes that it regularly practices and the assessment of these processes.

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

**Systematic** BTC maintains specialized accreditation for thirteen (13) of its programs. There is no discussion about how specialized accreditations are selected or implemented.

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

**Systematic** The college conducts TSA, program assessment, graduate follow-up surveys, graduate placement and satisfaction rates. BTC surveys its graduates at six months and five years after graduation. Maturity could be improved by describing processes for analyzing data, using data, and by assessing these processes.

- Selecting the tools, methods and instruments used to assess program rigor across all modalities

**Systematic** BTC uses the following tools and methods to assess rigor across all modalities: TSA completion per WTCS, IPEDS program completion, licensure/certification examination, employer follow-up surveys, job placement, and course success rates. BTC did not discuss how it selects the tools, methods, and instruments.

**IR4** What are the results for determining the quality of academic programs? The results presented should be for the processes identified in 1P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of assessments (include tables and figures when possible)

**Systematic** TSA results are approaching 100%, accredited programs generally exceed benchmarks, employers' surveys are positive, graduates are satisfied, and the placement rate is 94%. Results of concern have to do with the graduation rate and course success rates in seven subject areas.

- Comparison of results with internal targets and external benchmarks

**Systematic** Save 7 subject areas, BTC achieved its 74% course success target; its employer and graduate surveys show good and improving results; accredited programs meet accreditors' targets, and; the graduation rate is below its targeted performance. However, there is no discussion whether internal targets are set in contrast to external benchmarks.

- Interpretation of results and insights gained

**Systematic** Generally, BTC continues to discuss its results here, rather than drawing conclusions from them; much of the content in this discussion would be more appropriately placed in the above results discussions. The college has an opportunity to interpret what its results are telling the institution about its academic program performance and to frame conclusions in a way that could logically lead to improvement decisions, flowing from its analysis of the data and information.

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

BTC recognizes areas of improvement in communication skills for students, and it is exploring ideas to improve its graduation results. While improvements in student communication skills and the graduation rate are being considered, no concrete improvements are described. BTC subscribed to Quality Matters and a planned improvement is that faculty will be required to take a Quality Matters course. BTC may also wish to devise strategies to improve the course success rates for the seven subjects that are below 74%.

## 1.5: ACADEMIC INTEGRITY

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

**1P5** Describe the processes for supporting ethical scholarly practices by students and faculty. This includes, but is not limited to, descriptions of key processes for the following:

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

**Systematic** Ensuring freedom of expression and integrity of research and scholarly practice begins with a conversation about this policy at mandatory orientation. The Employee Handbook and Intellectual Property Policy further elaborate on freedom of expression and integrity of research. The actual process and the parties involved are not clear, nor is the process for addressing violations of these policies.

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

**Systematic** New student orientation introduces the student code of conduct and academic integrity policies that are then reiterated throughout a student's time at BTC in various ways including repetition in all course syllabi and the course catalog. While the college clearly stated that the Student Conduct Code Procedures outlines enforcement, sanctions, suspensions, and appeals, the college did not discuss its repeatable process for ensuring students' ethical learning and research practices.

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

**Systematic** BTC describes ethical teaching and research practice in the following policies: academic freedom policy, WTCS FAQs guidelines, proposal to conduct research, and institutional review board policy. While the college clearly identified many elements of its process to ensure ethical teaching and research, maturity could be increased by describing the actual, repeatable processes and adding assessments of the processes to drive improvements.

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

**Reacting** To ensure effective and comprehensive academic integrity, BTC has a curriculum review cyclical process, uses SafeAssign, and has a behavioral intervention team (BIT). These are a continuation of discussion of processes for ensuring ethical academic practices that should have been included in the appropriate discussions above. The college did not discuss its repeatable process for how it selects the tools, methods, and instruments used to evaluate the effectiveness and

comprehensiveness of supporting academic integrity.

**1R5** What are the results for determining the quality of academic integrity? The results presented should be for the processes identified in 1P5. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures where appropriate)

**Systematic** A faculty survey indicated widely used strategies to combat cheating and plagiarism. Low numbers (19 in past 3 years) of academic dishonesty were presented. Behavioral issues are much more prevalent, though those numbers were not provided.

- Comparison of results with internal targets and external benchmarks

**Reacting** While it acknowledged the need to benchmark in the realm of academic integrity, BTC did not discuss any internal targets or external benchmarking, citing more urgent matters that need addressing.

- Interpretation of results and insights gained

**Reacting** BTC notes that it has developed “a culture of a academic integrity through the widespread efforts.” The number of behavioral incidences remains an area for the institution to address. The discussion does not focus on the interpretation of results.

**1I5** Based on 1R6, what process improvements have been implemented or will be implemented in the next one to three years?

Recent improvements included increasing a librarian’s hours to support learning about academic integrity and the purchase of two online resources. A part of the process for onboarding of all new faculty will focus on academic honesty and the tools available to instructors. BTC plans to develop a plan to address behavioral incidences on campus. The discussion in this section is not clearly linked to 1R5 to show how data are used to drive process improvements.

## CATEGORY SUMMARY

BTC developed its Core Abilities in 2006 with stakeholder input and has used two Action Projects to re-address these, including creating rubrics and establishing committees. In 2016, BTC created a process for aligning learning outcomes with the mission. The data presented for student learning outcomes is limited to compliance. BTC has been an AQIP institution since 2005, so it would be expected that the college reports data on the achievement of student-learning comes, describe processes to address areas in need of improvement, and re-assess the outcomes to see if the interventions led to improvements in student learning. BTC has program review, program design, and academic integrity processes in place. The college has high compliance with program review and could benefit from shifting the focus of data from compliance to student-learning gains. Maturity could be improved by describing repeatable processes; assessing these processes; providing results from use of the Core Ability rubrics and program review student-learning outcome data; including trend data and comparing data to internal targets and external benchmarks; and linking student-learning outcomes data to faculty-development, program, and pedagogical improvements.

## CATEGORY STRATEGIC ISSUES

The strategic issues that arise from the college's discussion of Category 1 Helping Student Learn include:

- not describing processes;
- not assessing processes;
- assessment compliance rather than data to drive teaching and program improvements;
- lack of internal targets, and;
- not linking data to improvements.

### **Interim Monitoring (if applicable)**

---

*No Interim Monitoring Recommended.*

## II - Meeting Student and Other Key Stakeholder Needs

---

Focuses on determining, understanding and meeting needs of current and prospective students and other key stakeholders, such as alumni and community partners.

### Instructions for Systems Appraisal Team

In this section, the team should provide a consensus narrative that focuses on the processes, results and improvements for Current and Prospective Student Needs, Retention, Persistence and Completion, Key Stakeholder Needs, Complaint Processes, and Building Collaborations and Partnerships.

Independent Category Feedback for each AQIP Category from each team member should be synthesized into an in-depth narrative that includes an analysis of the institution's processes, results and quality improvement efforts for each category. Wording from the Stages in Systems Maturity tables for both processes and results should be incorporated into the narrative to help the institution understand how the maturity of processes and results have been rated. The narrative should also include recommendations to assist the institution in improving its processes and/or results. It is from this work that the team will develop a consensus on the Strategic Challenges analysis, noting three to five strategic issues that are crucial for the future of the institution. Please see additional directions in the [Systems Appraisal procedural document](#) provided by HLC.

## Evidence

---

### CATEGORY 2: MEETING STUDENT AND OTHER KEY STAKEHOLDER NEEDS

Category 2 focuses on determining, understanding and meeting needs of current and prospective students and other key stakeholders, such as alumni and community partners.

#### 2.1: CURRENT AND PROSPECTIVE STUDENT NEED

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

**2P1** Describe the processes for serving the academic and non-academic needs of current and prospective students. This includes, but is not limited to, descriptions of key processes for the following:

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

**Systematic** BTC uses a variety of processes (Accuplacer, early alert, high school transcripts, advising/registration) to identify underprepared and at-risk students. Intervention resources include Disability Services, tutoring, and the library among others. Students with less than a 2.0 GPA are contacted by an advisor for an academic counseling appointment, and suspended students meet with an advisor upon return to create an Academic Recovery Plan. Maturity can be improved by describing the processes and how these processes support academic needs.

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

**Systematic** BTC uses career assessments, K-12 academic career planning, websites, and meetings with an advisor before-and-after each semester to help students select their courses and programs. Resources such as program-specific student success courses, tutoring, math and reading labs are available. The college does not describe how these academic support services are deployed, implemented, or evaluated.

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

**Systematic** Faculty list office hours and contact information on their syllabi and in their course shells (Blackboard). Additionally, faculty are available on Tech Exploration days. It is unclear as to the total number of hours faculty, including online faculty are available.

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

**Systematic** BTC uses placement testing, accommodations (through Disability Services), tutoring, library services, and skills labs to determine and address student needs. It has recently decided to pilot mandatory tutoring based on assessment of early course outcomes. BTC uses professional development days and the Teaching and Learning Center to determine and address faculty needs. The college can move towards maturity by describing how processes for both student and faculty needs are evaluated.

- Determining new student groups to target for educational offerings and services

**Reacting** While BTC uses district demographic information and key economic indicators to help identify new groups, it did not provide a description of the repeatable process that it uses for determining new student groups or how it targets educational offerings and services.

- Meeting changing student needs

**Reacting** BTC uses a variety of teams, events, individual interactions and activities to gather information regarding student needs. It also conducted listening sessions and focus sessions as part of its strategic planning process, but it did not list the parties involved in the sessions. Meetings, staffing, and other mechanisms are also listed. BTC did not share its process for analysis or how the collected and analyzed data was used to improve processes.

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

**Reacting** WTCS identifies subgroups like veterans, recent foster children, and children of firefighters and police officers for the college to support. BTC did not share its process for identifying students other than screenings or meetings with advisers. Maturity may be improved by describing how these subgroups are identified, supported, and related processes are evaluated.

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

**Systematic** BTC provides mental health counselors, shuttle service, career programming, and mentoring. In addition, it keeps a flexible contingency fund to respond to student needs. Evaluating

these services for efficacy could move the college towards greater maturity.

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

**Reacting** BTC's Human Resources Department and Director of Student Services detail the needed qualifications in its posting. It also provides staff development opportunities. BTC did not share its process for determining qualifications, nor did it describe its process for determining staff training, support needs, or how training and supports are evaluated.

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

**Reacting** BTC lists communication methods such as its website, email, paper mail, advising and registration sessions, departmental (disability) services, survey, newsletters and face-to-face. It did not share its strategy for communications or the analysis of the effectiveness of these various communication methods.

- Selecting the tools, methods and instruments to assess student needs

**Reacting** BTC lists a variety of data sources including graduate follow-up, employer follow-up, student satisfaction surveys, PACE, and one-on-one and group listening sessions. However, processes for selecting these tools, methods, and instruments was not described.

- Assessing the degree to which student needs are met

**Reacting** BTC uses graduate and employer follow up surveys. BTC also has student representation on advisory committees and the District Board. How this data is used to meet student needs was not detailed. While the college claimed that academic programs sponsor co-curricular activities aligning with core ability development throughout the academic year, the assessment structure, processes, or evidences for its co-curricular programs were lacking.

**2R1** What are the results for determining if current and prospective students' needs are being met? The results presented should be for the processes identified in 2P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)

**Reacting** BTC noted that it added a shuttle service based on feedback; lists emergency assistance programs available to students; stated that it is "exploring adding a campus food pantry...after hearing from students", and; described services such as counseling, resume writing, and mock interviews. However, data were not provided. "Students utilizing the accommodations and accessibility office have between a 7 and 20 percent graduation rate, with between 45%-60% of students...successfully completing a course and continuing at the institution", however, the narrative did not compare these to overall student success nor provide trend data. The narrative noted that a new advising model was instituted based on Noel-Levitz data, however, these data were not included. It is also noted that "Flexible delivery options have been very successful for both enrollment as well as student success", but data were not provided in the narrative. There were no results for the measures listed in the tools, methods, and instruments process question above.

- Comparison of results with internal targets and external benchmarks

**Reacting** BTC notes that student tracking software will allow for value-added and ROI analysis, however, this does not address internal targets or external benchmarks. It stated, “Both of these metrics are being exceeded currently with success rates at or above the target for college level course success (74%) in four of the five areas, with the one not at or above having a success rate of 73%”, however, is unclear what “both” refers to, and what are the “four of the five areas”, and what are the internal targets. It also discusses shuttle ridership, advising model changes and enrollment growth; however, no data or information results were presented or compared. For example, the Noel-Levitz survey is listed in the results question above, and PACE is listed in a process question, and both of these provide external benchmarks. The process questions also list state-mandated graduate and employer follow-up surveys, so these could be compared to other state institutions.

- Interpretation of results and insights gained

**Reacting** BTC stated that its early alert system is inadequate. It plans to use student tracking software to address this inadequacy. However, no interpretation of results or insights gained from results are provided.

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

BTC lists the addition of mental health counseling, restructuring advising including the early alert process, purchasing student tracking software, and requiring orientation as improvements. However, these process improvements are not tied to data and, with the exception of the mental health counseling, are not listed in 2R1.

## 2.2: RETENTION, PERSISTENCE AND COMPLETION

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

**2P2** Describe the processes for collecting, analyzing and distributing data on retention, persistence and completion. This includes, but is not limited to, descriptions of key processes for the following:

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

**Systematic** BTC uses Banner, Cognos, Blackboard Analytics, and Excel to collect and analyze data related to student retention, persistence, and completion. Additional information regarding the process for analysis of demographic data can improve maturity.

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

**Systematic** BTC uses state data (WTCS) and national data (NCCBP). In addition, it has incorporated data from its own Student Success Measures. From its data, the college identified two special populations to study (Veterans and Non-Traditional Occupations). The process used to define how these populations were selected was not shared.

- Analyzing information on student retention, persistence and completion

**Systematic** OIRE compiles and analyzes student retention, persistence, and completion data annually. Faculty and staff have access to information via Cognos. It is unclear how data is shared to



promote discussion or if this analysis is available to students and the public.

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

**Reacting** BTC discussed annually published results and not processes for meeting targets.

- Selecting the tools, methods and instruments to assess retention, persistence and completion (4.C.4)

**Systematic** Selection of tools is based on WTCS and BTC procurement rules, correct methodologies for analysis, and the conversion of data into actionable information. Yet, processes for selecting tools, methods, and instrument were not described nor were the tools, methods, and instruments listed.

**2R2** What are the results for student retention, persistence and completion? The results presented should be for the processes identified in 2P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)

**Reacting** BTC provided links. This section could be improved by including summary results of measures and discussion of them.

- Comparison of results with internal targets and external benchmarks

**Reacting** The narrative of the portfolio did not include a comparison of results to its internal targets.

**Systematic** Course completion and success rates, persistence, and retention results compare favorably to other WTCS schools and NCCBP schools. For completion results, BTC is low compared to other WTCS institutions, but compares favorably nationally.

- Interpretation of results and insights gained

**Reacting** The college noted that “BTC's student success, persistence, and retention rates are at or near goals set in 2016” and that results are mixed with most trending upwards and with favorable comparisons to other WTCS colleges and nationally. However, “200% of time completion rate, is trending downward” and “comparisons are mixed in relation to WTCS schools, but nationally BTC is often above average.” While BTC noted that more work is necessary, it did not link these data to specific insights. Student demographic data or course delivery data (e.g. online vs. f2f; dual enrollment) were not discussed.

**2I2**Based on 2R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.C.3)

BTC listed a student tracking tool that will enable the college to better recommend individualized services to its students. Introducing stackable credentials is a reasonable strategy to counteract the local job out scenario. BTC can do a better job demonstrating how these improvements are driven by the results discussed in the systems portfolio.

### 2.3: KEY STAKEHOLDER NEEDS

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

**2P3** Describe the processes for serving the needs of key external stakeholder groups. This includes, but is not limited to, descriptions of key processes for the following:

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

**Reacting** BTC identified key stakeholders that included business, industry, K-12 Districts, and community members. Beyond its reliance upon state legislation, the college does not have a repeatable process for determining external groups. It appears to have an opportunity to establish this process and to expand the reasons for identifying these stakeholders.

Determining new stakeholders to target for services or partnership

**Systematic** BTC's strategic planning includes the process of identifying new stakeholders. In 2017 the Community Engagement Committee was responsible for continuing this process. However, the actual process was not detailed.

Meeting the changing needs of key stakeholders

**Reacting** BTC meets business and industry needs through Workforce and Community Development Advisory Committee meetings, local workforce meetings, and career fairs. It meets K-12 District needs through outreach and activities. The college meets community members through its board meetings and college outreach. BTC did not describe the processes to collect, analyze and evaluate feedback, nor did it describe how this information meets changing needs.

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

**Reacting** BTC describes the tools, methods, and instruments it uses but it did not describe the process by which these tools, methods and instruments are selected.

Assessing the degree to which key stakeholder needs are met

**Reacting** BTC uses a variety of methods to assess the degree to which it is meeting the needs of business and industry, in addition to K-12 Districts. The college did not address the assessment of other stakeholders such as the community, faculty or students.

**2R3** What are the results for determining if key stakeholder needs are being met? The results presented should be for the processes identified in 2P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)

**Systematic** BTC noted employer satisfaction at 99% in 2017. Contracts and training have increased and new programs and apprenticeships have been developed. K-12 District information noted "perceived rigidity". A high school enrollment survey yielded a low response rate. Dual credit demonstrated increased high schools participating and increased advanced standing and transcriptions. BTC did not include results from other stakeholders.

- Comparison of results with internal targets and external benchmarks

**Reacting** BTC's State Outcomes Based Funding (OBF) is 15th or 16th of 16 schools for four measures, and 8th of 16 for dual enrollment. The WTCS target for direct high school enrollment is 30% and that BTC is quite short of its target. There were no comparisons to targets set internally for strategic priority KPIs or external benchmarks such as for employee satisfaction or employment.

- Interpretation of results and insights gained

**Reacting** BTC noted favorable comparisons from employers when compared to other WTCS colleges. The college indicated that OBF has declined. Nevertheless, these data are not provided in the narrative. Recent data indicate a reversal of this trend. These data sources, including trend data, were not provided in the narrative. It is unclear what data sources were used for BTC's interpretation regarding alumni. "Analysis of direct high school enrollment led to improvements that have helped increase direct high school enrollment", however, improvements are not listed, and it was noted above that BTC is short of its target. It was also noted that alumni feedback shows a desire to increase outreach and alumni involvement, but is again unclear which data sources are used. These data were not summarized above.

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

Although it was mentioned that the college generated a total of 72 transfer agreements since 2009, the college's process and efforts to engage 4-year university partners remain unclear. BTC lists recent and planned improvements related to alumni networking and community engagement. These improvements are not linked to the results in 2R3. While the college identified perceived inflexibility, "red tape", shrinking number of offerings, and negative perceptions of technical education as areas of improvement, no improvement plans nor actions were mentioned.

#### 2.4: COMPLAINT PROCESSES

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

**2P4**Describe the processes for collecting, analyzing and responding to complaints from students and stakeholder groups. This includes, but is not limited to, descriptions of key processes for the following:

- Collecting complaint information from students

**Systematic** BTC student complaints are divided into informal and formal categories. It also outlined its Student Conduct process for student on student conduct code violations. The college linked to the Student Handbook for procedures for informal and formal student complaints and Student Code of Conduct complaints and noted that it uses Graduate Follow-Up, Noel Levitz, and Student Satisfaction Surveys. BTC did not describe a systematic approach to collecting informal complaints.

- Collecting complaint information from other key stakeholders

**Systematic** Outside complaints are received by the Assistant to the President and District Board and are addressed at College Council. BTC employees complete a Complaint Resolution Procedure form. WTCS complaints are submitted through a college website link to the WTCS Board. However, the portfolio narrative did not describe how these latter two types of complaints are addressed. The

college did not describe a process of how types of complaints within formal and informal systems are categorized to address strategies and goals.

- Learning from complaint information and determining actions

**Reacting** Deans collect and analyze complaints for their respective division. The college previously mentioned that complaints from the public are handled by the Office of the President. BTC did not address complaints that fall outside of these processes. It has an opportunity for improvement by developing a more comprehensive process that provides for interaction across departments.

- Communicating actions to students and other key stakeholders

**Reacting** BTC communicates the process for the student complaint procedures in the Student Handbook and the college website. It did not describe a process to communicate actions in a timely manner. BTC may be missing opportunities related to responsiveness or identifying themes by keeping complaints in departmental divisions.

- Selecting the tools, methods and instruments to evaluate complaint resolution

**Reacting** BTC researched tools and chose Smartsheets in 2017 to collect and evaluate the student complaint process. BTC did not describe the process that it used to make its selection.

**2R4** What are the results for student and key stakeholder complaints? The results presented should be for the processes identified in 2P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)

**Reacting** BTC notes that the VPAA received two complaints, but no trend data were included or other context provided. All other data included were number of responses to Graduate Follow-Up, Noel-Levitz, and Student Satisfaction surveys; trend data show that all of these responses decreased with Noel-Levitz having the greatest decrease (731 in 2012 and 215 in 2015). No other data from these surveys were included to show which data are used to address complaints, and these measures were not listed in the last process question above.

- Comparison of results with internal targets and external benchmarks

**Reacting** BTC has no set internal targets or external benchmarks for complaints. Since no context was provided in 2R4a, it is difficult to know if internal targets or external benchmarks could be available.

- Interpretation of results and insights gained

**Reacting** BTC noted that “The number of complaints the College receives is modest and manageable”. BTC did not report a centralized process and did not provide results. It did not provide data regarding results, internal targets, or external benchmarks. It is unclear how BTC arrives at its interpretation.

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

BTC noted its opportunity to “to track concerns and complaints in a systematic manner and analyze the data for process improvement.” It is also stated that the “student complaint and grievance procedure was reviewed and revamped,” however, that process and the data/feedback collected during it were not included above. The improvements described are not based on data in 2R4.

## 2.5: BUILDING COLLABORATIONS AND PARTNERSHIPS

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

**2P5** Describe the processes for managing collaborations and partnerships to further the mission of the institution. This includes, but is not limited to, descriptions of key processes for the following:

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

**Systematic** BTC uses its statutory mission and internal and external feedback through the strategic planning process to identify key stakeholders. It also cited advisory committee meetings as an engagement with its community for identifying potential collaborations with stakeholders. Maturity could be improved by describing how data are systematically collected and analyzed, how opportunities are evaluated and analyzed, and the efficacy of the process.

- Building and maintaining relationships with partners

**Reacting** BTC lists partners and states that it has “continuous contact” with them, but does not describe the process.

- Selecting the tools, methods and instruments to assess partnership effectiveness

**Reacting** BTC declared it uses surveys, visits, meetings, and community involvement to assess partnership effectiveness. However, it did not describe a repeatable process for how it goes about selecting the tools, methods, and instrument that it uses in this function.

- Evaluating the degree to which collaborations and partnerships are effective

**Reacting** BTC listed a variety of data sources, yet, processes for evaluating these data were not described.

**2R5** What are the results for determining the effectiveness of aligning and building collaborations and partnerships? The results presented should be for the processes identified in 2P5. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)

### **Reacting**

BTC noted employer satisfaction at 99% in 2017. Contracts and training have increased. A Truck Driver Training program and three apprenticeships have been developed. K-12 District information noted a “perceived rigidity”. A high school enrollment survey yielded a low response rate. Dual

credit demonstrated increased high schools participating and increased advanced standing and transcriptions. BTC did not present results from other stakeholders.

- Comparison of results with internal targets and external benchmarks

**Reacting** BTC reports State Outcomes-Based Funding (OBF) as 15th or 16th of 16 schools for four measures and 8th of 16 for dual enrollment. The WTCS target for direct high school enrollment is 30%, and BTC falls quite short of its target. There are no comparisons to internally set targets or external benchmarks. As mentioned in 2R3b, BTC shares OBF data which indicates that it is performing unsatisfactorily when compared to WTCS peers. BTC did not share internal targets and as a result, does not compare internal targets to results.

- Interpretation of results and insights gained

**Reacting** WTC indicated that its Employer Follow-Up Survey compares well to other WTCS colleges and that funding has declined, however, these data are not provided in the portfolio narrative. It is also noted that feedback indicates areas to address, however, it is unclear which data sources produced this feedback and what insights were gained. The college stated that, "Analysis of direct high school enrollment led to improvements that have helped increase direct high school enrollment", however, improvements are not listed, and it is noted above that "BTC are still far short of our target." It is also noted that alumni feedback shows a desire to increase outreach and alumni involvement but is, again, unclear which data sources are used, and these data were not summarized above.

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

BTC's recent and planned improvements include expanding WCD mission and youth camp. The Workforce and Industry Sector team plan for community engagement, implementation of a Customer Relations Management (CRM) system, identifying additional space for Rock University High School, and hiring an Early College Specialist. Based on the results presented and discussion in the systems portfolio, the logic behind the improvements is not clear. Better alignment among process descriptions, analysis of results, and improvement decisions is needed.

## CATEGORY SUMMARY

BTC uses a variety of standard processes to assess the needs of students and its other stakeholders, for tracking student success, and for collecting complaints. Key stakeholders are defined primarily through state statute, although BTC recently identified two subgroups through a process of its own. Various improvements were also noted including tracking student complaints, new positions, and changes in WCD. Maturity could be improved by detailing processes to collect and analyze data; evaluating processes; including more data in the narrative including trend data, internal targets, and external benchmarks, and; clearly linking data to improvements.

## CATEGORY STRATEGIC ISSUES

The strategic issues that arise from the college's discussion of Category 2 Meeting Student and Other Key Stakeholder Needs include:

- lacking or incomplete process descriptions;
- lack of process performance evaluation;

- failure to link data to improvements in results sections. Data are not always described in the narrative. Often, data in the results sections do not match what is listed in the process discussion about selecting tools;
- lack of external benchmarks when they are available (e.g., Noel-Levitz), and;
- lack of internal targets.

### **Interim Monitoring (if applicable)**

---

*No Interim Monitoring Recommended.*

## III - Valuing Employees

---

Explores the institution's commitment to the hiring, development, and evaluation of faculty, staff and administrators.

### Instructions for Systems Appraisal Team

In this section, the team should provide a consensus narrative that focuses on the processes, results and improvements for Hiring, Evaluation and Recognition and Development.

Independent Category Feedback for each AQIP Category from each team member should be synthesized into an in-depth narrative that includes an analysis of the institution's processes, results and quality improvement efforts for each category. Wording from the Stages in Systems Maturity tables for both processes and results should be incorporated into the narrative to help the institution understand how the maturity of processes and results have been rated. The narrative should also include recommendations to assist the institution in improving its processes and/or results. It is from this work that the team will develop a consensus on the Strategic Challenges analysis, noting three to five strategic issues that are crucial for the future of the institution. Please see additional directions in the [Systems Appraisal procedural document](#) provided by HLC.

## Evidence

---

### CATEGORY 3: VALUING EMPLOYEES

Category 3 explores the institution's commitment to the hiring, development and evaluation of faculty, staff and administrators.

#### 3.1: HIRING

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

**3P1** Describe the process for hiring faculty, staff and administrators. This includes, but is not limited to, descriptions of key processes for the following:

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

**Systematic** Human Resources (HR) and the hiring manager draft postings for open positions at the college. Upon the closing of a posted position, the hiring manager and HR screen the applications to determine those applicants who will be interviewed. Interviews are conducted by teams that must include at least one subject matter expert. Typically, a faculty interview will also include a teaching demonstration as part of the interview. It is unclear whether job descriptions are used as well as the means or media used to post open positions. Departments conduct their own recruiting and selecting of part-time personnel. It is unclear how the recruiting and hiring process is consistent across departments.



Background and reference checks are conducted on all potential hires. HR and the hiring manager determine compensation and job offers are extended to the desired candidate. Related documents are maintained in the employee's file located in HR. It is unclear who has the responsibility to administer the background and reference checks and who is responsible for extending employment offers. The discussion could also be enhanced by describing the process for job offers that are declined.

The onboarding program focuses on ongoing employee training within their first 12 months of employment. Prior to the new employee's start date, she/he has access to new employee information through an onboarding portal. Once in the actual job, a Talent Management Specialist introduces the new employee to the college's onboarding program. Newly hired employees are paired with a New Employee Steward, who serves as a mentor to help them navigate the culture within the college. The onboarding program includes Introduction to Employment, Who, We Are, Cultural Competency, Campus Safety & Security, FERPA, and Title IX & Sexual Harassment sessions.

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

**Systematic** BTC uses a minimum qualification form with HLC standards to ensure requirements. Faculty hired on equivalency complete a professional qualifications development plan that is reviewed annually by the Vice President of Academic Affairs. BTC maintains funds for additional coursework, training, certifications, and externships to help faculty meet qualifications. It is unclear whether the review process for minimum qualifications is the same for full-time, part-time, and dual-credit faculty.

Dual credit high school teachers act as adjuncts of the college. College transcripts are collected annually from all adjuncts in case additional coursework has been completed. If an adjunct does not meet these requirements, she/he is put on a professional development plan (PDP). The PDP plans are tracked and monitored by the Early College Specialist.

While BTC declares that its faculty meet the credentialing standards of the Higher Learning Commission, it did not discuss its process for developing appropriate credentialing standards for faculty in the first place.

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

**Systematic** BTC utilizes the ratio of students-to-faculty, the percentage of credit hours taught by full-time faculty, and the size of the program in credit hours generated to determine if a program has enough faculty. The Vice President for Academic Affairs (VPAA) and the deans document the need to hire new faculty or replace retiring/resigning faculty. The VPAA brings requests to the Executive Council. The process for ensuring that the institution has sufficient faculty is unclear beyond this point, since no mechanisms or process were discussed for executing Executive Council decisions. Maturity could be enhanced by assessing existing processes.

- Ensuring the acquisition of sufficient numbers of staff to provide student support services

**Systematic** BTC assesses its staffing needs based solely on financial factors. It reviewed FY17 WTCS Cost Allocation Report to monitor expenditures and staffing level within its student support functions. While implying that budgeting is the college's key mechanism for ensuring that it acquires sufficient staff for student support, BTC discusses results here rather than focusing its comments on its repeatable process for how this happens. Better process clarity is needed here.

- Tracking outcomes/measures utilizing appropriate tools

**Reacting** BTC's Human Resources utilized PeopleAdmin, which was added in 2009, as an online applicant tracking system (ATS). PeopleAdmin has some limitations from application and reporting perspectives. Due to these limitations, the Human Resources Department implemented iCIMS as the ATS since October 2015. BTC discussed its recent improvement to upgrade its applicant tracking system using its formal budgeting process and purchasing process. Yet, BTC did not discuss an actual, repeatable tracking process that it uses.

**3R1** What are the results for determining if recruitment, hiring and orienting practices ensure effective provision for programs and services? The results presented should be for the processes identified in 3P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)

**Reacting** BTC noted that there is good diversity of applicants, increased workforce diversity, and increased number of requisitions posted. It is also noted that 300 onboarding sessions have been attended, however, it is unclear how many sessions were offered or what percentage of new employees attended (e.g., full-time, part-time, dual-credit faculty). No data were provided for assessment of the onboarding process or other hiring processes. BTC only reported the number of requisitions posted and number of on-boarding sessions. Staff retention, turn-over rates, and succession plans may not be available.

BTC's results discussion refers to better diversity among its employees, increased requisitions for adjunct faculty positions, and 300 onboarding sessions. Little in the way of actual results was presented which is surprising since, in 3P1c above, specific metrics were mentioned. None of its results related to these metrics were discussed, nor were other HR hiring-related metrics.

- Comparison of results with internal targets and external benchmarks

**Reacting** There was no discussion of internal targets used or external comparisons with peer institutions.

- Interpretation of results and insights gained

**Reacting** There were no conclusions drawn from any analysis of results.

**3I1** Based on 3R1, what process improvements have been implemented or will be implemented in the next one to three years?

BTC has focused on improving its staffing levels. It invested in hiring a dedicated grant writer to support instruction and instructional support initiatives within the college. In FY 17-18, the college increased its academic advisor staff by 1.0 FTE, added a full-time Early College Specialist, and 1.50 FTE addition to the Enrollment Services team. BTC plans to expand its investment within student services during FY 18-19 by adding 3 additional positions: Mental Health Counselor, At-Risk Advisor, and full-time Express Services Assistant. It is unclear how the college's analysis of results in the realm of hiring would logically lead it to pursue these improvements. The college needs to demonstrate how the analysis of its process and institutional measures result in conclusions that logically drive its improvement decisions.

### 3.2: EVALUATION AND RECOGNITION

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

**3P2** Describe the processes that assess and recognize faculty, staff and administrators' contributions to the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Designing performance evaluation systems for all employees

**Systematic.** In 2014 BTC updated its performance management system by incorporating core abilities and employee engagement methods, and aligning it with the college's strategic priority to increase organizational engagement and effectiveness. Work teams rebuilt the performance management system upon gathering feedback from employees. Again, this is an example of the college's tendency to describe what it did, as opposed to describing processes showing how something is typically done in a repeatable way at the college. Better process descriptions are needed.

- Soliciting input from and communicating expectations to faculty, staff and administrators

**Systematic** BTC uses training sessions to explain the redesigned performance management system. Employees submit a self-evaluation and supervisors are encouraged to review job descriptions with their employees annually. The college uses a reclassification form to reflect significant changes in jobs when they occur. Maturity could be improved by describing more details of the evaluation process, performance evaluations, and the reclassification form (e.g., what type of feedback, how it was analyzed, and how data drove improvements).

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

**Systematic** BTC conducted an action project to improve the linkage of the college's seven core abilities to its performance management system. This integration strengthened accountability of employees for modeling the core abilities for students. The instructional form aligns with the Faculty Quality Assurance System (FQAS) professional development requirements. FQAS competencies include instructor excellence, student success, and currency. The self-evaluation form is aligned with the mission and vision. In 2019, the performance evaluation system will be revised to incorporate the strategic plan initiatives into employee performance evaluation. Administrative employees use a self-evaluation form to align their work/goals with the institutional mission and vision.

- Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff and administrators (3.C.3)

**Systematic** Instructional, administrative, and support staff are evaluated annually. Performance evaluations for administrative and support staff are due by the final Friday in April each calendar year. Performance evaluations for faculty are due by the final day of the Spring Semester. The processes, procedures, and forms are consistent across employee groups, and available on the BTC intranet. The outcomes of evaluations are used to develop performance improvement plans and recognize outstanding performance. However, the repeatable process for using its policies and procedures to regularly evaluate employees is unclear. Without clear process descriptions, BTC is unable to consistently establish metrics to measure, analyze, and improve its process performance.

- Establishing employee recognition, compensation and benefit systems to promote retention and high performance

**Reacting** BTC lists various ways that it recognizes employees, however, processes for establishing these recognition systems were not discussed. BTC also has conducted periodic and systematic studies of employee compensation systems, as well as benefit plans and paid time-off programs, however, the process for these reviews was not described. BTC does not present a description of how it promotes retention and high performance using recognition, compensation, and benefits. Having clearly defined processes would enable the college to analyze them for improvement.

- Promoting employee satisfaction and engagement

**Systematic** BTC has re-designed its governance and created a shared leadership structure to provide all employees with the opportunity to give feedback and share ideas on decisions and processes. The shared leadership structure is comprised of two groups. The Blackhawk Improvement Group (BIG) focuses on ongoing process improvement activities. The Group for Procedures and Strategy (GPS) provides oversight and guidance for operational decisions and approval of procedure changes for strategic planning. Employees can submit their suggestions to BIG or speak directly to individuals who served on shared leadership group.

The avenues outlined above center around institutional improvements through greater opportunities for staff engagement. BTC has an opportunity to expand its view to consider a broader range of factors related to satisfaction and engagement of its employees. Also, maturity could be improved by describing how feedback has led to improvements and how improvement ideas are evaluated and used to drive future improvements.

- Tracking outcomes/measures utilizing appropriate tools

**Systematic** BTC tracks the percentage of completed performance evaluations for faculty and staff. It is unclear how the evaluations are used for improvement once an employee's review is completed.

The Personal Assessment of the College Environment (PACE) survey is administered in 2010 and 2014. PACE is scheduled to be administered in 2018. The college needs a documented, repeatable process for tracking outcomes and measures.

**3R2** What are the results for determining if evaluation processes assess employees' contributions to the institution? The results presented should be for the processes identified in 3P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)

**Reacting** Processes and institutional results were not described in the narrative. Summary results are largely unavailable.

- Comparison of results with internal targets and external benchmarks

**Reacting** There was no discussion of internal targets used or external comparisons with peer institutions.

- Interpretation of results and insights gained

**Reacting** Conclusions discussed earlier would be more appropriately placed in this section.

**3I2** Based on 3R2, what process improvements have been implemented or will be implemented in the next one to three years?

BTC's employee performance evaluation system has been in flux since 2014. There appears to be constant changes through the years, rendering meaningful assessment of the system difficult. BTC plans to expand its evaluation to adjunct faculty and part-time employees. It is unclear if this will also include dual-credit faculty. BTC also has plans for continued improvements for employee recognition. A current initiative under development is annual recognition of distinguished levels of customer service. A process improvement implementation team was formed in January 2018. Upon completion of the project, the plan will be added to the College's employee recognition program. While these improvements appear to be worthwhile and may have merit, they have not been demonstrated to be decisions based on a disciplined use of information for CQI.

### 3.3: DEVELOPMENT

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

**3P3** Describe the processes for training, educating and supporting the professional development of employees. This includes, but is not limited to, descriptions of key processes for the following:

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

**Reacting** Full-time and regular part-time employees participate in the New Employee Experience. Faculty participate in professional development days each academic year. The professional development days align with the FQAS. While the college identifies these means of accomplishing employee development, the process for identifying development events and topics, for executing the events, and evaluating their effectiveness were not discussed.

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

**Systematic** BTC requires that faculty meet predetermined faculty qualifications, accreditation standards, or licensing standards. Those not meeting these expectations must have 2 years of industry experience. The portfolio lists at least 7 ways in which faculty can maintain currency their areas of expertise that are recognized by the college. The FQAS is then used to maintain currency in occupational areas in a variety of ways, however, it is unclear how participation in activities is tracked. There are also college-sponsored professional development activities and a WTCS Teaching and Learning Grant. It is unclear whether the college has expectations for faculty participation in professional development and, if so, how frequently.

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

**Reacting** BTC's staff has a variety of opportunities to participate in professional development days, webinars, WTCS workshops, professional organization memberships, conference attendance, and individualized requests for specific areas of training for staff.

The college uses its annual institutional performance evaluation and the Student Services Director to identify staff professional development needs. Maturity could be advanced by describing systematic processes for professional development needs assessment, as well as processes to evaluate the professional development offerings.

- Aligning employee professional development activities with institutional objectives

**Systematic** BTC's strategic plan that was approved during Spring of 2017 outlines five strategic initiatives:

Including Organizational Development. This year, project teams were formed with "an objective and a metric in which to measure the results of the initiatives and activities of the team." During the annual budgeting process, professional development requests from staff are evaluated and prioritized against strategic plan objectives. Maturity could be improved by describing these processes to align professional development with institutional objectives including who is on each team, who determines alignment, metrics used, who analyzes data against metrics, and how these processes are evaluated.

- Tracking outcomes/measures utilizing appropriate tools

**Reacting** Data on attendance and feedback is tracked. However, the college does not describe how this is accomplished and whether it is a repeatable process that it will use over time, enabling the college to measure process performance for this function.

**3R3** What are the results for determining if employees are assisted and supported in their professional development? The results presented should be for the processes identified in 3P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)

**Reacting** Citing that 100% of faculty have transitioned to FQAS, BTC declares that its tracking and outcomes results are evidence of significant development among all groups. Yet, no actual results were provided in the discussion to support these claims, nor were any internal targets or external benchmarking. The absence of actual results is curious considering its frequent references to measures and metrics.

- Comparison of results with internal targets and external benchmarks

**Reacting** There was no discussion of internal targets used or external comparisons with peer institutions.

- Interpretation of results and insights gained

**Reacting** Interpretations and insights were not included.

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

BTC describes the use of process mapping, project management, and an on-site review of the FQAS system to identify areas of improvement (not described). These improvements do not appear to be based on 3R3. BTC notes that it needs to improve its tracking of investment in professional

development. The college is focusing on the development of process mapping. During the spring of 2018, 10 employees participated in 12 hours of training on process mapping. Project management professional development emerged as a needed skill at the college. A Project Management CPI team launched in Fall 2017. This led to an investment in tools and training development in project management. The Faculty Quality Assurance System (FQAS) focuses on competencies that instructors need to maintain to meet the requirements of the system.

Considering the absence of results, it is unclear how the college arrives at these improvements based on its use of results for decision-making. Alignment among its processes, results, and improvements is needed to demonstrate a disciplined approach to CQI at the college.

## **CATEGORY SUMMARY**

BTC is in the midst of many efforts to improve hiring, evaluation, employee recognition and professional development, including the transition of faculty to FQAS. It is unclear from the Portfolio who participates in some of the described processes. The college could benefit from describing more systematic processes, aligning these processes with institutional objectives, identifying internal targets and external benchmarks, evaluating these processes, describing how data are analyzed, and describing how it uses data to drive improvements.

## **CATEGORY STRATEGIC ISSUES**

The strategic issues that arise from the college's discussion of Category 3 Valuing Employees include:

- not describing processes (e.g., when are data collected, from whom, who analyzes data, how are data linked to improvements);
- not evaluating processes or if they are evaluating processes, these are not described in the process questions;
- not linking data to improvements in results section;
- data are not always described in the narrative;
- lack of measures, internal targets and external benchmarks to track the effectiveness of its employee development efforts;
- faculty evaluation warrants improvement; it appears to not have been thoroughly completed for some time, and;
- the effectiveness of professional development opportunities is unknown. BTC is encouraged to develop measures to assess the effectiveness of professional development opportunities.

## **Interim Monitoring (if applicable)**

---

*No Interim Monitoring Recommended.*

## IV - Planning and Leading

---

Focuses on how the institution achieves its mission and lives its vision through direction setting, goal development, strategic actions, threat mitigation, and capitalizing on opportunities.

### Instructions for Systems Appraisal Team

In this section, the team should provide a consensus narrative that focuses on the processes, results and improvements for Mission and Vision, Strategic Planning, Leadership and Integrity.

Independent Category Feedback for each AQIP Category from each team member should be synthesized into an in-depth narrative that includes an analysis of the institution's processes, results and quality improvement efforts for each category. Wording from the Stages in Systems Maturity tables for both processes and results should be incorporated into the narrative to help the institution understand how the maturity of processes and results have been rated. The narrative should also include recommendations to assist the institution in improving its processes and/or results. It is from this work that the team will develop a consensus on the Strategic Challenges analysis, noting three to five strategic issues that are crucial for the future of the institution. Please see additional directions in the [Systems Appraisal procedural document](#) provided by HLC.

## Evidence

---

### CATEGORY 4: PLANNING AND LEADING

Category 4 focuses on how the institution achieves its mission and vision through direction setting, goal development, strategic actions, threat mitigation and capitalizing on opportunities.

#### 4.1: MISSION AND VISION

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

**4P1** Describe the processes for developing, communicating and reviewing the institution's mission, vision and values, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

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

**Systematic** The President of BTC started a new strategic plan two years ago, that will be completed by summer of 2018. External (local business partners, and high school counselors) and internal stakeholders (students, faculty, staff, and board members) participated in the development of new strategic priorities for BTC. The college's vision is "valued and an integral partner in a prosperous and vital region." BTC's mission "Empower our Students—Enrich our Communities" is based on Chapter 38 of the Wisconsin State Statutes. The college has guiding principles that guide its actions, activities, and decisions. BTC's guiding principles include community focused, partnerships, transparent communication, accountability, interdependence, data-informed decision, and forward-



focused. Yet, BTC did not describe an actual, repeatable process that it uses for strategic formulation nor did it describe the process it uses to modify its mission.

- Ensuring that institutional actions reflect a commitment to its values

**Reacting** BTC uses retreats, focus groups, interviews, and workshops to inform its identification of target audiences, establish its vision, and determine its strategic initiatives. While these may be a helpful part of its process for ensuring that its actions align with its values, the college did not describe how it ensures it. BTC tends to state what it does, rather than describing how it achieves the alignment through a consistent process and specific mechanisms designed to achieve the alignment. A clear description of process would enable BTC to identify measures of its process performance.

- Communicating the mission, vision and values (1.B.1, 1.B.2, 1.B.3)

**Systematic** BTC's mission, vision, and guiding principles are communicated through a variety of platforms, including the college catalog, student handbook, website, and marketing materials. The strategic plan is available on the college's intranet. The strategic priorities or strategic goals can also be found in the College Catalog, Student Handbook, and on the website. BTC also communicates the new strategic plan including the mission, vision, and values through faculty and staff in-services and town hall meetings.

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

**Systematic** The Wisconsin Technical College System (WTCS) regulates the type of programs and general education course offerings that BTC delivers. WTCS' mission is to provide vocational, technical, and adult education to the residents of the district. BTC's mission "Empower our Students—Enrich our Communities" is consistent with the academic programs and student support services that it provides. Development of academic programs at BTC involves an assessment of the labor market and students' demand. The process by which this happens was not specifically described.

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

**Systematic** The College analyzes and allocates resources to advance the mission of the institution and its guiding values. BTC's 2017-2020 strategic plan emphasizes on financial sustainability, enrollment plan, staffing plan, program evaluation, facilities plan, and resource optimization. BTC analyzes data and makes changes as needed on a regular basis, addressing goals, strategies and immediate needs. An opportunity for maturity lies in how this information is communicated to stakeholder groups.

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

**Systematic** BTC held focus groups at all campuses and centers and conducted interviews with external stakeholders. It held May 2017 strategic planning feedback sessions and offered to gather input from staff, administrative, and faculty. Interactive TV support was available for employee participation in other campus locations. This feedback then led to the finalization of the strategic plan draft that was presented at the June 2017 District Board meeting. In January 2018, BTC held strategic planning sessions for Academic Affairs leadership, faculty (in-service breakout sessions), adjuncts (in-service), and the District Board. BTC's consultant group created a High School Counselor Survey

and an Industry Survey instrument to gather perceptions of BTC's overall brand image.

**4R1** What are the results for developing, communicating and reviewing the institution's mission, vision and values? The results presented should be for the processes identified in 4P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)

**Reacting** BTC declared that there was a range of opinion regarding its customer-friendliness, there is optimism about the institution's future, there is a strong sense of job relevance among employees, and an overall perception of a need to improve the institution in general. Rather than presenting its actual results here, the college begins to interpret its results. There was no discussion of the actual results from its surveys that were presented here—only overall descriptions of the results.

- Comparison of results with internal targets and external benchmarks

**Reacting** BTC notes various ways that results were compared (e.g., comparing feedback sessions focus group and gap analysis of last strategic plan). However, no internal targets were noted, nor external benchmarks. Since the PACE Survey was referenced above, there is an opportunity to discuss comparisons to external benchmarks.

- Interpretation of results and insights gained

**Reacting** BTC declared that survey feedback was valuable, resulting in the revision of its strategic priorities that help it to improve. BTC did not draw conclusions from its survey results in a way that that would enable it to act on its results to improve in true CQI fashion.

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

A recent improvement is the college's new statement of institutional promise. Planned improvements include a mission and vision revision, along with new marketing materials. It is not clear how these improvements directly address any results or interpretation of results discussed. Good CQI discipline should demonstrate alignment among results, conclusions, and improvements.

## 4.2: STRATEGIC PLANNING

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

**4P2** Describe the processes for communicating, planning, implementing and reviewing the institution's plans and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

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

**Systematic** During the 2016-2017 academic year, BTC conducted strategic planning seeking input from internal and external stakeholders, analyzing their input, developing strategic objectives, developing action plans, and designating responsible parties. This plan was communicated to employees and the District Board. It is unclear whether there was additional information that served

to inform the process beyond stakeholders' input. Also, additional clarity pertaining to the parties involved would enhance this discussion. Finally, while this process was the one that was used recently, it is not clear that this is the documented, repeatable process that the college will customarily use or whether this process is a single event without a view to repeating it.

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

**Systematic** The college assigns tasks and objectives from the Strategic Plan to Executive Council or key institution leaders. The Executive Council shares progress reports for each objective at bi-monthly Management Team meetings. The President of BTC and his Executive Council provide leadership, planning, and direction for day-to-day operations of the institution. BTC aligns its budget requests with the strategic plan objectives, and ensures day-to-day operations are consistent with its mission, vision, and values.

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

**Systematic** BTC aligns departments and divisions throughout the institution to the strategic plan, annual planning, and budget. Cross-functional teams oversee strategic tasks within each strategic objective. The college assesses performance goals from the strategic plan as part of annual evaluations for leadership personnel. To align the strategic plan with budget, BTC lists strategic initiatives on the budget request form so employees can check-off which strategic initiatives apply to their requests.

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

**Systematic** BTC used a 2016 SWOT analysis to identify its strengths, opportunities, weaknesses, and threats. Its strategic planning initiatives were then developed to capitalize on opportunities and institutional strengths, and to counter institutional weaknesses and threats. Since this was done as a part of its strategic planning process upon installing a new president, it is unclear whether this is an ongoing, repeatable process and how frequently it will be conducted.

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

**Systematic** BTC uses its strategic planning process, SWOT analyses, cross-functional implementation teams, and performance evaluations to align efforts across departments and divisions and maximize current resources while meeting future needs. Processes for creating and implementing strategies and action plans were not described.

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

**Systematic** BTC declares that the team leaders for each strategic objective track progress, providing monthly progress reports to the Executive Council. Additional communication of results is provided at regular management meetings and, annually, to the District Board.

**4R2** What are the results for communicating, planning, implementing and reviewing the institution's operational plans? The results presented should be for the processes identified in 4P2. All data presented should include the population studied, response rate and sample size. All results should also

include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)

**Reacting** One hundred percent of the college's first-year projects have met their deadlines and are on schedule to complete all of year one tasks. While BTC identifies five metrics (enrollment growth, degree and program completion rates, job placement, revenue growth, and operating margin) that it tracks, it did not present any result for these measures. Also, some of the process statements included here would have been more appropriately placed in the above sections directly addressing processes.

- Comparison of results with internal targets and external benchmarks

**Reacting** BTC states that internal benchmarks for the college's strategic objectives are noted on the Gantt Chart, with specific individuals identified as responsible and accountable for meeting the task. However, the chart identifies tasks and does not appear to include internal targets or external benchmarks. BTC acknowledges that "it does not necessarily define or measure in the same way other colleges would in external bench marking." While BTC identifies five metrics (enrollment growth, degree and program completion rates, job placement, revenue growth, operating margin) that it tracks, it did not present any results for these measures. There was no discussion of performance evaluation for strategic planning in this section or the five measures that the college tracks.

- Interpretation of results and insights gained

**Reacting** The college does not offer any actionable interpretation of results. It declared that its strategic planning progress provides impetus for next year, referring to broad input into the planning process, support for the strategic initiatives, and communication of its progress.

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

Improvements cited by BTC include retreats, progress assessment, updating next year's tasks and metrics, and updating plans. These actions are a normal part of strategic planning and do not reflect actual improvements, either in process or institutionally.

### 4.3: LEADERSHIP

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

**4P3** Describe the processes for ensuring sound and effective leadership of the institution, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

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

**Reacting** BTC's local board is a function of state statute and comprised of nine (9) members who are appointed to the board by a committee that is, otherwise, independent of the college. Board members must be residents of the college's two-county service area. While discussing the board's composition and referring to the appointment process, BTC did not discuss its repeatable process used to establish an appropriate relationship between the institution and its governing board. It implies that the

provision(s) for independence results in an appropriate relationship without discussing an actual process.

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

**Reacting** BTC stated that board members “preserve independence from undue influence” and “are to be nonpartisan.” The board is “provided information on a routine basis so members are knowledgeable about the institution.” Yet, processes are not described for establishing oversight responsibilities and policies of the governing board.

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

**Systematic** To ensure separation of powers, the board sets policies while the President is the Chief Executive Officer. BTC’s governing board delegates day-to-day operations of the institution to the college administration and faculty oversee academic matters.

- Ensuring open communication between and among all colleges, divisions and departments

**Systematic** BTC uses electronic and print media such as the College Catalog, Student Handbook, website, intranet, town hall meetings, listening sessions, management meetings, and marketing materials to disseminate information to the college community. In addition, BTC has added management meetings. It appears this was a recognized gap. BTC can explore ways to share how it evaluates communication, so other recognized gaps can be identified.

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

**Reacting** BTC is organized into seven divisions, each led by a vice president, who sits on the college’s Executive Council. BTC clearly states that, in its new leadership model, it relies on cross-functional committees to ensure collaboration and accomplish high academic standards. While it refers to its shared leadership process, it does not describe how the process ensures high academic standards. Beyond its reference to committees, BTC does not address how it establishes the standards, mechanisms used to implement them, or how it controls/improves them.

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

**Systematic** BTC created a shared leadership model, that provides all stakeholders (students, employees, employers, and community) a voice to participate in decision-making processes. The President of BTC in 2016 created two committees, the Blackhawk Improvement Group (BIG) and the Group for Procedures and Strategy (GPS) that proposed a new shared leadership. The BIG provides oversight and review of process improvements, creates continuous process improvement (CPI) teams on a semester basis. The GPS focuses on guidance for operational decisions and approval of procedure changes for five strategic initiatives and the Academic Quality Improvement Program (AQIP).

- Developing leaders at all levels within the institution

**Systematic** BTC encourages faculty and staff to lead by example, which is one of the seven core abilities of the college. Additionally, BTC encourages employees to develop leadership skills by leading and serving on committees, task forces, teams, new employee steward program, mentoring, and presenting at faculty in-services. Other available opportunities for leadership training include Wisconsin Leadership Development Institute (WLDI), Chair Academy, and the Leadership

Development Academy (LDA). BTC did not discuss a mechanism that it uses in performance evaluations for developing leaders.

- Ensuring the institution's ability to act in accordance with its mission and vision (2.C.3)

**Reacting** BTC noted that board members operate under an ethics policy; the board sets policies consistent with the mission, vision, and guiding principles, and; the strategic planning process involved internal and external stakeholders. However, processes were not described for ensuring the institution's ability to act in accordance with its mission and vision.

- Tracking outcomes/measures utilizing appropriate tools

**Reacting** The strategic plan is the foundation to track outcomes and measures. There is no discussion, however, of the process for tracking those outcomes, nor utilizing appropriate tools to track outcomes.

**4R3** What are the results for ensuring long-term effective leadership of the institution? The results presented should be for the processes identified in 4P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)

**Reacting** While referring generally to enrollment (growth), persistence, graduation rates, placement rates, revenue, ratio of operating margin to new initiatives, and debt service, BTC did not present its actual results for these measures.

- Comparison of results with internal targets and external benchmarks

**Systematic** BTC described how some of its internal targets were set by comparing to external sources; however, data were not presented in a way that allows for comparison. BTC also provides some positive comparisons for enrollment, graduation rates, placement rates, annual revenue, operative margin, and percentage of target debt service mill rate. Maturity could be improved by presenting these data in tables or figures within the portfolio as well as including measures that do not meet targets. Although BTC does not discuss external comparisons against peer institutions, the comparison of results against its internal targets is good.

- Interpretation of results and insights gained

**Reacting** BTC concluded that it is "...moving in the correct direction." Beyond this generalization, no conclusions were drawn from specific analyses that might suggest specific improvements either, institutionally or in terms of process performance. The college could demonstrate stronger CQI discipline by drawing conclusions from its use of data and information that would logically lead to concrete improvement initiatives.

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

BTC plans to increase number of people who can participate in the shared leadership model through leadership development opportunities. Its strategic plan is the driving force of the institution. Additionally, the College is revising its mission, vision, and guiding principles. External and internal

stakeholders will participate in this revision process. BTC tends to utilize many committees and work teams. It may be helpful for the college to be mindful of duplicative efforts and employee fatigue since these may be counterproductive.

#### 4.4: INTEGRITY

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

**4P4** Describe the processes for developing and communicating legal and ethical standards and monitoring behavior to ensure standards are met. In addition, identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Developing and communicating standards

**Systematic** Standards are developed by the District Board in the form of policy that is communicated to employees via the college's Board/Operational Policy Manual and Administrative Regulations, intranet postings, new employee orientation, leadership meetings, and electronic communications. Board policy and by-laws are revised by the District Board, while the Executive Council revises operational policies and administrative regulations. It is unclear whether the Executive Council can originate operational policies and administrative regulations.

- Training employees and modeling for ethical and legal behavior across all levels of the institution

**Systematic** BTC utilizes new employee orientation (Introduction to Employment), supervisory training, training modules at the college's online learning portal, and faculty in-service to train employees in ethical and legal behavior. Via these means, the college addresses cultural competency, campus safety, security, FERPA, Title IX, harassment, hiring, coaching, legal requirements, performance evaluations, wage and hour compliance, communication, duty of care, active shooter, Equal Employment Opportunity, and copyright law.

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

**Systematic** All BTC's employees are required to comply with Wisconsin Statutes regarding appropriate conduct (Employee Code of Ethics) while all board members shall uphold the board members code of ethics (Policy B-800). To ensure prudent use of resources, an independent auditor conducts an annual of the college's financial status. Although BTC cites state laws, policy, and an annual audit of finances to ensure that it and its employees operate ethically and with integrity, it is unclear how the institution enforces this and whether it has mechanisms for dealing with unethical behavior.

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

**Systematic** BTC uses different modes of communication such as the College Catalog, Student Handbook, website, intranet, and marketing materials to disseminate information regarding programs and classes, tuition and fees, accreditation status, policies to the college community.

**4R4** What are the results for ensuring institutional integrity? The results presented should be for the processes identified in 4P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)

**Reacting** BTC described its integrity results as a long-standing tradition of positive audits, number of attendees at training sessions, numbers of employees completing compliance training, and a procurement report. Results are very limited and do not go beyond participants or completions. Without more results presented, the college will not be able to analyze its process or institutional performance to successfully pursue continuous improvement.

- Comparison of results with internal targets and external benchmarks

**Reacting** BTC notes that new employees are enrolled in five different data sessions and links to a table showing attendance, however this information was not linked to internal targets. While stating that the BTC is near national norms for its PACE survey results, it does not discuss its performance against actual targets or its benchmarking against peer institutions. Actual PACE results were not presented in the results portfolio narrative. Without the discussion of actual results, the college will be unable to draw conclusions and pursue improvements that are logically driven by those results.

- Interpretation of results and insights gained

**Reacting** While declaring that its three-year policy review ensures integrity of policy and focuses leaders' attention on policy, BTC fails to draw any conclusions from objective process or institutional results that would lead to concrete improvements in the area of institutional integrity.

**4I4** Based on 4R4, what process improvements have been implemented or will be implemented in the next one to three years?

Recently, the college partnered with other WTCS institutions and purchased SkillSoft, to provide an opportunity for professional development and training for employees. It is unclear how this improvement was driven by the institution's use of data for decision-making. BTC states that its improvements are to continue its three-year review process and to continue communications via e-mail, the Internet, and its intranet. It is unclear whether these are actual, planned improvements and how they are a result of the college's use of data.

## CATEGORY SUMMARY

BTC seems to be systematic in many of its planning and leading operations, however the college typically did not describe the processes that it uses, making it difficult to assess the level of development. It also has a new shared leadership model, but notes that participation is declining. Additionally, the college listed many policies, but it did not describe processes for the development, revision, and assessment of employee understanding and compliance. Maturity could be improved by describing more processes, including who is involved and how the college collects input and data that it uses for improvements and assessing processes, and then sharing lessons learned across the institution.

## CATEGORY STRATEGIC ISSUES



The strategic issues that arise from the college's discussion of Category 4 Planning and Leading include:

- BTC tends to utilize many committees and work teams. It is critical for the college to be mindful of employee fatigue, duplicative efforts, and this can be counterproductive;
- it is unclear how BTC analyzes data and use of data to make informed decision. Additionally, BTC does not use internal targets and external benchmark to compare its performance and results;
- the data BTC presented seems weak or was not provided, and;
- some of the links that were referenced in report did not have the actual data.

### **Interim Monitoring (if applicable)**

---

*No Interim Monitoring Recommended.*

## V - Knowledge Management and Resource Stewardship

---

Addresses management of the fiscal, physical, technological, and information infrastructures designed to provide an environment in which learning can thrive.

### Instructions for Systems Appraisal Team

In this section, the team should provide a consensus narrative that focuses on the processes, results and improvements for Knowledge Management, Resource Management and Operational Effectiveness.

Independent Category Feedback for each AQIP Category from each team member should be synthesized into an in-depth narrative that includes an analysis of the institution's processes, results and quality improvement efforts for each category. Wording from the Stages in Systems Maturity tables for both processes and results should be incorporated into the narrative to help the institution understand how the maturity of processes and results have been rated. The narrative should also include recommendations to assist the institution in improving its processes and/or results. It is from this work that the team will develop a consensus on the Strategic Challenges analysis, noting three to five strategic issues that are crucial for the future of the institution. Please see additional directions in the [Systems Appraisal procedural document](#) provided by HLC.

## Evidence

---

### CATEGORY 5: KNOWLEDGE MANAGEMENT AND RESOURCE STEWARDSHIP

Category 5 addresses management of the fiscal, physical, technological and information infrastructures designed to provide an environment in which learning can thrive.

#### 5.1: KNOWLEDGE MANAGEMENT

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

**5P1** Describe the processes for knowledge management, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting, organizing, analyzing and sharing data and performance information to support planning, process improvement and decision making

**Systematic** BTC largely selects and organizes its data by following the WTCS' guidelines. The Office of Institutional Research and Effectiveness (OIRE) is responsible for the organization, analysis, and reporting of data. It has revised program review which has moved to a three-year cycle for all programs and departments. The institution invested to broaden data access for its employees. ITS and Banner Governance Team are responsible for monitoring, evaluating, and improving information infrastructure. However, the college does not describe a documented, repeatable process that it uses for selecting, organizing, analyzing, and sharing data and information to support planning, process improvement, and decision-making.

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

**Reacting** The OIRE developed institutional definitions for data and measures with the help of members from around the institution via the Data Task Force (DTF). The OIRE fields requests for data and, in turn, reaches out to each requester to develop a better understanding of the interest driving the request. The college has an opportunity to improve on its requisition process and delivery of data to stakeholders because some items requested may not be processed. Also, it remains unclear how OIRE proactively determines the relevant data to aid decision-making for departments and units. A more specific description of the actual process, with the criteria used to determine the worthiness of the data request, would enhance this discussion.

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

**Systematic** Blackboard Analytics allows OIRE to create customized dashboards, and OIRE publishes reports on the intranet. It is unclear how the reports were developed and whether the process used to develop the reports will yield relevant data for the end users.

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

**Systematic** ITS and the Banner Governance Team have the primary responsibility for monitoring, evaluating, and improving information infrastructures. Cognos, BbA, and Banner reports assure accurate and reliable information. OIRE maintains final data review authority for presentations and survey design. The WTCS serves as an additional check by reviewing BTC's submitted data for accuracy and security. Yet, the college does not describe the repeatable processes for ensuring the timeliness, accuracy, reliability and security of the institution's knowledge management system.

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

**Reacting** BTC uses Cognos and BbA to track a number of institutional outcomes/measures. Additional measures are requested by departments for use in program accreditation, program reviews, assessment, CPI teams, and college projects. Since program review is now institutionalized and placed on a 3-year rotation, it may be more efficient to derive a common set of metrics for the departments, instead of waiting for requests. Specific measures were not listed in the portfolio, and processes for tracking them were not described.

**5R1** What are the results for determining how data, information and performance results are used in decision-making processes at all levels and in all parts of the institution? The results presented should be for the processes identified in 5P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)

**Reacting** Summary results measures for knowledge management is lacking. BTC is in the early stage of assessing the stakeholders' data needs. The Data Needs Assessment (DNA) survey results

suggested a high degree of uncertainty related to data, and the need for training. While stating that the college collects KPI data per semester and annually, none of these data are presented in the portfolio discussion. Presenting the summary data upon which its findings are based would be appropriate in this section of the portfolio. Lastly, there exists an opportunity for BTC to improve its various survey response rates. For example, only 19.7% responded to Data Needs Assessment (DNA).

- Comparison of results with internal targets and external benchmarks

**Reacting** BTC notes that it can benchmark against the other 15 WTCS colleges, however, no benchmark data were provided. BTC does not list internal benchmarks and does not state how it compares to similar institutions within the state system. BTC is encouraged to develop specific internal and external metrics to measure how data or knowledge management processes impact its operational effectiveness, planning, and improvement efforts.

- Interpretation of results and insights gained

**Systematic** The Data Needs Assessment (DNA) survey results suggested a high degree of uncertainty related to data, and the need for training. Yet, BTC did not mention additional training efforts that may strengthen its employee's data literacy. Without the actual results being presented above, it is difficult to examine how these conclusions are linked to the consistent analysis of results.

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

BTC implemented BbA to track student data. To better tracked data, the college will also be implementing a Customer Relations Management (CRM) software. In addition, BTC is seeking a student tracking system to link student support use of services data to student success measures.

These improvements appear to be worthy efforts, however it is not clear how these improvements are the logical results of data-driven decision-making at the institution. Demonstrating how the analysis of data drives the improvement decisions made at BTC is an opportunity for improvement.

## 5.2: RESOURCE MANAGEMENT

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

**5P2** Describe the processes for managing resources, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

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

**Systematic** BTC essentially relies on statutes, administrative rules, and an annual audit to ensure that ethical financial practices are followed. Annually, the Vice President of Administrative Services presents the District Board with budget projections for the upcoming fiscal year. The District Board's final budget approval balances the available resources with the requirements for continuing services and the new investments needed to meet the college's strategic priorities. While declaring that it has a facility renewal plan and a technology obsolescence plan, BTC does not discuss the repeatable process that it uses to develop, execute, and evaluate them.

- Setting goals aligned with the institutional mission, resources, opportunities and emerging

needs (5.A.3)

**Systematic** Population demographics, labor market data, employer demand, and student interest inform the college. The budget process links financial resources to strategic goals. The Technology Strategic Plan and Facilities Master Plan are being updated to align with strategic priorities. However, the process by which goals are set to align with needs is not adequately described.

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

**Systematic** The planning and budgeting process commits resources for academic and support operations and 1.0-1.5% of general fund revenues are earmarked for operational support of strategic initiatives. BTC issues bonds as needed to fund capital investment in instructional equipment, information technology, and physical plant infrastructure. Maturity could be improved by describing processes for allocating and assigning resources and assessing these processes.

- Tracking outcomes/measures utilizing appropriate tools

**Systematic** The Executive Council decides how to close any projected budgetary gaps resulting from the VP of Administrative Services' tuition revenue forecast. Information Technology Services tracks the utilization of resources to inform equipment needs planning and purchase decisions. Classroom updates were prioritized in the plan based upon utilization. Desktop utilization tracking software allows BTC to determine the appropriate quantity, configuration, and location for computers. Technology support services are recorded in the helpdesk software system for rapid identification of recurring issues and the need for equipment replacements. Nevertheless, processes were not adequately discussed.

**5R2** What are the results for resource management? The results presented should be for the processes identified in 5P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)

**Systematic** BTC has a significant loss in revenue for the past seven (7) years due to a decline in enrollment and budget cuts by the State of Wisconsin. The college has an opportunity to improve its enrollment management as a source of revenue. Other than stating that its commitment to instruction is at 58% of its general fund expenditures, there is little-to-no discussion of summary results as related to knowledge management and resource stewardship.

- Comparison of results with internal targets and external benchmarks

**Reacting** The Facilities Report demonstrates improvement in work order management, preventative maintenance efforts, and customer service delivery. While the college mentioned that it monitors the operating revenues and expenditures of its WTCS small college peers to compare the volume of services and funding support, no actual results or internal targets were discussed (e.g., KPIs mentioned in the process discussions).

- Interpretation results and insights gained

**Reacting** BTC is regularly audited by federal and state agencies in addition to the annual public entity audit with positive reports from these audits. It discussed the fact that it monitors enrollment

and closes budgetary gaps to ensure its educational programming. However, it fails to draw any conclusions about its resource management performance. Few insights were generated from examining the data that might suggest improvement strategies.

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

BTC plans to expand guidelines for resource allocation, update facilities master plan, and improve tuition revenue forecasting, new program development process. The college will continue to benchmark against other WTCS and other technical colleges located outside the state of Wisconsin. These improvements were not linked to 5R2.

### 5.3: OPERATIONAL EFFECTIVENESS

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

**5P3** Describe the processes for operational effectiveness, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Building budgets to accomplish institutional goals

**Systematic** BTC aligns its financial resources with the strategic plan to support academic programs and related services. The college adjusts operational expenses when necessary. BTC uses a long-range capital investment and debt service plan and multi-year facilities plan, ITS, and furniture replacement plans. To increase maturity and drive improvements, these processes could be assessed.

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

**Systematic** BTC sends weekly enrollment projections to the college's leadership, and the Vice President for Administrative Services regularly monitors enrollment reports. Budget managers monitor their budgets using the institution's ERP (Enterprise Resource Platform) and bi-weekly reports. Monthly financial reports are provided to the District Board, and the Board Finance Committee reviews the college's finances four times per year. Budget managers are permitted to move funds as needed within their areas of responsibility and the college can request budget modifications (from the District Board) as frequently as quarterly. BTC maintains a contingency fund for expenses that are unexpected. Its budgetary controls comply with legal requirements and board policy.

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

**Systematic** BTC identifies four sources of technologically-related projects and declares that its IT staff stay informed and collaborate with other WTCS institutions. From 2014 to 2018, the college completed several IT-related projects: classroom technology, Cisco Communication Backbone, electronic communication, improvement of student information, administrative systems, infrastructure, and remodeling to improve services to students and employees. These outcomes should be included in the result section. The processes were not adequately described.

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

**Reacting** BTC uses a new Facilities Master Plan, the planning and budgeting process, a Long-Range Debt Plan, an accelerated physical plant improvement plan, evaluation of footprint in comparison to

peer institutions, and other mechanisms to maintain physical infrastructure. BTC developed a draft master plan, which is still waiting for feedback and approval. It does not discuss its process for adoption, executing, and evaluating it. Neither does it identify the various stakeholders involved in planning and management processes.

- Managing risks to ensure operational stability, including emergency preparedness

**Systematic** BTC maintains fund balance reserves to ensure operational stability. The college also lists ITS security protocols, insurance, campus safety, the National Incident Management System, Emergency Procedures Quick Reference Guide, trainings, improved building security, and insurance coverage. The college's Health and Safety Committee and its Emergency Preparedness Committee are responsible for health, safety, and emergency-related matters. Yet, discussions of how risks are determined, prioritized, and addressed are needed here.

- Tracking outcomes/measures utilizing appropriate tools

**Systematic** BTC benchmarks its student outcomes and key financial metrics against WTCS. Performance metrics that the college evaluates include capital asset condition report, debt service rats, enrollment trends, IPEDS data, and student satisfaction survey. However, it does not discuss its process for determining and how it uses measures associated with risk management.

**5R3** What are the results for ensuring effective management of operations on an ongoing basis and for the future? The results presented should be for the processes identified in 5P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)

**Systematic** Although BTC maintains a strong general fund unreserved balance, the college has an opportunity to improve on its enrollment decline. BTC does not present actual results or a discussion of objective measures that it tracks.

- Comparison of results with internal targets and external benchmarks

**Reacting** In 2016-2017, BTC ranked fifth out of the seven colleges in operational expenses per FTE served. The unreserved general fund balance as a percentage of general fund expenditures is recognized by Moody's Investor Services as a "strong position". Yet, no internal targets were discussed. To better see trends and make comparisons, data could be presented in figures or tables.

- Interpretation of results and insights gained

**Reacting** BTC notes that it "expects the debt service mill rate to remain elevated for the next five years with all current debt outstanding retired within ten years" and that the SSI "results support student recognition of the importance of campus safety and preparedness activities." BTC has an opportunity to improve on student participation in its various survey assessments. The response rates are notably low. In light of the information that the college tracks, it is unclear why more conclusions are not stated. This, combined with the hiring of consultants to analyze risk, could call into question the college's capacity to use data for CQI.

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

BTC plans to formalize program review process, link enrollment with budget forecasting, develop market-based instructional compensation, update facility master plan, and improve technological disaster recovery readiness. The physical footprint will be reduced to three locations. The Banner ERP was moved to the Amazon Cloud. However, BTC did not demonstrate how these improvements are the logical next steps that flow from its analysis of its results.

### **CATEGORY SUMMARY**

BTC has many plans and processes in place for knowledge management and resource allocation, and many of these are new or recently updated. To continue to improve, BTC could assess these processes including user experience and apply lessons learned across the institution. Developing a comprehensive professional development program could help with trainings related to topics such as data use, ITS security, and campus security. While accomplishments were reported in the portfolio's result section, it is difficult to determine how these improvements came about since they do not necessarily flow from the data analyses.

### **CATEGORY STRATEGIC ISSUES**

The strategic issues that arise from the college's discussion of Category 5 Knowledge Management and Resource Stewardship include:

- processes were not adequately described;
- few actual data/results were included in narratives;
- no internal targets or external benchmarks discussions;
- interpretations and improvements are not linked to data analyses;
- several narratives were misplaced. For example, completed IT-related projects were included in the Process section, instead of the Result section, and;
- the portfolio contained many generalized statements, but actual evidence was lacking.

### **Interim Monitoring (if applicable)**

---

*No Interim Monitoring Recommended.*



## VI - Quality Overview

---

Focuses on the Continuous Quality Improvement culture and infrastructure of the institution. This category gives the institution a chance to reflect on all its quality improvement initiatives, how they are integrated, and how they contribute to improvement of the institution.

### Instructions for Systems Appraisal Team

In this section, the team should provide a consensus narrative that focuses on the processes, results and improvements for Quality Improvement Initiatives and Culture of Quality.

Independent Category Feedback for each AQIP Category from each team member should be synthesized into an in-depth narrative that includes an analysis of the institution's processes, results and quality improvement efforts for each category. Wording from the Stages in Systems Maturity tables for both processes and results should be incorporated into the narrative to help the institution understand how the maturity of processes and results have been rated. The narrative should also include recommendations to assist the institution in improving its processes and/or results. It is from this work that the team will develop a consensus on the Strategic Challenges analysis, noting three to five strategic issues that are crucial for the future of the institution. Please see additional directions in the [Systems Appraisal procedural document](#) provided by HLC.

## Evidence

---

### CATEGORY 6: QUALITY OVERVIEW

Category 6 focuses on the Continuous Quality Improvement culture and infrastructure of the institution. This category gives the institution a chance to reflect on all its quality improvement initiatives, how they are integrated and how they contribute to improvement of the institution.

#### 6.1: QUALITY IMPROVEMENT INITIATIVES

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

**6P1** Describe the processes for determining and integrating CQI initiatives, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting, deploying and evaluating quality improvement initiatives

**Systematic** The new shared leadership system created two groups: the Blackhawk Improvement Group (BIG) creates and oversees Continuous Process Improvement (CPI) teams and the Group for Procedures and Strategy (GPS) provides oversight and guidance for decisions. Action projects, which are the key to the college's quality improvement initiatives, are the result of systems appraisal comments, strategic planning initiatives, and employee recommendations. The college has a process (of approximately 10 steps) used for employee suggestions that include clearly-stated criteria for determining their value to the institution. These criteria include alignment to the strategic plan, urgency, stakeholders that are affected, level of impact, best practices, costs, and expected level of

improvement. The actual process used for selecting, deploying, and evaluating systems appraisal comments and strategic planning initiatives, while mentioned, was not discussed. Since these structures (i.e. BIG, CPI, and GPS) are fairly new, BTC is encouraged to assess these new structures and processes and use these data to drive improvements and apply lessons learned across the institution.

- Aligning the Systems Portfolio, Action Projects, Comprehensive Quality Review and Strategy Forums

**Reacting** BTC uses AQIP for continuous improvement and aligned action projects with the new shared leadership structure and CPI process. Yet, no clearly-stated process is discussed for aligning the systems portfolio, action projects, comprehensive quality reviews, and strategy forums.

**6R1** What are the results for continuous quality improvement initiatives? The results presented should be for the processes identified in 6P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

**Reacting** BTC stated that it analyzed HLC feedback and then reports completion numbers (13 of 15 Action Projects completed and 2 active, 13 topics addressed by CPI teams, 3 internal CTI trainers). However, the actual results of these improvement initiatives were not presented. Formal evaluations of action plans, with a view to drawing conclusions about the college's action plan effectiveness, were not discussed. BTC appears to have an opportunity to establish a documented evaluation process for action plans that would enable it to assess its action project effectiveness.

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

BTC notes that there is an "increase in employee awareness of AQIP and the importance of continuous quality improvement", however, this interpretation is not linked to data or to 6R1. It also notes that it will continue with CPI; this could be improved by linking this to data about the effectiveness of the CPI teams. Beyond these general claims, the college does not identify specific improvements that are the logical product of results. The presentation of objective results in this area would enable it to describe specific improvements addressing those results.

## 6.2: CULTURE OF QUALITY

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

**6P2** Describe how a culture of quality is ensured within the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Developing an infrastructure and providing resources to support a culture of quality

**Systematic** BTC claims to use action projects to improve faculty and staff goals, setting processes, strategic planning, and facility planning. The actual process for doing so was not discussed. BTC is encouraged to assess these new structures and processes and use these data to drive improvements and apply lessons learned across the institution.

- Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations (5.D.1)

**Systematic** BTC is using its strategic plan for long-term CQI, its Shared Leadership and action plans for short-term CQI, and data-driven decision making for integration of CQI into operations. BTC notes that it “conducts multiple surveys and makes the results available for the public. These surveys are analyzed for continuous improvement purposes and communicated to all stakeholders.” To improve maturity, BTC could describe processes for how data are used to drive improvements.

- Ensuring the institution learns from its experiences with CQI initiatives (5.D.2)

**Reacting** While stating that it uses its shared leadership model and communications in the form of progress reports and dashboards, the college does not present its documented, repeatable process for ensuring that it learns from its CQI initiatives. Evidence of process evaluation and learning from structures or data are not clearly presented in the portfolio.

- Reviewing, reaffirming and understanding the role and vitality of the AQIP Pathway within the institution

**Reacting** BTC uses action projects as a means of continuous improvement. The college has launched fifteen (15) action projects. BTC has successfully completed thirteen (13) action projects and two (2) are currently active. It uses in-services to feature AQIP information and uses the action project cycle. To increase maturity, BTC could assess stakeholders understanding of the role and vitality of AQIP within the institution.

**6R2** What are the results for continuous quality improvement to evidence a culture of quality? The results presented should be for the processes identified in 6P2. All data presented should include the population studied, the response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

**Systematic** BTC lists a variety of milestones and improvements that include the alignment of strategic plan with shared leadership model, launching of 13 CPI projects and training of 116 people in process improvement tools. It conducts multiple surveys such as a graduate follow-up survey, an employee follow-up survey, and a student satisfaction survey. Results of the surveys are shared with the stakeholders. However, the college does not present the results of those surveys here. Doing so would demonstrate the institution’s ability to assess its processes and to align improvements for better CQI.

**6I2** Based on 6R2, what process improvements to the quality culture have been implemented or will be implemented in the next one to three year?

BTC lists continued refinement of the Shared Leadership model, improvements in CPI teams, dashboard development, and development of process mapping skills. However, these are not based on 6R2, and it is unclear how BTC is using an evaluation of processes or other data to drive process improvement into the quality culture. The college has an opportunity to align its described processes, results presented, and resulting improvement decisions.

## CATEGORY SUMMARY

Responses to these category questions show that BTC is using the required AQIP elements (e.g., action projects) to drive some improvements, and some recent improvements have been noted. Descriptions of structures seem to outweigh the process descriptions. Few processes were truly

described and assessed. It remains unclear how processes were determined or refined, how internal targets are used, and how BTC compares to external benchmarks beyond WTCS.

### **CATEGORY STRATEGIC ISSUES**

The strategic issues that arise from the college's discussion of Category 6 Quality Overview include:

- processes were not adequately described;
- few actual data/results were included in narratives. There were very few, if any, trend data;
- few internal targets or external benchmarks were discussed;
- interpretations and improvements are not tied to the data analyses described, and;
- the portfolio contained many generalized statements, but actual evidences to back up those claims were lacking.

### **Interim Monitoring (if applicable)**

---

*No Interim Monitoring Recommended.*

## 1 - Mission

---

The institution's mission is clear and articulated publicly; it guides the institution's operations.

### 1.A - Core Component 1.A

---

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

### Rating

---

Clear

### Evidence

---

BTC's institutional mission is the result of its statutory mission that is defined by the state. The installation of a new president led the college to develop a new strategic plan that will be finalized in summer 2018. Internal and external stakeholders participated in this strategic planning providing input to it. BTC uses retreats, focus groups, interviews, and workshops to inform its identification of target audiences, establish vision, determine strategic initiatives, and align them with its mission and values. It communicates its mission, vision, and values by means of its catalog, a student handbook, its website, marketing materials, its intranet, in-services, and town hall meetings. The college recently developed a new statement of institutional promise.

### Interim Monitoring (if applicable)

---

*No Interim Monitoring Recommended.*

## 1.B - Core Component 1.B

---

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

### Rating

---

Adequate

### Evidence

---

The college disseminates information regarding mission, vision, values, and strategic priorities through a variety of means such as a catalog, student handbook, website, intranet, and marketing materials. As part of inclusiveness for strategic priorities, BTC held focus groups with internal and external stakeholders that included students and community members, among others. It analyzed inputs from the stakeholders during a two-day strategic workshop. The college community reviewed the institutional mission, vision, and guiding principle after board retreat in summer 2017.

### Interim Monitoring (if applicable)

---

*No Interim Monitoring Recommended.*

## 1.C - Core Component 1.C

---

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

### Rating

---

Adequate

### Evidence

---

Identifying group stakeholders is governed by Wisconsin state statute. BTC is an open access institution and serves diverse students from different backgrounds, socio-economic status, education attainments, life situations, parenthood status, employment status, and first-generation college. State statute requires employer surveys every four years.

In addition to Wisconsin state statute identification of student stakeholder groups, BTC's strategic planning process resulted in the college also identifying student and student influencer stakeholder groups. It relies on a variety of sources to inform stakeholder (needs) identification. Needs are determined through semi-annual advisory board meetings and employer follow-up surveys. The college began conducting employer surveys annually beginning 2016. Its process for developing and improving responsiveness to meet stakeholders' needs includes feasibility studies, discussions among the academic leadership team members, and approval from the Executive Council and the District Board.

Minority graduation rates at BTC, with the exception of African American students, are higher than IPEDS peers.

### Interim Monitoring (if applicable)

---

*No Interim Monitoring Recommended.*

## 1.D - Core Component 1.D

---

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

### Rating

---

Adequate

### Evidence

---

BTC's institutional mission is the result of its statutory mission that is defined by state statute. Its programs and support services are consistent with its mission. The college uses retreats, focus groups, interviews, and workshops to inform the identification of its target audiences, establish its vision, determine strategic initiatives, and align them with its mission and values. The college communicates its mission, vision, and values by means of its catalog, a student handbook, website, marketing materials, intranet, in-services, and town hall meetings. Based on survey feedback, BTC recently revised its strategic priorities that help it to improve serving stakeholders. In addition, the college recently developed a new statement of institutional promise.

### Interim Monitoring (if applicable)

---

*No Interim Monitoring Recommended.*



## **2 - Integrity: Ethical and Responsible Conduct**

---

The institution acts with integrity; its conduct is ethical and responsible.

### **2.A - Core Component 2.A**

---

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

#### **Rating**

---

Clear

#### **Evidence**

---

To maintain integrity, board members abide by the board policy (Policy B-800). The college disseminates information to student and employees regarding the development and revision of policies by means of e-mail messages and postings on the college's intranet. BTC employees participate in training that addresses cultural competency, campus safety, security, Title IX, sexual harassment, responsibilities and legal requirements of supervisors, wage and hour compliance, and copyright law. All employees are expected to comply with Wisconsin statutes regarding appropriate conduct, while board members are expected to uphold the board's code of ethics. To ensure the prudent use of resources, an independent auditor conducts an annual audit of the college's financials.

#### **Interim Monitoring (if applicable)**

---

*No Interim Monitoring Recommended.*

## **2.B - Core Component 2.B**

---

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

### **Rating**

---

Clear

### **Evidence**

---

College leaders develop ethical standards and practices based on provisions made by the District Board. Standards are communicated through the intranet, new employee orientation, and team meetings. New employee orientation trains employees, as does faculty in-service programs, performance planning, and mandatory supervisor/manager training. The Wisconsin Code of Ethics sets integrity standards for all public employees. The employee handbook outlines ethical and professional expectations. The District Board is charged with maintaining fiscal standards and an independent auditor conducts an annual fiscal audit. Electronic equipment is subject to the Acceptable Use of Computer Equipment Policy. BTC's website makes information available to all constituents.

### **Interim Monitoring (if applicable)**

---

*No Interim Monitoring Recommended.*

## 2.C - Core Component 2.C

---

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

### Rating

---

Adequate

### Evidence

---

BTC ensures its ability to conduct its affairs consistently with its mission and vision primarily using policy and stakeholder feedback. Its local board is a function of state statute and comprised of nine (9) members, who are appointed to the board by a committee that is, otherwise, independent of BTC. Board members must be residents of the college's two-county service area. The board has specific policy that prohibits partisanship and board members from individually speaking for the college. The board delegates the regular, ongoing management of the college to its President/ District Director. Faculty oversee academic matters as established in the academic freedom policy and employee handbook. The Blackhawk Improvement Group (BIG) and the Group for Procedure and Strategy (GPS) are key to the college's approach to shared leadership. To ensure open communications internally, BTC uses electronic media, print media, board meetings, CPI presentations, town hall meetings, management meetings, and listening sessions. BTC graduation rate, placement rate, revenue, margin to new initiative spending ratio, and debt service mill rate suggest good institutional performance overall.

### Interim Monitoring (if applicable)

---

*No Interim Monitoring Recommended.*

## 2.D - Core Component 2.D

---

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

### Rating

---

Clear

### Evidence

---

BTC maintains a culture of academic freedom, integrity and freedom of expression for student, faculty, and staff. It ensures freedom of expression and integrity of research and scholarly practice in policy that is communicated via its employee handbook and its onboarding process. Its academic freedom policy, intellectual property policy, and an employee handbook guide and protect employees. Student conduct code procedures, academic honesty, student handbook, and course syllabi outline enforcement of policy, sanctions, interim suspension, and an appeal process for BTC students. The college describes ethical teaching and research practice in the following policies: academic freedom policy, WTCS FAQs guidelines, proposal to conduct research, and institutional review board policy.

### Interim Monitoring (if applicable)

---

*No Interim Monitoring Recommended.*

## 2.E - Core Component 2.E

---

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

### Rating

---

Adequate

### Evidence

---

BTC ensures freedom of expression and integrity of research and scholarly practice in policy that is communicated via its employee handbook and its onboarding process. It ensures ethical learning and research among students in policy and its Student Code of Conduct is communicated by means of student orientation, the student handbook, course syllabi, and student-advisor meetings. It has a number of mechanisms to prevent cheating and the college's Student Conduct Code Procedures describes enforcement, sanctions, suspensions, and appeals. BTC ensures the ethical teaching and research practices of faculty in policy, fostering it using elements that include WTCS FQAS guidelines, faculty reviews, Proposal to Conduct Research, Institutional Research Board, orientation, certification coursework, division meetings, and a mentoring program. The college tracks the number of students disciplined over 3 years, library staff presentations pertaining to academic integrity, and FQAS completions. Recently the college purchased some related online resources and increased librarian hours to support learning about academic integrity.

### Interim Monitoring (if applicable)

---

*No Interim Monitoring Recommended.*

## **3 - Teaching and Learning: Quality, Resources, and Support**

---

The institution provides high quality education, wherever and however its offerings are delivered.

### **3.A - Core Component 3.A**

---

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

### **Rating**

---

Adequate

### **Evidence**

---

Degree programs offered at BTC are determined by statewide curriculum or the college's curriculum review cycle that is conducted by the Director of Teaching and Learning Resources, instructional design staff, and full-time faculty members. BTC determines viability of courses and programs through program review, advisory committee meetings, assessments, and curriculum committee meetings. Program discontinuance or suspension occurs when there a decline in enrollment numbers, full-time equivalent, and/or occupational need. The college uses its program approval process, industry-validated curriculum, syllabus templates, curriculum development and modification process, faculty qualifications, accreditation processes, and training for faculty teaching courses via technology to ensure rigor in new courses. Program rigor is maintained in existing courses using assessment (core abilities and program outcomes), rubrics, internship assessment, employer surveys, TSA, and licensure or certification examinations. In addition, BTC monitors and evaluates program rigor through core ability and program assessment.

BTC recently initiated mandatory face-to-face and online advising sessions to advise newly admitted students about program requirements. Course requirements are listed in the course catalog and on the website. Some allied health programs, due to their rigorous admissions process, assign students an advisor who discusses requirements before formally admitting the student. All faculty teaching online are required to complete training. Syllabi, regardless of delivery modality, use a consistent template. Assessment protocols assure rigor and outcomes measures. Thirteen programs maintain specialized accreditation. While these programs must meet the external accreditation requirements, they also must adhere to internal requirements and are subject to programmatic review alongside all programs. BTC assesses graduate attainment outcomes through the prescribed WTCS TSA model. It utilizes a

variety of tools, methods and instruments to assess program rigor such as employer follow up surveys, IPEDS program completion, licensure examination results, job placement and course success rates. Additionally, every program has outcomes mapped to competencies.

### **Interim Monitoring (if applicable)**

---

*No Interim Monitoring Recommended.*

## 3.B - Core Component 3.B

---

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

### Rating

---

Adequate

### Evidence

---

BTC aligns its seven core abilities (communicate professionally, use appropriate technology, work effectively in teams, show respect for diversity, demonstrate professional work behavior, solve problems efficiently, and lead by example) with the college's mission and vision because it believes that the BTC core abilities lead to employability. Because general education is under the mandate and supervision of WTCS, the college has aligned its associate and technical diplomas with WTCS. BTC Core Abilities are integrated into all programs at the course level.

As a result of an AQIP action project, BTC implemented three college-wide core ability rubrics that enable it to analyze assessment results and pursue improvements that are documented in WIDS. The college used a 2011 AQIP action project, Integrating Core Abilities into BTC's Culture Status, to affirm its common learning outcomes (Core Abilities), resulting in their broad communication via its catalog, student handbook, posters, bookmarks, and website. A subsequent action project in 2014 was used to align learning outcomes with employees' performance reviews. BTC established its process for aligning common learning outcomes to its mission in 2016 and faculty began to develop a plan for assessing one or more of the college's three core abilities at that time.

BTC designs, aligns, and delivers co-curricular activities to support student learning of common learning outcomes using student government, occupational clubs, service on boards and committees, and its Certificate of Professional Development. BTC's common learning outcomes are integrated in all of its programs at the course level and in its co-curricular offerings using academic sponsored



activities and its Certificate of Professional Development. One-hundred percent of the college's program students achieved acceptable performance in the areas of professional work behaviors, teamwork effectiveness, and problem-solving.

Based on WTCS requirements, accrediting bodies, professional associations, advisory committee(s), labor market data and employer input, the college determines program outcomes using its revised program development process. BTC's student learning outcomes are approved by WTCS. It relies on feedback from employers in order to align its outcomes that are approved by WTCS. These outcomes are communicated using the college catalog, program pages on its website, and course syllabi. College administrators and faculty review programs using TSAs, accreditors, statewide curriculum, advisory committees, employer surveys, program reviews, curriculum reviews, and professional development to ensure that program outcomes remain relevant and aligned with student, workplace, and societal needs.

### **Interim Monitoring (if applicable)**

---

*No Interim Monitoring Recommended.*

## 3.C - Core Component 3.C

---

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

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

### Rating

---

Adequate

### Evidence

---

Deans conduct annual faculty needs analyses that are based on student-to-faculty ratios, credit hours taught by full-time faculty, and the size of programs (in credit hours) to support their requests for additional faculty. The Human Resources Department and Director of Student Services determine the needed qualifications in postings. Upon screening applicants by the hiring manager and HR, interviews are conducted by teams that must include at least one subject matter expert. Typically, a faculty interview will also include a teaching demonstration as part of the interview.

As a part of the application process, a minimum qualifications form is completed for faculty members. The Early College Specialist tracks the qualifications of dual credit instructors, requiring transcripts annually that are used to update qualifications. Instructors that do not meet the minimum qualifications are placed on a professional development plan that is reviewed annually. The college maintains funds for additional coursework, training, certifications, and externships to help faculty meet qualifications.

In 2014 BTC updated its performance management system by incorporating core abilities, employee engagement methods, and aligning it with the college's strategic priority to increase organizational engagement and effectiveness. Supervisors review job descriptions with their employees annually. The college's employee evaluation processes and forms are consistent, they have an annual due date, and evaluations are used in decision-making.

BTC requires that faculty meet predetermined faculty qualifications, accreditation standards, or licensing standards. Those not meeting these expectations must have 2 years of industry experience. Faculty participate in the WTCS Faculty Quality Assurance System (FQAS) that offers professional development opportunities. The college has 7 ways in which faculty can maintain currency their areas of expertise. It provides funding for approved professional development that includes retreats, staff meetings, Professional Development Days, webinars, WTCS workshops, professional organization memberships, conferences, and requested training opportunities. BTC uses its annual budgeting process to provide for professional development alignment with institutional objectives. It tracks professional development attendance/ participation and feedback upon the completion of sessions using Skillsoft.

BTC faculty list office hours and contact information on their syllabi and in their course shells (Blackboard).

### **Interim Monitoring (if applicable)**

---

*No Interim Monitoring Recommended.*

## 3.D - Core Component 3.D

---

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

### Rating

---

Adequate

### Evidence

---

BTC describes ethical teaching and research practice in the following policies: academic freedom policy, WTCS FAQs guidelines, proposal to conduct research, and institutional review board policy. Student conduct code procedures, academic honesty, student handbook, and course syllabi outline enforcement of policy, sanctions, interim suspension, and appeal process for BTC students.

BTC uses placement testing, accommodations through Disability Services, tutoring, library services and skills labs to determine and address student needs. The college uses professional development days and the Teaching and Learning Center to determine and address faculty needs. In addition to meeting with an advisor before-and-after each semester, there are resources such as program-specific student success courses, tutoring, math and reading labs that are available. BTC also uses targeted interventions for students with a 2.0 or less GPA. Faculty list office hours and contact information on their syllabi and in their course shells.

### Interim Monitoring (if applicable)

---

*No Interim Monitoring Recommended.*

## 3.E - Core Component 3.E

---

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

### Rating

---

Adequate

### Evidence

---

The college provides additional experiences to students through co-curricular student organization, conferences, professional activities, and community engagement. BTC's common learning outcomes are integrated in all programs and in its co-curricular offerings through its academic sponsored activities and its Certificate of Professional Development. It designs, aligns, and delivers co-curricular activities to support student learning of common learning outcomes using student government, occupational clubs, service on boards and committees, and its Certificate of Professional Development. The college uses its Worldwide Instructional Design System (WIDS) platform to manage to track its assessment results and overall assessment progress. Co-curricular outcomes are assessed using rubrics. Student Services staff collaborated with staff from Teaching/ Learning Resources to develop co-curricular assessment rubrics and implemented them.

The college's Office of Student Engagement works with other college employees to offer student organizations, workshops, activities, community service, student government, clubs, and leadership opportunities. Its co-curricular activities provide educational, leadership, employment, and social emphases.

### Interim Monitoring (if applicable)

---

*No Interim Monitoring Recommended.*

## 4 - Teaching and Learning: Evaluation and Improvement

---

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

### 4.A - Core Component 4.A

---

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

### Rating

---

Adequate

### Evidence

---

BTC determines viability of courses and programs through program review, advisory committee meetings, assessment and curriculum committee meetings. Program discontinuance or suspension occurs when there a decline in enrollment numbers, full-time equivalent, and occupational need. To maintain consistency in quality of course offerings at all locations, full-time faculty meet annually with dual credit teachers. The college uses industry-validated curriculum to develop courses and programs and ensures that program outcomes, course competencies, and performance standards are consistent across modes of delivery and locations. In addition, BTC monitors and evaluate program rigor through core ability and program assessment.

BTC uses its newly revised program review process, Technical Skills Attainment (TSA), Employer Follow-up Survey, and a Graduate Follow-up Survey in order to assess its programs. It reviews course and program viability using program review, advisory committee meetings, and curriculum committee meetings. Depending on the extent of change involved, programs are modified using either its internal or external modification process. Its results compared to previous years showed (program-related) improvement in its employer survey and compared to WTCS peers. Also, minority graduation rates are generally higher than IPEDS peers.

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

Preparation required of BTC students is determined by statewide curriculum or the college's curriculum review cycle.

In order to ensure that rigor exists among new courses, the college relies on its program approval process, industry-validated curriculum, syllabus templates, curriculum development and modification process, faculty qualifications, accreditation processes, and training for faculty teaching courses via technology. BTC maintains program rigor using assessment (core abilities and program outcomes), rubrics, internship assessment, employer surveys, TSA, and licensure or certification examinations. Recently, BTC subscribed to Quality Matters.

The college has 13 specialized accreditations among its programs that are maintained by employees who are accrediting body evaluators.

BTC annually assesses student performance for program outcomes and surveys its graduates 6 months and 5 years after graduation. It uses WIDS, TSA completion, IPEDS program completion, licensure/certification exams, employer surveys, placement data, and course success rates. TSA results are high, accredited programs generally exceed benchmarks, employers' surveys are positive, graduates are satisfied, and the placement rate is, also, high. Generally, BTC achieved its course success target; its employer and graduate surveys show good and improving results, and; accredited programs meet accreditors' targets.

## **Interim Monitoring (if applicable)**

---

*No Interim Monitoring Recommended.*

## 4.B - Core Component 4.B

---

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

### Rating

---

Unclear

### Evidence

---

BTC uses semi-annual program advisory meetings, Workforce and Community Development Division employer conversations, and employer surveys to ensure that its common learning outcomes are relevant and aligned. As a result of an AQIP action project, BTC implemented three college-wide core ability rubrics that enable it to analyze assessment results and pursue improvements that are documented in WIDS. The Teaching Resources staff provide program progress sheets to inform deans and faculty of their progress in achieving their assessment goals. These staff members have also developed and implemented co-curricular assessment rubrics. Common learning outcomes (Core Abilities) are communicated via its catalog, student handbook, posters, bookmarks, and website.

The Health Sciences Division and its Office of Career and Professional Development designs, aligns, and delivers co-curricular activities to support student learning of common learning outcomes using student government, occupational clubs, service on boards and committees, and its Certificate of Professional Development.

A very high percentage of the college's program students achieved acceptable performance in the areas of professional work behaviors, teamwork effectiveness, and problem-solving. Its assessment of student learning outcome achievement met its target of 75%, with 100% of its programs achieving their program goals. Employer surveys improve each year.

Based on WTCS requirements, accrediting bodies, professional associations, advisory committee(s), labor market data and employer input, BTC determines program outcomes using its revised program development process. These outcomes are communicated using the catalog, website program pages, and course syllabi. It includes program outcomes, course competencies, learning objectives, and expectations for achievement in the course syllabi. The college reviews one-third of its programs annually.

BTC tracks syllabi, outcome assessment plans, assessment results, analysis of results, and improvements using program tracking sheets and the WIDS curriculum system. Its personnel analyze



programs using WTCS TSA, accreditors, statewide curriculum, advisory committees, employer surveys, student satisfaction surveys, graduate surveys, program reviews, curriculum reviews, and professional development and “brings back” specific improvement initiatives to individual program. Support for program assessment is provided through professional development, TSA processes, and interactions with WTCS peer program faculty and employers.

All of the college’s programs currently conduct program assessment. BTC has achieved its internal target for programs having implemented assessment plans and for programs benchmarking externally. Thirteen of the college’s fourteen programs with state or national licensure examinations meet or exceed the institution’s targets.

### **Interim Monitoring (if applicable)**

---

*No Interim Monitoring Recommended.*

## 4.C - Core Component 4.C

---

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

### Rating

---

Adequate

### Evidence

---

BTC uses procurement rules, accepted methodology, and the actionability of the information in order to select its tools, methods, and instruments for assessing retention, persistence, and completion. The college also uses state averages and trend data, national and internal, provided by the Office of Institutional Research and Effectiveness (OIRE) in order to determine its targets for retention, persistence, and completion. The OIRE processes retention, persistence, and completion data using SIS, Banner, Cognos, Blackboard Analytics, and Excel. The results are tracked by semester and annually and are reported by academic division and program to the Executive Council, staff, faculty, program personnel, management, and the District Board. Retention, persistence, and course completion rates are improving and approaching the college's targets. Completion rates tend to lag its goals. BTC benchmarks its results for retention, persistence, graduation, and course completion against WTCS peers and nationally. Its results compare favorable in course completions, retention, and persistence while lagging peers in terms of completion.

### Interim Monitoring (if applicable)

---

*No Interim Monitoring Recommended.*

## 5 - Resources, Planning, and Institutional Effectiveness

---

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

### 5.A - Core Component 5.A

---

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

### Rating

---

Clear

### Evidence

---

BTC recently revised its budgeting process, linking it to academic scheduling and a new program proposal process. It identifies potential and existing programs in light of industry and workforce needs. Up to one-and-one-half percent of its general fund revenues are budgeted to support strategic initiatives. Capital expenditures are funded through bond issues that are serviced by an annual debt service property tax levy. The college's commitment to instruction is at 58% of its general fund expenditures. Financial performance is monitored throughout the year using an enterprise resource planning system. Mid-year budget modification requests must be approved by the District Board. The Executive Council decides how to close any projected budgetary gaps resulting from the VP of Administrative Services' tuition revenue forecast. Information Technology Services tracks utilization of technology resources using tracking and helpdesk software. The college complies with statutes and administrative rules, along with conducting an annual audit.

BTC complies with District Board policy to make sure that it has adequate operational funds and the ability to adjust to changes in state funding. The budgeting process used by the college consists of generating revenue projections followed by establishing the monies available for its general fund and strategic initiatives. Its leadership then determines program funding aligned with workforce needs. The college's capital investment and debt service plan are aligned with its divisions' capital requests.

Budget managers monitor their budgets using the institution's enterprise resource platform and bi-weekly reports. Monthly financial reports are provided to the District Board, and the Board Finance Committee reviews the college's finances four times per year. BTC maintains a contingency fund for expenses that are unexpected. Its budgetary controls comply with legal requirements and board policy. The college's Facilities Master Plan is reviewed annually. The college tracks unreserved funds as a percentage of general fund, peer data, WTCS Outcomes Based Funding Report, capital asset condition report, debt service rates, enrollment, IPEDS data, and student satisfaction. BTC compares favorably to its WTCS peers in expenses per FTE and its fund balance. In addition, its Moody rating is good.

BTC provides funding for approved professional development. It uses its New Employee Experience, professional development days (for faculty), and other learning opportunities identified by employees to provide and support regular professional development for employees. All faculty participate in the WTCS Faculty Quality Assurance System (FQAS) that offers professional development opportunities. Managers identify student support staff members' developmental needs and provide resources for it. Development opportunities include retreats, staff meetings, professional development days, webinars, WTCS workshops, professional organization memberships, conferences, and requested training opportunities. The college tracks professional development attendance/participation and feedback upon the completion of sessions using Skillsoft. BTC uses its annual budgeting process to align professional development with the strategic plan and institutional objectives.

### **Interim Monitoring (if applicable)**

---

*No Interim Monitoring Recommended.*

## 5.B - Core Component 5.B

---

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

### Rating

---

Adequate

### Evidence

---

In the 2016-2017 academic year, BTC conducted strategic planning seeking input from internal and external stakeholders, analyzing their input, developing strategic objectives, developing action plans (tasks), and designating responsible parties. The college is organized into seven divisions, each led by a vice president who sit on the college's Executive Council. Its new leadership model utilizes cross-functional committees to ensure collaboration and accomplish high academic standards. The Blackhawk Improvement Group (BIG) and the Group for Procedure and Strategy (GPS) are key to the college's approach to shared leadership. To ensure open communications internally, BTC uses electronic media, print media, board meetings, CPI presentations, town hall meetings, management meetings, and listening sessions. The board delegates the regular, ongoing management of the college to its President/District Director subject to the executive limitations set by the board. Faculty oversee academic matters. The college's enrollment, graduation rate, placement rate, revenue, margin to new initiative spending ratio, and debt service mill rate reflect good institutional performance.

### Interim Monitoring (if applicable)

---

*No Interim Monitoring Recommended.*

## 5.C - Core Component 5.C

---

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

### Rating

---

Adequate

### Evidence

---

During 2016-2017 academic year, BTC conducted strategic planning seeking input from internal and external stakeholders, analyzing their input, developing strategic objectives, developing action plans, and designating responsible parties. Using a Gantt Chart, budget requests, and bi-monthly meetings, the Executive Council aligned college operations with the institutional mission, vision, and values.

BTC generates strategic tasks for each strategic objective to align each unit effectively. These tasks are budgeted by department and led by cross-functional teams. The plan was communicated to employees and the District Board. Team leaders for each strategic objective track progress, providing monthly progress reports to the Executive Council. Additional communication of results is provided at regular management meetings and, annually, to the District Board.

### Interim Monitoring (if applicable)

---

*No Interim Monitoring Recommended.*

## 5.D - Core Component 5.D

---

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

### Rating

---

Adequate

### Evidence

---

BTC uses action projects, shared leadership, CPI, and strategic planning in order to develop infrastructure and to provide resources for supporting its quality culture. It relies on its 3-year strategic planning process and associated progress reports to ensure that CQI is making an impact on its culture and operations in the longer-term. In the shorter-term, the college relies on CPI and CPI implementation teams to align improvement projects with action projects. Communication takes place via progress reports, dashboards, and in-services to reaffirm and convey an understanding of the role and vitality of AQIP at the institution.

### Interim Monitoring (if applicable)

---

*No Interim Monitoring Recommended.*

## Review Dashboard

---

Number	Title	Rating
1	Reflective Overview	
2	Strategic Challenges Analysis	
3	Accreditation Evidence Screening Summary	
4	Quality of Systems Portfolio	
5	AQIP Category Feedback	
I	Helping Students Learn	
II	Meeting Student and Other Key Stakeholder Needs	
III	Valuing Employees	
IV	Planning and Leading	
V	Knowledge Management and Resource Stewardship	
VI	Quality Overview	
1	Mission	
1.A	Core Component 1.A	Clear
1.B	Core Component 1.B	Adequate
1.C	Core Component 1.C	Adequate
1.D	Core Component 1.D	Adequate
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Clear
2.B	Core Component 2.B	Clear
2.C	Core Component 2.C	Adequate
2.D	Core Component 2.D	Clear
2.E	Core Component 2.E	Adequate
3	Teaching and Learning: Quality, Resources, and Support	
3.A	Core Component 3.A	Adequate
3.B	Core Component 3.B	Adequate
3.C	Core Component 3.C	Adequate
3.D	Core Component 3.D	Adequate
3.E	Core Component 3.E	Adequate
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Adequate
4.B	Core Component 4.B	Unclear
4.C	Core Component 4.C	Adequate
5	Resources, Planning, and Institutional Effectiveness	
5.A	Core Component 5.A	Clear



5.B	Core Component 5.B	Adequate
5.C	Core Component 5.C	Adequate
5.D	Core Component 5.D	Adequate

## Review Summary

---

### Conclusion

---

The portfolio submitted by Blackhawk Technical College (BTC) demonstrates that processes and results at the college range between systematic and reacting. The portfolio could be improved by providing more complete descriptions of repeatable processes that include measures of process performance. Better CQI discipline that aligns processes, results, and improvements would enhance the quality of the portfolio.

The strategic issues for BTC have to do with its pursuit of continuous quality improvement (CQI) in general. The college has an opportunity to address its overall approach to CQI and to reaffirm its commitment to it. In order to do this, BTC will need to evaluate its process-results-improvement alignment and its use of data and information in analysis that would include target-setting and benchmarking. In particular, the college will need to devote attention to assessing student learning against its general learning outcomes and its programmatic outcomes, leading to teaching and learning improvements.

The systems appraisal team recommends that student learning outcome assessment at Blackhawk Technical College be addressed during its Comprehensive Quality Review. The CQR team should investigate the details of the college's plan to ensure the assessment of students' achievement of clearly-stated learning outcomes for its curricular and co-curricular offerings. Clear documentation of assessment processes should be included, describing how the college goes about its assessment in a repeatable and measurable way. The review visit should also address measures of process performance. Learning outcomes for all general education, programs, and co-curricular offerings should be listed. Results must include data showing how well students are learning each general education outcome and a limited number of programmatic outcomes (that are representative of all programs' performance), in both co-curricular and curricular offerings. The institution should be able to describe improvements that are aligned to, and directly driven by the results that are discussed. Finally during the CQR visit, the college should clearly identify the means by which the assessment results are communicated to stakeholders.

The evidence provided by the college is adequate for the Higher Learning Commission's Criteria 1 Mission, 3 Teaching and Learning: Quality, Resources, and Support, and 5 Resources, Planning, and Institutional Effectiveness. It will need to devote ongoing attention to Criterion 4 Teaching and Learning: Evaluation and Improvement, in general. BTC showed clear evidence that it satisfies Criterion 2 Integrity: Ethical and Responsible Conduct.

### Overall Recommendations

---

#### Criteria For Accreditation

Unclear

#### Sanctions Recommendation

Not Set

#### Pathways Recommendation

Not Set

*No Interim Monitoring Recommended.*