



March 12, 2014

Thomas C. Eckert
President
Blackhawk Technical College
P.O. Box 5009; 6004 County Rd G
Janesville, WI 53547-5009

Dear President Eckert:

Enclosed is a copy of Blackhawk Technical College's *Systems Appraisal Feedback Report*. It begins with a concise Executive Summary, intended for those general readers that do not require a high level of detail. Your Systems Appraisal Team provided extensive detail in the full report by identifying nine distinct groups of what they view as your institution's *strengths* and *opportunities for improvement*, one group for each of the nine AQIP Categories. We are also emailing your institution's Accreditation Liaison a copy of this report.

To receive maximum benefit from your Systems Appraisal, you and your colleagues should plan to invest substantial time in discussing it, considering the team's observations and advice, and identifying which actions will best advance your institution.

We ask that you formally acknowledge receipt of this report within the next two weeks, and provide us with any comments you wish to make about it. Your response will become part of your institution's permanent HLC file. Please email your response to AQIP@hlcommission.org.

Sincerely,

Mary L. Green
AQIP Process Administrator

Systems Appraisal Feedback Report

in response to the *Systems Portfolio* of

BLACKHAWK TECHNICAL COLLEGE

March 11, 2014

for

The Higher Learning Commission

A commission of the North Central Association

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Elements Of Blackhawk Technical College's Feedback Report

Welcome to the *Systems Appraisal Feedback Report*. This report provides AQIP's official response to an institution's *Systems Portfolio* by a team of peer reviewers (the Systems Appraisal Team). After the team independently reviews the institution's portfolio, it reaches consensus on essential elements of the institutional profile, strengths and opportunities for improvement by AQIP Category, and any significant issues related to accreditation. These are then presented in three sections of the *Systems Appraisal Feedback Report*: "Strategic Challenges Analysis," "AQIP Category Feedback," and "Accreditation Issues Analysis." These components are interrelated in defining context, evaluating institutional performance, surfacing critical issues or accreditation concerns, and assessing institutional performance. Ahead of these three areas, the team provides a "Reflective Introduction" followed closely by an "Executive Summary." The appraisal concludes with commentary on the overall quality of the report and advice on using the report. Each of these areas is overviewed below.

It is important to remember that the Systems Appraisal Team has only the institution's *Systems Portfolio* to guide its analysis of the institution's strengths and opportunities for improvement. Consequently, the team's report may omit important strengths, particularly if discussion or documentation of these areas in the *Systems Portfolio* were presented minimally. Similarly, the team may point out areas of potential improvement that are already receiving widespread institutional attention. Indeed, it is possible that some areas recommended for potential improvement have since become strengths rather than opportunities through the institution's ongoing efforts. Recall that the overarching goal of the Systems Appraisal Team is to provide an institution with the best possible advice for ongoing improvement.

The various sections of the *Systems Appraisal Feedback Report* can be described as follows:

Reflective Introduction & Executive Summary: In this first section of the *System's Appraisal Feedback Report*, the team provides a summative statement that reflects its broad understanding of the institution and the constituents served (Reflective Introduction), and also the team's overall judgment regarding the institution's current performance in relation to the nine AQIP Categories (Executive Summary). In the Executive Summary, the team considers such factors as: robustness of process design; utilization or deployment of processes; the existence of results, trends, and comparative data; the use of results data as feedback; and systematic processes for improvement of the activities that each AQIP

Category covers. Since institutions are complex, maturity levels may vary from one Category to another.

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. Teams formulate judgments related to strategic challenges and accreditation issues (discussed below) through careful analysis of the Organizational Overview included in the institution's Systems Portfolio and through the team's own feedback provided for each AQIP Category. These collected findings offer a framework for future improvement of processes and systems.

AQIP Category Feedback: The *Systems Appraisal Feedback Report* addresses each AQIP Category by identifying and coding strengths and opportunities for improvement. An **S** or **SS** identifies strengths, with the double letter signifying important achievements or capabilities upon which to build. Opportunities are designated by **O**, with **OO** indicating areas where attention may result in more significant improvement. Through comments, which are keyed to the institution's Systems Portfolio, the team offers brief analysis of each strength and opportunity. Organized by AQIP Category, and presenting the team's findings in detail, this section is often considered the heart of the *Feedback Report*.

Accreditation Issues Analysis: Accreditation issues are areas where an institution may have not yet provided sufficient evidence that it meets the Commission's Criteria for Accreditation. It is also possible that the evidence provided suggests to the team that the institution may have difficulties, whether at present or in the future, in satisfying the *Criteria*. As with strategic challenges, teams formulate judgments related to accreditation issues through close analysis of the entire Systems Portfolio, with particular attention given to the evidence that the institution provides for satisfying the various core components of the *Criteria*. For purposes of consistency, AQIP instructs appraisal teams to identify any accreditation issue as a strategic challenge as well.

Quality of Report & Its Use: As with any institutional report, the *Systems Portfolio* should work to enhance the integrity and credibility of the institution by celebrating successes while also stating honestly those opportunities for improvement. The *Systems Portfolio* should therefore be transformational, and it should provide external peer reviewers insight as to how such transformation may occur through processes of continuous improvement. The AQIP Categories and the Criteria for Accreditation serve as the overarching measures for the institution's current state, as well as its proposed future state. As such, it is imperative

that the *Portfolio* be fully developed, that it adhere to the prescribed format, and that it be thoroughly vetted for clarity and correctness. Though decisions about specific actions rest with each institution following this review, AQIP expects every institution to use its feedback to stimulate cycles of continual improvement and to inform future AQIP processes.

Reflective Introduction and Executive Summary For Blackhawk Technical College

The following consensus statement is from the System Appraisal Team's review of the institution's *Systems Portfolio Overview* and its introductions to the nine AQIP Categories. The purpose of this reflective introduction is to highlight the team's broad understanding of the institution, its mission, and the constituents that it serves.

Blackhawk Technical College (BTC) is a two-year public institution and one of sixteen colleges within the Wisconsin Technical College System (WTCS). BTC's newly updated mission focuses on empowering students with a vision of becoming a vital partner in the region. It serves 567 full- and 2680 part-time students through more than 50 programs designed to prepare graduates for the workforce through Associate Degrees, Technical Diplomas, Certificates, and Apprenticeships. The majority of the courses are offered at the Beloit Center in Beloit, the Center for Transportation Studies in Janesville, Central Campus, and the Monroe Campus in Monroe.

The College currently has three action projects: integrating core abilities in BTC's culture; implementing a participatory governance system; and creating an alignment among strategic planning, AQIP and budgeting. BTC has implemented a participatory strategic plan with five priorities, each divided into objectives with measurable Key Performance Indicators (KPIs). Campus stakeholders and leadership are committed to a culture of governance through six new councils and a steering group.

The following are summary comments on each of the AQIP Categories crafted by the Appraisal Team to highlight Blackhawk Technical College's achievements and to identify challenges yet to be met.

- (1) A key strategic priority for BTC is to Increase Student Recruitment, Retention, and Success. To that end, BTC is integrating seven core abilities into the general education curriculum. The College has made a concerted effort to align student learning goals (both in the core curriculum and at the program-outcome level) so that each achievement assessment can be tracked for each student at each level on the way to

program completion. This process is helping the College align curricula between general education and career programs. BTC also is keenly aware of the various subgroups of students it serves (for example, high school non-completers) and has outlined a detailed set of responses to each. The effectiveness of these programs is measured both in attainment of student learning goals and through “satisfaction” tools such as the Noel-Levitz Student Satisfaction Inventory (SSI).

- (2) BTC describes Accomplishing Other Distinctive Objectives as concentrating primarily on services provided to the District’s business and industry, local community, and on rehabilitation for its non-traditional prison population and describes these as aligned to the District’s commitment to significant stakeholder groups. The first thrust is economic development providing training for area businesses and industry that is determined by the feedback from this sector. The College is the only entity providing this just-in-time training to serve the needs of the local area, which is critical during the economic peaks and valleys. The second thrust is to provide basic education, counseling, job readiness training, work experience, and service opportunities to inmates in the Rock County Jail. This invaluable service provides the opportunity for these inmates to reduce their recidivism.
- (3) Gaining community perspectives determining the needs of stakeholders are provided through systematic employer and alumni surveys, environmental scans, demographic and employment data, business and industry visits, advisory community meetings, Wisconsin Technical College System’s (WTCS’s) Quality Review Process (QRP) program reviews, Business Education Summits, and community involvement. BTC also has undertaken many changes to understand students’ and other stakeholders’ needs such as the development of a new advising process to assist students in developing a personalized academic plan early in their educational experience and the use of numerous surveys to better serve students based on their level of satisfaction. Students also play a role on advisory boards, committees, and the College’s District Board. Additionally, the College changed the student complaint system process to make it easier for students to use. The effectiveness of these programs is measured both in attainment of student learning goals and through “satisfaction” tools such as the Noel-Levitz Student Satisfaction Inventory (SSI).
- (4) Systematic processes for Valuing People include a 2010 Diversity-Mapping project, the Personal Assessment of the College Environment (PACE) survey with results

indicating College climate improvements, and the inclusive process used in developing the 2012-2017 Strategic Plan with its participatory governance model. The recent demise of the unions in the Wisconsin educational system has brought the College to a new era of establishing salaries and benefits. The College has approached this change by developing an open collaboration with employees to discuss benefits and wages through the Participatory Governance Model. BTC has outlined a detailed series of responsibilities for every phase of the recruitment, hiring, orientation and training processes. The College also maintains a program of employee recognition and professional development opportunities that are overseen by the Human Resources office.

- (5) BTC developed and adopted the 2012-2017 Strategic Plan after review of data from numerous sources. All employees have opportunity to advance the Strategic Plan through work teams. This major initiative began with the attendance at the Fall 2010 AQIP Strategy Forum. As a result of this discussion and related surveys, employees were engaged in various opportunities to set objectives, strategies, and action plans. Two AQIP projects were developed to support the process. Direct linkages were identified among the strategic priorities, AQIP Categories, and action projects. BTC also developed a Participatory Governance Model, consisting of six governance councils, five of which are responsible for five strategic priorities and the sixth council (Institutional Effectiveness Services Council) provides oversight of the progress made by the other councils. Town Hall meetings provide an open forum for discussion regarding issues of concern to the campus community.
- (6) BTC's student support services had increased tremendously in the last four years. BTC has made some significant strides in improving student support services by aligning services with the College's strategic priorities. Course scheduling, the work of Curriculum/Assessment and Curriculum Management teams, and a new Director of Learning Resources are other accomplishments. The BTC Foundation continues to improve with a student emergency fund and the hiring of a Director of the BTC Foundation/Alumni. Safety improvements on campus and facilities expansion are other accomplishments. The development of the new Advanced Manufacturing Training Center seeks to meet workplace needs for students.
- (7) BTC describes electing, managing, and distributing data and performance information as moving from a reacting mode to a more systematic process. A key institutional goal

is to collect, store, and retrieve, disseminate, interpret, and use information effectively to improve College operations. The College aligned the Business Intelligence (BI) with the College's Resource Planning (ERP) and software, Banner. Membership in the National Community College Benchmarking Project (NCCBP) provides BTC with a more systematic approach, indicating how the College compares with other two-year institutions. The Institutional Effectiveness Council and Chief Information Officer are integral to the distribution process of data and goal development based on useful data.

- (8) The Strategic Planning process exhibits the maturity of BTC as an AQIP institution. Three standing committees guide assessment and actions in terms of risk management. The Professional Development Committee works to enhance employee development processes. The College is aware of the need to link the strategic plan to the budgeting process and has undertaken the process of aligning the two. BTC engages in a variety of planning processes to provide vision, framework, and direction for the College and these include: academic program planning (participating council: Instructional Services), budget planning (participating council: Executive), enrollment management planning (participating council: Student Support Services), facilities master planning (participating council: Administrative Services), information technology services planning (participating council: Administrative Services), and marketing and communication (participating council: Student Support Services).
- (9) The College has made a commitment to building collaborative relationships by incorporating "Community-focus" and "Partnerships" into its most recent Strategic Plan. BTC notes that its other distinctive objectives focus primarily on services provided to the District's business and industry, local community, and on rehabilitation for its non-traditional prison population. Some of the specific activities designed to address these relationships include the Participatory Governance Model, the addition of a Foundation/Alumni Director and the addition of an Internship Coordinator. These two administrators work with business, governmental agencies, and educational organizations to ensure students are directly linked to the community to succeed.

Note: Strategic challenges and accreditation issues are discussed in detail in subsequent sections of the *Systems Appraisal Feedback Report*.

Strategic Challenges For Blackhawk Technical College

In conducting the Systems Appraisal, the Systems Appraisal Team attempted to identify the broader issues that would seem to present the greatest challenges and opportunities for the institution in the coming years. These areas are ones that the institution should address as it seeks to become the institution it wants to be. From these the institution may discover its immediate priorities, as well as strategies for long-term performance improvement. These items may also serve as the basis for future activities and projects that satisfy other AQIP requirements. The team also considered whether any of these challenges put the institution at risk of not meeting the Commission's Criteria for Accreditation. That portion of the team's work is presented later in this report.

Knowing that Blackhawk Technical College will discuss these strategic challenges, give priority to those it concludes are most critical, and take action promptly, the Systems Appraisal Team identified the following:

- The team's review of Blackhawk Technical College generally and consistently identified a strategic issue concerning the need to develop specific targets for improvement that are realistic and that derive from the planning process. In nearly every category, we identified underdeveloped, quasi-quantifiable institutional and/or comparative measures. We did not see enough use of specific measures to analyze processes and to vector changes. There was over-reliance on non-systematic targets and a lack of longitudinal data generally.

The portfolio as a whole evidenced many strengths. However, there were also a great many opportunity statements in terms of analyzing data for improvements. A particular example is that the College did not specify how it would address the significant gaps in the survey results presented in the portfolio.

Since the institution has been an AQIP participant for many years, the Team did not consider the results to be at the level we expected. Future system portfolios should show evidence of having created a much more mature system of institutional analysis and effectiveness within all of the categories.

- The portfolio demonstrated the need for a process to manage strategic succession planning, in particular for changes to upper administrative positions.
- The College has instituted an institution-wide strategic planning and governance model that overtime should yield real gains in solidifying participation and synergy among institutional stakeholders. However, the team identified a strategic issue related to institutional understanding and use of its governance decision-making processes. The College needs to develop action plans for communicating better how the new model works as well as for clarifying and enhancing processes for faculty and staff to understand and participate. The concerns about communication documented in this portfolio should not be present at the next review, consistent with continuous improvement of associated processes.
- The team applauds the College's intent to build foundation and development through establishing a Grant Office. However, it should identify a Grant Officer and staff to support the function of this critical unit. Future portfolios would typically show the development of a focused plan of grants development, targets, and effectiveness measures.

AQIP Category Feedback

In the following section, the Systems Appraisal Team delineates institutional strengths along with opportunities for improvement within the nine AQIP Categories. As explained above, the symbols used in this section are **SS** for outstanding strength, **S** for strength, **O** for opportunity for improvement, and **OO** for outstanding opportunity for improvement. The choice of symbol for each item represents the consensus evaluation of the team members and deserves the institution's thoughtful consideration. Comments marked **SS** or **OO** may need immediate attention, either to ensure the institution preserves and maximizes the value of its greatest strengths, or to devote immediate attention to its greatest opportunities for improvement.

AQIP Category 1: Helping Students Learn. This category identifies the shared purpose of all higher education institutions and is accordingly the pivot of any institutional analysis. It focuses on the teaching-learning process within a formal instructional context, yet it also addresses how the entire institution contributes to helping students learn and overall student development. It examines the institution's processes and systems related to learning objectives, mission-driven

student learning and development, intellectual climate, academic programs and courses, student preparation, key issues such as technology and diversity, program and course delivery, faculty and staff roles, teaching and learning effectiveness, course sequencing and scheduling, learning and co-curricular support, student assessment, measures, analysis of results, and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for Blackhawk Technical College for Category 1.

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

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

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

1P3, S. BTC uses measures from WTCS Quality Review Process (QRP), National Community College Benchmarking Project (NCCBP), WTCS client reporting, Integrated Postsecondary Education Data System (IPEDS), regional employment statistics, and other sources as appropriate. Faculty members develop new curricula using

performance-based curriculum design software, World-wide Instructional Design System. Processes used in designing new programs by BTC include data collection, analysis, and revisions prior to implementation.

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

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

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

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

and shows commitment to programs and overall college enrollment.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1I1, S. BTC has implemented a number of strategies designed to improve its performance in response to its examination of processes and data, among them an AQIP Action Project aimed at integrating core abilities into the College's culture, creating an Internship Coordinator position, developing online tutoring, developing a mentoring program, implementing changes in the communications curriculum, and integrating basic skills into several programs. Clear evidence exists that processes are reviewed, results analyzed using data, and improvements made. Quality improvement is systematic and comprehensive and alignment exists between departments in using rubrics and other practices.

1I2, OO. As a result of the approval and implementation of BTC's 2012-2017 Strategic Plan and changes invoked, BTC has identified measures, and is analyzing the results to make quality improvements. To complete a culture of improvement, specific targets for

Helping Students Learn need to be identified and communicated. Doing so will enable the College to use these measures and results for specifically targeted future improvements. The College also should include results and establish targets for each of the core abilities.

AQIP Category 2: Accomplishing Other Distinctive Objectives. This category addresses the processes that contribute to the achievement of the institution's major objectives that complement student learning and fulfill other portions of its mission. Depending on the institution's character, it examines the institution's processes and systems related to identification of other distinctive objectives, alignment of other distinctive objectives, faculty and staff roles, assessment and review of objectives, measures, analysis of results, and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for Blackhawk Technical College for Category 2.

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

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

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

2P1, S. BTC designs and operates its non-instructional services in accordance to Wisconsin Technical College System (WTCS) policies, the College's vision, mission, and core values as adopted by the institution and the District Board. The College's 2012-

2017 strategic plans had an input from partnering organizations, consortia, and advisory committees with oversight by the Institutional Effectiveness Council (IEC), College Council, and the District Board.

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

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

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

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

2P6, S. BTC incorporates information on faculty and staff needs to revise its objectives and support processes through its review and strategic planning processes and in response to the particular needs of the offices involved in its major non-instructional

initiatives. BCD determines needs through employer feedback; RECAP adjusts participant needs with its grant-funding support levels.

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

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

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

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

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

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

AQIP Category 3: Understanding Students' and Other Stakeholders' Needs. This category examines how your institution works actively to understand student and other stakeholder needs. It examines your institution's processes and systems related to student and stakeholder identification; student and stakeholder requirements; analysis of student and stakeholder needs; relationship building with students and stakeholders; complaint collection, analysis, and resolution; determining satisfaction of students and stakeholders; measures; analysis of results; and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for Blackhawk Technical College for Category 3.

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

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

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

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

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

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

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

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

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

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

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

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

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

3I1, S. The College reports a number of related improvements. These include a reorganization of student services into BTC's "One-Stop Shop", improvements to financial aid processes, added employability courses and co-curricular offerings,

increased tutoring support and online mechanisms, the addition of Internship and Safety Coordinators, and redesigned healthcare admissions processes.

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

AQIP Category 4: Valuing People. This category explores the institution's commitment to the development of its employees since the efforts of all faculty, staff, and administrators are required for institutional success. It examines the institution's processes and systems related to work and job environment; workforce needs; training initiatives; job competencies and characteristics; recruitment, hiring, and retention practices; work processes and activities; training and development; personnel evaluation; recognition, reward, compensation, and benefits; motivation factors; satisfaction, health and safety, and well-being; measures; analysis of results; and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for Blackhawk Technical College for Category 4.

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

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

4P1, S. BTC reviews all open positions prior to posting and regularly reviews job descriptions through the performance evaluation management process to identify

specific position credentials and align these with the Wisconsin Technical College System (WCTS). The College also has a position reclassification process to identify changes in job roles to address the changing needs and operations of the organization.

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

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

4P4, S. BTC familiarizes employees with the organization's history, mission, and values through a variety of means, including orientation sessions, professional development, in-service opportunities, college-wide meetings, and mentoring programs.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

AQIP Category 5: Leading and Communicating. This category addresses how the institution's leadership and communication structures, networks, and processes guide planning, decision-making, seeking future opportunities, and building and sustaining a learning environment. It examines the institution's processes and systems related to leading activities,

communicating activities, alignment of leadership system practices, institutional values and expectations, direction-setting, use of data, analysis of results, leadership development and sharing, succession planning, and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for Blackhawk Technical College for Category 5.

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

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

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

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

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

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

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

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

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

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

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

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

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

5R2, O. BTC shared several graphs from campus surveys as evidence of its results related to Leading and Communicating processes and systems. The College compares favorably to national norms on institutional structure, supervisory relationships,

teamwork, and student focus on the 2010 iteration of the PACE survey. A 2013 participatory governance survey found general agreement on understanding the governance system purpose and decision-making process; however, there was general disagreement on the clarity of communications results from the governance system. The College has an opportunity to provide longitudinal data and to validate the acceptance of the participatory governance model.

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

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

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

AQIP Category 6: Supporting Institutional Operations. This category addresses the variety of institutional support processes that help to provide an environment in which learning can thrive. It examines the institution's processes and systems related to student support, administrative support, identification of needs, contribution to student learning and accomplishing other distinctive objectives, day-to-day operations, use of data, measures, analysis of results, and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for Blackhawk Technical College for Category 6.

BTC has a number of processes in place to support institutional operations and engage in continuous improvement activities. The College has also studied data arising from these processes, developed improvements in response, and incorporated these activities into its culture and infrastructure. The College has an opportunity to strengthen its institutional operations through the development of specific targets for improvement.

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

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

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

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

6P5, O. It appears support processes are communicated and documented quite extensively on the website, intranet, and in various handbooks. The College has an opportunity to provide further detail as to how such broad documentation provides the data needed for analysis and decision-making.

6R1, S. Table 6R1 identifies measures and comparative measures for its student, administrative, and institutional support processes through a variety of surveys and reports. Some of these surveys include the Noel Levitz Student Satisfaction Inventory and the National Community College Benchmark Project that provides comparative measures for decision-making.

6R2, S. The College collects numerous performance results for student support service processes including complete applications, student acceptance to registration rates, scholarships, job information, financial aid information, and registration information.

6R3, O. BTC shared performance results for administrative support services processes include business office functions, energy usage, maintenance work orders, and information technology help desk requests. Although the data is generally longitudinal in

nature, the College has an opportunity to identify whether the results have met pre-established targets.

6R4, S. The results of the various college services include assessing the academic success of scholarship recipients, tracking help desk requests to improve efficiency, analyzing survey results to identify and implement improvements, and analyzing facilities to provide adequate space for students.

6R5, O. While the College can report favorable comparative results for institutional operations and Noel-Levitz SSI scales, it has an opportunity to develop targets in relation to comparative metrics for this category.

6I1, S. BTC shared a number of improvements it considers to be more systematic and comprehensive as a result of its use of the AQIP process; among them are online functions that have streamlined the admissions process, improved curriculum development processes, facilities expansion, and the addition of personnel dedicated to learning resources and assessment.

6I2, O. Changes in leadership and development of the 2012-2017 Strategic Plan includes two strategic priorities focusing on operations and support services which shows a commitment to quality improvement that appears to be part of BTC's culture. Furthermore, the committee structure is an important component of the operations processes and changes. However, there is an opportunity for the College to specify targets for improvements in Supporting Institutional Operations.

AQIP Category 7: Measuring Effectiveness. This category examines how the institution collects, analyzes, and uses information to manage itself and to drive performance improvement. It examines the institution's processes and systems related to collection, storage, management, and use of information and data both at the institutional and departmental/unit levels. It considers institutional measures of effectiveness; information and data alignment with institutional needs and directions; comparative information and data; analysis of information and data; effectiveness of information system and processes; measures; analysis of results; and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for Blackhawk Technical College for Category 7.

BTC's collection of data, storage, and accessibility to data has to comply with WTCS, federal, state, and accrediting agencies requirement. BTC promotes College-wide data and information

sharing via Intranet, Internet, Storage Area Networks (SANS), Banner Enterprise Resource Planning (ERP), and Cognos Business Intelligence (BI) Systems. The institution collects, stores, and distributes data and performance information through client reporting, Quality Review Process, scorecards, ASD, apprenticeship follow-up, NCCBP, Noel-Levitz SSI, employer satisfaction, ad hoc reporting, IPEDS, assessment, enrollment, retention, and student demographics.

The Portfolio has identified the PACE and the NCCBP surveys as two of their major areas to determine how well they benchmark against other two-year colleges; however, no data in the Systems Portfolio indicates changes have been implemented as a result of these two studies. Opportunity may lie in obtaining further benchmarking data in the area of administrative units.

While BTC has shared information on a number of processes that it has established for Measuring Effectiveness, the College has an opportunity to provide longitudinal and comparative results related to these processes and the improvements that it indicates arise from an analysis of these results.

7P1, S. BTC systematically selects, manages, and distributes performance data for planning and improvement based on state and federal requirements, desires for benchmarking data, grant requirements and to determine student and staff satisfaction on various measures. The data is shared and used to inform decisions through the infrastructure of the College, aided by strategic planning processes and the purchase of new data management software.

7P2, S. BTC selects, manages, and distributes performance data to support its programs and services through the Wisconsin Technical College System (WTCS) reporting system, WTCS quality review process, and National Community College Benchmarking Project (NCCBP) as well as through its Institutional Effectiveness office.

7P3, S. BTC has made strides in improving data-informed decision-making, having identified this as a major weakness during the 2010 Strategy Forum. Since then, as pointed out in 7P2, 5.D., the College has implemented a business intelligence tool and trained staff how to use it to access data quickly on the system. It appears that BTC actively seeks input from and listens to college personnel related to data needs. The Portfolio demonstrates the College clearly understands the importance of making data informed decisions and sharing data openly with internal and external stakeholders.

7P4, S. BTC has comprehensive processes designed to analyze data and information as

well as share the information with constituents. The Institutional Effectiveness department collects data, analyzes data, and publishes results. Councils, committees, and teams use continuous improvements practices such as brainstorming, affinity and inter-relational diagrams, root cause analysis, force field analysis, Strengths, Weaknesses, Opportunities, and Threats (SWOT), and value stream mapping. The College distributes data to a variety of internal and external stakeholders, as well as reports to the District Board, college councils, committees, and teams.

7P5, O. While the College provides data for comparative purposes to federal, state and District stakeholders, as well as collects KPIs for the Strategic Plan and various unit- and area- requirements, BTC recognizes the need to develop additional comparative data. BTC has an opportunity to develop specific measures with respect to the NCCBP. The Portfolio further does not describe the criteria used to select benchmarking tools or the extent to which benchmarks are used. For example, little benchmarking exists in administrative services.

7P6, S. The extensive strategic planning process ensures alignment between goals and data needs. It is apparent that information is shared with internal and external stakeholders through annual reports, press releases, budget hearings, and open forums. KPIs, related benchmarks and goals, and related progress reports to the District Board inform BTC data engagement.

7P7, S. The information technology and institutional effectiveness units ensure the effectiveness of BTC's information systems and processes for timely, reliable, accurate, and safe data. External cyber risk security audits further facilitate safety. Cognos and Banner are the main sources for reports, complimented by a web-based service desk tool.

7R1, O. While 7R1 states that BTC collects and analyzes measures of performance and effectiveness processes, the Portfolio does not identify the measures themselves. BTC has made significant progress in systematizing the performance and effectiveness of its Virtual Local Area Networks, data recovery system, security, service maintenance, and Banner ERP system. The College has streamlined conventional security workflow and has taken strides in trending, analyzing, and reporting the ITS service requests.

7R2, O. The Portfolio cites timely and accurate submission of WTCS, state and federal data as the primary evidence that BTC meets its needs in accomplishing the College's

mission and goals. The College has an opportunity to provide meaningful, significant, and longitudinal data that can be used for analysis and decision-making to demonstrate its effectiveness in measuring effectiveness.

7R3, O. BTC shared the results from a single PACE survey as evidence that it is comparing data with other organizations. The College has an opportunity to provide meaningful, significant, and longitudinal data that can be used for analysis and decision-making.

7I1, O. BTC indicated that it has worked to understand employee climate and benchmark performance results as evidence of the improvements it has made in Measuring Effectiveness. The College has an opportunity to explain how the tools it discussed (PACE survey, NCCBP) have led to improvements instead of describing the process.

7I2, O. While BTC is implementing Enterprise analysis and reporting tools that should enable improved performance and setting of targets in this category and related processes, the Portfolio identifies no specific targets for improvement in this Category.

AQIP Category 8: Planning Continuous Improvement. This category examines the institution's planning processes and how strategies and action plans are helping to achieve the institution's mission and vision. It examines coordination and alignment of strategies and action plans; measures and performance projections; resource needs; faculty, staff, and administrator capabilities; analysis of performance projections and results; and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for Blackhawk Technical College for Category 8.

The University has reevaluated its strategic planning process and developed a three-year planning cycle (2011-13). BTC has several planning processes established that align with the 2012-2017 Strategic Plan. As a result of the Strategic Plan, three new planning processes have been established. The Participatory Governance Model has facilitated integrated planning and involvement from faculty, staff, and administrators. As mentioned in category 5, there is a need to provide a better communication process with faculty and staff regarding the decision making process since the survey results indicated dissatisfaction with this process.

The Institutional Effectiveness Council (IEC) ensures councils and committees meet targets identified in the Strategic Plan and subsequent Action Plans. Opportunity exists to establish

benchmark and longitudinal measures and results. It is evident that BTC has made improvements in planning.

8P1, S. BTC has key planning processes that have specific purpose and timelines. Importantly, there appears to be alignment between the processes. The key planning processes include: 1) Strategic Planning, 2) Academic Program Planning, 3) Budget Planning, 4) Enrollment Management Planning, 5) Facilities Master Planning, 6) Information Technology Services, and 7) Marketing and Communications.

8P2, S. The 2012-2017 Strategic Plan and Participatory Governance Model identify short- and long-term strategies with the Strategic Plan serving as the overarching guide for planning strategies and timelines.

8P3, S. BTC engages faculty, staff, and administrators in the action planning process. The plans include measures, targets, resource requirements, and timelines in support of the Strategic Plan.

8P4, S. BTC aligns the strategic priorities to AQIP categories and action projects through the charge of various councils and committees with the Institutional Effectiveness Council serving as the monitoring council. Feedback from the committees and councils occurs through meetings, minutes posted on the intranet, and annual committee reports.

8P5, S. Strategic priorities define objectives, measures, and targets. Importantly, the College Councils identify performance targets and evaluation measures through the action planning process and ensure Strategic Plan goals are achieved.

8P6, S. Action planning teams, in alignment with their respective mission, develop financial, staffing, technology, and facility requirements. The Vice President of Finance and College Operations is integral to the process. BTC has a thorough budget process to guide planning and utilizes the Enterprise Resource Planning (ERP) system to monitor the budget regularly.

8P7, S. BTC partners with risk evaluators at the District and state levels. The recommendations of the evaluators are reviewed and modified by the Administrative Services Council, the College Council, and when needed, the Emergency Preparedness and Safety Committees. Approved recommendations are published in the Emergency Procedures Manual and disseminated. Importantly, BTC maintains a Continuity of Business plan.

8P8, S. The Employee Support Services Council is key to upholding strategic priorities and is involved in two priorities: 1) Increase the Diversity and the Inclusiveness of the Environment and 2) Enhance Organizational Engagement and Effectiveness. Furthermore, BTC provides professional development and personal growth opportunities to its employees.

8R1, O. BTC has several measures for each planning process that includes survey data, committee feedback, financial information, and enrollment data. Opportunity exists to obtain benchmark and comparative measures. Additionally, there is no apparent measure for the strategic priority enhancing organizational engagement and effectiveness.

8R2, O. BTC outlines baseline performance measures in Table 8R2-1; however, there are not specific details on actual benchmark and longitudinal results. Opportunity exists to build upon baseline data.

8R3, S. BTC outlines 1-3 year projections in Table 8R3-1 that includes projections for a majority of the strategic priorities that are components of the 2012-2017 Strategic Plan.

8R4, O. BTC has comparison results from participation in the Colorado Mountain College survey; however, there does not appear to be an analysis of the results. Opportunity exists to provide further analysis in addition to comparative results from comparable colleges within the Wisconsin System as done in previous categories. Additionally, opportunity exists to develop longitudinal measures for use in analysis and decision-making.

8R5, O. Evidence is documented along with explanation for decline in FTE and headcount; however, it is not apparent how the evidence is measured and evaluated. Opportunity exists to provide benchmark and longitudinal data for planning processes and activities.

8I1, S. BTC has developed and implemented three new planning processes: Academic Program, Marketing and Communication, and Information Technology as a result of the 2012-2017 Strategic Plan. Importantly, the College has created and implemented a Participatory Governance Model.

8I2, S. Development and implementation of the Strategic Plan and Participatory Governance Model have provided the avenue to improve and set targets. Furthermore,

the oversight provided by IEC ensures progress is made toward targets. The Strategic Plan as presented throughout the portfolio has identified targets for improvement.

AQIP Category 9: Building Collaborative Relationships. This category examines the institution's relationships – current and potential – to analyze how they contribute to the institution accomplishing its mission. It examines the institution's processes and systems related to identification of key internal and external collaborative relationships; alignment of key collaborative relationships; relationship creation, prioritization, and building; needs identification; internal relationships; measures; analysis of results; and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for Blackhawk Technical College for Category 9.

BTC has developed relationships in alignment with the 2012-2017 Strategic Plan's two guiding principles; "Community-focused" and "Partnerships." The Portfolio describes some connection between processes, results, and improvements in the key categories: 1) K-12 School District, 2) Post-Secondary, 3) Employer, and 4) Community relationships. Opportunity exists for BTC to develop benchmarks and to further analyze data to help inform decisions and, thus, to develop systemized processes for data collection and analysis.

9P1, S. BTC builds and prioritizes relationships based on the direction of the 2012-2017 Strategic Plan which includes two guiding principles: "Community-focus" and "Partnerships." The college has four distinct areas in which relationships are developed: 1) K-12 School District, 2) Post-Secondary, 3) Employer, and 4) Community. Each area contains specific sub-categories of focus.

9P2, S. BTC creates, prioritizes, and builds relationships based on two areas: post-secondary and employer. Post-secondary relationships are built through reciprocal agreements, shared programs, and transfer agreements. Employer relationships are built and maintained through Employer Summits, career and professional development services, internships/externships, and program advisory committees. The Manager of Training and Consulting Services is integral to these employer relationships.

9P3, S. Relationships with organizations that provide service to students include the area express bus service, Blackboard, dining and food service vendor, textbook service company, tutoring services, and the Workforce Investment Act (WIA). Through WIA,

students are provided assistance with career exploration, labor market information, specialized employment services, and case management.

9P4, S. The College uses formal policies for relationships with vendor and supply organizations. These align with District requirements, and are overseen by the College's purchasing manager as well as intersecting District and state processes.

9P5, S. BTC has created, prioritized, and built relationships with the general community through involvement in various organizations and consortia that work to help BTC fulfill its mission. Table 9P5-1 specifically outlines the relationships.

9P6, O. Leaders and other personnel from BTC are involved in various initiatives, serve on committees related to maintaining collaborative relationships, and are involved in advisory boards; however, it is unclear, in some instances, how this involvement is meeting stakeholder needs. Opportunity exists to develop more systematic processes that include quantifiable data.

9P7, S. BTC's participatory governance model facilitates relationships between and among departments. Additionally, college-wide activities, divisional meetings, work teams, and the use of the intranet/SharePoint site further facilitate relations.

9R1, S. The College provides a list of measures for building collaborative relationships in Table 9R1-1.

9R2, S. BTC's performance results in building key collaborative relationships are indicated in Table 9R2-1 and Table 9R2, including results identified for key relationships: K-12 school districts, post-secondary institutions, employers, and service providers. The tables cross reference to data reported in other parts of the Portfolio and show BTC's commitment to these relationship.

9R3, O. While the College compared favorably or better on most of the reported measures, opportunity exists to establish benchmarks with institutions noted as well as comparable institutions outside the state of Wisconsin. It may be helpful to use more of the data provided by the National Benchmarking data.

9I1, S. The College made numerous improvements since the last review as depicted in Table 9I1-1. Importantly, the improvements align with processes and results and specifically include alignment with the 2012-2017 Strategic Plan, AQIP categories, and action projects.

9I2, O. The College has identified the K-12 recruitment/enrollment numbers as an area of improvement and has developed strategies but an opportunity exists to set targets for K-12 recruitment/enrollment efforts and expand this to other initiatives in this category.

Accreditation Evidence Blackhawk Technical College

The following section identifies any areas in the judgment of the Systems Appraisal Team where the institution either has not provided sufficient evidence that it currently meets the Commission’s Criteria for Accreditation and Core Components, or that it may face difficulty in meeting the Criteria and Core Components in the future. Identification of any such deficiencies as part of the Systems Appraisal process affords the institution the opportunity to remedy the problem prior to Reaffirmation of Accreditation.

No evidence issues noted by the team.

Criterion 1: Evidence found in the Systems Portfolio	Core Component				
	1A	1B	1C	1D	
Strong, clear, and well-presented.	x	x	x	X	
Adequate but could be improved.					
Unclear or incomplete.					
Criterion 2: Evidence found in the Systems Portfolio	Core Component				
	2A	2B	2C	2D	2E
Strong, clear, and well-presented.	x	x	x	X	x
Adequate but could be improved.					
Unclear or incomplete.					
Criterion 3: Evidence found in the Systems Portfolio	Core Component				
	3A	3B	3C	3D	3E
Strong, clear, and well-presented.	x	x	x	X	x
Adequate but could be improved.					
Unclear or incomplete.					
Criterion 4: Evidence found in the Systems Portfolio	Core Component				
	4A	4B	4C		
Strong, clear, and well-presented.	x	x	x		
Adequate but could be improved.					
Unclear or incomplete.					
Criterion 5: Evidence found in the Systems Portfolio	Core Component				
	5A	5B	5C	5D	
Strong, clear, and well-presented.	x	x		X	
Adequate but could be improved.			x		
Unclear or incomplete.					

1P1 & 1P2. HLC 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.*

In alignment with the College's mission, BTC developed seven College-wide core abilities or general learning outcomes. BTC's program outcomes and learning objectives are industry-driven, and program faculty and administrators are involved to ensure that these objectives are met. In today's fast-paced global economy, a high demand exists for workers with high interpersonal skills and BTC has incorporated a lot of these soft skills in its general education requirements.

1P2 & 1P18. HLC Core Component 4.B. *The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.*

BTC uses multiple measures to assess student learning. Data from direct and indirect assessments show program improvements. To determine specific program learning objectives, BTC conducts internship supervisor assessments, technical skill attainment, National and State Licensure/Certification Exams, FLCAT, and program level assessment. BTC designs processes for assessing program outcomes and College-wide core abilities through Plan-Do-Check-Act Cycle. BTC uses WIDS to design course assessments, and students are assessed at course level through written and applied examinations, projects, reports, skills demonstrations, and clinical expectations.

1P4 & 1P10. HLC Core Component 1.C. *The institution understands the relationship between its mission and the diversity of society.*

BTC understands this Core Component as being met by the 2012-2017 Strategic Plan. One of the priorities in the Plan is to increase the diversity and inclusiveness of the environment. Importantly, an action plan has been developed to fulfill this strategic priority. BTC has integrated the *Show Respect for Diversity* into its core competencies. The Diversity Advancement Committee provides various professional development opportunities in different formats to further inform internal and external stakeholders about diversity.

1P4 & 1P12. HLC Core Component 3.A. *The institution's degree programs are appropriate to higher education.*

BTC has several nationally accredited programs that inform specific program standards and assessment. Additionally, the College adheres to specific program and course development practices through a standard committee process and is part of statewide curriculum development and implementation. Advisory boards, employers, and other stakeholders are extensively used to provide input into program and course development and changes.

Importantly, BTC uses various assessment tools, analyzes results, and compares results to other higher education institutions. BTC has standard program outcomes, course competencies, and performance standards that are assured through the use of WIDS. Credits are assigned to courses by using the *WTCS Educational Services Manual*.

1P4 & 1P13. HLC Core Component **4.A.** ***The institution demonstrates responsibility for the quality of its educational programs.***

BTC uses WIDS to develop its programs and courses, ensuring consistency, relevancy, and effectiveness. The WTCS QRP evaluates all programs on a five-year rotation cycle. Program faculty and administrators meet semi-annually with employer/employee occupational advisory committees, as described in 1P2, 1P3, and 1P4. Recommendations for improvement, either at the course or program level, emerge as a result of these meetings. Many programs are regularly reviewed for program quality by outside accrediting bodies as listed in Table 1P2-1. Associate degree General Education and several BTC courses are developed statewide.

Formal articulation agreements exist for area high schools, and many offer dual credit in courses taught by WTCS-certified teachers, and several means exists for awarding credit to students: deans evaluate prior learning experiences; student may receive credit through advanced placement testing as well as through proficiency testing. The College maintains specialized accreditation for twelve programs, as detailed in Table 1P2-1. BTC evaluates the success of its graduates to ensure that its degree and certificate programs prepare them for employment.

1P6. HLC 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.***

BTC uses a multi-facet approach to communicate to current and prospective students the required preparation and learning and development objectives for specific programs, courses, and degrees or credentials by using printed and/or publications, information distributed through radio advertisement, career expo, program shadowing student orientation, follow-up communication via e-mail and phone calls. Additionally, registration, records, financial aid staff, and admission personnel are cross-trained to assist students efficiently and to respond to questions.

1P7 & 1P15. HLC Core Component **3.D.** ***The institution provides support for student learning and effective teaching.***

BTC supports student learning through its offices of Student Development, Financial Aid, Student Success, Enrollment Services, and Academic Support. Faculty take certification courses and attend workshops to help them understand and meet student learning needs. BTC has taken many steps to improve online teaching and learning, including courses on how to use Blackboard, and face-to-face workshops. Hybrid courses are also offered. Faculty members receive training for online teaching. A rubric is used to evaluate online and hybrid courses. Templates have been developed for online courses, and all courses must include links to the following four resources: 24/7 Live Online Tutoring, BTC Library, Student Tech Resources, and Blackboard Help. The Portfolio lists an array of support services for students through mandatory academic program planning, behavior intervention, welcome reception for new and returning students of color, new student orientations, a mentoring program, multiple student activities, student success workshops, student organization, financial aid, online resources, Veterans Affairs, and support services for displaced homemakers and students in nontraditional occupations.

1P11. HLC Core Component 2.D *The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.*

BTC provided evidence of its commitment to freedom of expression and the pursuit of truth in teaching and learning through its Academic Freedom and Responsibility Policy and its Employee Handbook, indicating “academic freedom shall not be abridged or abused” and “the common good depends upon the free search for truth and its free exposition.”

1P11. HLC Core Component 2.E. *The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.*

BTC enforces academic honesty and integrity in the Student Handbook Code of Conduct as well as in the syllabi. BTC promotes academic honesty and integrity by letting the student submit assignments into Safe ®, which is a plagiarism-checking software from Blackboard. Due to increasing sources from which students can retrieve information from open source, BTC provides guidance on how ethically to use educational resources.

1P16. HLC Core Component 3.E. *The institution fulfills the claims it makes for an enriched educational environment.*

BTC co-curricular programming processes create a supportive learning environment that extends to student leadership, employability, and social programs aligned with the institution's Core Abilities.

3P1. HLC 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.*

The institution has set one of its strategic priorities to increase student recruitment, retention, and success that are a component of the 2012-2017 Strategic Plan. Importantly, the College has developed Key Performance Indicators (KPIs) to monitor success and improvement efforts. Specific goals have been identified by percentage with measures attached. Measures used are NCCBP for course completion and NCCBP/IPEDS for fall-to-fall enrollment and graduation. Additionally, BTC collects such information through WTCS Client Reporting and QRP processes. These processes inform program improvement plans, program mix and scheduling locations, times, and delivery methods. Improvement plans are reviewed and approved.

The College reports submitting every five years detailed improvement plans based on analysis of QRP program-level trend and comparative data and best practices from across the state as described in 1P4.

3P3 & 3P5. HLC Core Component **1.D.** *The institution's mission demonstrates commitment to the public good.*

The College has as part of its mission ("Empower our students, Enrich our communities"), which it understands as enriching its statutory mission to "[p]rovide for the future of the District through its excellence in technical education." Guiding Principles involving Community Focus, Partnerships, Accountability, Campus Community, and Interdependence also help to achieve these goals. Strategic planning priorities include Positioning Blackhawk Technical College as a Key Economic Driver, with related goals of identifying, engaging, and building relationships with employers and aligning programs to meet business and industry needs; Increasing Student Recruitment, Retention, and Success through assessing student readiness to begin college and appropriately place all entering students in pre-college and college-level courses, identifying and removing barriers to enrollment, implementing programming that increases enrollments (both credit and non-credit) focusing on Hispanic/Latino student populations, and increasing course completion, course-to-course transition, and graduation rates as well as redesigning and expanding tutoring services.

BTC governance and administrative structures enable it to fulfill mission commitments to the college district through an inclusive process that arrives at an updated college mission and vision as well as correlated strategic planning priorities (positioning the college as a key economic partner, and increasing student ERG metrics).

4P2 & 4P10 HLC Core Component 3.C. *The institution has the faculty and staff needed for effective, high-quality programs and student services.*

BTC employs over one hundred full-time and seventy adjunct faculty.

BTC involves software and personnel in its screening and background and reference check processes to ensure that its faculty and support staff possess the needed credentials required by the College, Wisconsin Technical College System, and accrediting agencies.

Opportunities for professional development, both on- and off-campus, are incorporated into the budgeting process.

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

Faculty and staff are evaluated annually through an examination of essential functions listed in position descriptions, using measurable outcomes incorporated into action plans.

4P7 HLC Core Component 2.A *The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff.*

The College operates with financial integrity through its use of the Generally Accepted Accounting Principles (GAAP); specific fiscal management goals, objectives, and policies; and annual audits.

BTC enforces ethical practices through dissemination of codes of ethics for board members and employees; standards of conduct; a handbook covering sexual harassment and discrimination policies and procedures; and policies for computer equipment and systems, communications, and grievances.

4P7 HLC Core Component 2.E. *The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.*

The College operates with financial integrity through its use of the Generally Accepted Accounting Principles (GAAP); specific fiscal management goals, objectives, and policies; and annual audits.

BTC enforces ethical practices through dissemination of codes of ethics for board members and employees; standards of conduct; a handbook covering sexual harassment and discrimination policies and procedures; and policies for computer equipment and systems, communications, and grievances.

There is evidence that faculty, students, and staff acquire and discover knowledge through the learning process and various professional development opportunities.

5P1 & 5P2. HLC Core Component *1.A The institution's mission is broadly understood within the institution and guides its operations.*

BTC's organizational mission in terms of its academic offerings, support services, and admissions requirements is defined by state statute and reviewed through the College's strategic planning processes.

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

During the 2012 AQIP check-up visit, evaluators found evidence that College employees understand the mission of the College and that staff are clearly student-focused and dedicated to student success.

5P2 & 5P6. Comment on the evidence provided for Core Component *5.C. The institution engages in systematic and integrated planning.*

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

BTC uses data, information, and its own performance results in its decision-making processes through its participation in the National Community College Benchmarking Project (NCCBP), surveys, the creation of its strategic plan, and an annual quality review process.

BTC employs normal and customary methods in addressing the question. The College has an

opportunity to expand on the development of measures, gathering results data, analysis, and setting of performance targets for the information it presents.

5P2. HLC 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.***

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

State statutes allow the governing board to be appointed by an entity independent of the College.

The governing board preserves independence from undue influence by establishing policy for the College.

The governing board to the College's administration and staff delegate's responsibility for daily operations.

5P3 & 5P8. HLC Core Component **1.B. *The mission is articulated publicly.***

BTC accounts for the needs and expectations of stakeholder groups through focus groups, surveys, high school career development activities, business education summits, participation in area economic development boards, and advisory committees.

BTC's leaders communicate the College's shared mission, vision, and values through the college-wide development of its mission and guiding principle statements; the strategic planning process; communication through orientation, training, and in-service sessions; and its participatory governance framework.

BTC has employed a pair of AQIP Action Projects related to its governance system and core abilities integration to enhance its communication processes.

BTC publishes its mission by various means, including the strategic plan, student handbook, website, institutional guiding principles documents, and other related college processes.

5P5 & 5P9. HLC 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.***

BTC's new participatory governance model addresses its decision-making processes, incorporating a representative College Council, twelve standing committees, and the Institutional Effectiveness Council.

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

7P2 & 7P4. HLC Core Component 5.D. *The institution works systematically to improve its performance.*

BTC selects, manages, and distributes performance data for planning and improvement based on state and federal requirements, desires for benchmarking data, grant requirements and to determine student and staff satisfaction on various measures.

The IE and ITS departments implement Enterprise analysis and reporting tools that enable BTC to enhance its Banner ERP system and to measure performance systematically. BTC committed to data-informed decision-making at its second AQIP Strategy Forum in 2010. Since then, the College has made significant strides in developing and documenting operational performance. The BTC Intranet makes all performance data available to staff for ongoing decision-making.

The Portfolio provides evidence for operational performance in the 2012-2017 Strategic Plan, the Quality Review Process, Graduate and Employer Satisfaction Surveys, Noel-Levitz SSI, PACE, and NCCBP data, and an Academic Programming Model Framework. Examples of improvement include a .5 million-dollar budget reduction, better registration, fee payment, financial aid, and other services to students; Academic Programming Model Framework; and a new BTC Intranet. Clearly, BTC learns from its operational experience and applies the learning to improved institutional effectiveness, capabilities, and sustainability.

BTC analyzes (See 7P2) data regarding overall performance at the organizational level through a structure involving councils, committees, and teams using established continuous improvement practices; outside agencies are employed in these processes as well. Data and analyses are shared through various means, including meetings, in-service sessions, reports, shared network drives, and the intranet.

8P6. HLC 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.*

BTC's current resource base is sufficient to support its current academic programs, and to maintain and strengthen them. Table 1P3-1 and explained in 3P1, 5P2, and 7P2 [5.D.2] demonstrate the College developed an academic program structure/framework to align educational program capacity with available resource levels.

BTC has been able to maintain the human resources and has reviewed its organizational structure to ensure efficiencies. The College has been able to levy the funding necessary to improve, replace, and maintain its capital investment in technology and physical plant infrastructure.

District workforce needs are a priority of the College and has resulted in a conscious and ongoing alignment of programs with workforce needs. Strategic priorities have also been aligned to ensure the College fulfills its mission. BTC endeavors to hire qualified employees and give them training and development opportunities. The College uses zero-based budgeting for operational and new capital funding and funds the physical plant and technology on a multi-year rolling basis. Trained managers oversee department budgets, and monthly financial reports are submitted to the District Board.

Quality of Systems Portfolio For Blackhawk Technical College

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 organization. In this section, the Systems Appraisal Team provides [Institution] with constructive feedback on the overall quality of the portfolio, along with suggestions for improvement of future portfolio submissions.

The Portfolio was generally well written, properly formatted, and evinced significant institutional evidence and contextual information. The Portfolio was very strong in the inclusion of the HLC Criteria evidence in relevant process descriptions. The team did find a number of tables in the portfolio lacked the necessary detail to make clear how the information is used in decision-making. In places, the team also noticed that miscalculations may have occurred. Generally, future portfolios would benefit from explaining tables and proofreading them more thoroughly.

Using the Feedback Report

The AQIP Systems Appraisal process is intended to initiate action for institutional improvement. Though decisions about specific actions rest with each institution, the Commission expects every institution to use its feedback to stimulate cycles of continual improvement and to inform future AQIP processes.

Some key questions that may arise in careful examination of this report may include: How do the team's findings challenge our assumptions about ourselves? Given our mission and goals, which issues should we focus on? How will we employ results to innovate, grow, and encourage a positive culture of improvement? How will we incorporate lessons learned from this review in our planning and operational processes? How will we revise the *Systems Portfolio* to reflect what we have learned? How an organization interprets, communicates, and uses its feedback for improvement ought to support AQIP's core values, encouraging involvement, learning, collaboration, and integrity.

The Commission's goal is to help an institution clarify the strategic issues most vital to its success, and then to support the institution as it addresses these priorities in ways that will make a difference in institutional performance.