

Systems Appraisal Feedback Report

An AQIP Pathway Report Completed In Response to a Systems Portfolio Submitted by

FOX VALLEY TECHNICAL COLLEGE

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The Higher Learning Commission
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I. Reflective Overview

Upon completing its review of the Institutional Overview and Category Introductions included in the Systems Portfolio, the Systems Appraisal team formulates its understanding of the institution, the institution's mission, and the constituents served. This understanding is conveyed in the following Consensus Reflective Statement. Additional team insights are also summarized here in relation to the six AQIP Pathway categories.

Consensus Reflective Statement

Founded in 1912 as one of 16 public associate degree granting two-year technical colleges in the Wisconsin Technical College System (WTCS), Fox Valley Technical College (FVTC) is governed by Wisconsin State Statute 38.001 in pursuit of its mission to "prepare individuals for employment and to provide continuing workforce education." The mission is entirely based on career and technical education and directed at preparing students for employment and providing continuing workforce development.

The College offers 64 Associate in Applied Science degrees, 48 technical diploma programs, and 17 apprenticeship programs. As of FYE 2014, FVTC served close to 45,000 students and employs 350 full-time and part-time faculty, 1167 adjunct faculty, and over 400 support staff and managers.

Through its two campuses, four regional centers, and several additional locations, FVTC contributes to training the Wisconsin workforce; preparing students for transfer to four-year institutions; vitalizing the regional economy; and serving a large array of business, industry, and organizational needs. The College is exceptionally market oriented and attuned to the changing demands of the workplace and emergent professions. A defining institutional challenge is to maintain the effectiveness of its training services and the relevance of its academic programs

The campus is committed to continuous quality improvement as evidenced by a wide variety of AQIP projects and accomplishments which include establishing program metrics, re-envisioning core competencies, integrating processes to support persistence and graduation, and aligning strategic planning processes. Newer processes initiated since the last system appraisal cycle are between systematic and aligned in maturity. Executive leadership pays attention to measures of performance and the evaluation of progress towards identified goals.

FVTC places strong emphasis on collaboration and preparing for change as evidenced by a significant building and renovation project and efforts to prepare for the impacts of Wisconsin

Act 10 whereby collective bargaining for public-sector employees is restricted to the basic wage level.

Declining and changing enrollment patterns also pose challenges that the institution has responded to via a focus on enrollment management and a new strategic direction termed “Learning Agility” by which alternate curriculum delivery modes, delivery times, and flexible processes are being developed to meet student needs.

Category Summary Statements

1. Helping Students Learn:

FVTC addressed the outstanding opportunity identified in the 2011 Systems Appraisal for their Common Learning Outcomes by revising and renaming them “Employability Essentials” (EEs). As outcomes that are aligned with employer expectations, the EEs facilitate a common understanding across the college and with external stakeholders of the core abilities all FVTC students should attain. The EEs are articulated through occupation and general education course curricula.

FVTC has just completed its first full year of partially implementing and assessing the Employability Essentials (EEs). The assessment of program outcomes, Technical Skill Attainment (TSA), has been implemented in 58 of 129 programs with a target of 100 programs by 2015-2016. Among Category One priorities for continuous improvement is ensuring full program participation in the assessment of the TSAs through the Program Vitality Check-up Process. The Program Vitality Check-up process for program review is roughly half completed. Student preparation and demographics necessitate careful placement processes and well developed processes and services to provide student academic support. The level of academic support FVTC provides for students who may struggle academically is a distinguishing attribute of the College.

Processes under Category 1 show promise of maturing from alignment into integration. For instance, the EEs are closely aligned with the college’s technical education mission and complemented by the Technical Skills (TAs) defined for each academic program. Additionally, processes associated with Academic Program Design and Academic Program Quality are aligned.

2. Meeting Student & Other Key Stakeholder Needs:

The College is attuned to the challenges it faces from both an economic standpoint and workforce development perspective. The wide and complex array of student needs FVTC must

respond to has grown more challenging over the last decade as evidenced by the fact that the number of “special population students” has increased by 30%; the number of economically disadvantaged students has tripled; and the number of minority students, students with disabilities, and non-traditional students has doubled. Enrollment fluctuations driven by economic cycles and societal changes, such as wars and the influx of veterans, shifts in manufacturing, and generational differences, require FVTC to be agile and adaptive in its programming and to employ sophisticated techniques for detecting and meeting the changing needs of students and stakeholders

Evidence of the institution's focus on enrollment management (i.e., retention, persistence, and completion) include integrating and strengthening student support services, furthering collaborations with K-12 schools and colleges, and strengthening connections with key stakeholders. Pursuit of an AQIP Action Project on Persistence and Graduation has produced a more focused and in-depth process of analyzing measures and targets for student success.

In response to the increasing challenge of ensuring effective utilization of student support services, FVTC has shifted from a model of offering services that students are free to seek out to a model of proactively channeling students to access and employ the support services they need. The College employs a side-by-side mentor approach (personal concierge) in which a single staff person guides each student through and to pertinent support services.

The Strategic Improvement Process (SIP) was developed to utilize data related to student success and to link program-level processes to the College Strategic Plan with the goal of improving persistence and completion. Use of SIP scorecard data has facilitated the identification of enrollment management best practices via Root Cause Analyses and led to facility changes in order to better address student service needs.

Analysis of enrollment management improvements based on both efficiency and student satisfaction data will be key in understanding if these new processes are moving from systematic to aligned and are having a positive impact for students. In terms of employer satisfaction, FVTC's Business and Industry Services leads in state and national benchmarks and overall employer satisfaction as evidenced by surveys.

3. Valuing Employees:

Given the context of Wisconsin Act 10 and a number of recent retirements, FVTC has focused effort on an employment gap analysis to fill needed positions and to identify opportunities for growth from the human capital perspective. A major initiative in the human resources area of

the college links performance evaluation processes to the college strategic plan and has resulted in a new tool that integrates individual annual performance planning with the College's strategic directions.

Collaboration is identified repeatedly as key to FVTC's operation and continuous improvement efforts--especially since FVTC is entering into its first full fiscal year of experiencing the impact of Wisconsin Act 10 and the removal of benefits and wage structures from the purview of collective bargaining.

The college's Strategic Human Capital Plan aligns mission, values, and strategic directions with human resources and attempts to address challenges relating to Wisconsin Act 10. For example, in preparation for Act 10 changes, FVTC subjected the elements of the college's "total compensation program" to intense scrutiny and open discussion. Additionally, the college's three-year training plan and discussion tool for performance evaluations create a basis for employees to understand better the institution's intended collaborative environment for achieving improved organizational results.

The College took steps to closely monitor employee satisfaction and wellness during the transition to Act 10 implementation. Notwithstanding, recent climate surveys show significant and unfortunate impacts on employees of the new state changes to collective bargaining, and additional challenges in this area remain.

4. Planning and Leading:

FVTC exhibits comprehensive strategic planning and operationalizes its strategic plan to guide decision making. College leadership functions through an effective collaborative model, as evidenced by staff surveys indicating that the Presidential Open Dialogue sessions with departments contribute positively to communication.

Wisconsin state statutes establish many of FVTC's governing practices and policies, and this foundation is complemented at the College level by clearly defined board policies and institutional practices. The effectiveness of institutional leadership and planning is evidenced by FVTC being cited as a "model" college in a 2013 book, *Achieving Noble Ambitions-Mission, Vision and Values in America's Community Colleges* by Daniel Seymour. Further evidence of effective leadership is seen in the successful \$66.5 million referendum, allowing building construction and renovation of several centers (for allied health, agriculture and transportation, and public safety).

5. Knowledge Management & Resource Stewardship:

FVTC has a strategic plan with five strategic directions which are reviewed annually and scorecard measures that are used for ongoing monitoring. The college reports healthy reserves, a balanced budget, and high ratings on audits. The college's resource management systems are strengthening assets in terms of fiscal integrity and balanced available resource streams.

The College appears to benefit from a culture of utilizing data in planning and decision making and continues to invest in the PeopleSoft enterprise system and in efforts to tailor systems to meet unit-level needs. FVTC leveraged PeopleSoft to create a centralized data warehouse for managing student data, human resources, and financial systems. The data warehouse allows end-users to query for needed data and supports the college's work on establishing generally understood and repeatable (i.e., aligned) processes under Category 5.

Data Systems for FVTC are operating at two levels of maturity. The Knowledge Management System is aligned in terms of system processes performance monitoring; however, utilization of results is at the systemic level. The Resource Management Systems are operating at the integrated level of maturity in terms of processes and results.

6. Quality Overview:

FVTC has explored the use of quality concepts to improve education for over thirty years, and quality improvement principles appear to be embedded in the college culture. FVTC was an early adopter of CQI in the mid-1980s and has made a commitment to that as a core value (including training in quality tools). External indicators of FVTC's success with CQI are the 2001 Wisconsin Forward Award at the Mastery level and the CQI Pacesetter Award. The Quality Steering Council, coordinator, training, and improvement and innovation cycle situate an environment for systematic continuous quality improvement.

FVTC views its strategic plan as the manner in which the college operationalizes continuous quality improvement. Performance measures are defined to support the achievement of identified outcomes for five major projects linked to the College mission, vision and values and are evaluated annually. Overall, processes associated with quality improvement are integrated at the institutional level through strategic planning, college performance monitoring, and accreditation processes; at the unit level through annual development or division goal setting; and at the individual level through individual performance review and Individual Professional Development Plans.

Its established history of continuous improvement notwithstanding, the institution acknowledges the need to remain diligent in monitoring effectiveness of processes and the buy-in and participation of employees at all levels.

II. Strategic Challenges Analysis

In reviewing the entire Systems Portfolio, the Systems Appraisal team was able to discern what may be several overarching strategic challenges or potential issues that could affect the institution's ability to succeed in reaching its mission, planning, and overall quality improvement goals. These judgments are based exclusively on information available in the Systems Portfolio and thus may be limited. Each item should be revisited in subsequent AQIP Pathway reviews, such as during the Comprehensive Quality Review (CQR) visit.

Strategic Challenge: Continue to advance assessment initiatives. The Systems Appraisal Report on the college's last Systems Portfolio noted assessment as a Strategic Issue in the following language: "The College still struggles to document results of direct assessments of learning at both the program and College levels across the entire institution." Much has been accomplished; notwithstanding, the Technical Skill Achievement (TSA) framework needs to be implemented in all academic programs and matured within all programs such that communities of best practice and benchmarking processes can be developed within the WTCS. More robust and actionable assessment results will be generated as more programs employ direct as well as indirect measures to document course and program mastery (i.e. measures extending beyond course completion rates). Programs which use direct measures such as capstone projects, licensure, or other benchmarked exams in addition to the indirect employer and graduate surveys offer good models for helping other programs achieve full implementation.

Regarding the Employability Essentials (EEs) that comprise the college's core outcomes, use of the assessment rubrics and tools created to measure the EEs need to be fully deployed in all core classes and many of the technical classes such that the campus can work toward commonalties of practice. With time and the identification of the most effective instruments and measures, the College could achieve the ability to aggregate data from across programs in order to improve specific EE outcome attainment.

Overall, for both the EEs and TSA in the programs, more detail could be offered in future portfolios on how these outcomes are represented and ensured via WIDS curriculum documentation processes. Good penetration of assessment practices for both the EEs and

TSA could lead into the development of institutional-level processes for setting targets, monitoring performance, and integrating results into planning and budgeting processes.

Strategic Challenge: Consolidate and analyze data and input from key stakeholder groups and develop methods for aggregating data and information gathered from similar initiatives. Given the many points of contact units and services (both academic and non-academic) have with students, an important opportunity exists to identify some common assessment of needs and/or effectiveness that can generate data that crosses all services. Further, the data needs to be aggregated and segmented so that improvement actions can be driven down to an “actionable” level, i.e., individual units, areas, programs, or services. Even a very few well-selected data points collected at all points of support contact could give FVTC feedback essential in making sure that “all efforts [are] directed toward the result of improving student retention.”

Related to more comprehensive analysis of the effectiveness of academic and non-academic student support services is the need to consolidate and analyze complaint data from across the institution. Addressing complaints at the lowest practical level may be wise; however, not examining the learning that could come from studying all complaints at the unit or program level may mask trends and emerging needs. A cross-campus inquiry into complaint-submission processes and the incidence of complaints may identify a need to streamline, centralize, or otherwise improve the ability of stakeholders to provide input.

Related domains for gathering input that merit attention are the program advisory boards and the K-12 community. Current efforts to standardize and improve processes for consulting with advisory boards might include selecting or defining a few data points that could be gathered from all boards. Such data could be invaluable in the program vitality review process since it could be aggregated and analyzed at the institutional level in addition to the program level. Alignment of the methods used to gather external stakeholder information from key groups, e.g., the K-12 community and those served by the BIS, may also be worth investigating. The tools and methods apparently used to good effect by the BIS could potentially be adapted for use with K-12 external stakeholders.

Lastly, the College could benefit from thinking beyond the measures of employee engagement and satisfaction currently relied on to monitor the impact of Act 10 and toward instruments and measures less tied specifically to Act 10. The time may be opportune to transition to nationally normed instruments that could produce trended and benchmarked data in the area of employee satisfaction, engagement, and morale.

Strategic Challenge: Continue to mature processes for planning and budgeting. Repeat the strategic planning cycle in as thorough and inclusive a manner as was achieved in 2010-2011, while taking steps to ensure a better response rate to surveys of employees regarding institutional values and/or the wording of strategic objectives. Perhaps one method of generating greater faculty involvement in strategic planning would be to initiate a campus conversation on shared governance at FVTC. Complete the deployment of the Program Vitality review process and cross-analyze the data to refine the measures and identify opportunities for program improvement. Capitalize on the categories in the performance-based funding model to create an even sharper focus on institutional goals, such as ensuring that all student support contacts contribute to the goal of student retention. Finally, in relation to planning and continuous quality improvement, opportunities appear to exist to more closely integrate the Quality One cross-functional team into annual goal-setting and institutional-objective framing activities. As the focal group leading CQI at the College, the Quality One team is situated to ensure that AQIP processes are well deployed. The team is also a vehicle for professional development and communication regarding CQI. Moreover, even more reliance on cross-functional and broadly representational teams is a positive strategy that could advance the goal of creating a more cohesive institutional culture.

Strategic Challenge: Achieve greater transparency in the program- and unit-level phases of the budget-building process (i.e., the formative phase of budget creation) to foster greater engagement of both faculty and staff members in planning and goal setting.

Budget requests are generated at the department and unit level and aggregated by college leadership to generate overall resource requests. The executive team and budget managers work with this information and match requests to resources. This process of creating budget proposals at the department and unit level and then “rolling them up” to determine overall need is commonly accepted practice; however FVTC may be able to stimulate even more effective resource management by making the process fully transparent across all departments and units. The College may consider identifying points at which all programs and units can review and learn from the budget requests made by all other programs and units. Public budget hearings, clarifying for all how and by whom budget decisions are made, and universal sharing of budget proposals across all levels of the College might also support advancement of the lofty goal of creating a cohesive campus culture.

III. AQIP Category Feedback

As the Systems Appraisal team reviewed the Systems Portfolio, it determined for each AQIP Pathway category the stages of maturity for the institution's Processes and Results. These stages range from "Reacting" to "Integrated" and are described in Appendix A. Through use of the maturity stages and its analysis of the institution's reported improvements, the team offers below summary feedback for each AQIP Pathway category. This section identifies areas for further improvement and also possible improvement strategies. In addition to the summary information presented here, Appendix B conveys the team's specific feedback for all Process, Results, and Improvement items included in the institution's Systems Portfolio. Appendix B is structured according to the "New Systems Portfolio Structure and AQIP Categories" document which is available on the Commission's website. The summary feedback below, and the detailed feedback offered in Appendix B, is based only upon evidence conveyed in the Systems Portfolio. It is possible that the institution has additional information on specific Processes, Results, and Improvements that was not included in the Systems Portfolio. In such instances, the institution should plan to provide this evidence in a future AQIP Pathway review process such as the CQR visit.

Category One: Helping Students Learn

The College appears to have deployed intentional and effective processes for a majority of the areas in Category 1. In the area of assessment, the College has essentially reset its framework for data collection and review of student success with the implementation of EEs and TSAs. It is essential that this work be integrated across all programs at the College to allow for common assessment of outcomes such that aggregation and segmentation of results are possible and trend analysis can inform the programs of needed changes. Completion of this integration and establishment of continual data that is benchmarked both internally and externally will provide the foundation the College needs to move forward in maturity by ensuring that all programs have valid direct(as well as indirect) measures of student achievement. Furthermore, it would improve the level of proof for the Systems Portfolio if summative results were more comprehensive (not just indicating results for one division or program as examples). In some areas appropriate data may exist but is not shown and explained. It is positively noted that the new Center for Instructional Excellence and the new Student Center provide excellent platforms for furthering work in assessment and student support.

Category Two: Meeting Student & Other Key Stakeholder Needs

In the context of prioritizing college enrollment, FVTC has further strengthened its approach to student services, collaborations with K-12 schools and colleges, and connections with key stakeholders. Clearly, retention, persistence, and completion are of paramount importance to FVTC, and accordingly, much work has been focused on developing data tracking and analysis techniques that “see” right down to the course and program level and generate data that can be aggregated and segmented. Maturing processes under this Category will now require a similar effort devoted to creating common measures for use at all of the key points of contact students have with support services. The ability to analyze success across all programs, as well as the effectiveness of support interventions across all offices and units could lead to aligned improvements and eventual integration of efforts to improve student success taken by academic and non-academic areas alike.

Category Three: Valuing Employees

FVTC's performance under this Category offers an excellent illustration of the observation that within any crisis lurk opportunities. Despite the fact that some measures reflect the ongoing anxieties, dissatisfactions, and issues that Act 10 has engendered, the bigger picture of very high participation in and satisfaction with development opportunities represents high achievement overall for Valuing Employees. Furthermore, the processes allow for input from individual employees and allocation of resources to contribute to the personal growth of all employees which lead to creating a positive college climate. The college may find it beneficial to start transitioning to nationally normed instruments that could produce trended and benchmarked data relevant to professional development.

Category Four: Planning and Leading

Leading and Communicating appear to be strengths of the institution, with integrated or aligned processes for the mission, vision, values and strategic plan. Communication is thorough and conducted through multiple channels to a wide array of stakeholders. Strategic planning has focused on meeting an ambitious building construction plan and addressing the process changes and impacts associated with passage of Wisconsin Act 10. While many of the processes described under this Category are explicitly defined by Wisconsin state statutes, many exhibit innovative and proactive planning methods. Several charts and figures demonstrate that processes for planning are aligned with mission, vision, and values and across departments and divisions. The SIP and accompanying scorecard allow for transparency and collaboration. Annual Objectives and Results are benchmarked internally with two results appropriately benchmarked externally. The College has an opportunity to

demonstrate the quality of communication and integrity with a more explicit discussion of tools, results, and reporting on insights from a greater number of stakeholders. FVTC is equipped with policies, guide, handbooks, and training resources that communicate expectations for ethical behavior. The Portfolio does not describe how enforcement of policies is handled or monitored, and this may be an area for improvement either in campus processes or simply in preparing future portfolios

Category Five: Knowledge Management & Resource Stewardship

In the Category of Knowledge and Resource Management, processes for maintaining the technical infrastructure of FVTC appear to be very effective and integrated. Budgeting and resource management is tightly directed toward serving institutional purposes. Success in this area has enabled the college to create a fund to support risk taking and innovation. The college reports a number of knowledge management strategies that indicate major improvement over past practices. These improvements include the centralized data warehouse and streamlined user-friendly access to data that is used for decision-making and planning. Based on the information given in the Portfolio, it is possible that further improvements in efficiency and in creating a cohesive campus culture could be realized by making the budget-building process at the unit and department level more broadly transparent. Explaining who sets budget allocation priorities and makes decisions and how these are communicated to stakeholders would improve future portfolios. Operational effectiveness could be characterized as integrated once the coordination and prioritization of projects is explained (for ex. How are lean projects funded? Who decides? What are targets? Who is responsible?)

Category Six: Quality Overview

FVTC is highly experienced with CQI concepts and practices, and the current Systems Portfolio offers ample evidence that all major institutional processes are monitored with an eye to continuous improvement. The significant challenges engendered by Act 10 were addressed in a manner that appears to be strengthening the college and helping to raise communication, planning, and employee management to a more integrated level. The college is increasingly able to “see” itself at both a very high level and down to the individual unit and department level. While some mechanisms for reinforcing a culture of quality are still relatively new (e.g., the SIPs, TSA assessment, and the Program Vitality review), they are proceeding apace and promise to keep the institution moving ahead to further

integration of its processes. Continued reinforcement of the quality culture at the individual level could help operations become more completely “integrated.”

IV. Accreditation Evidence Screening

Since AY2012-13, Systems Appraisal teams have screened the institution’s Systems Portfolio evidence in relation to the Criteria for Accreditation and the Core Components. This step is designed to position the institution for success during the subsequent review to reaffirm the institution’s accreditation. In order to accomplish this task, the Commission has established linkages between various Process/Results questions and the twenty-one Core Components associated with the Criteria for Accreditation. Systems Appraisal teams have been trained to conduct a “soft review” of the Criteria/Core Components for Systems Portfolios completed in the third year of the AQIP Pathway cycle and a more robust review for Systems Portfolios completed in the seventh year. The formal review of the Criteria and Core Components for purposes of reaffirming the institution’s accreditation occurs only in the eighth year of the cycle and is completed through the CQR visit, unless serious problems are identified earlier in the cycle. As part of this Systems Appraisal screening process, teams indicate whether each Core Component is “Strong, clear, and well-presented”; “Adequate but could be improved”; or “Unclear or incomplete.” When the Criteria and Core Components are reviewed formally for reaffirmation of accreditation, peer reviewers must determine whether each is “Met,” “Met with concerns,” or “Not met.”

Appendix C of this report documents in detail the Appraisal team’s best judgment as to the current strength of the institution’s evidence for each Core Component and thus for each Criterion. It is structured according to the Criteria for Accreditation and supporting documents that can be found on the Commission’s website. Institutions are encouraged to review Appendix C carefully in order to guide improvement work relative to the Criteria and Core Components. Immediately below the team provides summary statements that convey broadly its observations regarding the institution’s present ability to satisfy each Criterion as well as any suggestions for improvement. Again, this feedback is based only upon information contained in the institution’s Systems Portfolio and thus may be limited.

Criterion One. Mission:

Evidence for Criterion 1, Core Component 1.A is clear and well presented.

Evidence for Criterion 1, Core Component 1.B may be improved via clearer exposition in the Systems Portfolio of the ‘purposes’ described in the mission documents on the website.

Evidence for Criterion 1, Core Component 1.C may be improved via clearer discussion in the Systems Portfolio of the college's discussion and understanding of racial, ethnic, and other forms of diversity.

Evidence for Criterion 1, Core Component 1.D is clear and well presented.

Criterion Two. Integrity: Ethical and Responsible Conduct

Evidence for Criterion 2, Core Component 2.A is clear and well presented.

Evidence for Criterion 2, Core Component 2.B is clear and well presented.

Evidence for Criterion 2, Core Component 2.C is clear and well presented.

Evidence for Criterion 2, Core Component 2.D may be enhanced through descriptions of processes for ensuring and promoting freedom of expression in additional areas of the College, e.g., in student clubs and organizations.

Evidence for Criterion 2, Core Component 2.E is clear and well presented.

Criterion Three. Teaching and Learning: Quality, Resources, and Support

Evidence for Criterion 3, Core Component 3.A is clear and well presented.

Evidence for Criterion 3, Core Component 3.B is clear and well presented.

Evidence for Criterion 3, Core Component 3.C is clear and well presented.

Evidence for Criterion 3, Core Component 3.D is clear and well presented.

Evidence for Criterion 3, Core Component 3.E would be enhanced by detail (perhaps in the form of a matrix or mapping) about how co-curricular clubs and activities advance the learning encompassed by the Employability Essentials and Technical Skills defined at the program level.

Criterion Four. Teaching and Learning: Evaluation and Improvement

Evidence for Criterion 4, Core Component 4.A is clear and well presented.

Evidence for Criterion 4, Core Component 4.B could be improved by describing how the learning targeted by the co-curriculum is assessed and discussing how, over the next several years, the TSA results drive program improvements.

Evidence for Criterion 4, Core Component 4.C could be improved by citing specific institutional-level and (if appropriate) program-level targets for retention.

Criterion Five. Resources, Planning, and Institutional Effectiveness

Evidence for Criterion 5, Core Component 5.A is clear and well presented.

Evidence for Criterion 5, Core Component 5.B could be enhanced by including a discussion of how shared governance for the FVTC is structured and ensured.

Evidence for Criterion 5, Core Component 5.C is clear and well presented.

Evidence for Criterion 5, Core Component 5.D is clear and well presented.

V. Quality of the Systems Portfolio

FVTC clearly invested a great deal of time, effort, and care into creating a Portfolio under the new six-category framework. The Portfolio was well written and read as if composed by a single voice. Most of the sections included clear and detailed explanations, often supplemented with charts and figures. The sections on Planning and Leading were notably strong. Further improving Portfolio quality might be achieved by making the linkages between the processes described and the results presented even more explicit. Ideally all processes, unless they are new, should have some representation in the results sections.

In a few instances, the Portfolio could have been improved through more explicit extrapolations of key processes or clearer explanations of how one or more processes were reciprocally intertwined. For example in regards to assessment, the relationships between WIDS documentation, Technical Skill Attainment (TSA) and the Employability Essentials (EEs) was a challenge to understand. Presenting more complete and actual student achievement results from the TSAs and EEs by program would be useful. Similarly, a stronger case for an effective assessment program could be made with examples from many or all programs. Links to results might understandably need to be used to make the full array of core outcome assessment and program assessment results and Strategic Improvement Plan documents available.

VI. Using the Systems Appraisal Feedback Report

The Systems Appraisal process is intended to foster action for institutional improvement. Although decisions about specific next steps rest with the institution, the Commission expects every AQIP institution to use its feedback report to stimulate improvement and to inform future processes. If this Appraisal is being completed in the institution's third year in the AQIP cycle, the results may inform future Action Projects and also provide the focus for the institution's next Strategy Forum. In rare cases, the Appraisal completed in the third year may suggest either to the institution itself or to the Commission the need for a mid-cycle (fourth year) CQR visit. If this Appraisal is being completed in the institution's seventh year in the cycle, again the results may inform future Action Projects and Strategy Forums, but more immediately they should inform institutional preparation for the CQR visit in the eighth year of the cycle when the institution's

continuing accredited status will be determined along with future Pathway eligibility. Institutions are encouraged to contact their staff liaison with questions.

APPENDIX A

Stages in Systems Maturity: *Processes*

Reacting	Systematic	Aligned	Integrated
<p>The institution focuses on activities and initiatives that respond to immediate needs or problems rather than anticipating future requirements, capacities, or changes. Goals are implicit and poorly defined. Informal procedures and habits account for all but the most formal aspects of institutional operations.</p>	<p>The institution is beginning to operate via generally understood, repeatable, and often documented processes and is prone to make the goal of most activities explicit, measurable, and subject to improvement. Institutional silos are eroding and signs of coordination and the implementation of effective practices across units are evident. Institutional goals are generally understood.</p>	<p>The institution operates according to processes that are explicit, repeatable and periodically evaluated for improvement. Processes address key goals and strategies, and lessons learned are shared among institutional units. Coordination and communication among units is emphasized so stakeholders relate what they do to institutional goals and strategies.</p>	<p>Operations are characterized by explicit, predictable processes that are repeatable and regularly evaluated for optimum effectiveness. Efficiencies across units are achieved through analysis, transparency, innovation, and sharing. Processes and measures track progress on key strategic and operational goals. Outsiders request permission to visit and study why the institution is so successful.</p>

Stages in Systems Maturity: *Results*

Reacting	Systematic	Aligned	Integrated
<p>Activities, initiatives, and operational processes may not generate data or the data is not collected, aggregated, or analyzed. Institutional goals lack measures, metrics, and/or benchmarks for evaluating progress. The monitoring of quality of operational practices and procedures may be based on assumptions about quality. Data collected may not be segmented or distributed effectively to inform decision-making.</p>	<p>Data and information are collected and archived for use, available to evaluate progress, and are analyzed at various levels. The results are shared and begin to erode institutional silos and foster improvement initiatives across institutional units. The tracking of performance on institutional goals has begun in a manner that yields trend data and lends itself to comparative measures in some areas.</p>	<p>Measures, metrics and benchmarks are understood and used by all relevant stakeholders. Good performance levels are reported with beneficial trends sustained over time in many areas of importance. Results are segmented and distributed to all responsible institutional units in a manner that supports effective decision-making, planning and collaboration on improvement initiatives. Measures and metrics are designed to enable the aggregation and analysis of results at an institutional level.</p>	<p>Data and information are analyzed and used to optimize operations on an ongoing basis. Performance levels are monitored using appropriate benchmarks. Trend data has been accrued and analyzed for most areas of performance. Results are shared, aggregated, segmented and analyzed in a manner that supports transparency, efficiency, collaboration and progress on organizational goals. Measures and metrics for strategic and operational goals yield results that are used in decision-making and resource allocations.</p>

APPENDIX B

AQIP Category Feedback

AQIP Category One

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

1P1. **Common Learning Outcomes** focuses on the knowledge, skills, and abilities expected of graduates from all programs. Describe the processes for determining, communicating and ensuring the stated common learning outcomes and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Aligning common outcomes to the mission, educational offerings, and degree levels of the institution	Systematic In 2013, through an Action Project, FVTC created a systematic process to redefine the CLO's as Employability Essentials (EEs). They benchmarked with other WTCS colleges, surveyed stakeholders, and aligned the EEs with mission and the technical diploma and degree programs. This broad-based process involved cross-functional teams with all academic programs and student support staff representatives crafting of the EEs. FVTC is in the beginning phase of operationalizing these outcomes across the College to effect a repeatable process. Moving forward, as all EEs are assessed and data that can be trended and segmented by academic program are produced, core-outcome related processes could move to an aligned or integrated level.
Determining common outcomes	Systematic (see above)
Articulating the purposes, content, and level of achievement of these outcomes	Systematic FVTC has recently articulated the purposes and content of the EEs including the incorporation of learning activities into specific coursework and addressing workplace and societal needs specific to diversity. As the EEs are expanded to include all technical programs, adult basic education, and program prep classes, FVTC's goals of tracking measurements and incorporating best practices into annual program reviews could move them to a more "aligned" level.
Incorporating into the curriculum opportunities for all students to achieve these outcomes	Systematic While FVTC has accomplished alignment with respect to general education coursework, it continues efforts to make systematic the same with respect to incorporation of learning outcomes in technical coursework.
Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs	Systematic FVTC describes diversity initiatives (e.g., 2-credit Educational Diversity Course for faculty, diversity course requirements for all associate degree programs) to indicate how it ensures that outcomes remain relevant and aligned with student, workplace, and societal needs. However, articulating how the other EEs are checked for relevance would complete the evidence for 1P1.5. Developing a plan to ensure the EEs are reviewed would close the feedback loop.
Designing, aligning, and delivering co-curricular activities to support learning	Systematic FVTC is in the early stages of designing assessments and collecting data on how well students demonstrate EEs in co-curricular

	activities. The College has a good start: 70% of the 50 student clubs apply in-class learning to co-curricular settings, thus reinforcing common learning outcomes. Service learning projects, a Student Life Leadership Education, and development of a project for documenting achievement of EEs all show promise of being models for documenting achievement in other co-curricular activities. As more assessment data are collected, regularly evaluated and documented, FVTC may better understand how co-curricular activities are supporting learning. An aligned level could thus be achieved.
Selecting tools/methods/instruments used to assess attainment of common learning outcomes	Systematic FVTC has designed rubrics or tools for common use in assessing the achievement of core learning outcomes (EEs). The rubrics and tools are accompanied with guidance for their use. While a common toolkit is available for designing performance-based instruction and curriculum maps have been completed, the actual process for how the faculty select and analyze the collective data needs clarification. Advancing core outcome assessment processes will require expanding common assessment of EEs to all academic programs, coordinating assessment methods to make aggregation and segmentation of results possible, and creating across-program structures for analyzing and learning from assessment results.
Assessing common learning outcomes	Systematic (see above)
Other identified processes	

1R1. What are the results for determining if students possess the knowledge, skills, and abilities that are expected at each degree level?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic The Noel-Levitz Satisfaction Survey, Employer Survey, and course completion in General Studies are used to demonstrate achievement of EEs. For robust evidence of achievement, the College needs to mature beyond surveys and course completion to more direct measures, such as capstone projects, comprehensive exams, or other performance-based tools. While course completion rates provide an estimate of students' mastery of the EEs, the institution has an opportunity to analyze and use more directly linked data. Advancing this initiative will involve faculty members gaining more experience using the tools in assessment, expanding the number of faculty members using the tools, and eventually developing communities of practice who can assess the EEs across programs and disciplines. This advancement can lead to identifying best practices and improvements with wide campus applicability.
Summary results of measures (including tables and figures when possible)	Systematic One year of Noel Levitz Student Satisfaction Inventory data is given as a measure of the degree to which students value the acquisition of the EE outcomes and the degree to which they are "satisfied" with their attainment of the EEs. This data is good evidence that students both understand and value the EEs. Maturing this data set will require establishing trend data. Of the other measures used, course completion indicates 80 percent success or above, and employer surveys indicate satisfaction (Tables 1.4 and 1.5). While results are positive, expanding results beyond these measures will

	give a more comprehensive summary of student achievement.
Comparison of results with internal targets and external benchmarks	Systematic FVTC has established internal benchmarks for course completion rates and employer satisfaction ratings. FVTC could improve its knowledge of student success by analyzing successful completion rates of all technical courses as well. Student satisfaction comparisons will be made when the Noel Levitz SSI is administered again in 2015. Additional direct measures of learning, including external benchmarks, could be established.
Interpretation of results and insights gained	Systematic Initial survey data from students and employers are interpreted to support the common learning outcomes. An opportunity exists to address the lower completion rate in Natural Science courses, as well as in other general education subject areas that do not meet the internal benchmark of 83%. Analyzing the data collected through the formal assessments identified in the "EEs Tool Kit" may provide insight on the areas where remediation or revision would be most successful in these courses.

111. Based on 1R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
Revision of the core learning outcomes in the context of the soft skills employers seek in graduates was a very significant improvement initiative and one that appears to be gaining in momentum. To have students understand and value the attainment of the core outcomes so soon after their deployment suggests that this improvement initiative was highly successful. Over the next several years, more gains promise to be made as the core outcomes are integrated into the Technical Skill curricula and assessment of the core outcomes matures to a point where results can be aggregated across programs and disciplines. The designation of the common learning outcomes as Employability Essentials directly aligns with the mission and goals of the College. FVTC would improve clarity of assessment of those EEs in General Studies by explaining how tools for analysis are selected, analyzed, and aggregated for use in decision-making. Integrating and assessing the EEs in more technical studies classes will be important to maturing to a comprehensive program of assessing common learning outcomes. The TSA process is recognized as a best practice in the state-wide system. Creation of the Center for Instructional Excellence is a very positive step toward improving faculty support for assessment and supporting efforts to expand and mature assessment of the core outcomes

1P2. **Program Learning Outcomes** focuses on the knowledge, skills, and abilities graduates from particular programs are expected to possess. Describe the processes for determining, communicating and ensuring the stated program learning outcomes and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Aligning program learning outcomes to the mission, educational offerings, and degree levels of the institution	Aligned FVTC's process for determining program outcomes is explicit and repeatable and involves communication with key workforce stakeholders. The process results in outcomes that are aligned to the college's mission and serve the workforce. Program Advisory Committees figure prominently in the process for determining outcomes, aligning them with the mission and degree levels, and assuring relevance with workplace and societal needs. These comprehensive processes are explicit, repeatable and broadly communicated-- indicating an aligned level of maturity.

	FVTC is explicit that all educational offerings and awards align with the mission of preparing students for employment and utilize a repeatable New Program Development process to determine and establish program outcomes.
Determining program outcomes	Aligned See above 1P1
Articulating the purposes, content, and level of achievement of these outcomes	Systematic The clear, common focus of all curricula at FVTC supports the alignment of program outcomes to the mission. The learning outcomes are communicated to students via program guides, course syllabi, and the college website. There is an opportunity to fully implement systematic direct assessments of learning in addition to professional or occupational licensure/certificate exam pass rates.
Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs	Aligned FVTC processes for ensuring ongoing relevance and alignment of learning outcomes are aligned through the use of program advisory committees, employer focus groups, and inter-institutional agreements. Each academic program submits its outcomes to a Program Advisory Committee for an annual review, and every program executes a matrix that identifies when and where in the curriculum a student is introduced to an outcome, has opportunities to master the outcomes, and is assessed on the attainment of the outcome.
Designing, aligning, and delivering co-curricular activities to support learning	Systematic Co-curricular activities have been established through the Student Life Department and program service learning projects. These activities provide students various opportunities to apply their skills, and involvement is formally documented in the Co-curricular Transcript. This transcript and the impact of the co-curricular activities on learning could be significantly enhanced and matured via some process for mapping the core learning outcomes to each co-curricular involvement. Given the importance of the core EEs to the College, making a very tight connection between EE attainment and co-curricular activities will be an important improvement initiative to consider.
Selecting tools/methods/instruments used to assess attainment of program learning outcomes	Systematic FVTC is establishing a TSA process with the WTCS colleges for all of their programs in which assessment tools are identified to assess program outcomes in students' final semester. The TSA assessments include a wide range of clinical and internship evaluations, capstone projects, licensures, etc. In addition, a Degree Audit process has been implemented to ensure each graduation candidate meets the requirements. It is not indicated whether each degree program has assessments for all program outcomes, nor does there seem to be a college-wide repeatable process for monitoring program-level assessment, thus FVTC may be in the early stages of systematizing a consistent process across the College. Once the TSA process is established across all programs and the data is tracked for making improvements, FVTC can move to an "aligned" level.
Assessing program learning outcomes	Systematic The academic programs at FVTC are in the early stages of making

	<p>program-level assessment uniformly practiced across all programs and mature enough to yield data that can be aggregated and trended across all programs. While the technical content of each program is different, the TSA rubrics are used in common, which suggests that some level of cross-program analysis of performance could be achieved with time. There is a larger system-wide assessment effort to develop common outcomes and assessment measures for technical skills attainment (TSA) for like programs.</p>
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1R2. What are your results for determining if students possess the knowledge, skills, and abilities that are expected in programs?

Results	Evaluation of Results and Systems Improvement
Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	<p>Systematic</p> <p>While FVTC is a leading participant in the use of WTCS’s course level rubrics and in the reporting of student pass rates for these same courses for system-wide comparison, only 58 of the college’s 129 programs are involved in the use of these tools and data initiatives at this time. While this coordinated effort holds promise as an integrated process that will also provide some system-wide benchmarking, for those program outcomes that are also TSAs, the process is in an early phase. The statewide TSA reporting seems an excellent means of benchmarking achievement of program outcomes. However, limiting the TSA results report to pass rates is an incomplete statement of student achievement. Reporting scores on portfolios or capstone experiences, for example, might provide more complete data on student achievement of program outcomes.</p>
Overall levels of deployment of assessment processes within the institution	<p>Systematic</p> <p>Adoption and use of the TSA rubric and assessment process by all academic programs at FVTC is progressing and is roughly one-third complete. The Portfolio does not offer details on the maturity of TSA assessment within already compliant programs; however, the absence of results (beyond the overall rate at which students are “passing” the TSA assessment) suggests that the assessments are not being implemented in a manner that could yield data that can be aggregated or segmented by academic program. Just getting the TSA assessment process going in every academic department will account for the college’s efforts over the next year or two to improve in this area. Once all academic programs are using the TSA assessment rubric, processes in this area could be matured through the exploration of common practices and/or common measures relevant to all academic programs regardless of their individual technical content. The College acknowledges that restrictions and constraints resulting from state-wide standardization slow the process.</p>
Summary results of measures (including tables and figures when possible)	<p>Systematic</p> <p>See above</p>
Comparison of results with internal targets and external benchmarks	<p>Systematic</p> <p>Plans exist to develop external benchmarking for program-outcome attainment once a critical mass of peer programs across the WTCS</p>

	<p>fully implement the TSA assessment and can generate data against which FVTC programs can compare performance. Having a common system assessment rubric is a big first step toward maturing processes in this area and provides the College with the basis for making improvements in program level assessment. Additionally, internal benchmarks exist but cannot be systematically measured due to the early stages of implementing TSA.</p>
<p>Interpretation of results and insights gained</p>	<p>Reacting The FVTC faculty and their Manager of Instructional Effectiveness have reviewed the data for the 58 programs included in the WTCS process and are working to identify program strengths and weaknesses that may lead to course revisions. Analysis did lead to revision of rubrics used with the students so they could see a more overt connection between the course competencies and the program outcomes. As an example and model, in Early Childhood Education, TSA assessment is advanced, and insights, learning, and improvements are being generated.</p>

112. Based on 1R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
<p>FVTC has made more progress on implementing TSA assessments in all academic programs; however, implementation is still only 1/3 complete. Improvements planned for the next several years include achieving a state in which all academic programs are sufficiently versed in TSA processes that sufficient data can be generated and analyzed to lead to insights about what to improve and how. The College has a significant amount of work ahead of it in this area but benefits from having a system-wide TSA assessment rubric to use in bringing all its academic programs along The statewide process promises to provide a strengthened system for measuring student learning against internal and external benchmarks. Improvement plans will be added as more programs generate more data from TSA implementation.</p>

1P3. **Academic Program Design** focuses on developing and revising programs to meet stakeholders' needs. Describe the processes for ensuring new and current programs meet the needs of the institution and its diverse stakeholders. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
<p>Identifying student stakeholder groups and determining their educational needs</p>	<p>Systematic While FVTC is within a State system that identifies students and industry partners as stakeholders in their educational system, the College could move towards alignment by analyzing student demographic data and employing other environmental scanning techniques, such as surveys and focus groups in the community and region. The College may be able to identify emerging groups that should be targeted in the course of meeting the expectations of state statues. This would allow the College to use this information in conjunction with other stakeholder data to inform programming.</p>
<p>Identifying other key stakeholder groups and determining their needs</p>	<p>Aligned FVTC aligns the needs of business and industry stakeholders relative to the regional employment demand through the ongoing work of program advisory committees.</p>
<p>Developing and improving</p>	<p>Aligned</p>

responsive programming to meet all stakeholders' needs	FVTC has an established, repeatable process for the development of new programs that respond to regional industry needs identified through participation in such activities as the New North, a business consortium, and utilizing program advisory committees. Data generated by these relationships inform the College of program currency and market relevance. FVTC will move to the "integrated" level as their newly developed Program Vitality Check-up for evaluating programs becomes a regular process for tracking progress and making revisions based on the data.
Selecting the tools/methods/instruments used to assess the currency and effectiveness of academic programs	Systematic FVTC's annual program review (SIP) is in place for all programs. The Program Vitality Check-up Process appears to include targeted tools for monitoring program currency and effectiveness. Indicators such as student success, learning agility, advisory committee effectiveness, curriculum documentation and technical skills attainment, are included in the review; however shared metrics for all of these measures are not articulated. The College would move toward alignment once all programs participate in the TSA on-going analysis and there is a common understanding of program targets.
Reviewing the viability of courses and programs and changing or discontinuing when necessary	Systematic FVTC has completed its first cycle of using the program review information in the context of analyzing program viability. The process is new to the institution but has the potential for shared information and common understanding of program health across the College. The College has the potential to move towards alignment with this process as specific measures used in evaluating each academic program for student success and learning become better defined, more widely practiced, and productive of results that can be compared internally.

1R3 What are the results for determining if programs are current and meet the needs of the institution's diverse stakeholders?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic FVTC systematically tracks learning outcomes through the Program Vitality Check-up and SIP scorecards for learning agility, student success, advisory committee effectiveness, curriculum documentation, and Technical Skills Attainment. However, since these measures are a new processes, long-term trends and changes made based on the initial data cannot be determined yet.
Summary results of measures (including tables and figures when possible)	Systematic See above.
Comparison of results with internal targets and external benchmarks	Systematic FVTC has documented its first set of results for their Program Vitality Check-up. As follow up is conducted for the programs rated as needing a minor or major shakeup, ways to understand the results and do internal comparisons will be possible. Achieving more definition of what the point system mean, and generating trend data by repeating this evaluation will be key in moving this process to the next level of maturity.
Interpretation of results and	Systematic

insights gained	FVTC has their first set of results for Program Vitality Check-up. They have analyzed their data and categorized the results. Insights based on these first results have led to the initiation of an action project to address low performance in the graduation rates. Further insights may emerge as more programs participate in all aspects of the Checkup process. Table 1.9 indicates room for improvement for programs to move to the “In Shape” rating status. As a relatively new process, the Program Vitality Checkup will offer more trend analysis in the future.
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1I3. Based on 1R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
The Program Vitality Checkup tool effectively integrates data from the SIP scorecard into ongoing monitoring of program quality. The plan to further develop and use the Vitality Checkup tool and measures is an excellent next step to take. Once the Vitality Checkup data can be aligned with the strategic plan and incorporated into performance indicators for the strategic plan, the College will have greatly matured this overall process. As this process matures, data obtained will enable internal and external benchmark comparisons as well as continuous improvements for the benefit of the college’s students and stakeholder groups. Furthermore, offering Program Vitality Workshops to assist programs showing “major shape-up” rating is a positive, concrete step.

1P4. **Academic Program Quality** focuses on ensuring quality across all programs, modalities, and locations. Describe the processes for ensuring quality academic programming. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue	Aligned The College uses a variety of methods to communicate preparation required of students and potential students for their degree and certificate programs. These requirements are established by FVTC faculty and instructional leadership. Program expectations and requirements are communicated through the FVTC website, recruiters, publications, fairs and open houses.
Evaluating and ensuring program rigor for all modalities, locations, consortia, and when offering dual-credit programs	Aligned The eight curriculum components required for every FVTC course regardless of modality, support strong processes for ensuring course quality. Professional development for faculty is part of the process for ensuring rigor. WIDs is a central repository and communication tool that will enhance general knowledge of course information in one location once all courses and programs are documented.
Awarding prior learning and transfer credits	Aligned The College has clear policies for awarding transfer and prior learning credit.
Selecting, implementing, and maintaining specialized accreditation(s)	Systematic Multiple programs at FVTC have and maintain specialized accreditations as a means of increasing the employability of graduates and/or in response to third party group requirements. However, providing an explanation of the relevant number of external accreditations the institution could or should hold and how those decisions are made would mature this process.
Assessing the level of	Systematic

<p>outcomes attainment by graduates at all levels</p>	<p>FVTC assesses graduate performance at set intervals through graduate surveys and employer satisfaction surveys. The return rate for surveys of graduates at six months and five years after graduation is an impressive 70%. It is unclear whether or not these surveys contain elements in common across all programs such that they could be aggregated, segmented and analyzed. Once fully implemented, the TSA assessment process promises to be an excellent one for evaluating the level of outcome attainment by all graduates.</p>
<p>Selecting the tools/methods/instruments used to assess program rigor across all modalities</p>	<p>Systematic While FVTC has a systematic approach to measuring rigor via course completion, the College has an opportunity to consider more substantive, program based measures of rigor. Those programs that link successful completion to passing a standardized set of TSAs or other form of validated assessments can identify a consistent level of rigor. Course completion rates may become a valid method for monitoring the rigor of programs and courses once Technical Skill Attainment assessments are implemented in all programs (and for all required program courses) in a manner that confirms that grades accurately reflect competency attainment.</p>

1R4 What are the results for determining the quality of academic programs?

<p>Results</p>	<p>Evaluation of Results and Systems Improvement</p>
<p>Outcomes/measures tracked and tools utilized</p>	<p>Systematic FVTC uses multiple metrics to determine program health and graduate outcomes attainment. Once all programs are aligned with these types of measures and tools on a consistent and repeatable basis, the College will progress to being aligned in this area.</p>
<p>Summary results of measures (including tables and figures when possible)</p>	<p>Systematic See above.</p>
<p>Comparison of results with internal targets and external benchmarks</p>	<p>Systematic Job placement data compared with the results for other institutions in the WTCS provide a good benchmark for evaluating academic program quality. For the six programs that have external program accreditation that requires students to pass summative exams, longitudinal data with comparative timeframes would enhance the college's understanding of its standing within these benchmarks. Once the TSA assessment process is fully implemented, external benchmarks may be developed for other programs through the use of TSA results for peer programs within the WTCS. Alignment of all of these processes in a consistent manner will allow the College to move to full alignment in this area of analysis.</p>
<p>Interpretation of results and insights gained</p>	<p>Systematic FVTC has an opportunity to show trend data for the programs that have annual pass rates on external exams. Benchmarks should compare with like timeframes to provide an accurate data for analysis of progress and areas of concern.</p>

114. Based on 1R4, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
<p>The state’s performance-based funding to commence 2014-15 will help FVTC focus on (and be rewarded for) the results of graduate surveys, employment rate, and SIP scorecards which may include work-based learning. Documenting the actual achievement results in addition to course completion will enhance the case for quality programs. The College has an opportunity to develop robust processes for seven of the nine criteria the state system will use to allocate funding. The College has identified specific efforts to maintain a job placement rate in field of study at 76% or better and to improve the efficiency and effectiveness of the reporting systems for this data. FVTC is working toward alignment in many of these areas, most of which will follow once all program TSAs are in the system, all programs are documented in WIDS, and time allows for longitudinal sets of data and analysis of trends and needed actions.</p>

1P5. **Academic Student Support** focuses on systems designed to help students be successful. Describe the processes for developing and delivering academic support to students. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Identifying underprepared and at-risk students, and determining their academic support needs	Aligned Faculty and counselors exhibit aligned processes to identify student readiness based upon placement tests using ACCUPLACER. Students requiring developmental work are placed in appropriate “program Prep” courses to improve performance and success in subsequent college courses in their plans of study.
Deploying academic support services to help students select and successfully complete courses and programs	Systematic FVTC identifies only processes for deploying academic support services to newly enrolled students. The College has an opportunity to describe how it developed further repeatable and aligned processes for extending academic support services to all students.
Ensuring faculty are available for student inquiry	Systematic FVTC policy ensures faculty members are available for student inquiry and students are notified of availability through course syllabi. To fully align the process there is an opportunity to periodically evaluate how effective the current five-hour per week faculty availability requirement serves students.
Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty	Aligned The College demonstrates an aligned system for addressing learning support needs through trained, qualified and supportive faculty and staff and for providing formative feedback, early warnings, and learning center services and workshops.
Ensuring staff members who provide student academic support services are qualified, trained, and supported	Aligned Tutoring personnel/instructors and peer tutors complete training before working with students. FVTC has a Teaching and Learning Center that coordinates all tutoring activities at the College.
Communicating the availability of academic support services	Aligned FVTC utilizes a variety of methods to communicate the availability of academic support services. These methods include the student handbook, new student orientation, online readiness courses, and the Counseling and Advising Center. Moving this process to the integrated level will require creating some means of evaluating the effectiveness with which these many points of contact successfully inform students about and channel students to support services.
Determining goals for	Reacting

retention, persistence and program completion	This process was not addressed in this section of the Portfolio. However, a 2014-15 AQIP Action Project for Persistence and Graduation noted in 1R3.4 p. 1-18 suggests data is being collected and goals have been identified.
Selecting the tools/methods/instruments used to evaluate the effectiveness and comprehensiveness of support services	Systematic Reviewing and confirming the appropriateness of ACCUPLACER cut scores, monitoring student success in transitioning to and completing academic program courses, and monitoring the results of the Noel Levitz Student Satisfaction Inventory and the CCSSE are the primary tools the College uses in monitoring and evaluating academic support services. Maturing this process will require developing the ability to segment the results at the program level and conducting finer-level analyses of key results for support services.

1R5 What are the results for determining the quality of academic support services?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Aligned FVTC has an aligned process for gauging support services success by using the Noel-Levitz Community College Survey of Student Engagement and success rate in Program Prep courses. In the CCSSE FVTC outranks WTCS colleges and national peers on Support for Learners. On the Noel-Levitz, performance ranking for 2014 was slightly below that of peers. Tracking the effectiveness of the newly developed Early Academic Alert system may provide data regarding student success measures; this analysis could lead to an “integrated” maturity level.
Summary results of measures (including tables and figures when possible)	Systematic Student success in transitioning from program-preparation courses to program-level work has been tracked for two years overall and in the areas of mathematics and communication skills. The data suggest positive trending. Similarly, data from the “support for learners” benchmark of the CCSSE and the Academic Services benchmark of the Student Satisfaction Inventory also suggest good to adequate success in providing effective academic support services. Moving this process to alignment will involve analyzing the data in a manner that offers performance feedback for specific services or academic programs and sharing the results so that collaborations can develop and improvements can be made.
Comparison of results with internal targets and external benchmarks	Systematic See above.
Interpretation of results and insights gained	Aligned Identifying the issue of “jobbing out” is an important first step in formulating a plan to better communicate to employers and students alike the difference between possessing technical skills and being prepared in the “soft skill” areas addressed through the general education core courses. FVTC uses the multiple measures and nationally benchmarked data to make effective decisions about their support service processes. A summary of benchmark results and interpretation of more student services would offer a more complete picture.

115. Based on 1R5, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
<p>A new Student Success Center offers possibilities for improved centralized support services. The College might investigate the possibility of having an Action project to analyze, interpret, and communicate the results from appropriate support services measures already in place. To move the College further towards alignment in this area, significant gains remain to be made in processes for providing academic support services through more in-depth analysis of the data generated by the SSI, the CCSSE, the tracking of student transitions from preparatory to technical coursework, and Early Academic Alert System data. FVTC has broad measures of support service effectiveness but does not or cannot pinpoint or link the data to specific service units or programs. Broad measures are important guideposts but may not push accountability down to a level where specific improvements can be made.</p>

1P6. **Academic Integrity** focuses on ethical practices while pursuing knowledge. Describe the processes for supporting ethical scholarly practices by students and faculty. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Ensuring freedom of expression and the integrity of research and scholarly practice	Systematic Multiple processes contribute to ensuring and supporting student and faculty freedom of expression, integrity of research, and ethical learning: an IRB process, Student Code of Conduct, student newspaper, Teaching and Learning Center, and Academic Leadership Council. With the creation of the Academic Leadership Council in which faculty members discuss and share information about academic issues, including academic integrity, this process could become solidly aligned with the other, traditional means of ensuring academic integrity (i.e., via policy, and IRB, and software tools).
Ensuring ethical learning and research practices of students	Aligned An Academic Honesty Policy, a Code of Conduct, and the expectation that faculty members actively enforce standards of academic integrity provide solid processes for ensuring ethical learning and research practices. Over time, tracking results from the Maxient system could be analyzed and shared with faculty and staff members in a manner that can further mature this process.
Ensuring ethical teaching and research practices of faculty	Systematic FVTC has a standing IRB committee that reviews all research proposals. The larger system, WTCS, defines expectations for effective and ethical teaching. All faculty members must complete certification courses that include this content prior to teaching at the College. Additionally, there is a mandatory New Faculty Mentorship Series required of faculty who teach online or hybrid courses. Aligning or integrating these processes may require crafting a way to give the faculty feedback from Maxient system reports or other sources such that programs and individuals can monitor how effectively standards are upheld.
Selecting the tools/methods/instruments used to evaluate the effectiveness and comprehensiveness of supporting Academic Integrity	Systematic While FVTC exhibits a systematic attention to selecting supporting tools for academic integrity (including the review of curricula and the student Academic Honesty Policy) an opportunity exists for related policies at the faculty level. FVTC's Academic Honesty Policy supports academic integrity at the student level and the use of tools to ensure student work has integrity reinforces this policy. The IRB

	ensures ethical research at FVTC but it is not clear how FVTC ensures ethical teaching or uses feedback from the extensive training on effective and ethical teaching.
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1R6 What are the results for determining the quality of learning support systems?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic Student compliance with academic integrity policies is systematically tracked through the Maxient software system, with results and planned assessment relative to internal targets and external enchmarks. FVTC is very early in the process of implementing the software. The only data available represent some of the Student Code of Conduct Cases for the 2013/14 year. (Table 1.18). Other tools for measuring effectiveness on Academic Integrity are not shown. A Manager of Institutional Effectiveness is noted as evaluating all curriculum regarding qualities of academic integrity. It may be helpful in future portfolios to share the tool(s) used in this evaluation and if any measures are tracked that might guide future training, as well as, note how often this review occurs (once initially, every 3 years, etc).
Summary results of measures (including tables and figures when possible)	Systematic See above 1R6.1
Comparison of results with internal targets and external benchmarks	No comparisons identified or available
Interpretation of results and insights gained	Reacting As Maxient is more fully implemented and FVTC begins to document processes to measure quality of academic tracking, FVTC will create a more systematic approach.

116. Based on 1R6, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
FVTC has begun utilizing a standardized process for collecting and tracking student conduct violations using the software Maxient and created the new position of Student Conduct Officer to support academic integrity. The College has plans to revise the Employee Handbook to include an Academic Freedom policy in response to an identified need. FVTC’s integrity policies appear to be better articulated for students than for staff and faculty; however, the plan to reaffirm the policy in the absence of a collective bargaining agreement may address this issue.

AQIP Category Two

MEETING STUDENT & OTHER KEY STAKEHOLDER NEEDS focuses on determining, understanding and meeting needs of current and prospective students’ and other key stakeholders such as alumni and community partners.

2P1. **Current and Prospective Student Needs** focuses on determining, understanding and meeting the non-academic needs of current and prospective students. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Identifying key student groups	Aligned FVTC identifies key student groups in alignment with state statutes in the WTCS system.
Determining new student groups to target for educational offerings and services	Systematic State statute defines the broad groups and types of students that FVTC must regard as its “key” stakeholders. Within the population described by the state statute, new groups or types of students are identified for services and programming by institutional leadership through the monitoring of economic and social trends. Maturing the processes for identifying new student stakeholders and detecting emerging needs may require finding ways to gather data from all existing points of contact with students (e.g. the Early Alert System, Maxient, the Behavior Intervention Team, Transition Counselors, etc.) and analyzing that data to detect new student groups needing support.
Meeting changing student needs	Systematic FVTC utilizes multiple means to assist in responding to changing student needs, such as the Early Academic Alert system, a Behavior Intervention Team, Transition Specialists, and counselors. See 2P1.4 below.
Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans)	Systematic FVTC utilizes state-report and self-report data to identify students with distinctive needs and to broadly “advertise” available services through counselors, disability services, course syllabi, etc. The potential exists for tracking and evaluating those services that are offered through the Teaching Learning Center, the Access Technology Center, and the Multicultural Student Services Center. Fully integrating these support service points of contact will require linking them so they are all reciprocally supportive and producing data on student needs that can be aggregated and analyzed. Then emerging trends and the points of contact can be identified that will provide the greatest return on investment.
Deploying non-academic support services to help students be successful	Systematic Table 2-2 details a systematic array of non-academic support services for FVTC students. FVTC has established a key process for connecting new students with non-academic support services by administering the First Year Experience (FYE) assessment at the time of the ACCUPLACER testing. Maturing this process will involve finding a way to leverage the data arising from individual counseling sessions, including the results of the FYE survey. Even if the data the FYE generates is qualitative, it could be aggregated and analyzed to gain a clearer overall picture of the distribution of needs. In addition, identifying the processes for deploying and communicating the availability of non-academic services to students other than those recently enrolled and including a periodic assessment of continuing students in an effort to effect retention could move FVTC into a more “aligned” level of maturity.
Ensuring staff members who	Aligned

<p>provide non-academic student academic support services are qualified, trained, and supported</p>	<p>FVTC position requirements, training, and professional development align with the college's efforts to ensure quality staff for non-academic student support services. FVTC reports that all non-academic support staff meet or exceed the credentials required for their role at the college. Several of these positions also require continuing education credits every year which are tracked for each employee. Ongoing certification and continuing education are encouraged and financially supported.</p>
<p>Communicating the availability of non-academic support services</p>	<p>Systematic The college communicates the availability of support services through a good array of commonly used means, including recruiting events, registration sessions, Welcome Days, and referrals (e.g., students requesting emergency funding are referred to Financial Wellness Advisor). Maturing this process could involve finding a way to capture data from the focus groups and frequent surveys and analyzing it over time in order to evaluate the effectiveness of the current means of making students aware of services. There is an opportunity to refine the process such that all students have the opportunity to understand the availability of non-academic support services at multiple points in their interaction with the college. In addition, a referral system that is consistent across these events may enhance the processes toward alignment.</p>
<p>Selecting tools/methods/instruments to assess student needs</p>	<p>Reacting FVTC acknowledges a reacting stage of maturity in selecting tools to assess student needs. Currently, the Noel-Levitz Satisfaction Survey is administered every two years and other instruments are being investigated. Focusing on the idea that "all efforts must be directed toward the result of improving student retention" could give FVTC a basis for systematizing the assessment of students' non-academic needs. By distilling down to a few critical data points that could be gleaned from every one of the many points of contact support staff have with students, the data or information could be aggregated and analyzed. Maturation of processes could be achieved if data on retention could be analyzed at a fine enough level to identify key student attributes correlated with the use of specific support services. Combining the existing data on retention with the data related to the use of Counseling and Advising Services, Student Life, and Education Support Services, as FVTC intends, could lead to more "systematic" or "aligned" processes.</p>
<p>Assessing the degree to which student needs are met</p>	<p>Systematic The college conducts the Noel-Levitz Student Satisfaction Inventory every two years to collect information and analyze trends about the student's level of satisfaction regarding the non-academic services provided. Once FVTC defines what data or information can be captured as a result of significant points of contact with students (including post-workshop surveys and Noel-Levitz SSI results) and is able to aggregate and analyze that data, processes for assessing the degree to which student needs are met can be matured.</p>

2R1. What are the results for determining if current and prospective students' needs are being met?

Results	Evaluation of Results and Systems Improvement
<p>Outcomes/measures tracked and tools utilized</p>	<p>Systematic Tables 2.3-2.6 describe Noel-Levitz Student Satisfaction results against both internal and external benchmarks. Additionally, the</p>

	<p>college uses the CCSSE and Satisfaction with Basic Education to track how well it meets student needs. As the tables show, in a number of areas, satisfaction with services is comparable to that in other community colleges. The results process could be improved by segmenting the data using previously defined sub-sets and creating more frequent and standard intervals that would allow trends to be discovered. Furthermore, tracking trends on the usage of non-academic support services for decision-making and process development could move FVTC into a more “aligned” level of maturity.</p>
<p>Summary results of measures (including tables and figures when possible)</p>	<p>Systematic FVTC provides several years of data from Noel-Levitz and CCSSE surveys regarding student satisfaction. While the Student Satisfaction Inventory results provide excellent overall data for evaluating the degree to which student needs are met, the benchmark scores are the starting point for any in-depth understanding. A sampling of students may not provide sufficient data to segment at the unit or program level, but a general analysis of gaps may identify areas that could be explored via supplemental assessments, such as surveys and focus groups. Moving from broad benchmark data to data that can be translated into action items at the department and unit level will be an important part of maturing the analysis of the results of this process.</p>
<p>Comparison of results with internal targets and external benchmarks</p>	<p>Systematic FVTC provides an accurate comparison of both internal and external benchmark data. SSI results indicate systematic strengths in this area, in particular for “active and collaborative learning” and “providing a supportive environment.” The college acknowledges opportunities to address lower trending in academic advising and the efforts students make to seek peer or other tutoring results.</p>
<p>Interpretation of results and insights gained</p>	<p>Systematic Data is beginning to be collected in a systematic manner. The insights described by FVTC are very important for understanding their students. However, the conclusions regarding mental health and the decrease in student-initiated use of services could not have been derived from the data that has been presented in this section of the Portfolio. FVTC recognizes that its students experience a number of risks which impede success in spite of the wide variety of support services for them. Therefore, the college hopes to design “new models of service” which do not depend solely on students to access services on their own, but which provide intervention at appropriate points. Describing which processes led to these interpretations could move the college to an aligned or integrated level. Additionally, FVTC’s insight that students’ responses to the offering of support services is increasingly going to require a more intrusive and proactive process for linking students to services is an important one—especially as FVTC is at the beginning stages of figuring out how to align all support services to further the goals of student retention. Reviewing the individual questions on the Noel-Levitz SSI and CCSSE as well as tracking and aggregating the data from tools such as the First Year Experience assessment may yield key areas to focus possible improvement efforts for engaging students in services.</p>

211. Based on 2R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
<p>The creation of a Student Success Center in 2014 with services co-located for ease of access is an important improvement for the college. In response to increasing demand, the college has studied and implemented methods of rendering counseling and advising services more efficiently. Improvements in Multicultural Student Services and the services of the Financial Wellness Center have been made as a result of external collaborations and grants. Additional improvement efforts may be supported by capturing data from processes such as the First Year Experience assessment and use of non-academic services such as counseling, expanded Veterans services and the Financial Wellness Center. Finally, explaining which groups analyze the data on services and how projects are coordinated and deployed could enhance integration.</p>

2P2. **Retention, Persistence, and Completion** focuses on the approach to collecting, analyzing and distributing data on retention, persistence and completion to stakeholders for decision-making. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Collecting student retention, persistence, and completion data	<p>Aligned</p> <p>An AQIP Action Project catalyzed efforts to improve persistence and graduation rates and helped link strategic directions with local program strategies. Workshops on persistence and graduation, a new Strategic Improvements Process (SIP), and a user-friendly scorecard which facilitates staff interpretation of data indicate the college is maturing this process. For example, the Scorecard is used by the executive cabinet and Board to set targets related to key strategic goals, and the results are communicated to the division and program levels to track data and identify interventions that would positively impact student persistence and graduation attainment. FVTC revises its processes and targets based on semi-annual evaluations. To further mature, the college needs more experience with the SIPs and use of SIP data at the unit level.</p>
Determining targets for student retention, persistence, and completion	<p>Aligned</p> <p>Determination of target values is part of FVTC's Strategic plan and is established annually by the Executive Team at the college. Targets for course completion and persistence were set in 2011-2012 as a result of studying data in the WTCS and also national data over a five-year time period. After experience in applying them, targets were revisited and adjusted in 2013-14. Data definitions for reporting completion, persistence, and graduation are set to ensure comparability across WTCS colleges and programs. In addition, student success measures and definitions are identified and adjusted differently than IPEDS to include part-time student pathways.</p>
Analyzing information on student retention, persistence, and completion	<p>Aligned</p> <p>Using common data definitions for course completion, persistence, and graduation, all programs are evaluated using a color-coded Student Success Measures Scorecard. Several points of analysis and reporting on retention and persistence occur: fall semester faculty review of SIP to create action plans, a mid-year Progress Report to the BOT, and year-end performance to target comparisons. The text of the Portfolio implies that these scorecard results are made available to all for improvement purposes. For example, faculty teams develop action plans for the following year to address areas that show the</p>

	need for improvement. The SIP process is new; with experience, full deployment and sharing of results, the college will be poised to move to further integration in this area.
Meeting targets for retention, persistence, and completion	<p>Systematic/Aligned</p> <p>The College regularly sets and monitors appropriate retention goals based on local and national trends. The data is collected in an explicit and repeatable manner using Scorecards at both the college level and program level to outline performance. FVTC notes that target levels for persistence and course completion have been moved up over the past five years, but that graduation rate targets have been adjusted downward to be more reflective of actual performance. Meeting targets under this process is a work in progress for FVTC, which is understandable considering the very challenging demographic of students the college serves. More trend data and finer systems for analyzing student success data may permit the college to set and meet ambitious, but feasible goals.</p>
Selecting tools/methods/instruments used to assess attainment of program learning outcomes	<p>Systematic</p> <p>FVTC tracks measures for retention, persistence, and completion to guide the Institution in establishing target levels and improvement efforts. Data is collected on clearly defined measures that are then reported using a standardized Scorecard. Efforts are made to discuss with faculty concerns that naturally accompany the use of pass and completion rates as direct measures of "success."</p>

2R2. What are the results for student retention, persistence and completion?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	<p>Aligned</p> <p>Student success results are measured in the same manner for all programs using internal targets and external benchmarks (NCCBP), and the results are given in an easily comprehensible color-coded Scorecard made available to all via an intranet site. Data integrity and objectivity is ensured by the College Effectiveness staff through the use of common data definitions. Figure 2.1 offers summary results for the college as a whole. Maturation of processes will require more practice with using Scorecards.</p>
Summary results of measures (including tables and figures when possible)	See 2R2.1 above and 2R2.4 below.
Comparison of results with internal targets and external benchmarks	<p>Aligned</p> <p>FVTC is able to productively benchmark its results against other schools in the WTCS and also to a broader set of community colleges through its participation in the NCCBP. External comparisons with other WTCS and community colleges in the NCCBP show that FVTC ranks favorably with peer institutions. FVTC appears to be making gains with course completion and persistence. However, FVTC lags in regards to college completion. Factors affecting persistence and graduation are similar to those at other community colleges (e.g., economic impact).</p>

<p>Interpretation of results and insights gained</p>	<p>Systematic While the college’s interpretation of results shows systematic maturity, FVTC has the opportunity to develop additional strategies and processes. The three years of trend data presented allow for general observations only. Therefore, additional analysis of the Student Success measures at the program and unit level is needed to achieve more “aligned” processes.</p>
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2I2. Based on 2R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
<p>FVTC provides examples of processes to support and improve student success related to retention, persistence and completion. The matrix tool indicating common projects being implemented across the college supports practices of transparency and sharing across units. Removing barriers to graduation by implementing an automated review of coursework and enacting a college-wide Strategic Enrollment Management (SEM) plan all support FVTC’s continuous improvement efforts. FVTC has accomplished something significant by defining common measures and data definitions for all programs for course completion, persistence, and graduation. The measures are strictly based on passing courses and completing programs, which can be problematic as these measures are not necessarily correlated with learning or quality. However, the college has made an important start in bringing forth data that can prompt a college-wide discussion of student success while linking the data to local department-level improvement initiatives. FVTC recognizes that there is much to be done to identify measures that would impact the persistence and graduation rates at the college. The State emphasis on graduation and the link this metric will have to funding, reinforces the college’s commitment to student success.</p>

2P3. **Key Stakeholder Needs** focuses on determining, understanding and meeting needs of key stakeholder groups including alumni and community partners. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
<p>Determining key external stakeholder groups (e.g., alumni, employers, community)</p>	<p>Systematic FVTC systematically identifies key stakeholder groups in accord with state statutes and the institution’s mission.</p>
<p>Determining new stakeholders to target for services or partnership</p>	<p>Systematic New stakeholders are identified systematically through college processes and practices for existing stakeholder groups. Program advisory committees also inform these identifications. In addition, the college has an entire division, Business and Industry Services (BIS), devoted to serving and remaining attuned to the changing needs and emerging opportunities within a large percentage of its external stakeholders. An Office of K-12 Partnerships is devoted to cultivating and updating collaborations with the other main group of stakeholders.</p>
<p>Meeting the changing needs of key stakeholders</p>	<p>Systematic/Aligned The college uses various surveys, focus-groups, and advisory committees in a repeatable and explicit manner that allows them to assess how well they are meeting stakeholder needs and communicate those results across the college. Table 2.9 describes communication channels for the key stakeholders to keep abreast of their changing needs.</p>

<p>Selecting tools/methods/instruments to assess key stakeholder needs</p>	<p>Systematic FVTC has established some tools and methods for assessing key stakeholder needs. Noted in Category 1, the annual graduate follow-up surveys and employer surveys are used to track progress and target improvement efforts. Noted in Category 2, additional information is collected on stakeholders served through Business and Industry Services (BIS) by utilizing focus groups, surveys and advisory committee conversations. These are solid measures, but trend data over three years shows the results to be sufficiently stable to be used as a basis for a more in-depth query. The many sources of input currently used to monitor the quality of business and training services could be leveraged to generate more effectively aggregated and segmented data. Data more specific than general categories of satisfaction might be helpful in identifying improvements made to particular programs or offerings. Furthermore, analyzing the data and processes across areas may provide ideas for addressing the need for more graduates in particular programs and bring operations into an “aligned” level.</p>
<p>Assessing the degree to which key stakeholder needs are met</p>	<p>Systematic See above in 2P3.4</p>

2R3. What are the results for determining if key stakeholder needs are being met?

<p>Results</p>	<p>Evaluation of Results and Systems Improvement</p>
<p>Outcomes/measures tracked and tools utilized</p>	<p>Systematic Figures 2.3 and 2.4 indicate high satisfaction from both BIS and employers. Measures for tracking outcomes for other key stakeholders identified in 2P3.4 are not described here. The tools and measures used are conventional and appropriate; however, the stability of the results data suggests that more in-depth methods of investigating what lies behind the generally high levels of satisfaction might reveal opportunities for small, but significant improvements. Also worth consideration is the creation of some common elements of data collection for use at all points of contact (e.g., advisory meetings, events, focus groups, etc.) that could yield qualitative data that can be aggregated and analyzed. The results may be more robust if measures for all subsets, K-12 partners for instance, were established. Providing a comprehensive picture of stakeholder results could move the college to an aligned or integrated status.</p>
<p>Summary results of measures (including tables and figures when possible)</p>	<p>Systematic FVTC provides BIS data for stakeholder needs that demonstrate a healthy profile of BIS training, revenue and employer satisfaction. In order to develop a more “aligned” maturity, the college could develop and track measures for all groups in Table 2.9.</p>
<p>Comparison of results with internal targets and external benchmarks</p>	<p>Systematic Comparisons of FVTC results for revenues from and enrollments in BIS offerings—as compared to the other technical colleges in the</p>

	Wisconsin system—reflect the important and successful contributions the college makes to the state. Results depicted are limited to “enrollments for instructional contracts” and professional development classes and do not provide a comprehensive discussion of other key stakeholders such as the K-12 community.
Interpretation of results and insights gained	Systematic FVTC shows that they exceeded their 2012/13 revenue performance for BIS training and that they have set more ambitious targets for the 2014/15 and 2015/16 years. The services provided through BIS consistently achieve high satisfaction ratings by both participants and employers despite the high volume served. It is noted that FVTC’s interpretative comments were limited to BIS results.

2I3. Based on 2R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
Recent implementation of the Microsoft Customer Relationship Management software solution by the BIS and Student Employment Services division promises to open up many additional opportunities for improvements in the processes for serving a large portion of the college’s external stakeholders. Similar practices or tools might be considered for use in maintaining, monitoring, and improving relationships between the Office of K-12 partnerships and other groups of FVTC stakeholders identified in Table 2.9. FVTC demonstrates that they have a good working relationship with their area employers both as suppliers of graduates and as a training resource. The college would benefit from a more detailed discussion of how various tools will allow it to integrate solutions for the entire range of stakeholders--learners and employers. In addition, FVTC noted a need to address “ways to increase the production of graduates in key areas” to meet a recent increase in demand (2P3, p. 2-14). This could be a relevant target in planning additional improvement efforts

2P4. **Complaint Processes** focuses on collecting, analyzing and responding to complaints from students or key (non-employee) stakeholder groups. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Collecting complaint information from students	Systematic FVTC has specific policies regarding student complaints. These policies with specific directions are posted on the college website, in the Academic Policy Handbook and in the Student Handbook. The directions guide the students to the appropriate person to deliver his or her complaint. The college seeks to resolve complaints at the lowest level possible, but a complaint may rise to the level of the Vice President of Student Services if needed. Such processes are standard practice yet may not capture the full range of complaints for the purposes of monitoring and improvements. Operations could become more “aligned” when processes are evaluated to identify goals for improvement.
Collecting complaint information from other key stakeholders	Systematic External and higher level internal complaints are funneled through the President’s Office, tracked in a Complaint Log, and directed to the appropriate division or Dean/manager for resolution. A clear process chart for the flow and management of information for this process could improve the clarity of future portfolios.

<p>Learning from complaint information and determining actions</p>	<p>Systematic FVTC operates under generally understood, repeatable and often documented processes for learning from complaint information and communicating actions to students and other key stakeholders. The Dean/manager and President’s staff are expected to follow-up with the complainant and watch for patterns that may indicate the need for an operational or system change. Process improvement activities such as staff coaching, staff training, team planning, and setting guidelines are developed when patterns of complaint show an operational or systemic issue. While the multiple points or offices through which complaints are received add up to adequate processes for responding to complaints, the multiple points of contact do not appear to have parallel or linked processes that could allow for periodic aggregation and analysis of complaint data. Some method of common coding or categorization might allow FVTC to gain a broader, more holistic understanding of stakeholder needs through the aggregation and analysis of complaint data. Clearly documenting and analyzing these processes could support coordination and communication among units at a more “aligned” level of maturity.</p>
<p>Communicating actions to students and other key stakeholders</p>	<p>Systematic The College follows a systematic process for communicating complaint resolutions, including the use of a Complaint Log via the President’s Office. The Dean/manager is responsible for communication with the student regarding the resolve and actions taken regarding their complaint. All complaints registered through the President’s office are overseen by trained staff which monitor the process time and log the resolutions. Techniques for coordinating the logging and categorization of complaint information would enable FVTC to report general performance information to all stakeholders regarding the institution’s responsiveness in this area without breaching confidentiality.</p>
<p>Selecting tools/methods/instruments to evaluate complaint resolution</p>	<p>Reacting A complaint log with categories is utilized to track complaints coming into the President’s office; however, a tool or process for tracking <i>all</i> complaints is not clear. Despite the fact that the relatively low number of complaints filed appear to be appropriately managed by the current system, a more comprehensive and integrated model might improve the complaint process. Furthermore, FVTC may want to consider evaluating the very process of filing complaints to be sure the low numbers are not due to a process that is perceived as too burdensome or threatening.</p>

2R4. What are the results for student and key stakeholder complaints? This includes, but is not limited to, descriptions of the following:

<p>Results</p>	<p>Evaluation of Results and Systems Improvement</p>
<p>Outcomes/measures tracked and tools utilized</p>	<p>Reacting The total number of complaints logged through the President’s office is reported for data three-year time span and grouped by category type. The data suggests that the numbers of complaints are minimal and trend downward. FVTC has identified two different processes for handling complaints – those that go through the President’s office and those that go through the College Conduct Officer. The potential exists for documenting and evaluating these processes more “systematically” across both areas to identify potential needs to be</p>

	addressed.
Summary results of measures (including tables and figures when possible)	<p>Reacting</p> <p>In a college that serves over 45,000 students, 70 complaints were filed through the President's office over the past three years. Most of these complaints stemmed from financial aid issues. The college has an opportunity to ensure that other categories of complaints, including those not tracked in the President's area, reach the level of reporting and tracking observed with the President's Complaint Log. The descriptive statistics offered for the complaint log maintained in the President's office provide a good starting point for the development of common methods for categorizing and tracking complaints lodged across campus. Campus-wide data could be invaluable for identifying trends, clusters of types of complaints, or unmet needs that the small number of complaints coming into the President's office does not reveal.</p>
Comparison of results with internal targets and external benchmarks	<p>Reacting</p> <p>See 2R4.4 below.</p>
Interpretation of results and insights gained	<p>Reacting</p> <p>FVTC has a modest number of complaints for an institution that serves 45,000 students. Despite the relatively low number of complaints that appear to be appropriately managed by the current system, a more comprehensive and integrated model might help identify unmet needs. By its own admission, the college complaints process is "a manual system" in need of improvement. As noted above, further centralization and analysis of complaints is an opportunity for FVTC to improve this process.</p>

2I4. Based on 2R4, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
<p>FVTC recognizes the need to establish external benchmarks and has plans to research models used by other colleges in order to establish an efficient and informative process for collecting and monitoring all complaints at the college. Including a focused study of their own complaint processes may also help guide improvement efforts.</p>

2P5. **Building Collaborations and Partnerships** focuses on aligning, building, and determining the effectiveness of collaborations and partnerships to further the mission of the institution. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
<p>Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses)</p>	<p>Aligned</p> <p>The process for selecting partners is well-aligned within FVTC and addresses FVTC's mission and purpose. "We value partnerships with business, industry, government, educational systems, and our communities" is identified as one of FVTC's core values (p. 2-18). FVTC's partners can be categorized into two main, broad groups of external collaborators: 1) secondary schools, colleges, and universities and 2) business, industry, government, and adults who can benefit from education and training. Given the breadth and scope of potential collaborators, the college relies on the efforts of</p>

	<p>the Office of K-12 Partnerships for the quality of its collaborations with the first broad group and relies on the Foundation and its BIS division for collaborations with the latter group. Building and maintaining relationships with these partners are based on mutual benefit, as well as, formalized agreements (Table 2.12). Many of the long term partners directly connect with specific program areas (e.g., through equipment and donations). The FVTC Foundation serves to support continued collaboration with community organizations and businesses, and the Facility Referendum is noted as a successful outcome of that collaboration.</p>
<p>Building and maintaining relationships with partners</p>	<p>Systematic See 2P5.2 above.</p>
<p>Selecting tools/methods/instruments to assess partnership effectiveness</p>	<p>Systematic The tools and measures used to monitor the effectiveness of these relationships include attendance, revenue, participation, number of transcribed credits. Expanding these measures to include satisfaction surveys or focus groups could provide more complete evidence of the effectiveness of partnerships. In addition, measures on the levels of private giving tracked over time and compared to other colleges in the WTCS could provide data supporting the claim of beneficial partnerships in 2P5. Further separating the data by type of beneficial support (scholarships, equipment, etc.) may provide direction for focusing partnership improvement efforts at an "integrated" maturity level. These measures are adequate up to a point, but could set the stage for more innovative techniques that could aid in environmental scanning and in identifying opportunities for very specific yet significant improvements.</p>
<p>Evaluating the degree to which collaborations and partnerships are effective</p>	<p>See 2P5.3 above.</p>

2R5. What are the results for determining if students possess the knowledge, skills, and abilities that are expected at each degree level?

Results	Evaluation of Results and Systems Improvement
<p>Outcomes/measures tracked and tools utilized</p>	<p>Systematic FVTC collects enrollment data for K-12 partnerships and transfer enrollment for college partnerships. Trend data is beginning to be collected; however, it is not clear that workforce partnership outcomes are measured. As evidence of the effectiveness of its K-12 partnerships, FVTC summarized the trend data collected on the number of students by type of high school initiative. The number of FVTC students transferring to two- and four-year colleges including comparison to other WTCS schools was also documented. FVTC has identified a growing trend in high school transcribed credit. Collecting and tracking the number of partnerships with high schools</p>

	with established transcribed credit and the percentage of students completing an award at FVTC with high school transcribed credit could provide more useful data on the benefits of the K-12 partnerships. In addition, collecting data from across the partnership spectrum (i.e., from K-12 and those served through the BIS) could be used to shape institutional improvement that may lead to more aligned processes.
Summary results of measures (including tables and figures when possible)	Systematic The data presented for the effectiveness of collaborations with secondary schools, colleges, and universities is quantitative and adequate to reflect strong performance in serving this group of external collaborators. The data is also comparative within the WTCS. The data confirms that the college is performing up to expectations under this process area. However, the data does not do a good job of pointing out new initiatives or paths to further improvements.
Comparison of results with internal targets and external benchmarks	Systematic FVTC presents comparative results for transfers to the UW System by WTCS district, but targets and benchmarks need to be identified. There is an opportunity to develop other standard systematic measures and to posit internal targets for collaborations and partnerships. Furthermore, a discussion of the comparison data would provide some clarification for the reader that may move this section to a higher level of maturity.
Interpretation of results and insights gained	Systematic FVTC concludes that an increase in the number of students with high school transcribed credit suggests a need for more high school teachers to be certified to teach college-level courses. Additional insights could be gained from studying more specific data tracking the program areas where credit is earned, the high schools served, etc. Improvement efforts that meet the needs of FVTC's K-12 partners could then be identified and implemented. Establishing or identifying a framework for these efforts would be important in order to move operations into a more "aligned" level of maturity.

215. Based on 2R5, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
The concept of building career "pathways" for high-school students in lieu of concentrating on the articulation of specific courses is an important innovation that may provide a way to greatly mature processes in this area. This approach would benefit students pursuing a college degree by saving time and money. By prompting FVTC to take a high-level and longer term view of any given collaboration with other educational institutions, the pathway approach could reveal ways to streamline current processes, as well as suggest new types of collaborations. In addition, the college is working to create better ways of engaging parents of high school students to make them aware of career and dual credit options. These strategies align with FVTC's ultimate goal of improving graduation and job placement.

AQIP Category Three

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

3P1. **Hiring** focuses on the acquisition of appropriately qualified/credentialed faculty, staff, and administrators to ensure that effective, high-quality programs and student support services are provided. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Recruiting, hiring, and orienting employees	Integrated FVTC follows an integrated process to recruit, hire, and orient qualified employees, based upon HR processes, behavioral-based interviewing, and post-hire satisfaction surveying, as well as the collaborative Plan-Do-Check-Act process. Orientation has benefited from several improvement cycles. These processes are aligned to the College's Strategic Directions and are explicit, predictable and repeatable and incorporate research-based strategies (Targeted Selection) and regular evaluation (Post-Hire Satisfaction Survey).
Designing hiring processes that result in staff and administrators who possess the required qualification, skills, and values	Integrated FVTC's hiring process follows a template but allows for individualization of the interview questions and assessments by the hiring manager and interview team to align with the job expectations of the new hire. FVTC has devoted considerable attention to its processes in this area because of the anticipated impact of many retirements. The orientation process is a good example of the level of integration achieved. Each new employee is prescribed a custom orientation plan consisting of select training modules to be completed over a six-month period. In parallel, the employee is engaged in other activities to give him or her opportunities to network and form relationships across campus. Faculty hires are, in addition, enrolled in a mentorship program
Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual, and consortia programs	Aligned Mandatory instructor certification is governed by State Statute and Wisconsin Administrative Code. Regular recertification and annual audits of the College shows zero penalties and clear audits for the last three years. Requirements include specialized training in guidance and counseling for all faculty members. These requirements are inclusive of dual credit and consortia faculty credential standards.
Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities	Systematic FVTC monitors the student-to-faculty ratio from Peterson's Annual Survey of Undergraduate Institution report and reviews specific program needs for special training requirements to ensure sufficient numbers of faculty are available to meet students' needs. FVTC has responded to changes in state funding by securing other sources to ensure adequate staffing levels for essential support services. FVTC refers to one annual survey that reports college's 2013 student-to-faculty ratio as 10.5-1. The indication is that this ratio involves only the full-time faculty; however, this is not clear.
Ensuring the acquisition of sufficient numbers of staff to provide student support services	Systematic FVTC indicates that it has sufficient numbers of staff supported, in part, by grant resources. Documenting the figures and how those are determined could move the college to aligned or integrated status.

3R1. What are the results for determining if recruitment, hiring, and orienting practices assure effective provision for programs and services?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic FVTC tracks trend data on hiring managers' and new employees' satisfaction with the recruitment, selection, and orientation processes using a standardized Post Hire Satisfaction Survey tool. Tracking staffing levels in relation to identified services provided through Enrollment, Admissions, Counseling, Special Needs, etc. could support more "aligned" data-based decision making.
Summary results of measures (including tables and figures when possible)	Aligned The post-hire satisfaction survey given to both faculty and staff hires appears to provide a strong tool for monitoring and improving hiring processes. Satisfaction on key measures for hiring, recruiting, and orientation is a high with an average of over 4 on a 5-point scale. Survey results are combined with data tracking the percentage of all hires who complete their individualized orientation and training plans. To monitor the effectiveness of steps taken to ensure good diversity in new employees, the demographics of the applicant pools used are analyzed against the demographics of candidates interviewed and those selected for positions
Comparison of results with internal targets and external benchmarks	Systematic Trend data is also tracked for percentage of orientation completion and ethnic diversity in the recruitment process. Internal targets and external benchmarks are used, as appropriate. Describing specific measures could help the College move toward alignment in their hiring and orientation processes.
Interpretation of results and insights gained	Systematic While FVTC provides a systematic analysis of human resources metrics, there is an opportunity to explain and provide context for the particular indices chosen as targets. The incentives and benefits identified in this section are not related to any of the data presented. The College does not identify any of the public and private organizations it has monitored to know that its practices, applicant pools, and hires are competitive. Finding these external benchmarks would help to align the process and ensure metrics and data are useful in meeting the college's human resource goals.

311. Based on 3R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
The College has successfully handled the impacts of faculty retirements and hires resulting from state-level change (Act 10), together with implementing a number of process improvements for onboarding new faculty. Other promising practices include the Faculty and Adjunct Job Fair, the Center for Instructional Excellence, and the goal to increase staff ethnic diversity. Many of the improvements cited in the portfolio, such as adding First Forum monthly workshops for new instructors, reflect careful data analysis and ongoing attention to continuous improvement.

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

Process	Team Comments on Process Maturity and Improvement
Designing performance evaluation systems for all employees	Aligned FVTC's operations for performance evaluation systems are specified, predictable and repeatable processes that are linked with

	College goals and values and are specified in the Employee Handbook. Professional Growth Planning Process ensures consistent and regular employee performance and the process is reviewed and improved through a collaborative dialogue based on participant feedback.
Soliciting input from and communicating expectations to faculty, staff, and administrators	Systematic FVTC identifies steps within the evaluation process where input and communication are expected with the goal being to support continuous performance growth. They characterize their performance evaluation system as a “continuous volley of inputs and expectations” between the employee and his/her supervisor.
Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services	Systematic Evaluation forms and a discussion tool prompt those involved in performance review through the evaluation steps according to the PDCA model and ensure every employee’s yearly objectives are aligned with the goals of the College and the department.
Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff, and administrators	Aligned The Employee Handbook communicates established policies and procedures for regular evaluations for faculty and staff. Administrators, staff, and faculty are evaluated on a regular, systematic cycle. New faculty are evaluated each semester for three years. Adjunct faculty are under an informal evaluation process that does not seem to be guided by policies and procedures. There is opportunity to develop a more formalized evaluation process for adjunct faculty at the college.
Establishing employee recognition, compensation, and benefit systems to promote retention and high performance	Integrated FVTC utilizes a variety of approaches to recognize, compensate and support employees such as a Recognition Committee, In-Service days, Prepare training, and a Humana Vitality wellness program. FVTC employed continuous quality processes to address Act 10 challenges and ensure transparency. The College has identified a compensation strategy that will provide a framework around its compensation package such that pay equity and performance incentives are considered. It has utilized an open and inclusive process of transitioning the institution to the end of collective bargaining. Benefit systems are transparent and related information and opportunities for communication provided to all employees.
Promoting employee satisfaction and engagement	Aligned The College reflects a systematic level of maturity through prioritized focus on managing the implications of Act 10. The college is also working on developing managers as change agents, creating ‘Prepare training’ for campus violence, and implementing a Human Vitality employee wellness program. These are positive measures implemented to promote satisfaction and engagement.

3R2. What are the results for determining if evaluation processes assess employees’ contributions to the institution?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic FVTC utilizes a variety of tools such as surveys and focus groups to measure and track trends related to employee satisfaction and engagement (Table 3.5). An opportunity exists to develop more systematic measures

	that include Human Resources processes and covers adjuncts.
Summary results of measures (including tables and figures when possible)	Aligned Institutional attention to monitoring employee engagement and morale has been highly focused on the transition to a post-Act 10 workplace. Table 3.9 describes achievement of benchmarks for the WELCOA Well Workplace Award, Gold Level Award. The staff survey, the focus groups, forums, and open dialogue sessions appear to have all been organized around Act 10 transition topics. The results reflect the challenge of this transition but offer good evidence of the college’s concerted attention to mitigating the impact of Act 10. Table 3.6 indicates that the college has a positive climate with the college meeting the strategic target of 3.5 or greater on climate and the other results collected show general satisfaction and participation in the processes they measure.
Comparison of results with internal targets and external benchmarks	Systematic External benchmarks are not used through all measures, but internal results are segmented by employee type. Comparisons or discussions across the WTCS may be useful since all colleges in the state were facing the same transition due to ACT 10. An additional opportunity exists to establish targets and develop external benchmarks for all measures.
Interpretation of results and insights gained	Aligned FVTC appears to use the data collected to inform and direct improvement efforts for evaluation and recognition that link to their mission and values. The College indicates that based on their data, they have some challenges ahead regarding the establishment of a more cohesive culture following the implementation of ACT 10.

3I2. Based on 3R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts	
FVTC appears to meeting the challenges of maintaining a positive and cohesive culture in a climate of post-implementation of Act 10. Strategies include building interpersonal connections, team training, and support staff professional development. The college is to be commended for devoting considerable attention to this category and has focused efforts on team building to “strengthen the cohesive culture in the post-Act 10 environment.” This is a strength of the College. While the College processes for this area show alignment, there is ample room for improvement in the area of assessment measures and results, establishing targets and benchmarks, and integrating adjunct faculty. Continued open communication especially with the faculty group, may move the college toward alignment.	

3P3. **Development** focuses on processes for continually training, educating, and supporting employees to remain current in their methods and to contribute fully and effectively throughout their careers within the institution. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Providing and supporting regular professional	Aligned FVTC demonstrates explicit, repeatable and regularly evaluated processes for professional development for all employees utilizing

development for all employees	Individual Professional Development Plans (IPDP). Individuals create IPDPs; Executive Council conducts a Talent Review twice a year; and training resources, such as LEAD and CEAD are used to nurture the skills of employees at all levels and in all roles. Multiple development opportunities exist at the College as well as at the State level. Tuition dollars (monetary support) is provided for both instructors and staff to ensure skills are current.
Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes	Aligned Faculty members are encouraged to keep current in their field of study, and resources are provided for these activities. Participation in development activities is tracked by supervisors and by Training and Development Services. Indicating the degree to which these incentives (Funding for professional development, tuition reimbursement, and designated days) are deployed, and used would move the college to a more mature level.
Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.)	Systematic Orientation, training, conferences, webinars for support staff as well as performance evaluation and professional growth plans promote training for support staff. Innovative, forward-thinking strategies are evidenced by the development of the LEAD academy and CEAD network. As with faculty professional development, indicating the degree of deployment/involvement would help move the college to an aligned or integrated level
Aligning employee professional development activities with institutional objectives	Aligned The Human Development Capital Plan (Fig. 3.1) provides a framework for alignment with organizational objectives. Various workshops and discussion tools are being used to strengthen alignment. The College acknowledges that there is work to be done in the area of helping employees to identify the work they do in relation to the broader College goals. FVTC has developed a discussion tool that will be used by managers during performance evaluations to assist employees to begin to make these connections.

3R3. What are the results for determining if employees are assisted and supported in their professional development?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Integrated Participation and satisfaction are tracked for training activities, and the results reflect very high levels of both participation and satisfaction. Management training participation is also tracked and reflects a similarly high level of participation. Tables 3.13 and 3.14 indicate that the percentage of engagement in professional development and quality and relevance of training were well above target. The College identifies an online evaluation follow-up as a tool utilized to collect information.
Summary results of measures (including tables and figures when possible)	Aligned Five to seven years of trend data is offered to reflect careful tracking and internal analysis of employee use of all the varied forms of training and development offered.
Comparison of results with internal targets and external benchmarks	Systematic FVTC reported several relevant measures for professional development using appropriate internal targets. The opportunity

	exists to analyze external benchmarks through the WTCS HR Directors Committee and WTCS Professional Development Committee as referenced under the “interpretation of results” section which could provide helpful external comparisons.
Interpretation of results and insights gained	Systematic FVTC reports that results also are evaluated through participation in the WTCS Recruitment, HR Directors, and Professional Development Committee. FVTC benefits from being part of the WTCS which engages supervisors and managers in system-wide committees and forums through which practices, innovations, and results can be discussed and shared. There is opportunity to make explicit what insights FVTC gains from these participations.

3I3. Based on 3R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
FVTC has achieved tremendous momentum in this area as a result of responding thoughtfully and thoroughly to the challenges of Act 10. FVTC indicates it will improve employees’ connection to the college’s strategic directions by continuing the three-year Act 10-related training plan and the CEAD Network. The discussion tool for integrating individual employee evaluation and professional development plans with organizational goals will enhance employee engagement in overall institutional strategic directions. Additionally, the three-year training plan for managers and CEAD for support staff are concrete steps to enhance Valuing Employees. Opportunities relate to inclusion of adjunct faculty and developing specific external benchmarks and will strengthen the college’s progress in these areas.

AQIP Category Four

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

4P1. **Mission and Vision** focuses on how the institution develops, communicates, and reviews its mission and vision. Describe the processes for developing, communicating, and reviewing the institution’s mission, vision, and values and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Developing, deploying, and reviewing the institution's mission, vision, and values	Integrated Every 3 to 5 years FVTC engages in strategic planning led by a college-wide Planning Committee which reviews mission, vision and values. Input on proposed changes to the mission, vision, or values is solicited from Planning Committee members and staff. Institutional policies and behavioral expectations as articulated in policies and the Employee Handbook are aligned to the statutory purposes of Wisconsin’s technical colleges and reflect a commitment to institutional values.
Ensuring that institutional actions reflect a commitment to its values	Aligned Administrative Policies provide a clear framework for guiding institutional adherence to values. FVTC employs a prudently short strategic planning cycle of 3 to 5 years to reaffirm and reorient all efforts to its purpose of technical education. The policies are communicated through the Employee Handbook. A regular cycle of policy review serves to update policies but also to extend this practice of ongoing self-examination to ensure that the mission, vision and values are made manifest down to the policy level.

<p>Communicating the mission, vision, and values</p>	<p>Integrated Table 4.2 details a comprehensive list of communication techniques used to communicate mission, vision, and values internally and externally. Communication channels include staff in-service events, new employee orientation, individual performance reviews, leadership meetings, as well as print and web publications, reports to community and external media coverage. FVTC cites a relatable, easy to understand motto (“Knowledge That Works”) to help ensure that all decisions and improvement efforts for academic programs and services are consistent with the mission. For example, new program award proposals must go through an approval process to ensure that viable employment is possible and that service and program decisions are mission consistent.</p>
<p>Ensuring that academic programs and services are consistent with the institution’s mission</p>	<p>Aligned The College ensures new academic programs reflect the college’s mission through the program-approval process at multiple levels within the institution up to and including the board of trustees. The “Knowledge that Works” motto increases awareness of the mission across institutional units. Over half of the annual budget is allocated directly to instructional costs, which includes salaries and benefits. The capital budget ensures that equipment and facilities provide “leading-edge technical education.”</p>
<p>Allocating resources to advance the institution’s mission and vision, while upholding the institution’s values</p>	<p>Aligned Operating and equipment budgets appear to be appropriately allocated to advance the College mission and vision, while upholding the values. Allocation of funds supporting hiring and training efforts appears in-line with the college’s emphasis on valuing employees as noted in Category 3. The College values are cited as a guide for the Executive Team to direct limited funds. Inclusion of an explicit reference to student success in the Values statements could be considered.</p>

4R1. What are the results for developing, communicating, and reviewing the institution’s mission, vision, and values?

<p>Results</p>	<p>Evaluation of Results and Systems Improvement</p>
<p>Outcomes/measures tracked and tools utilized</p>	<p>Aligned In order to revise and launch mission, vision, and values statements that were current and related to the college’s Strategic Directions, FVTC employed a variety of predictable measures allowing for analysis to refine and develop the final statements. External benchmarks were reviewed by studying the statements of other community colleges and higher education institutions. Internal feedback across units was elicited and summarized from pointed questions on a staff survey as well as through focus groups with staff, advisory committees and other stakeholders. Continuous use of these tools may move the College toward being integrated if an ongoing feedback loop is implemented. Additionally, the College has an opportunity to explore why the survey response rate was relatively small for such a critical matter, so as to inform subsequent revision processes.</p>
<p>Summary results of measures (including tables and figures when possible)</p>	<p>Systematic FVTC took care during its 2010-2011 Strategic Planning cycle to vet draft statements with all employees, to welcome input, and to track levels of acceptance (see Table 4.3). Results were analyzed</p>

	internally to support precise phrasings in the final plan as a means of ensuring clarity and focus of aims.
Comparison of results with internal targets and external benchmarks	Systematic FVTC used strategic plans from like institutions and its previous internal plan as benchmarks when developing the 2011 plan.
Interpretation of results and insights gained	Systematic The process described for creating the strategic plan was robust with a gap analysis, focus groups, and surveys. However, the results presented represent only 40 of the 787 employee voices and minimally represented other key stakeholders. This process could be improved by communicating the results of all measures and setting targets for engagement from the stakeholder groups.

4I1. Based on 4R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
<p>The College enlisted a cross functional team in the process of revising their Mission, Vision and Values in 2011. Feedback was sought to edit the final draft of these key college documents. The Values statements were revised to include the strategic direction of Sustainability and a reworded Diversity statement to reflect global influence of the community.</p> <p>Now that these statements are in their fourth year of use, FVTC has an opportunity to collect data and determine if their efforts to laser focus the wording has increased engagement. For example, information provided elsewhere in the Systems Portfolio suggests that feedback on the “wording” of the diversity statement could result in strengthening this statement to express the goal of achieving a more diverse student body, faculty, and staff in more focused terms, and not just “attracting and supporting” diversity.</p> <p>Movement to a performance-based funding model may make a review of the Mission, Vision, and Values prior to the next strategic planning cycle beneficial. In a closely related area, the creation of an interview guide and template with prompts for the interviewer to evaluate candidate match with institutional values as part of the hiring process is a notable innovation. Ensuring that candidates for employment possess and emulate institutional values is very challenging, and FVTC’s response to this challenge is in keeping with its record of innovation and its ability to meet challenges in a direct and practical way.</p>

4P2. **Strategic Planning** focuses on how the institution achieves its mission and vision. Describe the processes for communicating, planning, implementing, and reviewing the institution’s plans and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Engaging internal and external stakeholders in strategic planning	Aligned In 2010 to 2011, the Strategic Planning Process involved a 25-30 member team with representation across the stakeholder spectrum: Board of Trustees, Executive Team, faculty, support staff, student government, and Foundation Board. A SWOT analysis, environmental scanning, analysis of trends in college performance, and feedback from students and other stakeholders informed the process. Figure 4.3 charts the overall planning process which shows the strategic plan (with mission, vision, values) as the guiding framework for other plans. The Plan, Do, Check, Act (PDCA) sequence used in planning helps ensure that decision making remains aligned to the mission,

	<p>vision, and values. More detail on how strategic and operational plans are formally measured against the results of ongoing environmental scanning and the “other stakeholders” from whom input is solicited may enhance the clarity of future portfolios.</p>
<p>Aligning operations with the institution’s mission, vision, values</p>	<p>Integrated FVTC utilizes several processes to ensure operations align with the institution’s mission, vision, and values across departments and divisions. The Plan-Do-Check-Act Cycle (Figure 4.3) reflects the emphasis on alignment with the strategic and operational directions in the “plan” step and evaluating for effectiveness in the “check” step. This approach is also illustrated in the Planning Alignment Process shown in Figure 4.4 and the Strategic Improvement Process (SIP) outlined in Table 4.6. The College grounded its last Strategic Planning cycle on practical key questions that were answered through broadly consultative processes that included all stakeholders. Strategic Planning processes at FVTC are well documented, transparent, and broadly consultative.</p>
<p>Aligning efforts across departments, divisions, and colleges for optimum effectiveness and efficiency</p>	<p>Integrated FVTC has an integrated approach to aligning strategic directions, the strategic improvement process and department level plans to the college Mission, Vision and Values. These operations are explicit, repeatable and evaluated for effectiveness. Processes and measures track progress on key strategic and operational goals of the College. The Strategic Improvement Plan (SIP) format and framework exemplified for Nursing and the Health Division illustrate an extraordinary level of integration between departmental operations and strategic objectives. Assuming that SIPs of similar quality and level of detail exist for all programs and departments, FVTC could serve as an exemplar of integration in this area.</p>
<p>Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats</p>	<p>Aligned Table 4.8 shows key measurement tools and the review process which helps the College capitalize on opportunities and strengths while addressing challenges. This process is flexible enough to allow responses, such as the environmental scan in 2011-13, to address changes imposed by the state. Measures and targets are reported to the Board. Program-level annual performance is compared to the College target on each measure. SIP Action Plans address performance objectives relative to key priority areas. Budgets for each area are based on institutional plans. A SWOT analysis with input from internal and external stakeholders was part of the strategic planning process. FVTC has articulated “Planning Process Guideposts” to create and implement annual objectives that meet current resources and future needs. Fully integrating these processes can occur as additional strategic planning cycles are implemented in a similarly coordinated and inclusive manner</p>
<p>Creating and implementing strategies and action plans that maximize current resources and meet future needs</p>	<p>Aligned The executive team as a whole takes ownership of the 10 to 12 priority areas on which the institution focuses each year, and these priority areas are vetted to align them with the Strategic Directions. Annual budget building processes follow from the priority areas and are aligned at the program and department level through the SIPs and the budgets the programs and departments propose. Based on information provided in the</p>

	Portfolio, it is unclear how transparent budget processes are at the program and unit level. It is possible that further integration of budget building processes across the institution could be achieved through the use of public budget hearings or via some method for common and open sharing of all proposed budgets from all areas.
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4R2. What are the results for communicating, planning, implementing, and reviewing the institution’s operational plans?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Aligned / Integrated FVTC has identified appropriate Annual Objectives (Table 4.10) and Strategic Plan Measures (Table 4.11) that are tracked across defined intervals. Mid-year and year-end performance for each annual objective is monitored and reported to the BOT. Table 4.10 details results and color-coded status. Internal targets have been established, and where appropriate, external benchmarks provide comparisons (e.g., WTCS job placement rates, National Community College Benchmarking Project graduation rates). Of the 10 objectives, the scorecard shows that 7 results are meeting or exceeding expectations with no action required. Two are being monitored. The enrollment objective is below the expected level and requires action.
Summary results of measures (including tables and figures when possible)	Aligned A clear system of evaluating and reporting twice a year on progress made on every one of the College objectives is used at FVTC. The results given in Table 4.10 are for 2013-2014. Table 4.11 offers initial trend data for the Strategic Plan measures.
Comparison of results with internal targets and external benchmarks	Aligned FVTC has analyzed the metrics used in measuring its strategic plan to identify correlations with macroeconomic conditions. Related improvements based upon internal targets are underway.
Interpretation of results and insights gained	Integrated Integration of department and unit level planning and measures with institutional objectives and measures of the strategic plan leads to a very clear picture of performance and challenges in specific areas, such as completion. An AQIP Action Project on persistence and graduation will allow FVTC to continue to analyze and address emerging challenges of improving economy and unemployment declines which impact enrollment and graduation. FVTC’s ability to segment results at all levels—from the campus as a whole down to individual programs—enables it to draw conclusions and formulate responses effectively.

4I2. Based on 4R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
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FVTC has a sophisticated process to align the Mission, Vision and Values to the Strategic Planning process and engage the College in implementing and tracking the plan measures to the department level of the College. The Annual Objectives provide a broad operational context for the College. FVTC’s performance-based funding on 6 measures has been incorporated into the Strategic Plan. The state performance criteria will determine level of funding for 7 areas noted in Table 4.2. With clear strategic planning linked to operational and division plans, the college appears poised to effectively address these new requirements and to improve in areas failing to meet internal targets. Furthermore, in the area of strategic planning, the College was featured in a 2013 book, *Achieving Noble Ambitions—Mission, Vision, and Values in America’s Community Colleges*. Full and complete implementation of the SIP process and the Program Vitality Review in all programs at the same level as reflected in the examples from Nursing and the Health Division will ensure that the College remains a model of integrated planning and budgeting.

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

Process	Team Comments on Process Maturity and Improvement
Establishing appropriate Board-institutional relationships to support leadership and governance	<p>Aligned</p> <p>State statutes define BOT composition and duties for these representatives of the community. A broadly representative Board includes employers, employees, school district administrator, elected officials and 3 at-large members. The BOT uses a Policy Governance Model and describes specific policies in terms of HLC Core Components (Table 4.13). Policy delineates the appropriate level of responsibility and decision-making for staff, faculty and the Executive Team.</p>
Establishing oversight responsibilities and policies of the Governing Board	<p>Aligned</p> <p>State statute and Board policy ensure that the Trustees broadly represent stakeholders’ interests and provide effective oversight of the institution while delegating control and decision making to college leadership. Oversight responsibilities include supervision of the college President and retaining the services of the District legal counsel and financial auditor. These processes are explicit and repeatable.</p>
Maintaining board oversight, while delegating management responsibilities to administrators, and academic matters to faculty	<p>Aligned</p> <p>The philosophy of the Board of Trustees and executive leadership of the College is that decisions should be made at the most appropriate level. The College has an opportunity to further develop institutional understanding and practice by considering the development of a college framework for shared governance.</p>
Ensuring open communication between and among all colleges, divisions, and departments	<p>Aligned</p> <p>FVTC has established committees and ad hoc groups that provide the framework for collaboration across all units. To support communication across all units, FVTC utilizes a variety of communication means, including email meetings and structured conversations. Regular, predictable meetings occur to support efficient processes and open communication (e.g., Presidential Open Dialogue Sessions). And while the College benefits from being a “relatively flat organization,” there is opportunity to consider best-practice reviews of communications, the integration of social media, and focused improvement in collaboration among personnel working on student retention. Assessing the effectiveness of the various meetings and venues for communication may further mature these processes.</p>

Collaborating across all units to ensure the maintenance of high academic standards	<p>Systematic</p> <p>Broadly representational teams formed to oversee key critical processes (such as the instructional leadership team and the Strategic Improvement Process team) provide a nexus of communication and collaboration for mid- and upper-level leaders at FVTC. Open dialogue sessions offered by the president help keep open bottom-to-top lines of communication. Standing councils are in place, several of which deal directly with academic standards. A deliberate discussion of high academic standards across these councils and with college leadership could strengthen this process and move the College toward alignment.</p>
Providing effective leadership to all institutional stakeholders	<p>Integrated</p> <p>The BOT has clear policies and a strategic and future-oriented view which provide the basis for effective leadership. The Board provides “broad policies which reflect community values” and seeks input from various sources/stakeholders. Repeatable, predictable, and proactive processes are in place to develop current and future leaders and address succession needs. Examples of innovative programming include the LEAD Academy and CEAD Network.</p>
Developing leaders at all levels within the institution	<p>Aligned</p> <p>The LEAD Academy (for faculty) and CEAD Network (for support staff) are key programs which develop leaders at FVTC. Additionally, the Executive Team provides development programs and conducts Talent Review to identify potential leaders. Potential leaders often serve in roles which can lead to promotion such as Deans or Directors. Mentors also work with new leaders.</p>
Ensuring the institution's ability to act in accordance with its mission and vision	<p>Integrated</p> <p>The College ensures activities are in accordance with its mission and value by setting explicit expectations and reporting results to various levels of institutional leaders up to, and including, the board. Operations are characterized by explicit, repeatable, predictable, and measureable processes, as shown in the example of the Performance Monitoring of College Purposes.</p>

4R3. What are the results for ensuring long-term effective leadership of the institution?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	<p>Aligned</p> <p>The College tracks the number of staff involved in LEAD Academy, Leaders Forward, and ESPA Career Exploration and Development Workshop. Climate Survey ratings of how approachable supervisors are also helps gauge leadership effectiveness. Table 4.19 and 4.20 show that the LEAD Academy has had 69 graduates over the last 5 years, and leadership positions have grown by 30%. The college average for how approachable leaders are is 4.40 on a 5-point scale. An integrated maturity level could be achieved if the College can demonstrate that results are transparent and used in decision-making.</p>
Summary results of measures (including tables and figures when possible)	<p>Aligned</p> <p>The Board ratings of College performance in seven areas over three years is presented. These areas clearly match FVTCs purposes, and the results reflect an enviably high level of performance. Additional measures of leadership include participation in the LEAD academy and ratings of supervisor ‘approachability’ as gleaned from a bi-annual employee climate survey.</p>

<p>Comparison of results with internal targets and external benchmarks</p>	<p>Systematic While this section was not specifically addressed in the Systems Portfolio, FVTC’s reported data in other sections does include internal tracking of levels over time. The potential exists for further comparisons with external benchmarks when the Performance Based Funding measures are added to the Performance Monitoring Reports. Other tools could be explored such as the Personal Assessment of the College Environment (PACE) survey from the National Initiative for Leadership and Institutional Effectiveness that would compare FVTC’s climate against other two-year colleges nationwide.</p>
<p>Interpretation of results and insights gained</p>	<p>Systematic The College indicates that the leadership processes in place are “well-respected and . . . linked to having effective leaders gain deeper and meaningful knowledge about the college and leadership roles.” The College recognizes the challenges of the workforce climate and has the opportunity to respond to data on “leadership approachability, which trended toward decline during 2014.</p>

4I3. Based on 4R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

<p>Evaluation of Improvement Efforts</p>
<p>FVTC’s plans to revise the Performance Monitoring Report to include the State Performance Based Funding measures could help to focus and track improvement efforts. Exploration of measures with external benchmarking and aggregating by personnel class (e.g., PACE survey) may provide rich data on the effectiveness of processes such as communication and leadership. FVTC appears to be well situated to continue forward with its processes for maintaining leadership structures and identifying and developing new leaders from within the institution.</p>

4P4. **Integrity**, focuses on how the institution ensures legal and ethical behavior and fulfills its societal responsibilities. Describe the processes for developing and communicating legal and ethical standards, monitoring behavior to ensure standards are met, and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

<p>Process</p>	<p>Team Comments on Process Maturity and Improvement</p>
<p>Developing and communicating standards</p>	<p>Integrated Ethical and legal behavior begins with clear Board Policy (that includes a Code of Ethics) and extends to administration, faculty and support staff. New Employee Orientation, ongoing training and legal updates about topics such as the Code of Ethics, Acceptable Use of Computers and Electronic Media, as well as mission and values represent a comprehensive range of vehicles for modeling ethical and legal behavior and ensuring ethical practice.</p>
<p>Training employees for legal and ethical behavior</p>	<p>Aligned Policies, handbooks, codes of ethics, audits, training, and EEOC monitoring all establish and reinforce ethical standards and practice at FVTC. The Portfolio is very detailed about the standards and expectations held by the institution—as wells as methods for communicating these expectations. Both new employee training and ongoing training are utilized. Documenting and tracking this training could help monitor progress on ensuring knowledge of these standards.</p>
<p>Modeling ethical and legal behavior from the</p>	<p>Aligned Polices direct the legal and ethical behavior at all levels, and all</p>

highest levels of the organization.	employees are required to acknowledge by signature that they have received and reviewed the Employee Handbook. Specific polices address Financial Management, Human Resources, and Instruction. A comprehensive range of tools and publications set expectations for ethical and legal behavior and ensure ethical practice exist, e.g., the Code of Ethics, Acceptable Use of Computers and Electronic Media, institutional values statements, program reviews, financial audits, and EEOC compliance monitoring, etc.
Ensuring the ethical practice of all employees	(See above)
Operating financial, academic, personnel, and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty, and staff.	Aligned Administrative policies and department procedures define ethical standards. Processes to ensure integrity and open communication are robust and allow all stakeholders to relate their roles to the institution. In addition to the financial audits, other regular evaluations of the process would promote further maturity.
Making information about your programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents	Aligned FVTC designates its website as the “official repository” to communicate and make available relevant information. An appropriate organization structure of the website is described to assist individuals in locating information. Evaluating the effectiveness of it web-based communications and addressing alternate formats of communication may be helpful to ensure the information is available to all constituents no matter their communication needs.

4R4. What are the results for ensuring institutional integrity?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic To support institutional integrity, FVTC has established a regular, predictable three-year cycle to review and update Board and Administrative policies. The focused review includes verification of accuracy and currency and compliance with legal and organizational standards. External benchmarking is sought through the study of policies from other colleges and organizations. To provide some specific measures related to institutional integrity, FVTC could document and track things like the completion of training for legal and ethical behavior issues, particularly if it is required (e.g., harassment, FERPA, etc.). Asking stakeholders (perhaps through surveys and focus groups) how they view integrity and/or using a nationally normed instrument, such as the PACE survey may be additional means of measuring behaviors related to integrity.
Summary results of measures (including tables and figures when possible)	(See above)
Comparison of results with internal	Systematic When policies are reviewed by the Board or Executive Team, external policies

targets and external benchmarks	from other colleges are included for benchmarking and verification; nonetheless, there is opportunity to indicate how the results of this practice inform policy change and development.
Interpretation of results and insights gained	Systematic FVTC has a regular review of policies in place. Movement toward more “aligned” processes could be achieved through implementing measures related to integrity as noted above in 4R4.1.

4I4. Based on 4R4, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
FVTC has instituted a regular three-year cycle of review for Board and Administrative policies that, combined with the improved organization and access to the policies, could further support Integrity efforts. Additional efforts could include tracking training efforts and assessing measures related to integrity. Future Portfolios could benefit from a discussion of the institution’s experience with enforcing policies pertaining to ethical practice and the use of resources. Even descriptive statistics of conduct cases could offer evidence that FVTC has policies but also actively monitors the fulfillment of its policies.

AQIP Category Five

KNOWLEDGE MANAGEMENT & RESOURCE STEWARDSHIP addresses management of the fiscal, physical, technological, and information infrastructures designed to provide an environment in which learning can thrive.

5P1. **Knowledge Management** focuses on how data, information, and performance results are used in decision-making processes at all levels and in all parts of the institution. Describe the processes for knowledge management and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Selecting, organizing, analyzing, and sharing data and performance information to support planning, process improvement, and decision-making	Aligned FVTC’s approach to selecting data and performance information for sharing and use appears to consist of making all extant data available in readily usable report or data-cube format for use by any employee who seeks it out. Through the PeopleSoft platform, use of a data warehouse, and efforts by IT personnel to continuously improve data access, FVTC appears to have very strong processes in this area Several improvements from IT have enhanced FVTC’s ability to manage knowledge: centralizing the data warehouse and reporting to streamline access to data, improving coordination between the enterprise system and learning management system, and customizing reports.
Determining data, information, and performance results that units and departments need to plan and manage effectively	Aligned FVTC has moved to an on-demand approach to selecting the data its various units need. Efforts are focused on making all data readily available in lieu of pushing out predetermined reports or data sets.
Making data, information, and performance results	Aligned FVTC measures and tracks processes to support continuous improvement efforts. A comprehensive infrastructure system with appropriate security is

readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning, and improvements	in place and maintained by IT staff. A web-based service tool is used to track and resolve issues. Over the last two years the IT staff have migrated all of the data in the enterprise system into the warehouse, making it possible to pull trend data for analysis. Reports can be accessed quickly by identifying what data sets are needed and the appropriate criteria for the data.
Ensuring the timeliness, accuracy, reliability, and security of your knowledge management system(s) and related processes.	Aligned FVTC has multiple processes in place for ensuring data security and receiving input from data users. The infrastructure includes reduced system downtime and cloud backup off site. The web-based service desk tool allows requests for new systems or reports on technical issues. All data reports bear timestamps to precisely identify the currency of the data. Annual security audits of all access assignments in active directory ensure that outdated settings do not result in data breaches.

5R1. What are your results for determining how data, information, and performance results are used in decision-making processes at all levels and in all parts of your institution?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic Service requests and real-time service-function data from Solarwinds, a monitoring software, are tracked as measures of processes in this area. PeopleSoft is replete with its own internal monitoring systems (and accompanying standards) set by the vendor, Oracle. FVTC’s metrics on usage allow FVTC to proactively identify problems and respond accordingly. Tracking the frequency of report requests is an important metric that could be supplemented by feedback from users of the data reports (and warehouse data). FVTC could fully align the process by evaluating the root cause of the open requests.
Summary results of measures (including tables and figures when possible)	Systematic FVTC benchmarks with 15 other WTCS colleges on its performance data. The College also uses Educause IT Security Assessment Tool to benchmark IT Security against standard codes. Table 5.2 shows the three benchmark institutions. Of 31 items, FVTC rated high (quantitatively controlled or well defined) on 27. Four items rated “planned” need to be addressed. Explaining how all these results from the knowledge management systems are used to address strategic objectives and targets would help move the college to an aligned maturity status.
Comparison of results with internal targets and external benchmarks	Aligned/Systematic By virtue of its membership in the WTCS, FVTC shares a system-wide portal administered by centralized system staff. FVTC benchmarks its security using the Educause Security Assessment Tool that evaluates the college’s system against standard codes of practice. Using this tool also allows the college to compare itself with three other colleges In the US using the same measures. Several of the specific items are in partial or near-complete implementation, which constitute opportunities for improvement.
Interpretation of results and insights gained	Systematic FVTC has streamlined its knowledge management systems including a “build-out of macro data for programs and enrollment.” This has improved the ability to filter data and make decisions more quickly. As FVTC continues to expand reporting options, there is an opportunity to gain

	insight into FVTC's data processes by using the national benchmarks and standards provided by Educause. The presentation of data reports in this area of the results section needs to include interpretation of insights gained in relation to the topics presented in 5R1, 5R2, and 5R3.
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5I1. Based on 5R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
FVTC leadership is attuned to the need to establish and continuously improve data access processes in support of integrated planning. Improvements are being identified (and enacted) in the course of fully implementing the SIPs and Program Vitality Review process. In short, FVTC is taking care to make all data accurate and readily accessible as institutional expectations for data use and data-driven planning are raised for all programs and units. Sharing a centralized group of report writers and common business requirements as well as adding a staff member from IT to the College Effectiveness research area will strengthen the ability of departments and units at the college to collaborate on knowledge management.

5P2. **Resource Management** focuses on how the resource base of an institution supports and improves its educational programs and operations. Describe the processes for managing resources and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Maintaining fiscal, physical, and technological infrastructures sufficient to support operations.	Integrated/Aligned FVTC reports management of resources in accordance with the mission and vision. The college responsibly allocates resources to achieve educational goals and maintain the fiscal, physical, and technological infrastructures. High ratings on independent audits verify that accounting procedures reflect effective management. To support the continual upgrades to equipment needed for its technical education purposes, FVTC maintains partnerships with client industries. Figure 5.2 charts resource allocation and shows that expenditures for direct instructional resources comprise 52%. Educational purposes are central to FVTC's goals. The college's prudent use of resources was affirmed by taxpayers via approval of a \$66.5 million referendum for facility expansion.
Setting goals aligned with the institutional mission, resources, opportunities, and emerging needs.	Aligned FVTC aligns the utilization of resources with the college's mission through its strategic planning process and reliance on annual operational objectives.
Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected.	Aligned Tightly aligned planning processes ensure that institutional resources are kept directed at institutional purposes—the primary one of which is technical education. Who makes the decisions and how various divisions, departments and units understand allocation and priorities would be an important aspect to describe in future portfolios.

5R2. What are your results for Resource Management?

Results	Evaluation of Results and Systems Improvement

Outcomes/measures tracked and tools utilized	Aligned FVTC follows predictable, repeatable processes for meeting a balanced budget at the end of each fiscal year per state statute. More clearly defining targets and/or charting targets in terms of scorecard progress toward annual objectives and then benchmarking those results against other WTCS institutions could further mature the process.
Summary results of measures (including tables and figures when possible)	Integrated/Aligned FVTC maintains a balanced budget (with Aaa rating from Moody's), healthy reserves, and strong FTE revenues compared with other WTCS colleges. A strong revenue stream from external grants for a college of its type and processes for monitoring revenue and expenditures on a monthly basis combine to support careful resource management at FVTC. The College tracks reserves, revenue streams from external grants, and monitors revenue and expenditures monthly. Grant revenues are also significant, totaling \$16.1 million in awards for 2013-14. Internal WTCS comparisons and external ratings by investor monitoring groups clearly affirm the strength of FVTC's processes in this area.
Comparison of results with internal targets and external benchmarks	Integrated/Aligned FVTC utilizes appropriate internal targets for reserve fund and grant levels. External benchmarks provide relevant comparisons for reserve fund levels and aid in understanding changes in fiscal year expenditures relative to other WTCS colleges. Internal WTCS comparisons and external ratings by investor monitoring groups, such as Moody's, clearly affirm the strength of FVTC's processes in this area.
Interpretation of results and insights gained	Aligned FVTC's positive audit reports from federal agencies and other public entities demonstrate that resource management is strong. The level of transparency and communication could be clarified. There is an opportunity to evaluate financial data in light of FVTC's unique mission, vision, and values.

5I2. Based on 5R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
FVTC promotes innovation and improvement efforts by continuing to support the Strategic Investment Process that provides opportunities to fund unplanned pilot or research initiatives. FVTC is positioned to capitalize on its very strong performance in resource management to advance innovation and risk taking within the WTCS. College leadership welcomes strategic investment proposals at any time of the year. To date, all proposals have been financed through the redirection of funds; however, the availability of multi-year funding for any sufficiently meritorious pilot project clearly stimulates creativity and innovation—as reflected in the 60 strategic investment projects launched to date.

5P3. **Operational Effectiveness** focuses on how an institution ensures effective management of its operations in the present and plans for continuity of operations into the future. Describe the processes for operational effectiveness and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Building budgets to accomplish institutional goals.	Integrated FVTC follows explicit, predicable budgeting processes that are governed by state statutes, WTCS Administrative Rules and local District policy. The Annual Budget Planning Process and Timeline are outlined in Table

	5.5. Budgeting processes engage all levels of the institution and are designed to support strategic priorities. Monthly reports assist in monitoring the budget and adjustments follow procedure.
Monitoring financial position and adjusting budgets.	Aligned FVTC monitors its financial position on a continuous basis and complies with associated statutory and Board requirements in terms of modifying budgets. Institutional revenues and expenditures are analyzed monthly and the information made publically available. Managers at the department and unit level are accountable for resource stewardship.
Maintaining a technological infrastructure that is reliable, secure and user-friendly.	Integrated FVTC identifies established processes to maintain and manage technological infrastructure, physical infrastructure and operational stability. Review of plans occurs on a regular schedule utilizing relevant staff and end-users. Systems and software tools for maintaining FVTC's technical infrastructure are thorough and have redundancy. FVTC's IT managers rely on multiple systems and controls to ensure a reliable, secure, and user-friendly system (See Table 5.6). They also collaborate with other WTCS IT managers to share best practice and initiatives.
Maintaining a physical infrastructure that is reliable, secure and user-friendly.	Aligned A three-year facilities Plan provides a framework for new construction, remodeling, and other improvements that align with the college's mission, vision, and strategic directions. The successful \$66.5 M public referendum also speaks to the colleges' ability to align facilities planning and resources. The three-year plan includes a FVTC Long-Range Debt Plan for new construction, remodeling, and capital improvements.
Managing risks to ensure operational stability, including emergency preparedness.	Aligned FVTC maintains and updates an Emergency Response and Preparedness Plan, as well as Active Threat Training, Workplace Violence Training, and a College Safety Committee to review reports and identify hazards. Security managers and student conduct personnel collaborate to monitor threats on an ongoing basis. Criminal justice student interns are utilized to support the work of security managers. The Emergency Response plan is explicit and communicated among all institutional units. To fully integrate the process, there is a need to periodically evaluate its effectiveness. Clarifying how these emergency preparedness resources are coordinated and related would show that FVTC has integrated processes in this area.
Other identified Processes	Aligned As the Portfolio points out, creating a cohesive culture in which institutional silos do not impede operations and goal attainment is a very lofty goal. FVTC's intentional reliance on cross-functional teams strongly supports this goal, and the results of sustainability efforts reflect success in working toward this goal.

5R3. What are your results for ensuring effective management of your operations on an ongoing basis and for the future?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic FVTC cites three measures to reflect its success in creating a cohesive campus culture: results of a biannual survey levied to three groups of employees; tracking of the number of cross-functional teams deployed to tackle issues; and success in reaching sustainability goals for electricity, gas, and water. Taken together, these measures provide good indicators for monitoring progress in creating a cohesive culture. Since there does not appear to be an obvious link from these outcomes to the budget, financial,

	technological, physical, and risk processes described in 5P3, FVTC may want to define measures that would directly reflect these processes.
Summary results of measures (including tables and figures when possible)	Systematic FVTC reports results for these processes related to its own operations and compared with internal targets and feedback from employers, in particular for lean and cross-functional projects related to strategic directions and energy efficiencies.
Comparison of results with internal targets and external benchmarks	Systematic FVTC reports results related to its own operations and therefore compared with internal targets and feedback from employers.
Interpretation of results and insights gained	Systematic As the Portfolio points out, creating a cohesive campus culture in which institutional silos do not impede goal attainment is a lofty goal. FVTC's intentional reliance on cross-functional teams strongly supports this goal, and the results of sustainability efforts reflect gains toward achieving it. FVTC has the potential to analyze the data from the climate survey (summarized in Table 3.6) to develop interventions or revise processes that could help improve the cohesiveness that has declined since the implementation of Act 10. Further analysis of the outcomes from the Lean projects and the Cross-functional projects could benefit improvement efforts and move operations to be more "systematic."

5I3. Based on 5R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
The \$66.5M referendum is cited as a major accomplishment relative to operational effectiveness. The new facilities offer state-of-the-art technology and innovative design such as the Public Safety Training Center mock village and Health Simulation Technology Center a virtual hospital. The collaboration among multiple stakeholder processes for analyzing and prioritizing operational needs could well be adopted as models by other two-year colleges. Implementation of the facilities improvements made possible by the \$66.5 million levy will put nearly all of FVTC's structures and processes to the test. By taking on the business process changes, design challenges, and resource decisions that come with improvements of this magnitude, the College will learn about the efficiency of its processes and structures. It may be worth creating monitoring tools and measures specific to the facilities projects underway over the next several years as such measures could provide updated evidence of the institution's process on creating a cohesive campus culture.

AQIP Category Six

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

6P1. **Quality Improvement Initiatives** focuses on the Continuous Quality Improvement initiatives the institution is engaged in and how they work together within the institution. Describe the processes for determining, and integrating CQI initiatives, and who you involve in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Selecting, deploying, and evaluating quality improvement	Aligned The process of analyzing strengths and opportunities as a foundation for strategic planning and the closely aligned process the College used in

initiatives.	arriving at a final plan, with accompanying measures and assignment of responsibility, will bring the College to full integration in this area with time and the successful repetition of the planning cycle. The opportunities identified in Table 6.2 have clearly been themes for improvement initiatives since 2010-2011. It would show further maturity in this section if the College would show the completion of this planning and implementation by listing several improvement initiative examples that were selected to address one or more of the identified opportunities, weaknesses or threats, or build upon existing strengths.
Aligning the Systems Portfolio, Action Projects, Quality Check-Up, and Strategy Forums	Aligned FVTC assiduously uses and remains focused on the feedback from the various points of contact provided by the AQIP process to inform and drive improvements. The College utilizes strategic emphases and AQIP feedback to set Strategy Forum focus areas and projects.

6R1. What are your results for continuous quality improvement initiatives?

Results	Evaluation of Results and Systems Improvement
What are your results for continuous quality improvement initiatives?	Aligned / Integrated FVTC tracks and analyzes data on continuous quality improvement initiatives by linking them with the College Strategic Plan Directions (Table 6.3) and the College Annual Objectives (Table 6.4) using a color-coded key to reflect progress and highlight areas where more attention is needed. The results show trends from 2011 through 2014 and indicate whether results are on target, not quite on target or not on target. Fifteen of the 17 projects indicated “on target,” suggesting positive progress on quality initiatives. Baseline and target levels (Table 6.5) are reported that can be used in decision-making and resource allocation. FVTC’s process for communicating strategic plan and annual objective performance is made clear by published targets and performance measures. Trend data is tracked and performance levels are generally positive indicating the process is aligned.

6I1. Based on 6R1, what quality improvement initiatives have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
The performance-based funding model introduced for the WTCS lends itself to alignment with the techniques already used by the College to track performance, on goal attainment and continuous improvement. As detailed in Table 6.5, the five Strategic Directions can continue to be advanced and progress measured without creating any disruptions in the improvement the College has worked so hard to identify and refine into annual objectives and initiatives. New measures have been added to the College Strategic Plan that could provide the data needed to assist improvement on these performance criteria.

6P2. **CULTURE of QUALITY**, focuses on how the institution integrates continuous quality improvement into its culture. Describe how a culture of quality is ensured within the institution. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Developing an infrastructure and providing resources to	Integrated FVTC has embraced continuous quality improvement as one of the College values and relies on a cross-functional team (Quality One) to

support a culture of quality.	monitor and coordinate accreditation and planning across the College. This is a bold, practical, and direct way of keeping institutional attention on a culture of quality. The LEAD Academy, college-wide In-Service, and funding for Strategic Investments and New Initiative Projects foster widespread involvement in quality improvement.
Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations.	Aligned While quality improvement is well-established in the institutional and unit levels, FVTC is working toward having quality improvement processes be more fully embedded at the individual level with full buy-in and understanding of roles. Practices are in place that could assist in achieving this goal, including succession planning, LEAD Academy, college-Wide In-Services, the annual review process, and professional development events. All serve to reinforce a culture of quality.
Ensuring the institution learns from its experiences with CQI initiatives.	Aligned FVTC continues to identify opportunities to align quality initiatives at all levels of the institution. On the institutional level, the measures provide clear indicators of progress and there is clear leadership and communication. Further aligning individual and department/program goals to the institutional quality goals may allow individuals and departments to relate their work to the quality initiatives which could, in turn, encourage all to learn from their current quality efforts. Processes such as development and assessment of the Employability Essentials and Technical Skill Attainment, the SIP scorecard, the Program Vitality review, and the tracking of measures related to the five Strategic Directions all provide the College with ample reminders of the need to analyze, reflect, and learn. These meta-level structures for paying attention to “progress” on a broader level help make explicit the college’s commitment to CQI. With time and full implementation of newer processes, such as the TSA and use of the SIPs in all programs, the College will become an example of integrated processes in this area.
Reviewing, reaffirming, and understanding the role and vitality of the AQIP Pathway within the institution.	Aligned FVTC’s Quality One (Q1) “cross-functional” group leads AQIP and serves to ensure that the College continues to focus on quality improvement and supports leadership in sharing that message.

6R2. What are the results for continuous quality improvement to evidence a culture of quality?

Results	Evaluation of Results and Systems Improvement
What are the results for continuous quality improvement to evidence a culture of quality?	Aligned FVTC’s 20-year history of continuous quality improvement and status as a founding member of CQIN have provided a strong foundation for continuous quality improvement across the College. FVTC has documented throughout the Systems Portfolio evidence of numerous quality improvement initiatives that are characterized by predictable and measurable processes. Examples of refining and striving toward more efficient, integrated processes over time are shown in the AQIP Action Projects outlined in Table 6.6. As FVTC continues to expand tracking data over time, benchmarking, and utilizing data across units, operations could become more “integrated.” Of particular promise are the SIPs, the Program Vitality review, and TSA assessment processes that are currently being advanced at the College. There is an opportunity to mature this level

	by providing more explicit results as examples for the reader in the next Systems Portfolio.
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6I2. Based on 6R2, what improvements to the quality culture have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
<p>FVTC’s improvement efforts as outlined in Table 6.7 appear to address the areas identified as needs within the Categories of the Systems Portfolio. The newly initiated AQIP Action Project for enhancing the involvement and effectiveness of program advisory committees seems timely. This action project which includes training recently hired staff about the committees and streamlining and standardizing the advisory committee process is an important initiative given the mission of educating for employment. Opportunities clearly exist to optimize practices internal to each advisory board and to develop methods for gathering input from across all boards in a manner that generates data that leadership can aggregate and use in environmental scanning. Table 6.7 makes explicit the foci of future improvement efforts in alignment with the five Strategic Directions. This Table is highly consistent with the information and analyses presented throughout the Systems Portfolio.</p>

APPENDIX C Criteria for Accreditation & Core Component Evidence Screening

Criterion One. Mission

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

Core Components (sub-components noted)	Evidence	Screening Feedback on Core Component
<p>1.A. The institution’s mission is broadly understood within the institution and guides its operations.</p> <p>1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.</p> <p>2. The institution’s academic programs, student support services, and enrollment profile are consistent with its stated mission.</p> <p>3. The institution’s planning and budgeting priorities align with and support the mission.</p>	<p>Formal strategic planning occurs every 3-5 years with the latest cycle commencing in AY 2010-2011. The mission statement is reviewed as part of the strategic planning that occurs every 3-5 years with a college-wide Planning Committee and staff surveys.</p> <p>The FVTC Board of Trustees processes and the WTCS processes ensure that new programs meet the college’s mission to provide a trained workforce and contribute to economic development. The program approval process in place is guided by the “Knowledge That Works” to ensure alignment with the mission.</p> <p>The Executive Team uses the college values to frame budgetary initiatives and to allocate resources. Expenditures and the focus of resources are guided by the ends of valuing employees and providing equipment and facilities to provide “leading-edge” technical education.</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
<p>1.B. The mission is articulated publicly.</p> <p>1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.</p> <p>2. The mission document or documents are current and explain the extent of the institution’s emphasis on the various aspects of its mission, such as instruction, scholarship,</p>	<p>Table 4.1 states the mission, vision, and values of FVTC that are current since 2011. Table 4.2 lists the ways FVTC communicates the mission, vision, and values both internally and externally; Fall and Winter All Staff In-Service Days identify the students served, employers’ perspectives, peer innovation, and new partnerships in relation to the mission, vision, and values.</p> <p>The mission, vision, and values document is available via the university’s website; however, nothing on the home page of the institutional site readily and easily draws attention to this information. The mission explains the institution’s emphases and nature, scope, and intended constituents.</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.</p> <p>3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.</p>		
<p>1.C. The institution understands the relationship between its mission and the diversity of society.</p> <p>1. The institution addresses its role in a multicultural society.</p> <p>2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.</p>	<p>Employer advisory committees provide input from external stakeholders to guide program development and improvement.</p> <p>FVTC academic programs reflect its statutory mandate as a State of Wisconsin technical college serving special populations to address barriers to education and employment.</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
<p>Criteria 1.D. The institution's mission demonstrates commitment to the public good.</p> <p>1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.</p> <p>2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors,</p>	<p>FVTC's mission documents a commitment to the provision of occupational education, training, and retraining, as well as customized training and technical assistance to business and industry. These commitments foster economic development and employment opportunities consistent with the statutory requirements for Wisconsin technical colleges.</p> <p>Academic programming at FVTC articulates the mission. The College motto "Knowledge that Works" and varied programs providing knowledge and skills that lead to viable employment reflect the primacy of educational responsibilities over other purposes.</p> <p>Over half of the operating budget funds instructional costs. The annual capital budget supports construction of related equipment and facilities.</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>contributing to a related or parent organization, or supporting external interests.</p> <p>3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.</p>		
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Criterion Two. Integrity: Ethical and Responsible Conduct

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

Core Components (sub-components noted)	Evidence	Screening Feedback on Core Component
<p>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.</p>	<p>Administrative policies and procedures assure compliance with ethical standards in terms of university operations. An Employee Handbook further specifies these standards and related obligations.</p> <p>The College undergoes regular financial audits, together with regular purpose and EEOC compliance monitoring. Appropriate related Board policy governs the responsibilities of Board members.</p> <p>The College Administrative Policy Code of Ethics/Conflicts of Interest policy establishes standards of ethical conduct for employees and a process for handling alleged violations. The policy is clearly documented and communicated through various mechanisms.</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
<p>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.</p>	<p>Through its catalog, program guides and publications, and website, the College discloses its programs, their costs, and their requirements. The College provides a ‘net price calculator’ on its website and directly states tuition costs per credit hour to students.</p> <p>The College provides clear information on its website about institutional accreditation and provides sources of information about specialized program accreditation.</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
<p>2.C. The governing board of the institution is sufficiently autonomous to make decisions in interest of the institution and to assure its integrity.</p> <p>1. The governing board’s</p>	<p>The college’s Governing Board is an autonomous committee whose membership is drawn from the external community and conforms in its operations and constitution to Wisconsin statutory requirements.</p> <p>Board operations and governance occur in conformity with established Board policy that outlines responsibilities to and expectations of institutional</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>deliberations reflect priorities to preserve and enhance the institution.</p> <p>2. The governing board reviews and considers the reasonable and relevant interests of the institution’s internal and external constituencies during its decision-making deliberations.</p> <p>3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.</p> <p>4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.</p>	<p>stakeholders.</p> <p>Table 4.13 summarizes areas of board policy and compliance that indicate its deliberations for guiding the improvement of the institution and for considering the interests and needs of students and internal and external constituencies.</p> <p>Table 4.16 outlines seven types of formal reports gathered by the Board to assure independence of board operations and prevent undue influence on the part of donors and external stakeholders. The Board also provides performance ratings for college operations and priorities as outlined in Table 4.17</p> <p>Board operations and oversight reflect delegation of day-to-day management to the college’s administration and faculty.</p>	
<p>2.D. The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.</p>	<p>FVTC has a student-run newspaper where students make decisions regarding the content.</p> <p>FVTC has established an Academic Leadership Council which is a non-governing council designed to provide a communication conduit between FVTC Administration and FVTC Faculty related to academic matters.</p> <p>To support the values of freedom of expression and truth in learning, the College requires communication skills courses in all programs, maintains an institutional research board, publishes a Student Code of Conduct, and supports a Teaching and Learning Center that provides writing assistance.</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
<p>2.E. The institution’s policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty,</p>	<p>The college’s Institutional Review Board (IRB) processes safeguard the integrity of sponsored research and scholarly practice. The IRB reviews research proposals to be conducted at the College by faculty, staff, or external requestors in order to insure that all required safeguards of the rights of research</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p>

<p>students, and staff.</p> <ol style="list-style-type: none"> 1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students. 2. Students are offered guidance in the ethical use of information resources. 3. The institution has and enforces policies on academic honesty and integrity. 	<p>participants are met.</p> <p>FVTC’s communications skills courses, Teaching and Learning Center resources, and library instruction disseminate policies regarding academic honesty.</p> <p>The Student Code of Conduct, Academic Honesty Policy, and related processes enforce academic honesty and integrity. The Student Code of Conduct is printed in the student handbook and referenced in instructor syllabi. FVTC enforces violations of the Code of Conduct by placing students on academic or behavioral success plans, removal from courses, or removal from the College. FVTC has an Academic Honesty Policy that includes specific language regarding plagiarism and cheating. Instructors use SafeAssign to ensure academic honesty.</p> <p>FVTC’s library has informational handouts and videos to guide students through accessing online databases, properly citing sources, and evaluating research materials.</p>	<p><input type="checkbox"/> Unclear or incomplete</p>
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Criterion Three. Teaching and Learning: Quality, Resources, and Support

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

<p>Core Components (sub-components noted)</p>	<p>Evidence</p>	<p>Screening Feedback on Core Component</p>
<p>3.A. The institution’s degree programs are appropriate to higher education.</p> <ol style="list-style-type: none"> 1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded. 2. The institution articulates and differentiates learning goals for its undergraduate, graduate, postbaccalaureate, post-graduate, and certificate programs. 3. The institution’s program quality and 	<p>FVTC curricula articulate eight uniform components based upon faculty and administrative processes, and are documented in the WIDS Curriculum System.</p> <p>Each associate degree and technical diploma has defined learning outcomes. Program outcomes are reviewed annually for relevance by program advisory committees. Program outcomes for associate degrees and technical diplomas are assessed through the TSA process.</p> <p>All course offerings address approved course competencies across all modes of delivery, as documented in the WIDS Curriculum System.</p> <p>FVTC programs require courses appropriate to the degree or certificate awarded (see Tables 1.2 and 1.2). FVTC requires learning objectives for all curricula. All FVTC courses meet approved course competencies regardless of location or mode.</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).</p>		
<p>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.</p> <p>1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.</p> <p>2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.</p> <p>3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or</p>	<p>FVTC has established the common learning outcomes or Employability Essentials (EEs) shown in Figure 1.1 all students are expected to acquire with a degree or diploma; these support the mission and vision. WTCS policy sets the distribution of general education courses in degrees and diplomas as shown in Tables 1.1 and 1.2</p> <p>The steps followed to revise and update the EEs included soliciting input from faculty, staff, and employers. Measurement indicators were developed for each EE. Training on the EEs occurs twice a year, and descriptions of the learning outcomes are on the FVTC website and included in syllabi for both general education and technical courses.</p> <p>Every degree program requires general education courses in which the EEs are specifically introduced and assessed; examples of learning activities are given in Table 1.3. Specific EEs that address the skills identified in this subcomponent 3 of this Core Component include the following: “Think Critically and Creatively,” “Adapt to Change,” and “Communicate Effectively and Respectfully.”</p> <p>The Employability Essential, “Communicate Effectively and Respectively,” is connected to the College Value of “Diversity.” The Manager of Instructional Effectiveness reviews all curricula for bias and respect for diversity; all degree programs require at least one diversity-related course; all faculty members must complete a 2-credit Educational Diversity course; the Global Education Curriculum Internationalization Project was developed to add global education competencies to program courses. Program outcomes and the courses required by a curriculum are reviewed annually for relevance to the workplace.</p> <p>The Employability Essential, “Think critically and creatively” directly addresses sub-component 3 of this Core Component. FVTC faculty members participate in scholarly pursuits, such as publishing in journals, presenting at professional and academic conferences,</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>creative work; and in developing skills adaptable to changing environments.</p> <p>4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.</p> <p>5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.</p>	<p>and writing and publishing textbooks.</p>	
<p>3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.</p> <p>1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including e.g., oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.</p> <p>2. All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.</p> <p>3. Instructors are evaluated regularly in accordance with</p>	<p>All instructors must hold a minimum of five office hours per week. Phone and email contacts are included in course syllabi. Administrative policy explicitly defines key attributes of effective instruction, such as providing timely and effective feedback to students, and the College reports having a 10.5/1 student-faculty ratio as of fall semester 2013.</p> <p>FVTC has employer advisory committees that meet twice per year for every AAS and technical diploma program, and the College is active in New North (job growth consortium), with membership on several committees.</p> <p>FVTC follows the state statute to assist student stakeholder groups of minorities, women, disabled, and disadvantage individuals. FVTC Purpose Statement cites the fact that the College offers “educational programming and supportive services for special populations to address barriers prohibiting participation in education and employment.”</p> <p>Faculty members serving as student club advisors must complete a Guidance and Counseling certification course. Academic support staff classified as “faculty” must complete certification courses germane to their roles in working with students.</p> <p>The College has a sufficient number of admission counselors and retention / transition specialists to ensure that each student's placement scores and curriculum path is evaluated upon enrollment.</p> <p>The College uses sabbaticals, occupational leaves,</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>established institutional policies and procedures.</p> <p>4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.</p> <p>5. Instructors are accessible for student inquiry.</p> <p>6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.</p>	<p>industry-relevant professional development, tuition remission, and the resources offered through Training and Development Services to ensure that instructors maintain the currency in their fields needed to maintain quality technical education programs.</p> <p>FVTC employees create Individual Professional Development Plans (IPDP) which, combined with the Talent Review process, help identify an internal pool of individuals ready for positions of greater responsibility.</p>	
<p>3.D. The institution provides support for student learning and effective teaching.</p> <p>1. The institution provides student support services suited to the needs of its student populations.</p> <p>2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.</p> <p>3. The institution</p>	<p>Program faculty and deans establish criteria for acceptance to courses and programs. Readiness scores for reading comprehension, sentence skills, and math are determined by program faculty in collaboration with the Dean. Admitted students not meeting those requirements take “Program Prep” classes. Based upon placement test scores, counselors track students into appropriate program prep and general education courses.</p> <p>Counselors use ACCUPLACER scores to guide students into the appropriate program prep or general education courses; Table 1.16 lists the program prep courses based on ACCUPLACER scores. Counselors develop an educational plan with each student that may involve program prep classes; use of timely, formative feedback through grades; Early Academic Alert System tracking; and use of the Teaching and Learning Center.</p> <p>Communication of academic support services occurs through New Student Registration, orientation sessions, Center for New Students, Online Readiness course, Counseling and Advising Center, faculty advising. A First Year Experience non-academic</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>provides academic advising suited to its programs and the needs of its students.</p> <p>4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).</p> <p>5. The institution provides to students guidance in the effective use of research and information resources.</p>	<p>assessment is used to identify academic and non-academic student needs that are evaluated by counselors and referred to services as appropriate; Table 2.2 lists and describes non-academic support services available to students.</p> <p>To support student subgroups with distinctive needs, the following staff and services were identified: Counselors, Disability Services staff, Minority Retention Specialists, Multicultural Center, ELL classes, Veterans Services Office, Veterans Support Specialists, Global Education and Services Department, and the Access Technology Center.</p> <p>Guidance in the area of information literacy is offered through the Teaching and Learning Center; research assistance is offered by library staff and resources, an IRB, and a student handbook with a Student Code of Conduct.</p>	
<p>3.E. The institution fulfills the claims it makes for an enriched educational environment.</p> <p>1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.</p> <p>2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.</p>	<p>FVTC has 50 student clubs in which 70% apply in-class learning to co-curricular settings. Service learning project examples are provided that are specific to programs of study, as well as cross-curricular projects. Additional service learning examples are given within programs or through the Student Life department and student clubs.</p> <p>Program outcomes are focused on the skills students need for entry-level employment and the mission of the College. Example service projects include community engagement and economic development activities</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

Criterion Four. Teaching and Learning: Evaluation and Improvement

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

Core Components (sub-components noted)	Evidence	Screening Feedback on Core Component
<p>4.A. The institution demonstrates responsibility for the quality of its educational programs.</p> <p>1. The institution maintains a practice of regular program reviews.</p> <p>2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.</p> <p>3. The institution has policies that assure the quality of the credit it accepts in transfer.</p> <p>4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.</p> <p>5. The institution maintains specialized</p>	<p>Executive leaders regularly review Strategic Improvement Process (SIP) reports and Vitality Checkups. The Strategic Improvement Process (SIP) is used for annual program review related to the college’s Strategic Plan; Program Vitality Check-Up includes program review specific to curriculum updating and TSA progress. All programs are reviewed every three years using the Program Vitality Review based on SIP scorecard, enrollment targets, curricula, TSA, and EE integration.</p> <p>A program investigation and discontinuation process is in place. A review of student enrollments at the program level may trigger the Program Discontinuation Process shown in Figure 1.7.</p> <p>Transfer and experiential credit is accepted based upon a uniform process. Policy is in place for transfer of credit and advanced standing credit, as outlined in Table 1.11.</p> <p>Policy requires documentation of course curriculum on 8 components (Table 1.10) and use of certified instructors; WTCS certification requirements must be met by all instructors including dual-credit high school instructors; “Summer Summits” have been used for FVTC faculty and high school instructors to work on curriculum.</p> <p>The College has uniform standards of quality for dual enrollment credit and for instruction in these courses. All dual credit courses at FVTC adhere to the same quality standards and dual credit instructors are considered adjunct faculty members.</p> <p>The College has 32 programs holding over 143 specialized accreditations and certifications. Table 1.14 lists 6 programs with specific accreditations.</p> <p>Alumni surveys provide evidence of graduate employment success and graduate satisfaction with college programming. FVTC surveys its graduates at six months and five years after graduation to monitor graduate employment success in jobs related or unrelated to their fields of study. Graduate surveys look at employment status, job titles, average wages and satisfaction with the College. Employer</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>accreditation for its programs as appropriate to its educational purposes.</p> <p>6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and AmeriCorps).</p>	<p>satisfaction surveys are also used as noted in Table 1.13.</p>	
<p>4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.</p> <p>1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.</p> <p>2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.</p> <p>3. The institution uses the information gained</p>	<p>By policy, learning outcomes are required to be identified in all general education and technical course syllabi; official program of study descriptions are published on the website and include descriptions of program learning outcomes. The Technical Skill Attainment (TSA) process is being established for all programs under the direction of the WTCS. Of FVTC's 129 programs, 58 programs have implemented the TSA process.</p> <p>A Co-curricular transcript is used to document student participation. Programs with established TSA processes administer assessments in the final semester; similar assessments are noted as being used by programs that do not yet have TSAs.</p> <p>A degree Audit process is used by the Registrar to verify all graduation requirements are met; graduate and employer surveys are used.</p> <p>A New Program Development process is in place to establish program outcomes initially; thereafter, program outcomes are reviewed by Program Advisory Committee annually. Under the direction of WTCS, the College is in the early stages of implementing TSAs for all programs.</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>from assessment to improve student learning.</p> <p>4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.</p>		
<p>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.</p> <p>1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.</p> <p>2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.</p> <p>3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.</p> <p>4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence,</p>	<p>As an open enrollment institution, FVTC closely monitors student success in Program Prep courses. The College tracks completion of Program Prep courses and success in transitioning to general education courses--with and without Program Prep courses. (See Figure 1.11)</p> <p>Program teams receive course completion data for all the technical and general education courses and use the data to detect patterns of lower performance; teams can consult a matrix tool designed by the SIP Steering Committee that summarizes actions that have been effective in improving student success, or teams can design their own interventions. The College implemented an automated review of coursework to improve graduation rates and has defined an AQIP Action Project on Persistence and Graduation.</p> <p>Student evaluation of TLC services and success rates for Program Prep courses are reported. Noel-Levitz and CCSSE are used to evaluate academic support services, and Students rate the academic support services of FVTC (in particular the Teaching and Learning Center) highly.</p> <p>The Executive Team determines goals for retention, persistence and completion annually using FVTC performance data and comparable data from other colleges. Targets for course completion and persistence have been moved upward, while three-year graduation targets have been adjusted downward to be attainable in light of actual performance.</p> <p>FVTC uses PeopleSoft, a data management system, to collect data for retention, persistence, and completion. The results are given in the form of a scorecard, as shown in Figure 2.1, with further breakdown occurring at the division and program levels displayed on an intranet website. Student Success Measures, including completion, persistence, and graduation, are tracked against targets.</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)</p>	<p>A recently opened Student Success Center promises to provide opportunities to collect and analyze data on the effectiveness of centralized services.</p>	
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Criterion Five. Resources, Planning, and Institutional Effectiveness

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

<p>Core Components (sub-components noted)</p>	<p>Evidence</p>	<p>Screening Feedback on Core Component</p>
<p>5.A. The institution’s resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.</p> <p>1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.</p> <p>2. The institution’s resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.</p>	<p>FVTC employees create Individual Professional Development Plans (IPDP) which, combined with the Talent Review process, help identify an internal pool of individuals ready for positions of greater responsibility.</p> <p>FVTC met or exceeded all requirements as confirmed by an independent auditor.</p> <p>Annual status reports on core statutory purposes that embody the college’s mission are used.</p> <p>Monthly reports on the status of fund balances/expenditures, current budget monitoring, and subsequent year planning and projections are provided to the Board and open for public review.</p> <p>Specific training initiatives are designed for employees at both the career service and professional ranks. The LEAD (Leadership, Education, and Development) Academy and the CEAD (Career Education and Development) yearlong experience provide paths to advancement for all employees.</p> <p>Instructional costs constitute over 50% of the annual operating budget. The 2015-2015 capital budget is clearly directed at facilities improvements, equipment,</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.</p> <p>4. The institution's staff in all areas are appropriately qualified and trained.</p> <p>5. The institution has a well-developed process in place for budgeting and for monitoring expenses.</p>	<p>and improvements in the technical infrastructure of the College.</p> <p>The College must balance its budget annually for revenues and expenditures under state statutes.</p> <p>The College maintains an AAA rating in Moody's Investor Service reports.</p>	
<p>5.B. The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.</p> <p>1. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.</p> <p>2. The governing board is knowledgeable about the institution; it provides oversight for the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.</p> <p>3. The institution enables the involvement of its administration, faculty, staff, and</p>	<p>In 2010 to 2011, the Strategic Planning Process involved soliciting input from a broad array of stakeholders and incorporated a SWOT analysis. The College uses "Planning Process Guideposts" to create and implement annual objectives that meet current resources and future needs.</p> <p>FVTC has strong processes for aligning its strategic directions, the strategic improvement process and department level plans to the College Mission, Vision and Values. These operations are explicit, repeatable and evaluated for effectiveness. Progress on key strategic and operational goals of the College is tracked using the Strategic Improvement Plan (SIP) and Program Vitality Check-Up processes.</p> <p>The executive team sets and takes ownership for 10 to 12 priority areas on which the institution focuses each year, and these priority areas are vetted to align them with the Strategic Directions. Annual budget building processes follow from the priority areas and are aligned at the program and department level through the SIPs and the budgets the programs and departments propose.</p> <p>State statutes define the Board of Trustees (BOT) composition and duties. Oversight responsibilities include supervision of the college President and retaining the services of the District legal counsel and financial auditor. The college's BOT includes employers, employees, school district administrator, elected officials and 3 at-large members and uses a Policy Governance Model and describes specific policies in terms of HLC Core Components (Table</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.</p>	<p>4.13). Policy delineates the appropriate level of responsibility and decision-making for staff, faculty and the Executive Team.</p> <p>FVTC utilizes broadly representational teams (such as the instructional leadership team and the Strategic Improvement Process team) to oversee key critical processes. These teams provide a nexus of communication and collaboration for mid- and upper-level leaders at FVTC. Standing councils, open dialogue sessions offered by the president, and a Student Government Association help keep open bottom-to-top lines of communication. Processes and structures ensuring shared governance for faculty members are not detailed.</p>	
<p>5.C. The institution engages in systematic and integrated planning.</p> <ol style="list-style-type: none"> 1. The institution allocates its resources in alignment with its mission and priorities. 2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting. 3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups. 4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution’s sources of revenue, such as enrollment, the economy, and state support. 5. Institutional planning anticipates emerging factors, such as 	<p>Strategic planning in 2011 involved FVTC Board of Trustees, Foundation Board, Executive Team, management, faculty, support staff, and student government.</p> <p>FVTC follows a plan-do-check-act format to planning (Figure 4.3) that incorporates evaluation of operations and allocation of budgets.</p> <p>FVTC has five strategic directions with each having specific measures that are reviewed regularly as identified in table 4.8.</p> <p>The Strategic Human Capital Plan (Fig. 3.1) guides resource allocation for training and development to ensure that institutional resources are targeted to initiatives that directly support the mission, Strategic Directions, and annual college Objectives.</p> <p>The College employs clear performance indicators and measures from the program level (e.g., the Strategic Improvement Plan and Program Vitality Checkup processes) to the institutional level (e.g., themes and measures for the five Strategic Directions).</p> <p>The College maintains a three-year facilities plan and follows a plan-update process that ensures alignment with the mission and Strategic Directions.</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>technology, demographic shifts, and globalization.</p>		
<p>5.D. The institution works systematically to improve its performance.</p> <p>1. The institution develops and documents evidence of performance in its operations.</p> <p>2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts</p>	<p>FVTC documents performance evidence through its AQIP action projects, strategic planning scorecards, Strategic Improvement Planning (SIP) process, and rating of Annual college Objectives, among other examples of evidence. Discussion of how the College learns from operational experiences or scorecard results could be added.</p> <p>Ongoing collaborative processes documented in the Systems Appraisal provide a wide variety of performance data that FVTC utilizes to make improvements to its operations. These include the LEAD Academy, work of the Quality One Group, Office of the Director of College Effectiveness, New Initiative Projects, and Strategic Investments.</p> <p>Table 6.7 outlines five strategic directions with focal areas for improvement with the headings Learning Agility, Innovation Leader, Student Success, Robust Partnerships, and Cohesive Culture.</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>