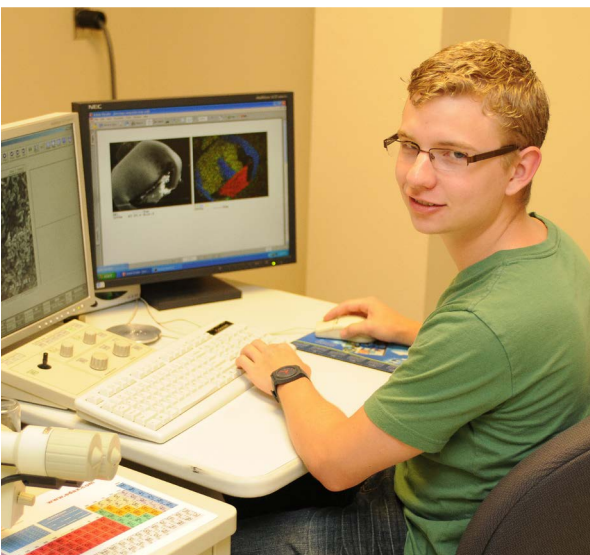
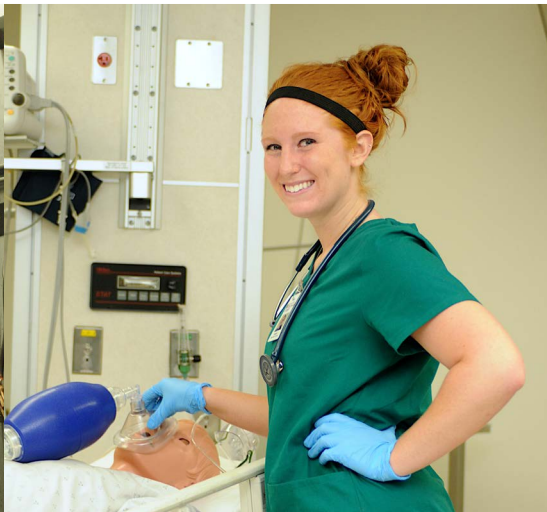


Fall 2015

AQIP SYSTEMS PORTFOLIO ADDENDUM



Chippewa Valley Technical College Comprehensive Quality Review Systems Portfolio Addendum

INTRODUCTION

Chippewa Valley Technical College (CVTC) began participation in the AQIP Systems Appraisal Baldrige Option in 2012. As part of the Baldrige Option process, CVTC submitted an AQIP Systems Portfolio in 2013. After the discontinuation of the Baldrige Option and AQIP’s transition from a seven-year cycle to an eight-year cycle, the college prepared this Systems Portfolio Addendum as part of the 2015-16 Comprehensive Quality Review. This Addendum is meant to provide updates, additional information, and evidence to supplement CVTC’s 2013 Systems Portfolio and address feedback from the most recent Systems Appraisal.

INSTITUTIONAL OVERVIEW

CVTC’s mission is to deliver innovative and applied education that supports the workforce needs of the region, improves the lives of students, and adds value to our communities. The college vision is to be a dynamic partner for students, employers, and communities to learn, train, and succeed. CVTC is dedicated to six core values: commitment, collaboration, trust, respect, excellence, and accountability. Additionally, the college’s strategic plan includes five strategic goals: Quality, Program Alignment, Student Success, Cohesive Culture, and Business and Community Partnerships.

CVTC’s student body is made up of part-time and full-time students enrolled in both credit and non-credit courses, totaling 3,946 full-time equivalents (FTEs) in 2014-15. Over 90% of the institution’s FTEs are credit students. College employee groups are displayed in Table 1. Employee groups include management, professional, faculty, custodial, and support staff.

Figure 1: Annual FTEs

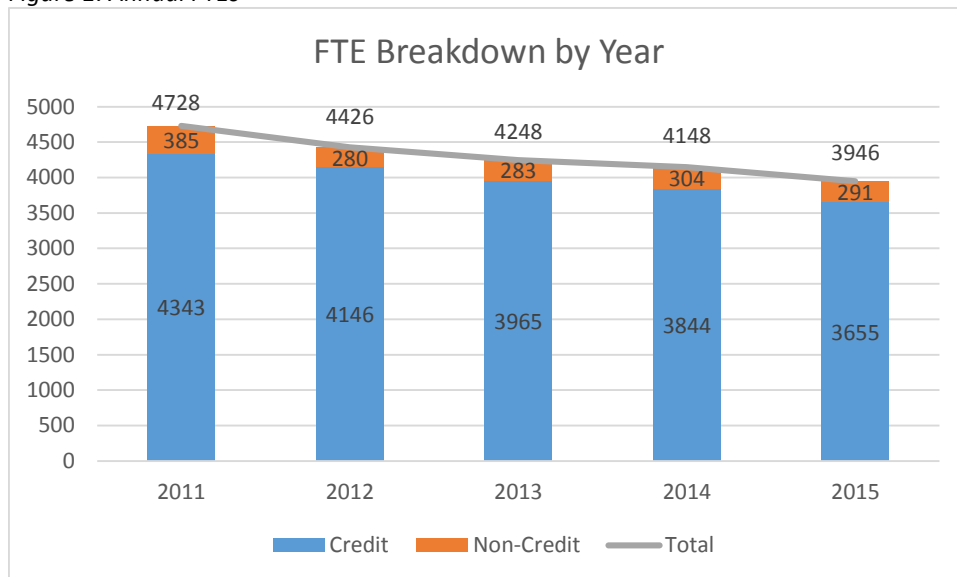


Table 1: Employee Groups

Employee Groups	Employment Status	Number of Employees
Management	Full-time	49
	Part-time	7
Professional	Full-time	71
	Part-time	5
Faculty	Full-time	228
	Part-time (adjunct)	239
Custodial/Maintenance	Full-time	16
	Part-time	0
Support Staff	Full-time	76
	Part-time	52

CVTC offers associate degrees, technical diplomas, technical certificates, and certification in the following areas: Agriculture, Food, and Natural Resources; Architecture and Construction; Business, Finance, and Marketing; Health Sciences; Human Services; Information Technology; Law, Public Safety, and Security; Manufacturing; Science, Technology, Engineering, and Mathematics (STEM); Transportation, Distribution, and Logistics; and Transfer Programs.

CVTC's educational programs and services are each developed to meet specific stakeholder needs and play a role within the comprehensive framework of the college's vision and mission. In 2014-15, CVTC offered 80 one- or two-year degree programs and 24 technical training certificates. CVTC also offers professional development and training opportunities to a wide range of area businesses, providing customized training, retraining, and technical assistance to 130 area businesses annually.

CVTC's district is comprised of 11 counties in west-central Wisconsin. The college's main campuses are in Eau Claire, with branch campuses in Chippewa Falls, Menomonie, and River Falls. Additional instructional locations include the Neillsville Center (Neillsville), Diesel Education Center (Eau Claire), and Truax Center (Eau Claire). Outreach campuses offer limited educational programming and services. The college offers several distance delivery programs, as well as many general education and technical courses within programs. In 2014-15, CVTC offered 254 online and 423 hybrid course sections. A total of 15 distance delivery programs/certificates were offered in 2014-15.

The college places a high priority on support services for its students. These include academic advising, tutoring and academic services, career development, counseling, disability services, diversity services, the library, and student life. Additionally, CVTC provides adult education services for community members, including basic skills education (BSE), English Language Learning (ELL), computer literacy, and General Education Development (GED)/ High School Equivalency Diploma (HSED) preparation, and job seeking skills. BSE services include small group instruction, peer tutoring, and individualized instruction to provide the support students need to be successful. Academic Services provides both students and community members with necessary basic, academic, and job skills, allowing them to enter the workforce, advance in a current career, or embark upon a chosen educational path. Free assistance is available to students and the general public in career exploration, resume development, job interviewing, employment testing, and skill enhancement.

CATEGORY ONE: HELPING STUDENTS LEARN

Central to CVTC's mission is improving the lives of students through the design and deployment of effective teaching and learning processes, which have been the focus of multiple strategic initiatives and AQIP action projects in the last several years.

Subcategory One: Common Learning Outcomes

CVTC is committed to students participating in broad learning, skill acquisition, and application. The institution promotes core abilities to address the broad-based skills that will prepare a student to become a productive member of the workforce, a civic-minded citizen of the community, and a life-long learner ready to grow with his/her chosen profession. Some core abilities are specifically tied to technical program outcomes, while others are met through general education offerings. The college's AQIP action project, Assessment of Student Learning, helps ensure that all teaching and learning at the college leads directly to students' mastery of the core abilities.

Updated/New Evidence Supporting Subcategory One
(Core Components 3B, 3E, 4B)

From 2013 to 2015, a Core Abilities Learning Team worked with the Academic Diversity and Inclusion Committee to develop four new core abilities with sub-indicators (Table 2).

Table 2: Core Abilities and Sub-Indicators

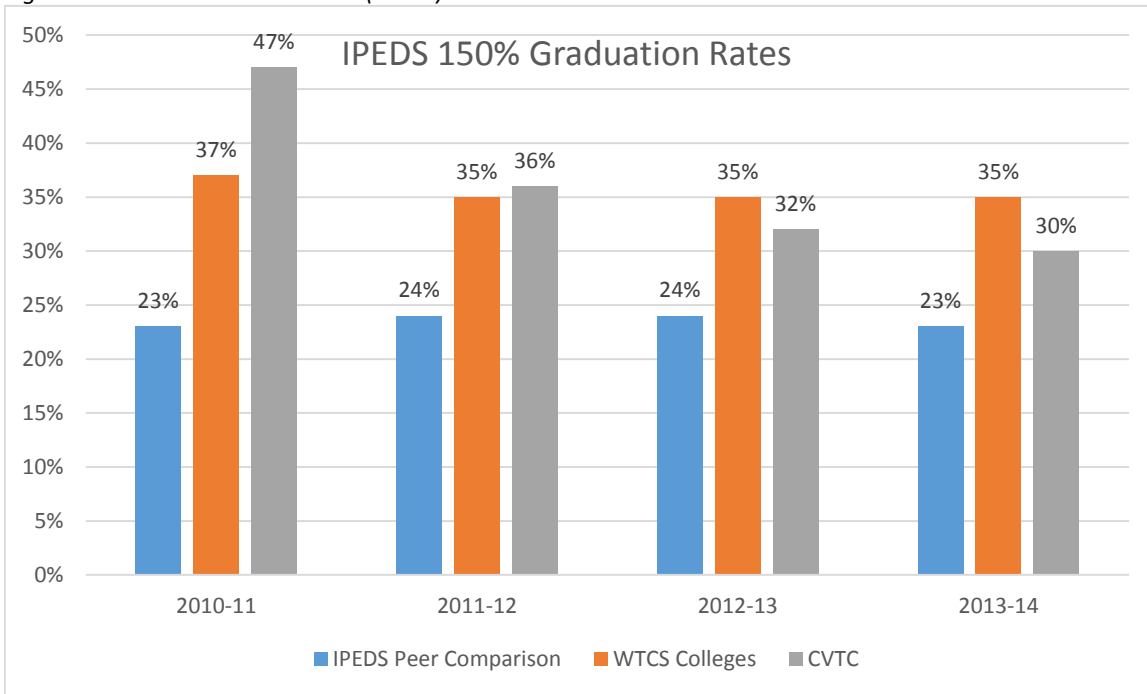
Core Ability	Sub-Indicators
1) Models Integrity	<ul style="list-style-type: none"> a. Develops self-awareness b. Practices personal accountability c. Demonstrates ethical behavior d. Applies quality standards e. Follows sustainable practices
2) Thinks Critically	<ul style="list-style-type: none"> a. Applies problem solving strategy b. Acquires relevant information c. Uses technology and other resources appropriately d. Evaluates alternatives e. Constructs probing questions
3) Communicates Effectively	<ul style="list-style-type: none"> a. Adapts communication for audience b. Speaks clearly, concisely, and professionally c. Writes clearly, concisely, and professionally d. Practices active listening e. Reads critically
4) Values Diversity	<ul style="list-style-type: none"> a. Recognizes personal biases b. Demonstrates respectful and inclusive interactions c. Adapts to culturally diverse situations d. Works effectively with others e. Demonstrates global awareness

These four core abilities are woven throughout the student's avenue of study, integrated into all curriculum as appropriate, thus building a strong base for academic and personal success. The Core Abilities Learning Team created marketing materials related to the new core abilities and distributed them when introducing the core abilities to faculty at the Fall 2014 in-service. The core abilities are also posted on CVTC's public website. The Assessment of Student Learning Action Project committee has created an implementation process to ensure all college course assessments are aligned with the core abilities and validated by 2017. The college will begin collecting real-time data on course assessment and program outcomes in Fall 2015.

CVTC provides multiple opportunities for students to experience an enriched educational environment, including over 50 student clubs, Student Government Association (SGA) and Student Networking and Activities Programming (SNAP) groups, and regular student events and activities. Recently, CVTC's Liberal Arts program pilot cohort students completed service learning projects. This effort required students to apply their learning in multiple disciplines into one collaborative project.

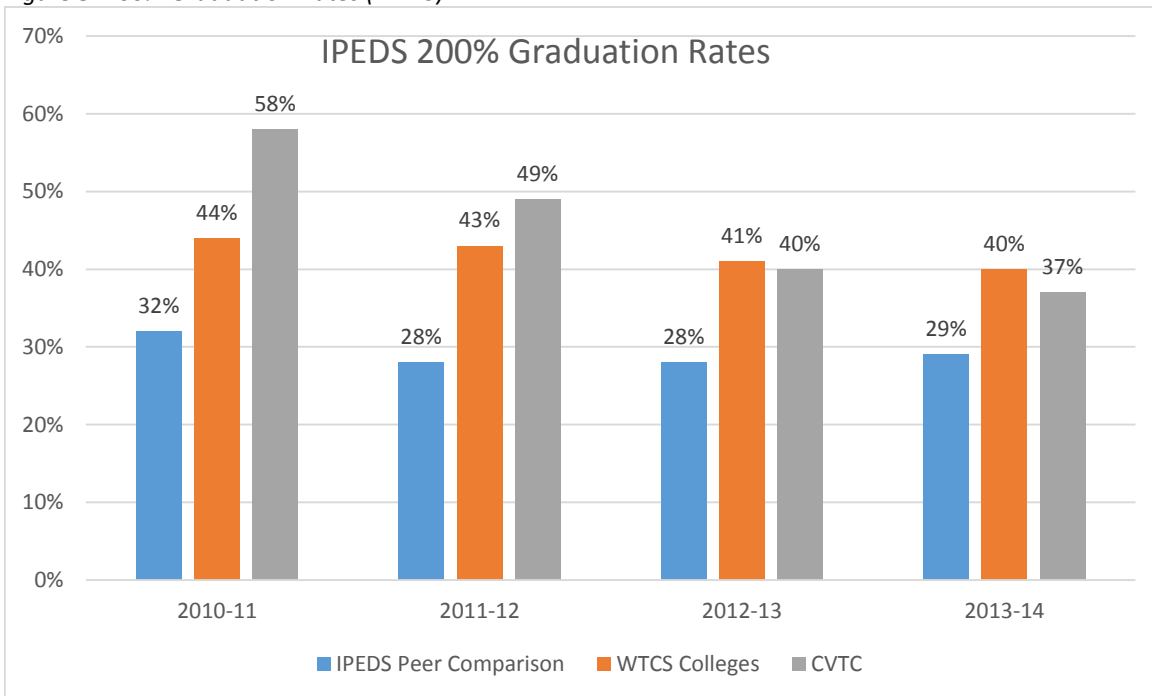
The college measures student success using several indicators of skill attainment, completion, and retention. Graduation and retention rates are key indicators that students have succeeded in their educational goals (Figures 2-4). In 2014-15, 30% of first-time, full-time students graduated from CVTC in a three-year timeframe; 39% graduated in four years. Through the Assessment of Student Learning AQIP Action Project, CVTC is also developing common course assessments and common proficiency expectations of agreed-upon learning outcomes, both of which will supplement more indirect assessment measures such as graduation and retention.

Figure 2: 150% Graduation Rates (IPEDS)



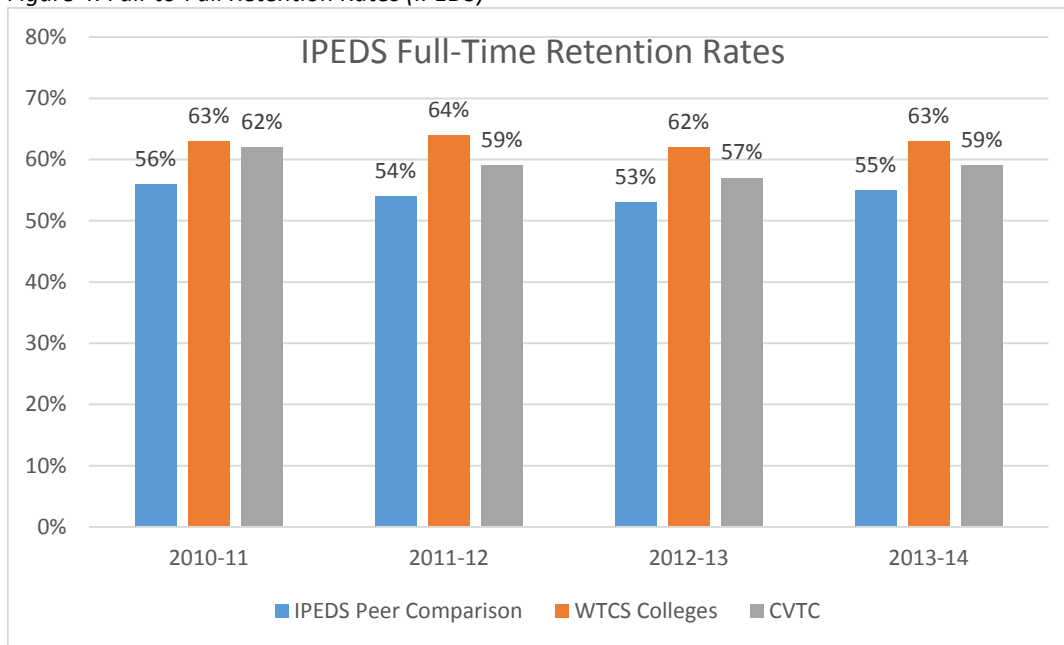
*A reporting error corrected in 2013 accounts for artificially high graduation rates in 2011 and 2012.

Figure 3: 200% Graduation Rates (IPEDS)



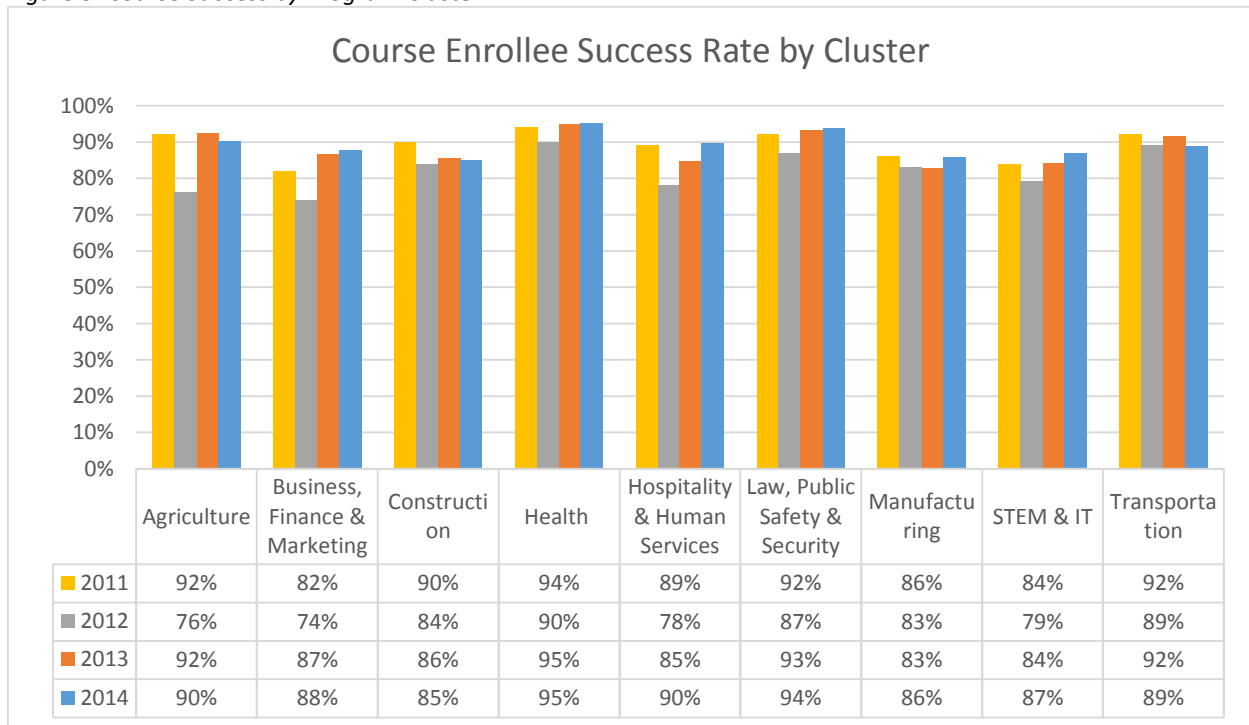
*A reporting error corrected in 2013 accounts for artificially high graduation rates in 2011 and 2012.

Figure 4: Fall-to-Fall Retention Rates (IPEDS)



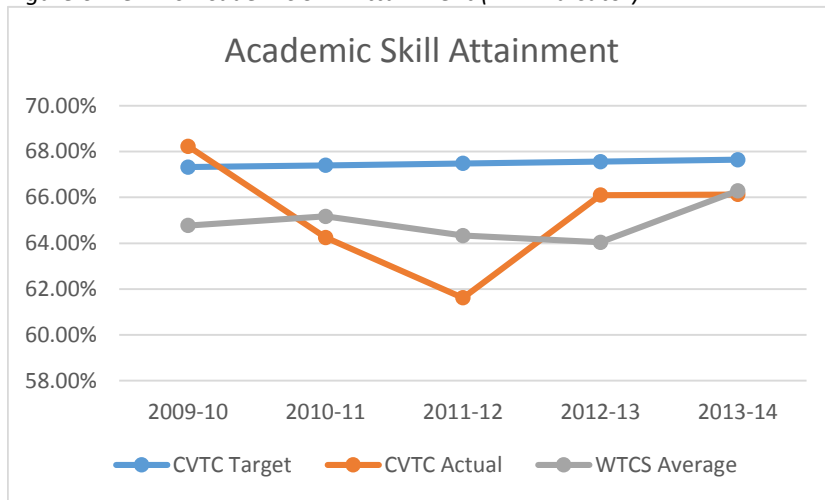
CVTC also relies on course completion rates to measure student success at the college. Course success (Figure 5) is measured by calculating the percentage of students enrolled completing courses with a C or above.

Figure 5: Course Success by Program Cluster



The Carl D. Perkins Final Agreed Upon Performance Levels (FAUPL) Report, received annually from WTCS, provides the college with results in general education courses for each program. In the most recent FAUPL report (2013-14), 66.13% of CVTC students enrolled in programs had passed (GPA of 2.0 or above) at least 80% of general education courses attempted in the measurement period.

Figure 6: Perkins Academic Skill Attainment (1P2 Indicator)



**Subcategory Two:
Program Learning
Outcomes**

All educational programs at CVTC have identified outcomes, which are approved by WTCS and based on industry employment needs. Outcomes must be built into the curriculum, delivered via appropriate teaching methods, and fairly assessed. These outcomes align with the college’s mission, vision, and values, and are validated

through program advisory committees. The college assesses students’ success in reaching defined program outcomes through a combination of techniques, such as the WTCS Technical Skills Attainment (TSA) initiative and program scorecards.

**Updated/New Evidence Supporting Subcategory Two
(Core Components 3B, 3E, 4B)**

CVTC staff and faculty collaboratively plan the integration of core abilities into all program areas through detailed curriculum and assessment development processes. CVTC uses the Worldwide Instructional Design System (WIDS) to maintain program curriculum information, which offers the ability to house a description of each program, the course sequence, and program map that links program outcomes to courses.

Programs use program mapping to ensure alignment and integration of program-specific content with general education requirements, as well as appropriate course and competency sequencing to guarantee that all concepts are introduced, practiced, and assessed. Mapping is completed annually by program faculty and reviewed during the program finalization process with help from the Curriculum office.

The Core Abilities Learning Team created a common three-point rubric for program faculty to assess core abilities within their specific disciplines, including Developing, Proficient, and Professional level designations. Program faculty consulted with program advisory committees on the new core abilities and rubric to ensure the abilities were integrated into each program’s curriculum. At the course level, faculty and learning teams are in the process of creating common course assessments to measure proficiency of program outcomes through the educational journey.

Table 3: Rubric for Program-Level Assessment (Core Ability 3: Communicates Effectively)

Communicates Effectively	Achieving understanding through effective two-way communication		
	Developing	Proficient	Professional
Adapts communication for audience	Recognizes that different language and voice may be required for different audiences	Applies appropriate language and effective use of voice for audience	Click here to enter text.
Speaks clearly, concisely, and professionally	Communicates in a manner that shows some sense of purpose and organization as well as use of language, voice, gestures, and body language to support that purpose	Communicates in a logical, purposeful, organized, and well-supported manner, consistently using acceptable language with effective use of voice and appropriate gestures, body language, and expressions	Click here to enter text.
Writes clearly, concisely, and professionally	Writes to convey a message, though the message may be impaired by errors in grammar and standard written English	Writes consistently at an acceptable level to convey a clear message with minimal errors in grammar and standard written English	Click here to enter text.
Practices active listening	Listens for understanding	Listens attentively and can accurately restate the message	Click here to enter text.
Reads critically	Reads for comprehension	Reads for comprehension and interprets main points consistently	Click here to enter text.
<i>Program Specific Indicator</i>	Click here to enter text.	Click here to enter text.	Click here to enter text.
<i>Program Specific Indicator</i>	Click here to enter text.	Click here to enter text.	Click here to enter text.

The FAUPL 1P1 indicator provides some information about student technical course pass rates, but does not rely on standardized assessment measures used by the entire state. CVTC is incrementally implementing the WTCS Technical Skills Attainment (TSA) initiative, which aims to develop, implement, and analyze results from summative assessments of student learning in programs across the state's technical colleges. All CVTC programs will advance through all three TSA phases by 2018.

Table 4: Number of CVTC Programs in Various TSA Phases

Phase 1 Approved	Phase 2 Approved	Phase 2 Approval Expected by 2016	Phase 3 Approved and Data Reported
54	15	12	13

The Assessment of Student Learning AQIP Action Project committee implemented Specific and Strategic, Measurable, Attainable, Results-oriented, and Time-bound (SMART) goals with identified benchmarks as part of the institution's ongoing assessment of student learning. Academic programs reviewed scorecard data to determine the greatest area of need and developed three-year SMART goals for improvement. This initiative aligns with the annual program scorecard process to ensure improvement plans are regularly reviewed. The committee also implemented an assessment framework from the National Institute for Learning Outcomes to guide the college's work in developing, implementing, and analyzing direct measures of assessing student learning (Figure 9).

Subcategory Three: Academic Program Design

CVTC engages in institution-wide continuous improvement efforts with support from the communities and constituencies it serves. The process for developing programs at CVTC engages multiple stakeholders to ensure responsive and high-quality educational design. The college's mission to support the workforce needs of the region, improve the lives of students, and add value to its communities is key in developing and deploying academic programs which support the demands of a diverse and changing society.

Updated/New Evidence Supporting Subcategory Three (Core Components 1C, 4A)

CVTC's four core abilities represent broad skills that students will be able to perform after completing an educational program. The core ability to value diversity directly ties to the CVTC mission of adding value to the community and improving the lives of students through preparing graduates to become workers, citizens, and learners in a global society. Through 80 different academic programs, the college acknowledges and embraces the complex and varied community it serves, and the multi-faceted needs of a demographically and economically diverse student body. CVTC's Diversity Services office provides resources on the internal website, My CVTC, to help educate and support the college community. These resources include: general diversity information, teaching resources, and professional development opportunities. The Academic Diversity-Inclusion Committee was formed in Fall 2013 and strives to promote events and further educate the campus community on topics related to diversity and inclusion. In 2013-14, the committee coordinated a total of 13 events/programs, attended by 389 students, faculty, and staff. This number nearly doubled in 2014-15, with a total of 21 events and 644 attendees. Table 5 displays the events sponsored by the Academic Diversity-Inclusion Committee in 2014-15, along with the number of attendees.

Figure 9: Assessment Framework



Table 5: Academic Diversity-Inclusion Committee Events (2014-15)

Date	Topic	Attendees
Sep-Dec	Diversity Book Club	8
9/1/2014	Between the Lines – Differences Between Sex and Gender	53
9/22/2014	Empowering Students with Autism	33
10/7/2014	Transgender Journey	64
10/22/2014	Feed My People Food Bank	18
11/4/2014	International Student Experience	33
11/18/2014	Student Hunger	14
11/25/2014	Mental Illness	7
12/5/2014	Ask Anything Panel – Exploring Diversity	17
1/28/2015	Sexual Harassment Assault Prevention (SHARP)	52
2/10/2015	Fierce Freedom	60
2/25/2015	Transgender Journey	44
3/18/2015	Epilepsy & Seizure Disorders	11
3/25/2015	Housing the Homeless	12
4/1/2015	Service Learning in Haiti	12
4/10/2015	Eau Claire Islamic Center	18
4/11/2015	American Denial & the Holocaust	32
4/15/2015	International Student Experience	41
4/22/2015	Earth Day & Social Justice	74
4/23/2015	Ask Anything Panel – Exploring Diversity	26
5/5/2015	Baha'i Faith	15

Programs are assessed through an annual scorecard process, wherein summative performance measures are used by each program to develop an improvement plan. This process is used to better understand student achievement and learning on an aggregate level. Each program uses annual scorecard data to review the effectiveness of their program and to select key areas to target for improvement. Program directors work with their respective dean and develop a program improvement plan annually, which guides the program in identifying scorecard indicators for improvement. Program-level data is also used in the formative evaluation of programs during the annual program finalization

process. Each year, programs review their current program and propose changes informed by data. Program directors meet with the Curriculum department to discuss and finalize these changes. Faculty, program design teams, program advisory committees, and surveyed employers continuously review and/or revise core abilities, program outcomes, and course competencies. Program advisory committees also assist program faculty with designing and validating program concept designs and outcomes.

The CVTC Institutional Research office generates program scorecards annually to provide results for academic programs and services in the following indicators: student demographics, capacity and enrollment, graduate placement and wages, student performance and success, student satisfaction and engagement, and instructional costs. Most areas include three- to five-year trend data. Data is pulled from WTCS client reporting, admissions reports, EMSI, Graduate Follow-Up Survey, Financial Aid office, Banner Operational Data Store (ODS), Cognos (CVTC's reporting system used to extract information from Banner), the National Community College Benchmarking Project (NCCBP), Noel-Levitz Student Satisfaction Inventory (SSI), Community College Survey of Student Engagement (CCSSE), and the Assessment office. In 2014, the program scorecard process was automated for the first time. The Information Technology and Institutional Research departments worked together to make this process more streamlined and efficient. Also in 2014, the college posted program scorecards on the public website, enabling prospective students, community members, and the general public to ascertain information about student outcomes in each program at the college.

Figure 10: Example Program Scorecard

Program Scorecard 2013-2014
Accounting 10-101-1

Student Demographics	2013-14		2012-13		2011-12	
	Num	Pct	Num	Pct	Num	Pct
Full-Time	121	60.1%	125	58.6%	147	62.2%
Part-Time	67	33.3%	76	35.6%	76	32.2%
Disabilities	8	4.2%	10	4.9%	13	5.8%
Minorities	9	4.7%	18	8.9%	18	8.0%
Financial Aid	146	72.6%	146	68.5%	177	75.0%
Male	64	34.0%	70	34.8%	68	30.4%
Female	122	64.8%	129	64.1%	153	66.6%
Mean Age	29		30		30	
Median Age	26		26		28	
Mode Age	19		None		21	
Bias per WTCS (NTO)	None		None		None	
Total Program Students	188		201		223	
Total Pre-Program Students	13		12		13	

Note: Demographics include program students only, with exception of financial aid.

Student Success	13-14		12-13		11-12		10-11		09-10		Target	Thresh-old	Nat'l Bench-mark
	High	Low	High	Low	High	Low	High	Low					
150% Cohort Grad Rate	36.7%	28.3%	29.4%	22.4%	29.4%	29.4%	29.4%	29.4%	29.4%	75.0%	34.0%	36.8%	
200% Cohort Grad Rate	31.6%	31.5%	28.9%	29.4%	20.3%	20.3%	20.3%	20.3%	20.3%	75.0%	25.0%	N/A	
Retention Rates													
Fall-to-Fall Retention Rate	54.2%	63.2%	56.4%	56.6%	62.6%	77.0%	40.0%	40.0%	40.0%	47.4%			
Core Course Retention/Success													
Retention Rate	92.9%	94.7%	96.4%	96.1%	96.4%	100.0%	94.0%	94.0%	94.0%	90.7%			
Enrollee Success Rate	83.7%	83.5%	84.9%	81.7%	83.9%	97.0%	83.0%	83.0%	83.0%	75.5%			
General Education Course Retention/Success													
Retention Rate	92.5%	96.6%	94%	94.6%	92.5%	99.0%	90.0%	90.0%	90.0%	88.0%			
Enrollee Success Rate	75%	84.8%	76.5%	70.7%	83.0%	69.0%	69.0%	69.0%	69.0%	63.4%			

Student Interest	2013-14		2012-13		2011-12		2010-11		2009-10	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
New Program Students	103	94	118	105	105	99	105	99	99	99
Capacity	120	105	124	105	105	105	105	105	105	105
Percent Capacity	85.8%	89.5%	95.2%	100.0%	94.3%	94.3%	94.3%	94.3%	94.3%	94.3%
Percent Capacity	Target: 100.0% Threshold: 67.9%									
Wait List	0	5	21	11	11	0	0	0	0	0

Graduate Placement	2013-14		2012-13		2011-12		2010-11		2009-10	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Graduates	40	45	39	38	38	37	38	37	37	37
Regional Job Openings	114	89	96	126	149	149	149	149	149	149
Jobs per Graduate	2.9	2.0	2.5	3.3	4.0	4.0	4.0	4.0	4.0	4.0
Employed Related	N/A	58.3%	70.3%	73.6%	55.5%	55.5%	55.5%	55.5%	55.5%	55.5%
Employed Related	Target: 100.0% Threshold: 62.5%									
Seeking Employment	N/A	25%	11.1%	10.5%	14.8%	14.8%	14.8%	14.8%	14.8%	14.8%
Continuing Education	N/A	7.1%	6.9%	9.5%	9.6%	9.6%	9.6%	9.6%	9.6%	9.6%
Survey Response Rate	N/A	62.2%	74.3%	55.2%	83.7%	83.7%	83.7%	83.7%	83.7%	83.7%

Graduate Wages	2013-14		2012-13		2011-12		2010-11		2009-10	
	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
Graduate Median Wage	N/A	\$25,992	\$28,068	\$28,992	\$29,076	\$29,076	\$29,076	\$29,076	\$29,076	\$29,076
Cluster Median (Grad.)	N/A	\$27,036	\$27,036	\$27,036	\$27,112	\$27,112	\$27,112	\$27,112	\$27,112	\$27,112
Regional Median Wage	\$30,659	\$30,618	\$33,904	\$27,165	\$27,165	\$27,165	\$27,165	\$27,165	\$27,165	\$27,165

Note: Tips, commissions, live-in provisions, or annual bonuses may not be reported. Regional Median Wage based on EMSI Median Hourly Wage multiplied by 2080 hours.

Technical Skills Attainment	13-14		12-13		11-12		10-11		09-10		Current WTCS TSA Phase
	High	Low	High	Low	High	Low	High	Low			
Assessed- Passed	0									Phase I- Implemented	
Assessed- Not Passed	0									Phase II- Implemented	
Not Assessed	31									Phase III- Implemented	

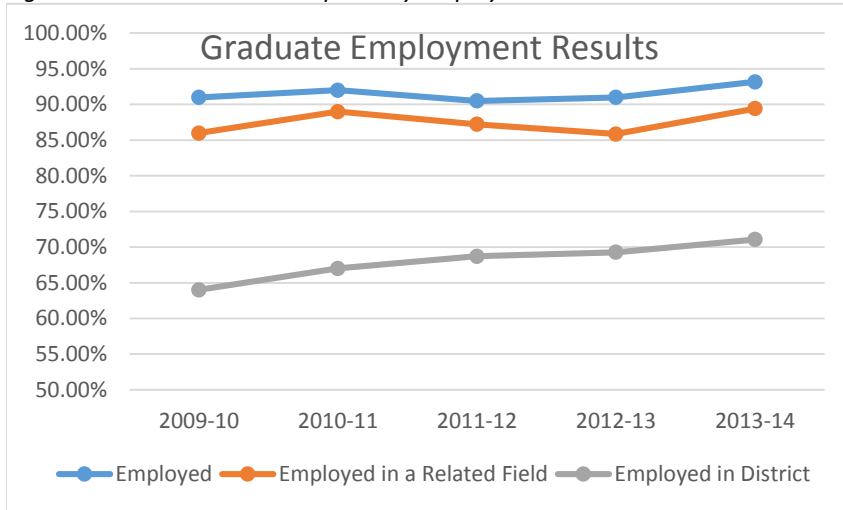
Compass Scores	13-14		12-13		11-12		10-11		09-10		11-12 Student Scores	
	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low
Fall Recommended	60	89	24	80	89	12	80	89	12	80	99	12
Writing	60	89	24	80	89	12	80	89	12	80	99	12
Reading	75*	99	54	88	99	43	87	99	41	88	99	41
Pre-Algebra	45*	99	29	70	99	17	69	99	28	69	99	28
Algebra	70	18	42	70	16	37	82	15	36	82	15	36

* Required

Student Surveys	13-14		12-13		11-12		10-11		09-10		Nat'l Benchmk Percentile
	High	Low	High	Low	High	Low	High	Low			
SSI- Instructional Effectiveness by Program (Scale 1-7)			6.0				6.0		6.0	5.8	96.0%
CCSSE-Active & Collaborative Learning by Cluster (Scale 1-4)			2.50		2.33		2.37		2.37	2.14	89.0%

Career Cluster
Bus, Finance & Mktg

Figure 11: Graduate Follow-Up Survey Employment Results

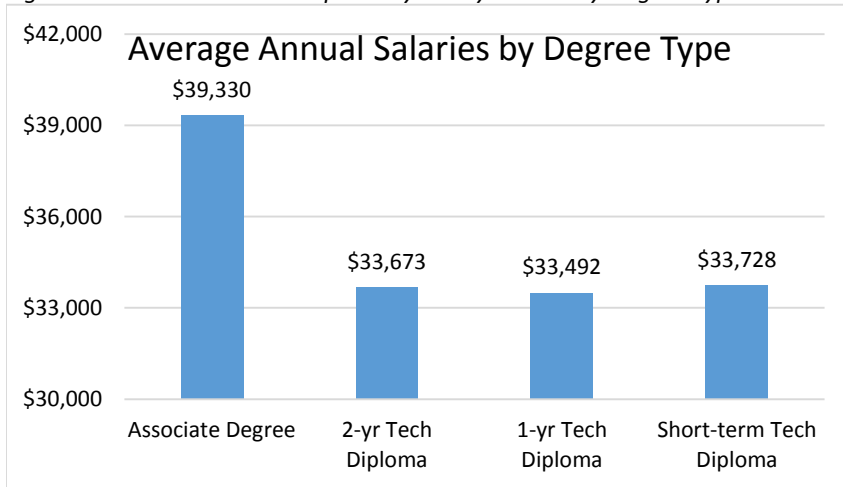


CVTC uses WTCS follow-up surveys to understand graduate job placement and employer satisfaction with educational programs. The last administration of the Employer Follow-Up Survey found an 88% overall satisfaction with CVTC graduates.

Subcategory Four: Academic Program Quality

CVTC’s strategic goal of Quality reflects the college’s ongoing commitment to ensuring academic program quality and continuous improvement. Each year, faculty and other instructional staff review current programs and propose changes informed by data. Program directors meet with the Curriculum department to discuss and finalize these changes. Core abilities, program outcomes, and course competencies are continuously subjected to

Figure 12: Graduate Follow-Up Survey Salary Results by Degree Type



careful review and/or revision by faculty, program design teams, program advisory committees, and surveyed employers. Program advisory committees also assist program faculty with designing and validating program concept designs and outcomes.

Updated/New Evidence Supporting Subcategory Four (Core Components 3A, 4A)

All academic programs at CVTC follow WTCS defined standards in course level and mix as authorized by Wisconsin State Statute 38.001. Table 6 outlines the types of credit programs available at CVTC, the credits required, and the number currently offered. CVTC also offers non-credit programs, including basic skills education, English Language Learning (ELL), General Education Development (GED)/High School Equivalency Diploma (HSED), computer literacy, college admission preparation, and job seeking skills. A vast majority of the college’s FTEs reside in associate degree programs (Figure 13).

Table 6: Credit Programs Available at CVTC

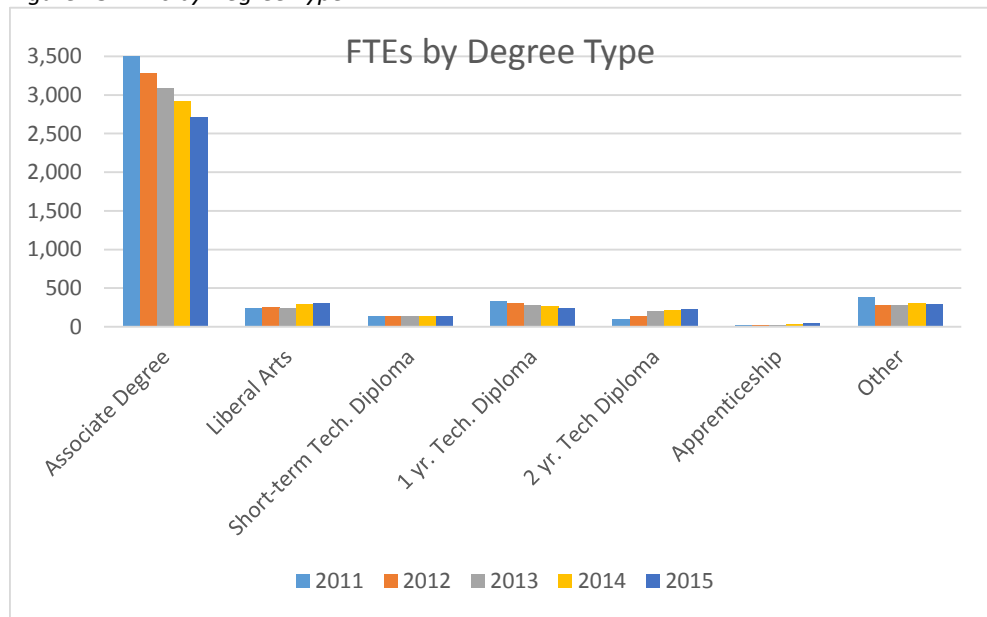
Degree Program	Minimum Credit Requirement	Number of Programs Offered at CVTC
Associate of Science	60	33
Liberal Arts	60	1
Two-year Technical Diploma	55	4
One-year Technical Diploma	26	18
Short-term Technical Diploma	2-25	19
Apprenticeship	N/A	5
Certificate	N/A	24

CVTC offers a variety of dual credit opportunities to high school students, including transcribed credit, advanced standing, and Youth Options. Transcribed credit courses are taught by high school

teachers who meet WTCS and HLC credential requirements. All transcribed credit courses are examined by subject matter experts at the college to ensure a 100% competency match with CVTC curriculum prior to delivery. The college works with high schools to develop articulation agreements for courses matching 80% of corresponding CVTC course competencies. In these cases, students must initiate the request of advanced standing credit transfer upon acceptance into the college. Youth Options courses are CVTC courses offered to high school students, taught by CVTC instructors on the college campus.

In general, credit for prior learning is awarded utilizing consistent competency assessments developed and assessed by subject matter experts at CVTC. A Credit for Prior Learning Coordinator was hired in 2013 and works within

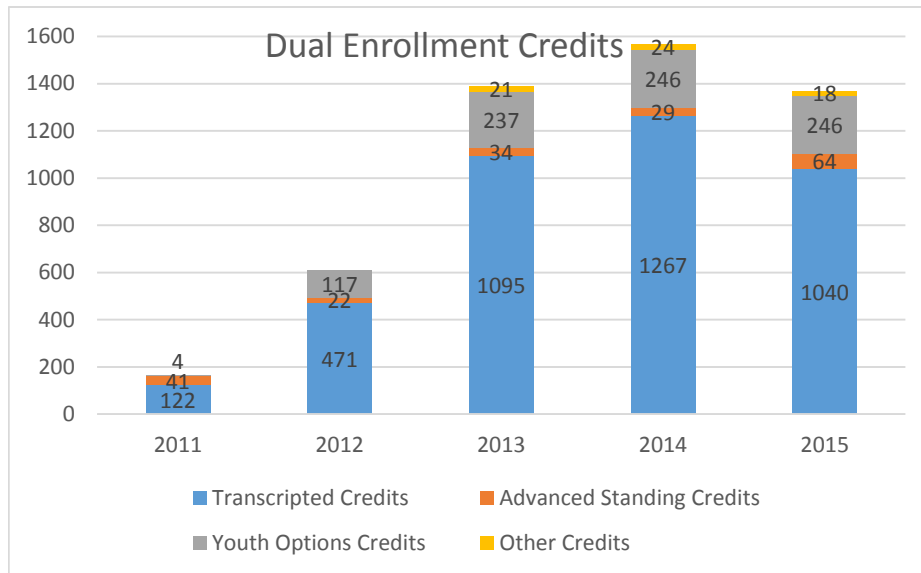
Figure 13: FTEs by Degree Type



the Curriculum office to assist faculty and deans in designing standard processes and systems for assessing and awarding credit for prior learning. CVTC requires that students earn at least 25% of their credits through graded coursework at CVTC and will only award transfer of postsecondary credits from other regionally accredited institutions of higher education. Credits from a non-regionally accredited institution will only be accepted if 80% of the college course competencies are met.

CVTC utilizes a variety of instructional delivery methods to best meet the needs of a diverse student population. To accommodate a range of scheduling needs and learning styles, alternative delivery courses have become increasingly popular and will continue to be developed and refined in the future.

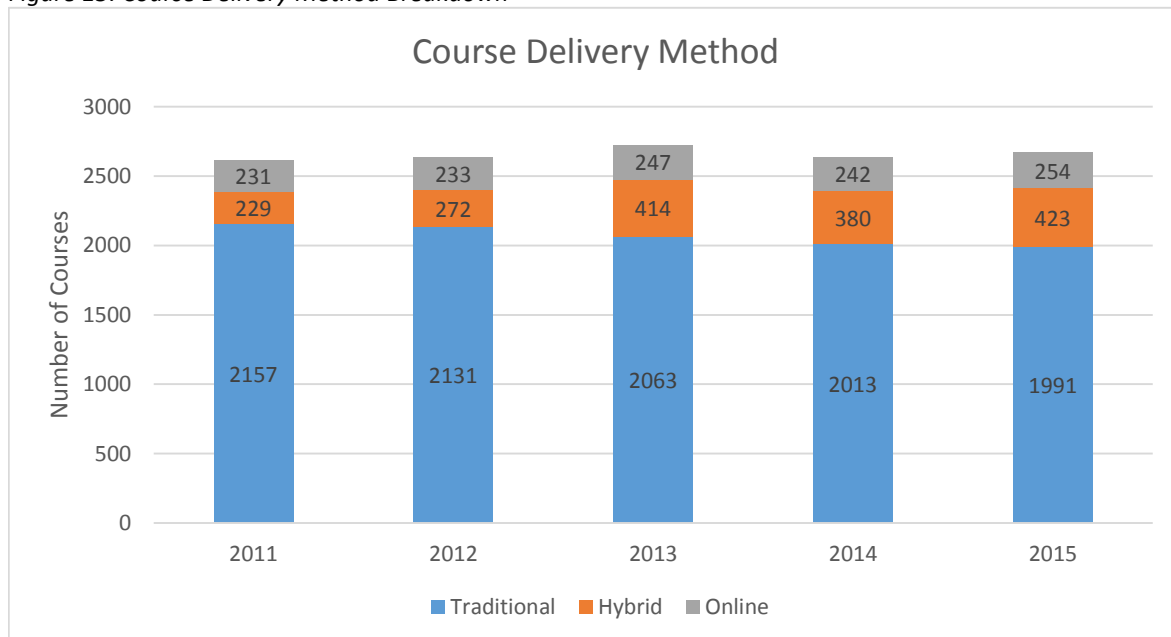
Figure 14: Dual Credits Awarded by Type



The primary CVTC instructional delivery types include: traditional face-to-face instruction, online, and hybrid (a combination of face-to-face and online instruction). The college also offers accelerated (half-semester), compressed (quarter-semester), web conferencing (synchronous online format), and Instructional Television (ITV) course formats.

CVTC uses the Quality Matters Program, an international nonprofit organization specializing in quality assurance for online coursework, in its course instructional design. Quality Matters provides a supportive and effective framework to improve the quality of course design for online and hybrid courses. A Quality Matters review is team-based and consists of the faculty developer and three faculty peer reviewers. All peer reviews are experienced in online teaching and have completed training to be certified as a Quality Matters Peer Reviewer.

Figure 15: Course Delivery Method Breakdown



Subcategory Five: Academic Student Support

The college supports student learning through a variety of services and resources, found both on campus and online. Instructors and other student support staff are available to students and qualified to provide advising and assistance to increase their success. CVTC has initiated multiple efforts aimed at improving student success at the college, including grant-funded projects targeting specific student groups and larger-scale endeavors to introduce and test interventions such as tutoring, supplemental instruction, contextualized basic skills instruction, coaching/navigating, diversity and disability services, orientation, accelerated developmental instruction, and more.

Updated/New Evidence Supporting Subcategory Five (Core Components 3C, 3D, 4C)

The college's five academic pillars outline the institution's beliefs about education and academics at CVTC. The pillars are used in decision making, prioritizing, and improving the education offered at CVTC. They are what educational administrators, faculty, and staff strive to achieve, maintain, and improve upon in educating students and stimulating the professional development of faculty. The college's 2014 Employee Handbook and Faculty Guidelines outline the academic pillars, as well as the expectations and competencies for all CVTC instructors.

Table 7: Academic Pillars

Student Focus	CVTC prepares students to be contributing members of the community; therefore, student needs and interests are the driving force behind our decision-making and strategic-planning processes. Decisions regarding scheduling, delivery format, programming, instruction, facilities, and services are all tied to this student-centered approach.
Academic Excellence	We are committed to establish and hold all members of the learning community (students, faculty, and staff) to high academic performance standards. Faculty members are expected to engage learners through aligned curriculum and performance-based instruction and to provide timely feedback and evaluation.
Continuous Development/Improvement	CVTC embraces a culture of continuous improvement and professional development among faculty, programming staff, and leadership staff. We will engage our external stakeholders to position ourselves to meet their current and future workforce needs by adopting innovative and progressive curriculum to enhance our academic performance.
Responsible Stewardship	As stewards of public funding, we are mindful of our fiscal responsibility and commitment to contribute to local economic development. We make data-driven decisions using internal and external research. We allocate resources (people, facilities, time, and money) in an ethical and responsible manner.
Collaborative Climate/Culture	CVTC embraces a culture that is civil, respectful, and ethical in which collaboration and dialogue are supported and valued.

Instructors are expected to:

- Commit to the mission, vision, and values of the college
- Commit to meeting the diverse learning needs of students
- Demonstrate commitment to excellence in program/course content and delivery
- Innovate and change to meet evolving program and industry needs

- Work with students beyond the classroom to ensure their success
- Demonstrate a commitment to valuing diversity and inclusion
- Demonstrate a positive attitude
- Work effectively in a team environment
- Demonstrate competence with the use of technology that supports communication, teaching, and learning
- Participate in college activities
- Collect student feedback during each instructional term

The 2014 Faculty Guidelines also outline faculty professional responsibilities and schedules. Faculty are expected to spend 65% of their time in contact with students through instruction, office hours, advising, and other student contact activities. CVTC's student to faculty ratio is consistently lower than that of benchmark institutions.

In 2014-15, the WTCS implemented an outcomes-based funding model for the state's technical colleges. One of the nine performance criteria measured is the college's training provided to special populations or demographic groups. In the future, CVTC will use this indicator to evaluate the special populations served at the college and determine where the institution stands in comparison to its peers.

Figure 16: Student to Faculty Ratio Compared to Other Institutions (IPEDS)

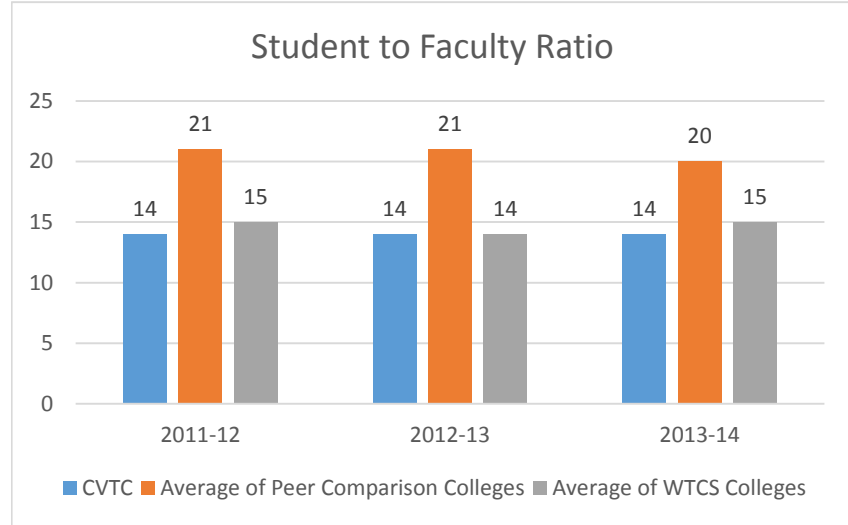
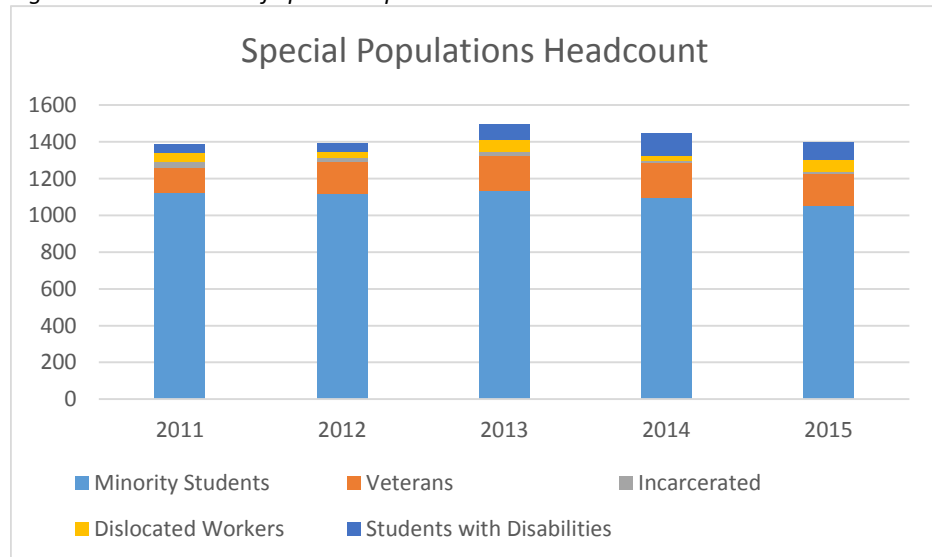


Figure 17: Headcount of Special Populations



The college recognizes diverse student needs and strives to meet students where they are at and support them in their educational experience. CVTC's counseling and advising model was modified in 2012 to address feedback received on the Noel-Levitz Student Satisfaction Inventory (SSI). The college hired more academic advisors and increased visibility of the advising resources available. The institution's scores in the Academic Advising Effectiveness category of the SSI have significantly improved over the last five survey administrations (Figure 19), due in part to these changes.

Figure 18: Federal Pell Grant Students and Dollars Awarded

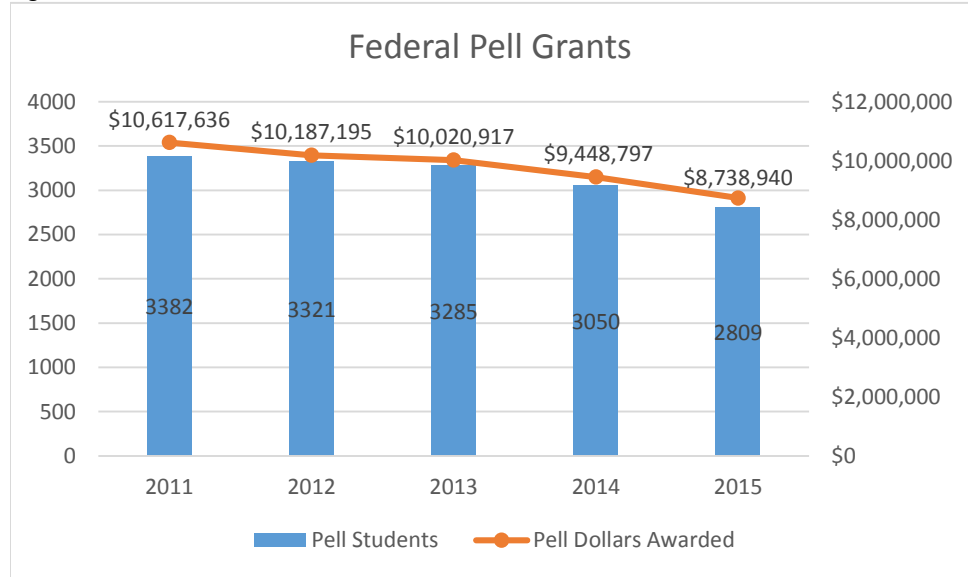
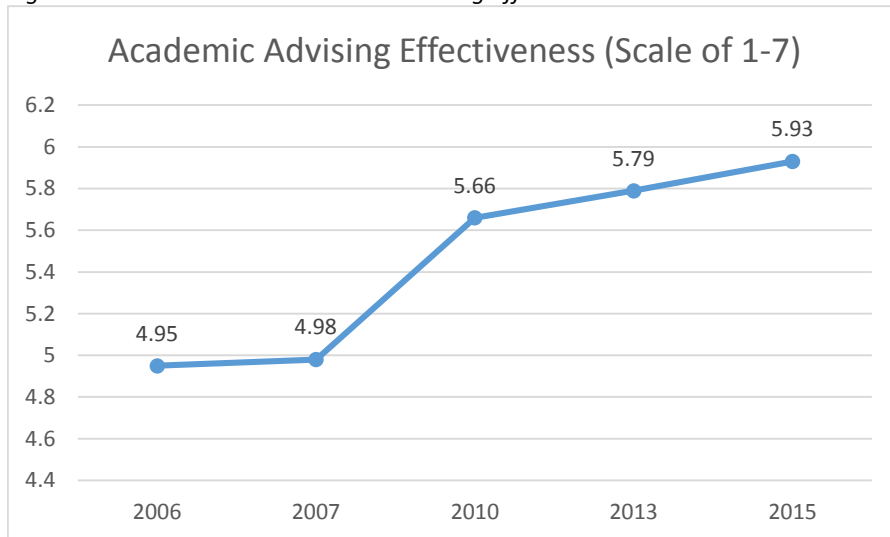


Figure 19: Noel-Levitz SSI Academic Advising Effectiveness Results



The college's strategic goal of Student Success aims to promote opportunities for student success through support of innovative strategies and quality teaching and learning. Key results related to this goal include increased student retention, transfer, and course completion rates. CVTC uses data from the Integrated Postsecondary Education Data System (IPEDS), WTCS, and

locally generated reports to monitor performance down to the program level. The college also segments student groups and data regularly to plan, develop, and implement support services. Examples of student segmentation examined by CVTC include: by program and degree type; enrollment status; grades and GPA; academic standing; Pell-eligible (low-income); credit/non-credit; demographics (age, ethnicity, first-generation); delivery type (face-to-face or online); at-risk (based on the college's Inventory of Student Success non-cognitive assessment); English Language Learners/English as a Second Language; adult basic education/non-credit and transition to credit; gatekeeper course enrolled; supplemental instruction course enrolled; dual credit enrolled (Youth Options, transcribed credit); alumni; technology camp enrolled (summer youth); academic services received; etc.

Figure 20: Graduation Rates by Student Group (Program Students)

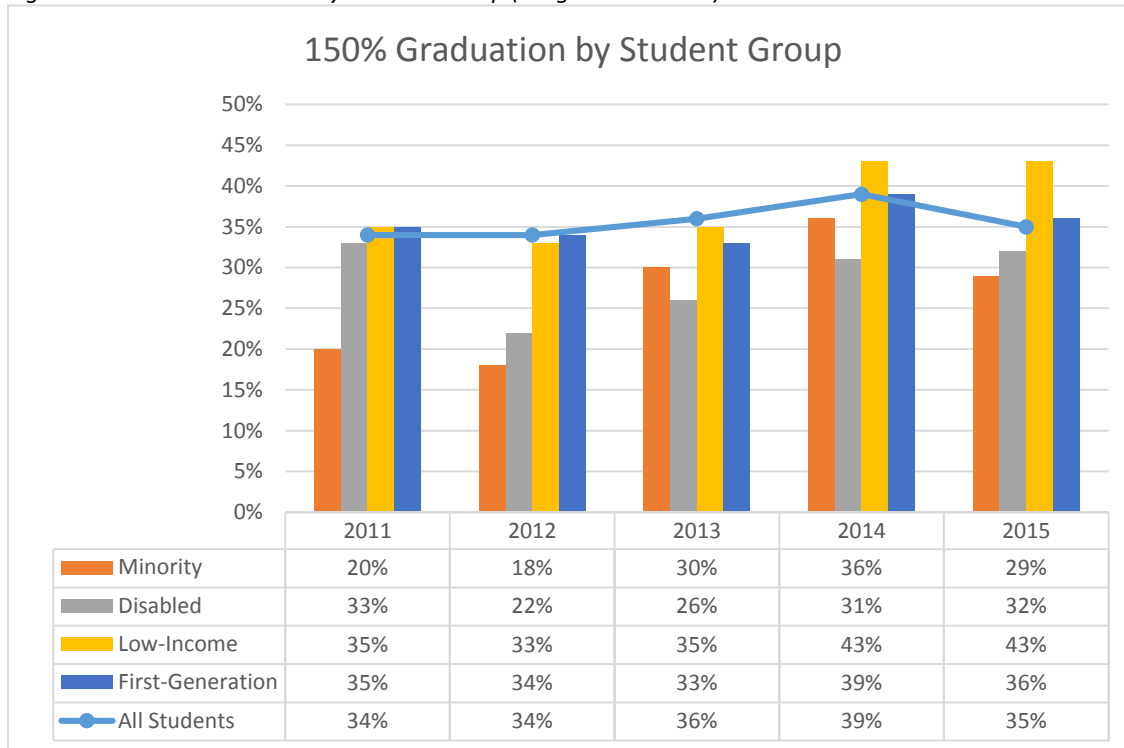


Figure 21: Cumulative GPA by Student Group (Pre-Program and Program Students)

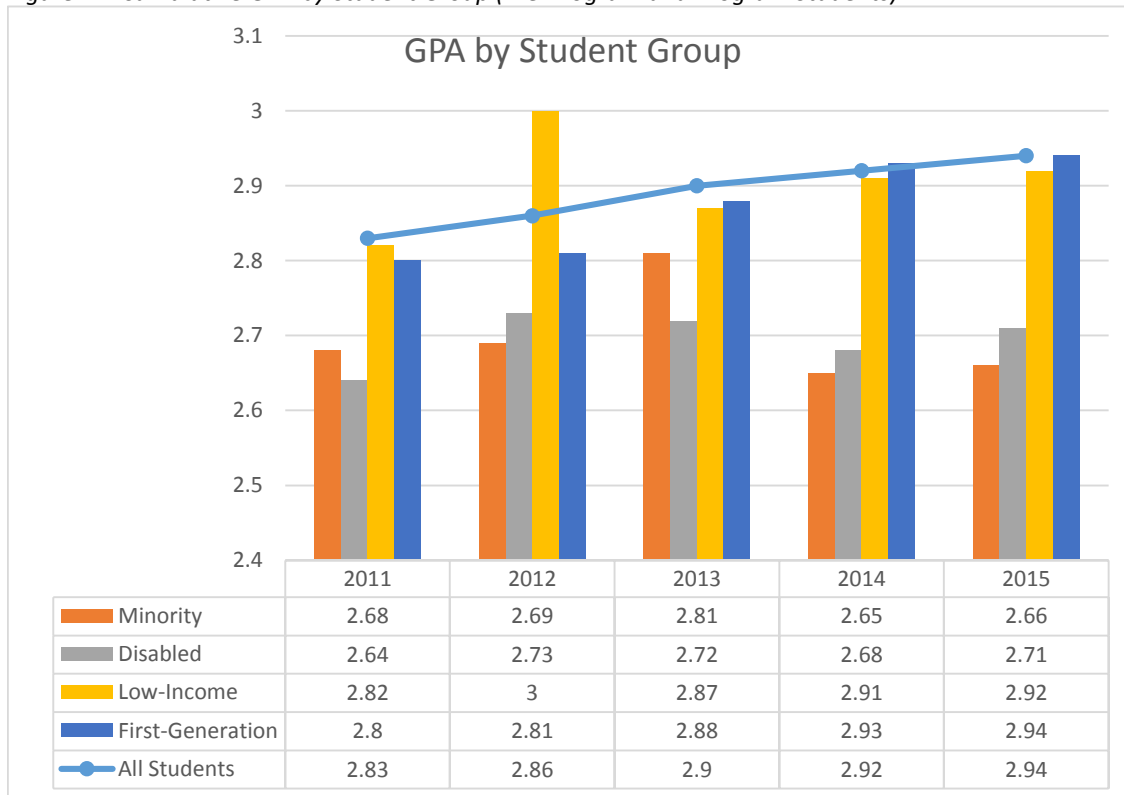
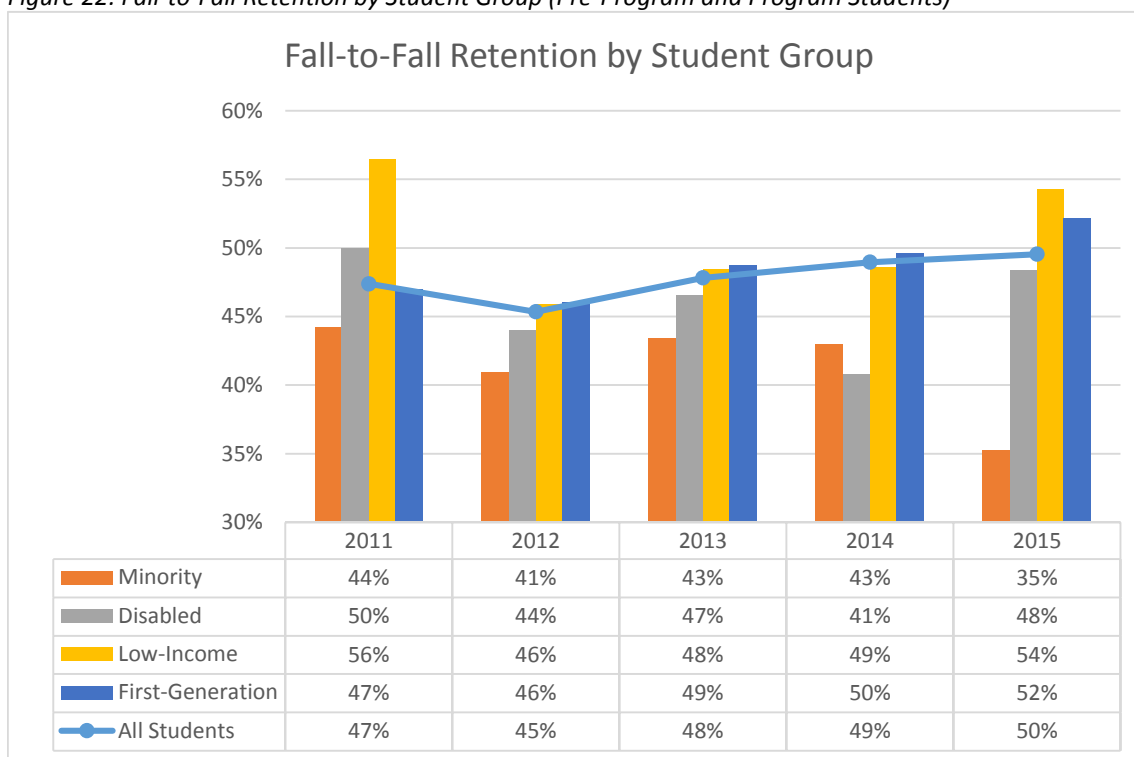


Figure 22: Fall-to-Fall Retention by Student Group (Pre-Program and Program Students)



As evidenced in Figures 20-22, certain segments of the population struggle academically. Minority, disabled, low-income, and first-generation students demonstrate lower GPA than the general student population. And while graduation and retention rates for low-income and first-generation students are similar to those for all students, rates for minorities and disabled students are significantly lower. CVTC addresses these issues by providing targeted support services to these underrepresented groups, specifically through the Diversity Services and Disability Services departments.

All student support services are designed to assist students with specific needs relative to their own individual situation. The college’s Steps to Success process, which incorporates assessment, advisement, and intervention, helps to refer students to an array of support services targeting their individual academic and non-academic needs. The Assessment office flags students who are deemed at-risk by a non-cognitive entrance assessment (Inventory of Student Success) and contacts each of them individually, referring them to interventions suited to their own personal risk factors, including developmental courses, college success seminars or online modules, academic skills development through tutoring or Academic Services, career planning, counseling, and a first semester experience. Furthermore, the college has implemented several grant-funded or pilot projects to serve disadvantaged students and provide them support beyond existing services available, including: tutoring, supplemental instruction, contextualized basic skills instruction, coaching/navigating, diversity and disability services, orientation, accelerated developmental instruction, and more.

Subcategory Six: Academic Integrity

CVTC’s Faculty Guidelines outline the college’s commitment to the pursuit of truth in teaching and learning, and the support offered to faculty in scholarly and research efforts. Likewise, the Student Handbook provides guidance to students regarding academic honesty and integrity, as well as the repercussions for violating such policies.

Updated/New Evidence Supporting Subcategory Six
(Core Components 2D, 2E)

The Faculty Guidelines include the following statement on Academic Freedom:

The freedom of faculty to present the truth as they understand its relationship to their area of competence, consistent with state-wide or CVTC course curriculum is essential to the purpose of the College and society. CVTC encourages teaching, investigation, and reflective thought in an atmosphere of freedom.

This philosophy is based on the belief that when students have the opportunity to learn and acquire knowledge from a variety of sources and opinions in an atmosphere of honest and open inquiry, they will develop a greater knowledge and maturity of judgment. Accordingly, it is anticipated that in the course of their instructional duties faculty will discuss potentially controversial issues that impact an occupational field or academic discipline. Instructors and students who participate in those discussions are expected to respect diverse opinions and refrain from any political, religious, or ideological indoctrination.

When instructors speak or write as citizens outside of the College, they are free from administrative and College censorship and discipline. However, instructors have the responsibility to clarify the fact that they speak as an individual and not on behalf of the College.

Academic freedom should not be utilized as a shield for instructors who do not want to be evaluated on their teaching, nor should it prevent them from presenting their own views in addition to the course outline (CVTC Faculty Guidelines, 2014-15).

CVTC's Student Handbook and internal website, My CVTC, outlines the Student Code of Conduct, including information on behavioral and academic standards at the college: "The CVTC Code of Conduct honors the college values of commitment, collaboration, trust, respect, excellence, and accountability. The purpose of this code is to encourage and promote a positive learning environment" (CVTC Student Handbook, 2015-16). The Handbook describes expectations related to the Code of Conduct, what constitutes as academic dishonesty, and the consequences associated with violating the Code of Conduct. The Handbook also includes a description of the college's academic standards and maintaining Satisfactory Academic Progress (SAP). SAP expectations state that "CVTC is dedicated to ensuring students have every opportunity to achieve their educational goals. Students are responsible for maintaining an acceptable level of progress regarding quality and quantity of work."

The Student Handbook outlines the college's information resources, including instructions for utilizing the institution's network, learning management system, My CVTC, college software and hardware, and the support resources available via the Information Technology Service Desk and online tutorials. The Handbook also describes the Internet/Email Acceptable Use Policy, detailing acceptable and unacceptable use guidelines of online resources and potential consequences of violating the policy. All college policies, including those related to ethical and responsible conduct for students and staff, are housed on My CVTC.

CATEGORY TWO: MEETING STUDENT AND OTHER KEY STAKEHOLDER NEEDS

CVTC strives to understand and meet the needs of all students and stakeholders, supporting the college's vision of being a dynamic partner for students, employers, and communities to learn, train, and succeed.

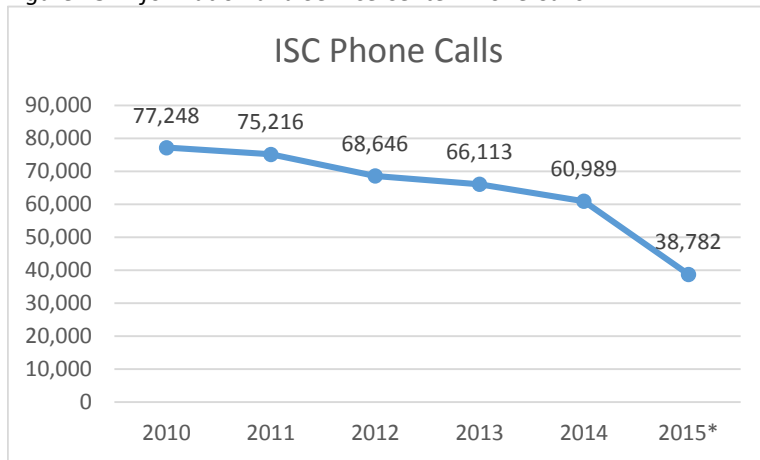
Subcategory One: Current and Prospective Student Need

The college is committed to improving the lives of students and meeting both their academic and non-academic needs. Student support services encompass a broad array of departments and positions within the organization. Through various grant-funded and student success initiatives in recent years, CVTC has deployed multiple types of student support personnel to help students at different stages of their educational journey. These include Success Coaches, College Navigators, Transition Specialists, Pre-college Specialists, and Career Planning Specialists, in addition to staff in the Advising, Counseling, Assessment, Financial Aid, and other student support related departments. All of these staff members are hired based on their qualifications and ability to provide dedicated learning support and guidance to all students.

**Updated/New Evidence Supporting Subcategory One
(Core Components 3C, 3D)**

CVTC’s Information and Service Center (ISC) manages a wide variety of current and prospective student needs, including general college information, academic advising and counseling, admissions, assessment, financial aid, records and registration, and veterans services. The department is the “front line” for all phone, email, and walk-in inquiries. In 2014, the ISC had 81,347 customer contacts. Of these, 28% were walk-ins, 10% were emails, and 65% were phone calls. The percentage of contacts via phone has continued to decline as more and more contacts are made via email and social media. Beginning in May 2015, the ISC adopted a new workflow tracking system, Go to Assist, which provides reporting information about customers served and the specific needs they had. Go to Assist will enable the college to more closely monitor customer needs and adapt services and processes accordingly.

Figure 23: Information and Service Center Phone Calls



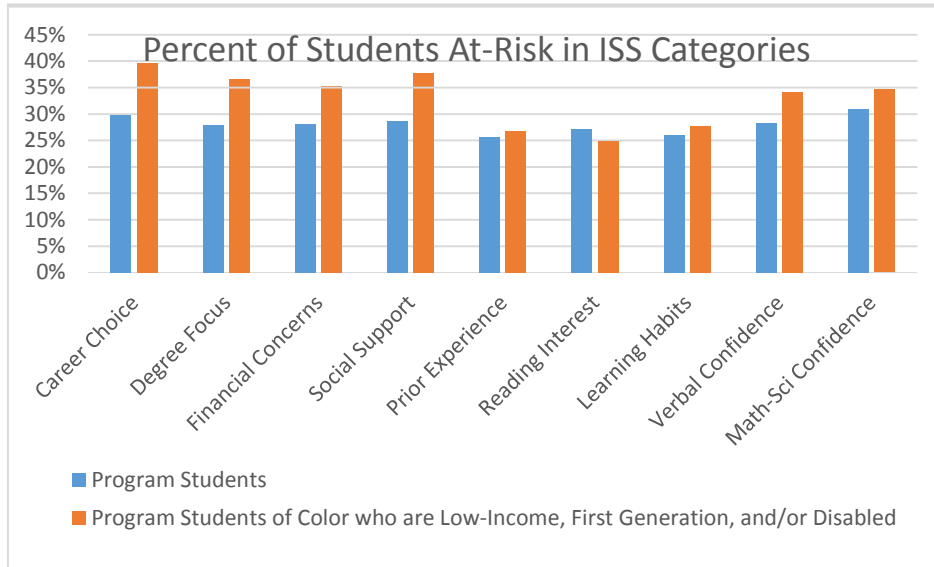
*January-August 2015 only

CVTC follows WTCS certification requirements and HLC guidelines regarding the hiring of qualified faculty and staff. CVTC’s College Professional Development (CPD) department works alongside the Human Resources (HR) department to provide relevant, up-to-date training and professional development opportunities to faculty and staff on a regular and as-needed basis.

Many resources are available to specific segments of the population at the college. The college directs interventions to students and

groups of students based on certain risk factors, such as intake assessment scores and non-academic risk factors. Data from the college’s Inventory of Student Success (ISS), an assessment of non-cognitive factors affecting student success in college, shows that certain groups are more at-risk for failure in college than others. One such population is students of color who are also low-income, first generation, and/or disabled. ISS data suggests that this population has more risk than the general student population in eight out of nine categories of the assessment. Overall, nearly 50% of students in this population are at-risk, compared to approximately 30% of the general population. This trend is also reflected by the disparity between academic intake assessment scores for the two groups: on average, students of color who are low-income, first generation, and/or disabled score 2.25 points lower on ACT and 6.5 points lower on COMPASS than the general student population.

Figure 24: Inventory of Student Success Results for General Population and At-risk Cohort



In response to this information, CVTC has implemented support services and interventions directed to this group of students. In the overhaul of the advising and counseling functions, CVTC’s Diversity Services employed a Diversity Student Success Specialist to provide customized advising and support to students from historically underrepresented backgrounds.

CVTC uses two primary college-wide surveys to evaluate student satisfaction and engagement: the Noel-Levitz Student Satisfaction Inventory (SSI) and the Community College Survey of Student Engagement (CCSSE). CVTC’s Institutional Research department administers one of these surveys each year, alternating between the SSI and the CCSSE. In 2015, CVTC exceeded the national community college average and the WTCS college average in every category of the SSI. The college improved or maintained scores from the 2013 survey administration in eight out of 11 categories. Improvements between CVTC’s 2013 and 2015 survey administrations were statistically significant in the Academic Advising Effectiveness and Admissions and Financial Aid Effectiveness categories.

Figure 25: Noel-Levitz SSI Results Compared to National and WTCS Averages

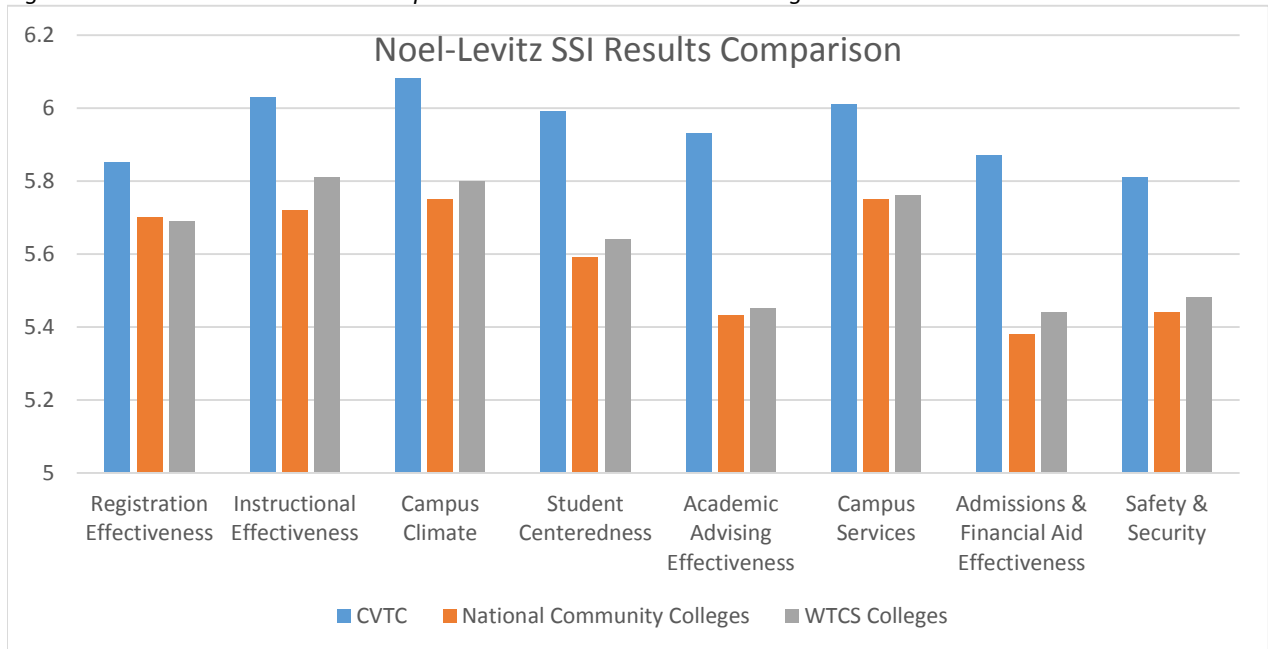
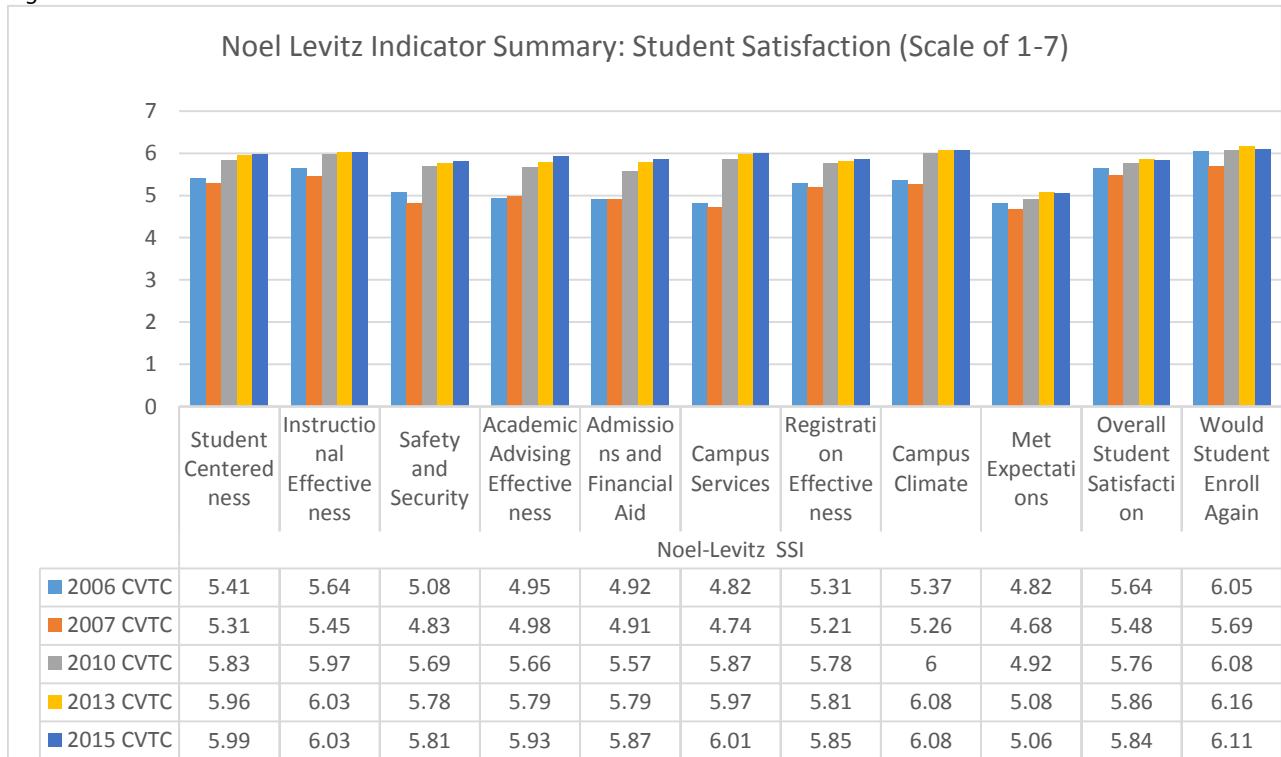


Figure 26: Noel-Levitz SSI Results Year-to-Year



CVTC’s 2014 CCSSE results improved from 2012 results in three of the five categories. The two categories with declining results, Student Effort and Support for Learners, were also the only two categories where CVTC scored lower than the national comparison cohort (Figure 28). Several recent and planned strategic initiatives are expected to improve these results in the 2016 survey administration. Some examples of such initiatives include: expanded online resources for students (advising, career planning, registration, technology help, and academic services have been added to My CVTC to provide students with alternative avenues for support); enhanced new student orientation; and pilot projects to test improved success (The Hero’s Journey student success framework, Liberal Arts student cohort, etc.).

Figure 27: CCSSE Results Year-to-Year

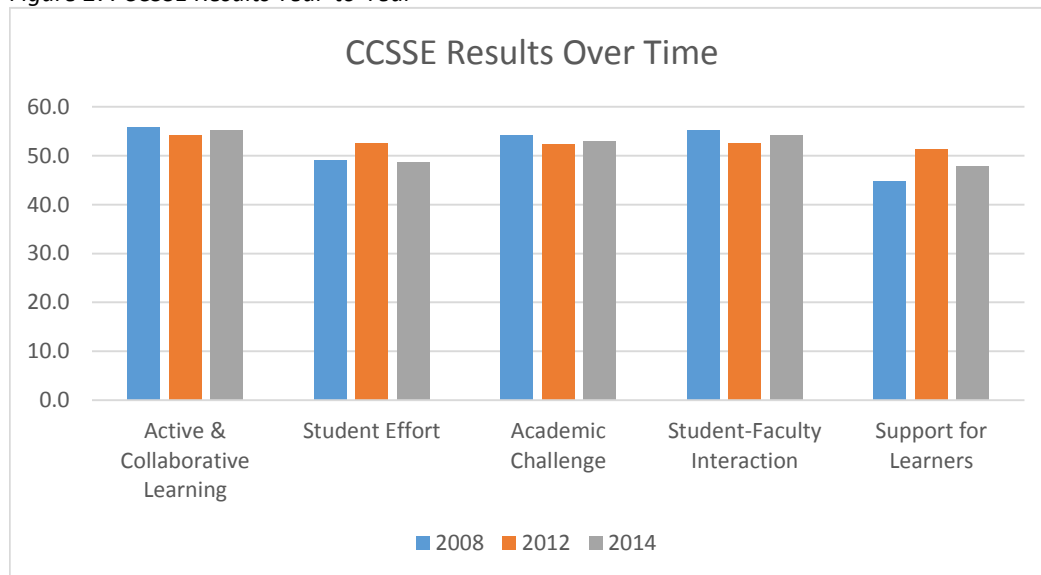
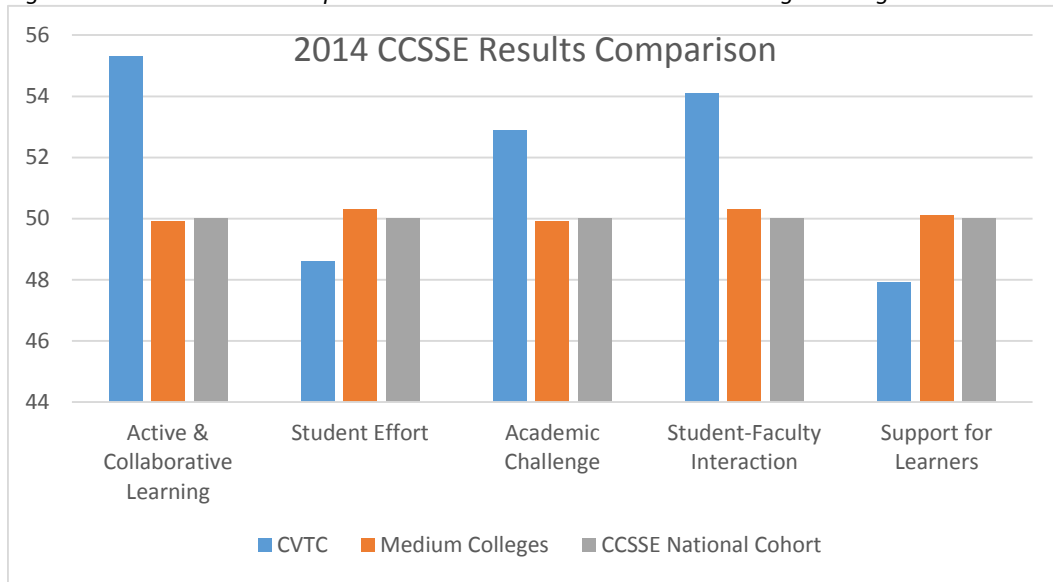


Figure 28: CCSSE Results Compared to National and Medium-Sized College Averages



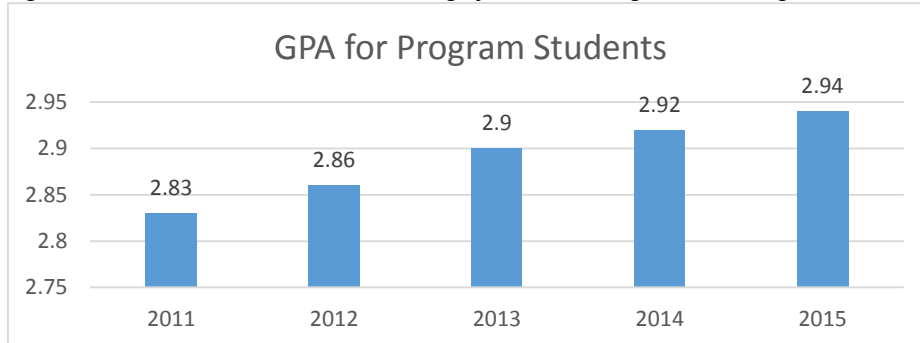
Subcategory Two: Retention, Persistence, and Completion

CVTC is dedicated to educational improvement through ongoing attention to retention, persistence, and completion rates of students. The college studies student outcomes in courses and programs and makes this information available to students, faculty, staff, and other stakeholders via program scorecards and college-wide reports and publications. CVTC’s strategic plan emphasizes student success as a strategic goal and aligns objectives to advance student retention, persistence, and completion.

Updated/New Evidence Supporting Subcategory Two (Core Component 4C)

CVTC tracks retention, persistence, and completion using IPEDS, WTCS reports, and locally generated data. This information helps the college to evaluate performance of institutional strategic plan outcomes and academic programs. IPEDS results for graduation and retention are reported in Figures 2-4. Figures 29-31 reflect locally generated data representative of all credit pre-program and program students enrolled at CVTC, rather than only those reported to IPEDS. Retention rates for students have increased slightly over the last five years. Cumulative GPA has also increased by over 0.10 points over the last five years. Graduation rates have remained relatively stable.

Figure 29: Cumulative Grade Point Average for All Pre-Program and Program Students



The college strives to provide proactive support to students struggling with class attendance or participation, or those with evident academic or non-academic risk factors, early in the academic term. The college’s Early Alert process allows instructors to submit referrals for students of concern to the Student Success Services staff. Student Success Specialists then meet with these students to discuss their plans in college and potential success strategies.

The effectiveness of Early Alert is evaluated in several ways. Figure 32 shows the rate of students re-enrolling

or graduating after responding to an Early Alert referral. As the percentage of Early Alert responders leaving the college has declined over the years, the percentage of students re-enrolling or graduating has increased. Subsequent term GPA for Early Alert responders has also increased over the years (Figure 33).

Figure 30: Fall-to-Fall Retention Rates for All Pre-Program and Program Students

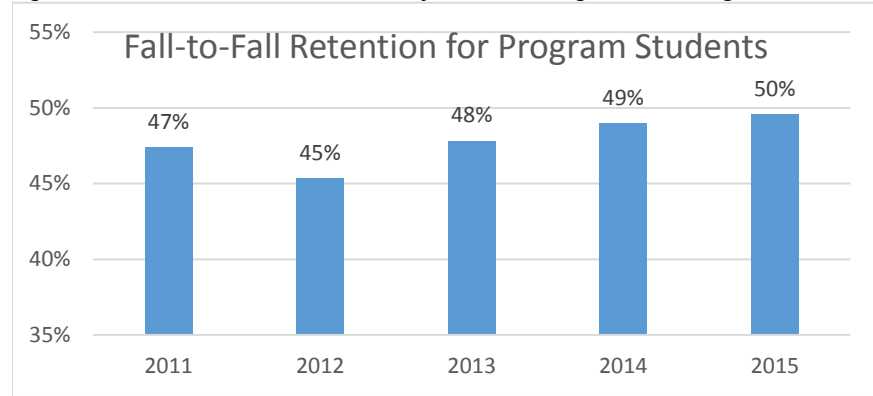


Figure 31: Graduation Rates for All Program Students

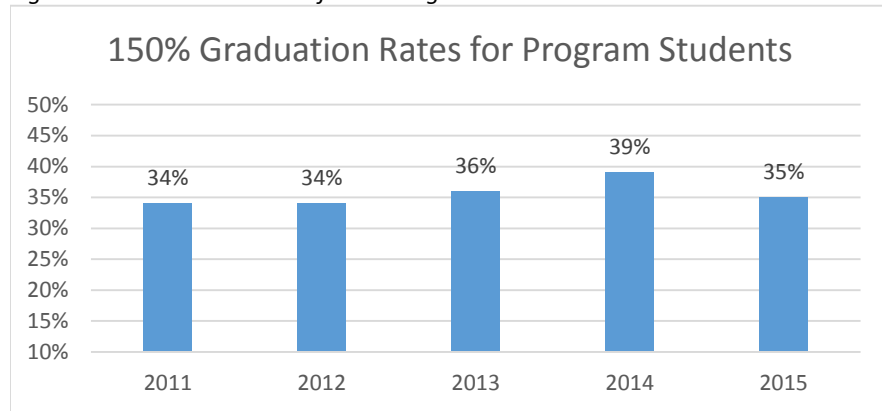
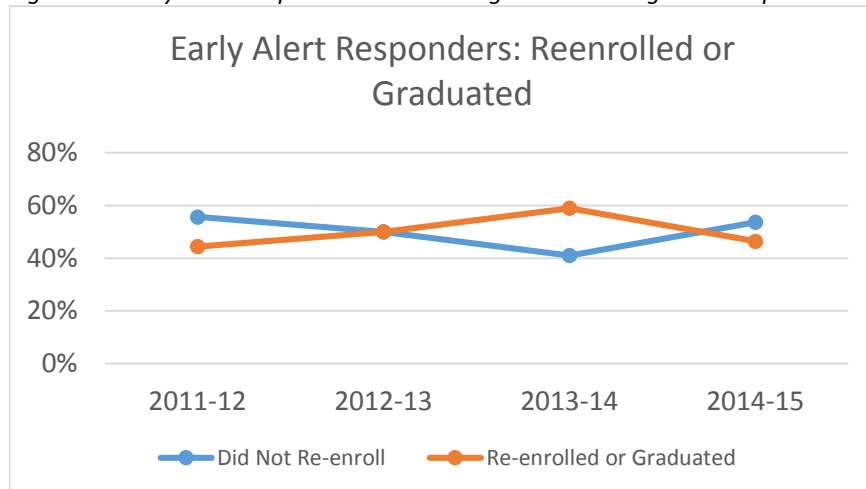


Figure 32: Early Alert Responders Re-Enrolling or Graduating in Subsequent Term



The effectiveness of Early Alert is also measured by student exit trends. Because Early Alert referrals are often given as a result of a failing grade, Student Success Specialists may advise the student to officially withdraw, avoiding Title IV return of funds. Since 2011-12, the college’s unofficial withdrawals, resulting in Title IV returns and heightened liability to the institution, have decreased. The number of academic dismissals from CVTC have also declined significantly since 2011-12. These trends indicate the Early Alert process may contribute to fewer students reaching dismissal status and being forced to repay their financial aid as a result.

Subcategory Three: Key Stakeholder Needs

Part of CVTC’s mission is to add value to its communities. The college works alongside employers, taxpayers, legislators, and other agencies to ensure the technical education needs of students are met while supporting the larger community. The college has a long history of gathering external input and determining needs of stakeholders through program advisory committees, ad hoc community groups, community visioning and listening sessions, and participation in community events, committees, Chambers of Commerce, etc. The college participates in regional and statewide committees and advocacy groups to engage stakeholders in conversation about technical education and to convey information about the institution’s mission and programming to the public.

Figure 33: Early Alert Responders GPA in Subsequent Term

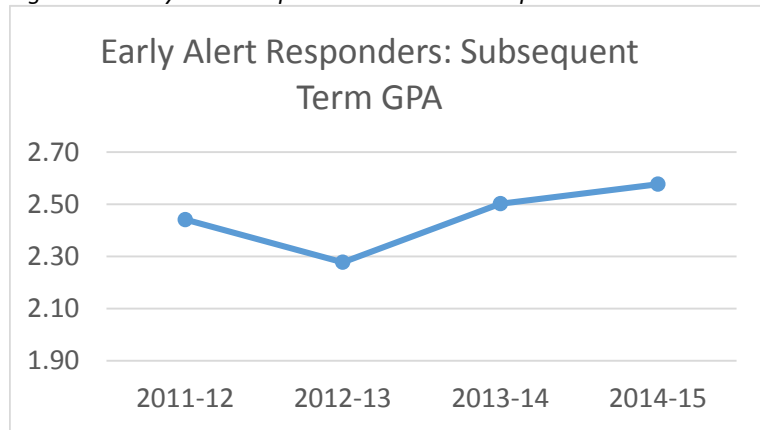


Figure 34: Title IV Returned Funds due to Unofficial Withdrawals

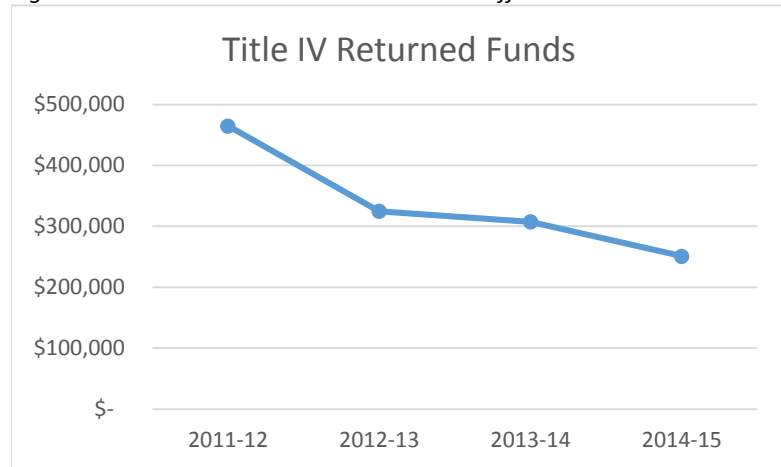
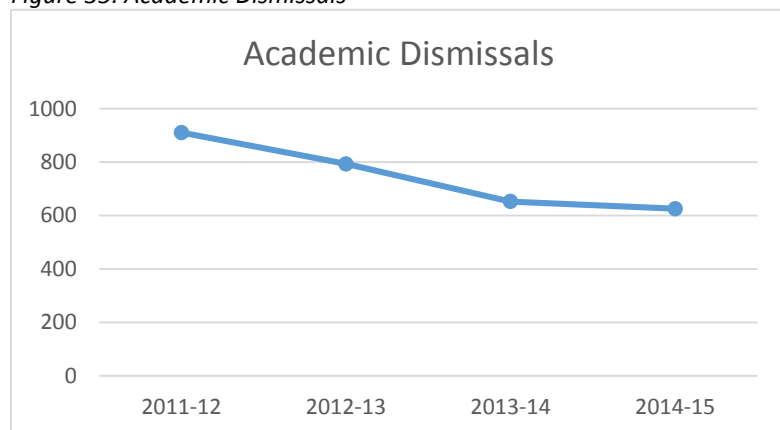


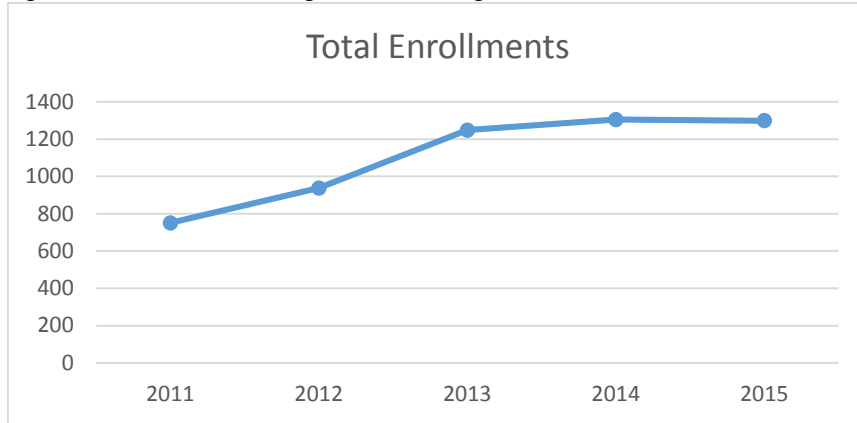
Figure 35: Academic Dismissals



Updated/New Evidence Supporting Subcategory Three

CVTC’s vision is to be a dynamic partner with students, employers, and communities to learn, train, and succeed. To support these partnerships, the college strives to align educational programs with the region’s employment needs. CVTC currently enrolls nearly 1,300 students in 25 programs in high-demand fields. The WTCS Board works with the Wisconsin Department of Workforce Development to define high-demand fields for colleges to report data on criteria within the state’s outcomes-based funding program.

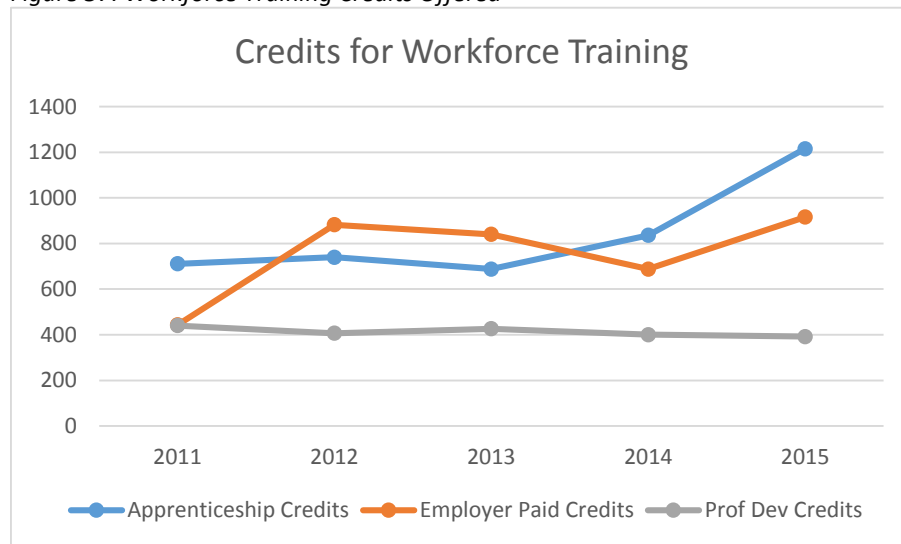
Figure 36: Enrollments in High-Demand Program Areas



Of CVTC’s 77 programs with enrollments in 2014-15, 15 of them had industry-validated curriculum, as measured by the TSA initiative’s Phase II approval process. However, all of CVTC’s programs are guided by advisory committees and community representatives who help inform curriculum development and modification.

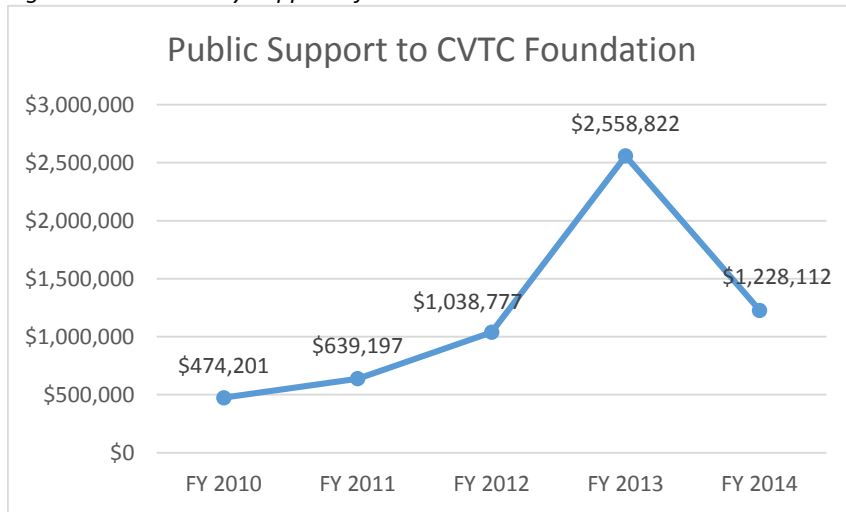
CVTC offers valuable training to area businesses through the college’s continuing education efforts, including seminars, business and industry services with customized training to meet companies’ workforce training needs, and partnership development for grant-funded business consortium training. In 2014-15, the college served 6,029 vocational adult students.

Figure 37: Workforce Training Credits Offered



The CVTC Foundation remains an important organization for engaging community members, alumni, and employers. In 2013-14, the Foundation gifted the college \$120,000 for student scholarships and \$2.9 million to support the development of an Energy Education Center on the college’s west campus. Outrights gifts to the Foundation have increased in recent years, particularly in Fiscal Years 2013 and 2014, due to the Energy Education Center fundraising campaign.

Figure 38: Community Support of the CVTC Foundation



Subcategory Four: Complaint Processes

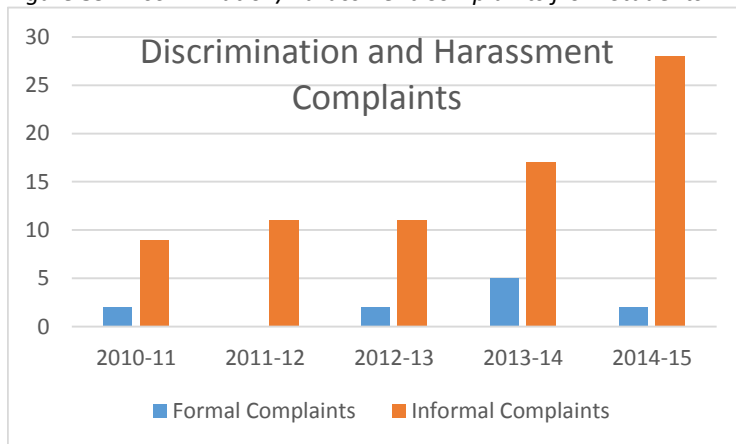
CVTC recently implemented a more systematic process for collecting, tracking, and resolving student complaints. This process, described in detail in the college’s 2015 Federal Compliance Filing, includes an online complaint form on My CVTC and an administrative process for assigning complaints and logging resolutions.

Student complaints and feedback are analyzed by leaders while developing the college budget and strategic plan. The college utilizes the student complaint process in conjunction with other student feedback mechanisms, such as course evaluations and college-wide surveys, to gauge student satisfaction and make improvements to college programs and services as necessary.

Updated/New Evidence Supporting Subcategory Four

The college categorizes complaints by cases related to discrimination/harassment and those related to everything else. Discrimination and harassment complaints are filed by the Equal Opportunity Manager (student complaints) and the Equal Opportunity Officer (employee complaints). These complaints are tracked and summarized for annual reporting to the state.

Figure 39: Discrimination/Harassment Complaints from Students

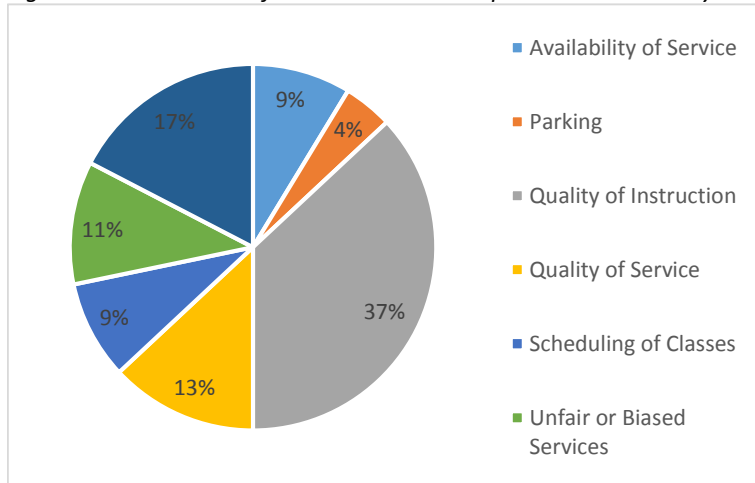


All other complaints not handled directly or through the discrimination/harassment process are submitted electronically by students on My CVTC. Implemented in January 2014, this centralized system allows college staff to manage student feedback in a systematic manner. All complaints are funneled through an administrator and assigned to designated individuals/departments within the college depending on the nature of the issue.

Since January 2014, a total of 46 complaints have been logged, 37 of which were resolved or closed and nine of which are still in process. Over one-third of student complaints are related to the quality of instruction. The college notes trends in student complaints related to events at the institution. For instance, complaints related to the quality of instruction increase following a grading period. These types

of complaints are typically resolved through a meeting between the student and the academic dean in the associated program area. After the college launched its new website in January 2015, there was a surge in student complaints regarding the new requirement for a student ID number and PIN to log into the Student/Staff Information System (SIS), where academic records, registration, and account information are stored. As a result, the college made the decision to purchase and implement a single sign-on software, thus eliminating the additional step of logging into SIS.

Figure 40: Breakdown of Online Student Complaints since January 2014



collaboration is a critical piece of succeeding as an institution and providing the best possible educational experience to students.

Updated/New Evidence Supporting Subcategory Five

The outcomes-based funding model's collaboration criterion requires that CVTC participate in statewide or regional collaboration or efficiency initiatives. To this end, the college maintains its membership in WTCS-specified statewide collaborative efforts: the District Boards Association, Purchasing Consortium, Marketing Consortium, Districts Mutual Insurance, Wisconsin Student Government, and Worldwide Instructional Design System (WIDS).

Program advisory committees meet twice per year. Minutes and attendance are taken at each meeting. Beginning in 2014-15, the college centralized advisory committee data, collecting meeting minutes and tracking attendance to observe trends. In 2014-15, minutes were collected from 43 programs. Of those committees reporting attendees present, the average attendance rate was 92%. Only five programs reported less than 50% of members present. The college also initiated a Best Practices Committee in 2014 to address the need for more consistent, systematic tracking and evaluating of advisory committee activity.

The college engages with other WTCS institutions through a variety of groups, committees, and task forces. WTCS organizes instructional and operational professionals into cluster groups that meet on a regular basis to share best practices, raise questions, and discuss program alignment across the state with WTCS representatives at state-called meetings. These meetings allow administrators, program directors and department chairs, and operational staff to network and collaborate with their peers across the state and ensure a cohesive system of colleges.

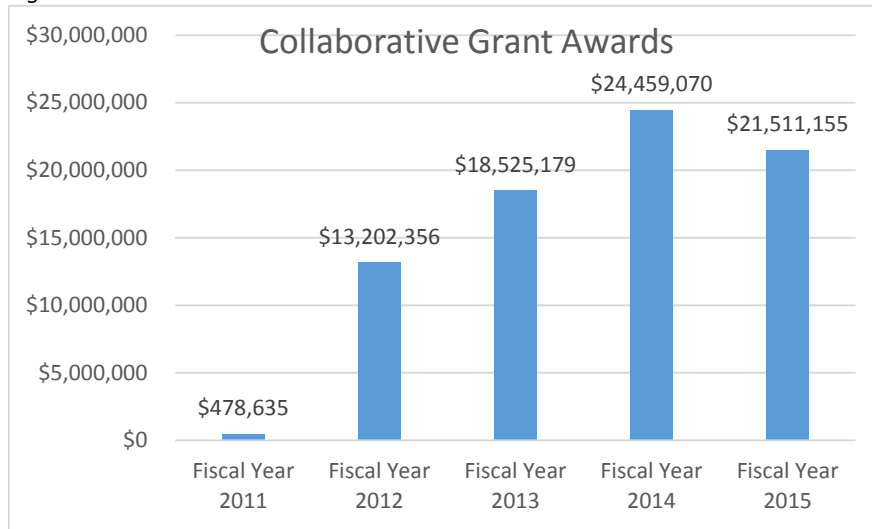
The 16 technical colleges in Wisconsin collaborate on multiple grant-funded, state-wide projects. These efforts provide significant revenue gains and enhance cooperation towards shared goals. The college also partners with many other organizations for grant projects, including local school districts, businesses,

Subcategory Five: Building Collaborations and Partnerships

CVTC values many different types of collaborations and partnerships to further the college mission and improve the communities it serves. In addition to formal program advisory committees, partnerships for special projects, grants, and initiatives, and membership in community and civic organizations or groups, the college nurtures multiple informal collaborations and relationships at various levels. As a criteria in WTCS's new outcomes-based funding program,

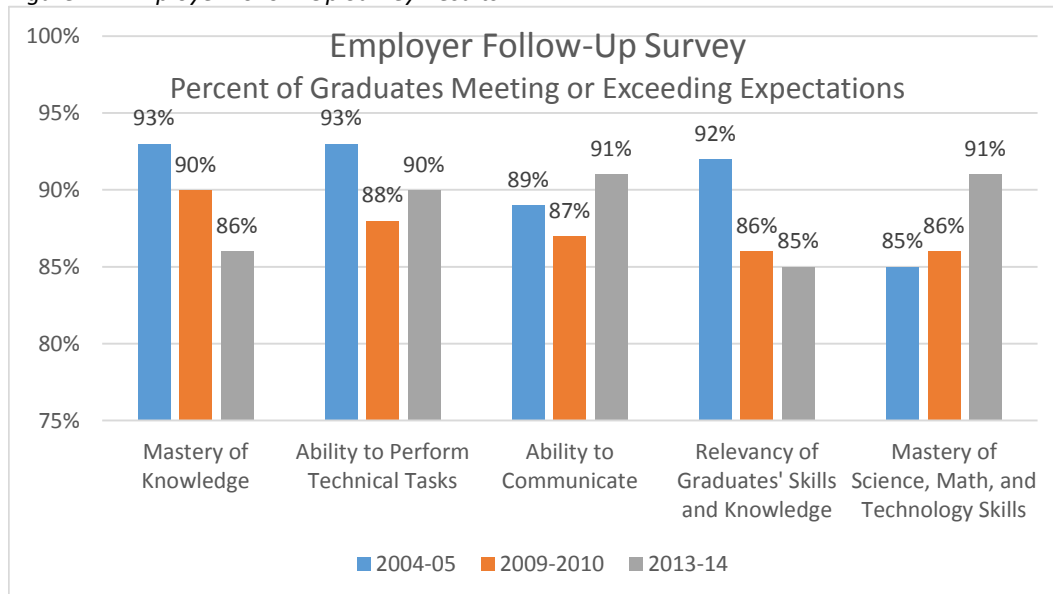
community-based organizations, and workforce resource agencies. Figure 41 shows the total funding awards for collaborative grant projects that CVTC either led or participated in over the last five years.

Figure 41: Total Collaborative Grant Awards



The Employer Follow-Up Survey measures employers' satisfaction with CVTC graduates and their training. Results from this survey enable the college to evaluate the effectiveness of its educational programs and the satisfaction level with the institution's product. In 2014, 88% of employers were satisfied with the overall preparedness of CVTC graduates and 93% of them would hire another CVTC graduate.

Figure 42: Employer Follow-Up Survey Results

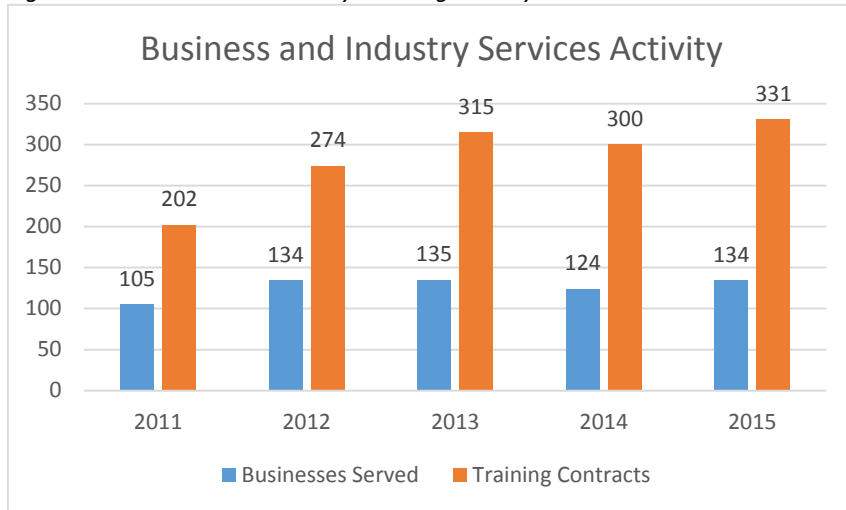


In 2014-15, the college provided continuing education and workforce training to over 6,300 workers through contracts with business and industry. CVTC evaluates its business and industry partnerships through the Economic Impact Survey, administered by the WTCS Workforce Training and Economic Development Committee. The Economic Impact Survey measures the satisfaction of area businesses with CVTC's contracted training services (Figure 44).

Table 8: Business and Industry Training Number Served

	2011	2012	2013	2014	2015
Duplicated Enrollment	5,823	6,421	6,029	5,808	6,314

Figure 43: Business and Industry Training Activity



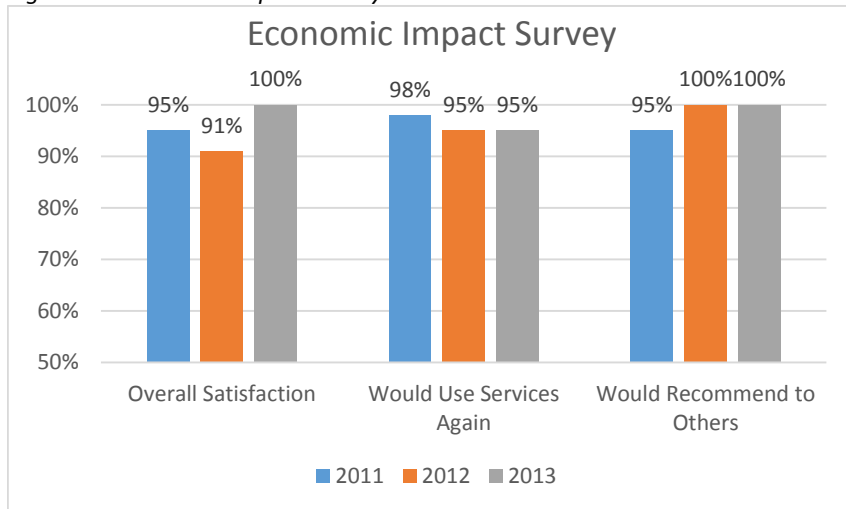
**CATEGORY THREE:
VALUING
EMPLOYEES**

CVTC is committed to the hiring, development, and evaluation of qualified faculty and staff. The college’s Cohesive Culture strategic initiative, established in 2014, aims to build on positive working relations within the college to maintain a cohesive organizational culture.

**Subcategory One: Hiring
(Core Component 3C)**

The hiring process at CVTC has been systematized in recent years. The processes for benefits-eligible and non-benefits-eligible positions are distinct. Human Resources (HR) works with hiring managers to develop position descriptions using standard templates appropriate for the position classification, which are then approved at the President’s Cabinet level. Hiring managers work closely with HR to

Figure 44: Economic Impact Survey Results



complete recruitment tasks, conduct interviews, and make hiring recommendations, all of which are approved by a college Vice President and the President.

Updated/New Evidence Supporting Subcategory One

The college hires faculty with the proper qualifications in place to provide high-quality instruction to students and meet WTCS and HLC guiding standards. The WTCS is currently improving the WTCS certification process, coined the Faculty Quality Assurance System (FQAS), which will help standardize the hiring of instructors, particularly adjunct instructors, across the state. CVTC’s practice is to hire faculty holding a degree at least one level above the degree in which they will teach. These standards are applied across the board to all faculty, including adjunct faculty and high school instructors teaching transcribed credit courses in secondary institutions, with limited exceptions made in emergency situations, such as when a higher level degree in the field does not exist or when the candidate demonstrates extensive occupational experience in the field which can supplement related credentials.

Table 9: CVTC Faculty Degree Requirements

Associate Degree General Education Courses	Associate Degree Programs	Two-Year Technical Diploma Programs	One-Year or Less Technical Diploma Programs
Master's degree in the subject area OR	Bachelor's degree in the field preferred OR	Associate's degree in the field preferred OR	Associate's degree in the field preferred OR
Master's degree in any field with 18 graduate credits in the subject area	Bachelor's degree in any area with related occupational experience based on minimum threshold of experience	Associate's degree in any area with related occupational experience based on minimum threshold of experience	Associate's degree in any area with related occupational experience based on minimum threshold of experience

CVTC tracks educational attainment of faculty. A vast majority (67%) of full-time faculty hold a master's degree or higher. Approximately 9% of faculty hold less than a bachelor's degree.

Table 10: Educational Attainment of Full-time Faculty

	2011	2012	2013	2014	2015
Doctorate	13	14	18	20	18
Education Specialist	19	14	12	8	8
Master's	119	122	143	148	133
Bachelor's	49	39	50	53	56
Less than Bachelor's	25	23	24	22	21
Total	225	212	247	251	236

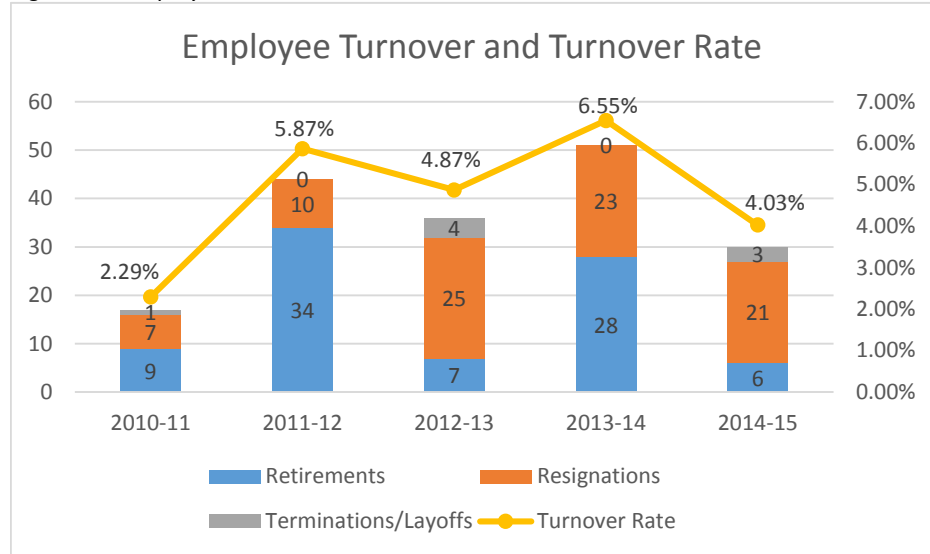
CVTC modified the college's orientation process in 2014. HR conducts an Introduction to Employment session twice per month, where employees have an opportunity to sign up for health and dental benefits, get their parking permit, gain computer/network access, and receive "survival tips" for beginning a job at CVTC. Beginning in 2015-16, employees will have the option to attend Introduction to Employment in person or complete the session online. The college offers a larger orientation session, including college leadership, twice per year for employees hired within the previous six months. The HR, Information Technology (IT), and College Professional Development (CPD) departments also offer many orientation and employment resources on My CVTC. CPD has developed several orientation and development programs for new employees or employees new to their role at the college, including: New Faculty Academy, New Leaders Academy, and a mentorship program.

The college measures and tracks employee attrition as an indicator of hiring and orientation processes, as well as workplace satisfaction. Recent changes in the state of Wisconsin's organized labor and retirement laws, along with an aging population, have initiated higher-than-average retirements and resignations at the college in the last several years.

**Subcategory Two:
Evaluation and
Recognition**

CVTC regularly evaluates and recognizes its employees through annual review processes and recognition programs. Following Wisconsin’s Act 10, which made changes to Wisconsin’s collective bargaining laws for public employees, the college restructured the salary schedules and evaluation processes for faculty, support staff, and custodial staff, moving towards a merit and market-based compensation system. Employee evaluation and recognition are important in reaching the college’s Cohesive Culture strategic goal.

Figure 45: Employee Turnover and Turnover Rate

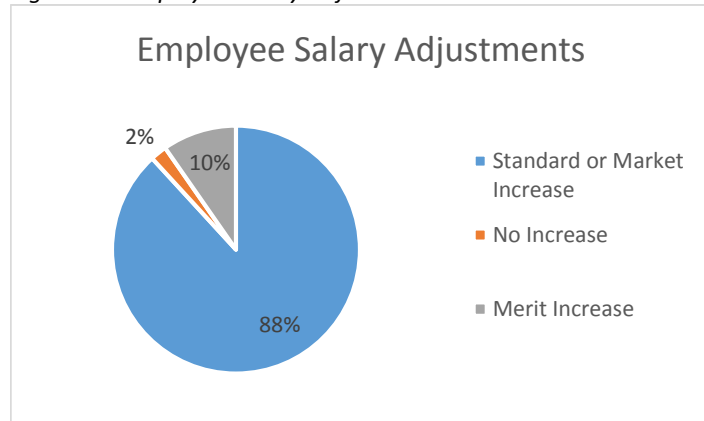


**Updated/New Evidence Supporting Subcategory Two
(Core Component 3C)**

Employees are evaluated by supervisors and, in the case of faculty, students. Employees complete a self-evaluation prior to meeting with their supervisor to document and communicate key tasks completed since the last evaluation, as well as goals and plans for the future. Employee evaluations are focused on individual progress and goals, but also help assess how the employee interacts with the college community and contributes to the institution as a whole. Faculty complete a Professional Development Plan, which includes a self-reflection and evaluation of how the individual assists with course/program evaluation and continuous improvement, as well as how they work collaboratively and communicate with the internal community. Other staff complete an evaluation and self-assessment form, which includes indicators related to fostering teamwork, supporting college initiatives, and promoting continuous improvement.

Salary increases are implemented annually, with approval from the Board of Trustees. Salary increases are based upon employee performance, with the vast majority of employees earning a standard, across-the-board increase. Merit or market increases are considered by the President and Vice Presidents on a case-by-case basis to recognize employees who have made significant progress or accomplishments over the year, or those who require a salary increase to better align with similar positions in the labor market. While merit/market

Figure 46: Employee Salary Adjustments in 2014-15



increases were previously only available to management and professional employees, they are now available to all employee groups. In situations requiring it, supervisors may place employees on a Performance Improvement Plan or Corrective Action Plan. The vast majority of employees receive a standard or market salary adjustment each year.

Table 11: Employee Evaluation Processes by Classification

Employee Group	Period of Evaluation	Required Components	Relationship to Salary
Faculty	Probationary period: annual first three years Non-probationary period: every three years	Evaluation form (including self-evaluation, competencies, goals, and actions), student surveys, supervisor and classroom observations	Salary increase based upon performance
Support Staff	Probationary period: six-month and 12-month reviews Non-probationary period: annual	Evaluation form including self-evaluation, accomplishments, goals, and learning and development plan	Salary increase based upon performance
Management and Professional Staff	Probationary period: six-month and 12-month reviews Non-probationary period: annual	Evaluation form including self-evaluation, accomplishments, goals, and learning and development plan	Salary increase based upon performance
Adjunct Faculty	Currently conducted as needed; new evaluation process with consistent evaluation periods will be implemented in 2016	May include evaluation form (including self-evaluation, competencies, goals, and actions), student surveys, and supervisor and classroom observations	Salary increase based upon performance

Table 12: Sick Leave Used

	Total Hours Used	Full-time Employees	Hours per Employee
2012-13	20,159	400	50.40
2013-14	21,174	419	50.53
2014-15	15,389	427	36.04

Tracking absenteeism helps the college gauge employee satisfaction and engagement in the workplace. In 2014-15, use of sick time decreased significantly, with an average of 36 hours taken per benefits-eligible employee.

Employees are recognized through a variety of formal and informal mechanisms. WOW!

cards are an example of an employee recognition process. Faculty and staff who wish to thank or praise a colleague publicly can submit a WOW! card on My CVTC, where they are posted for all internal stakeholders to see.

Table 13: Formal and Informal Employee Recognition Processes

Award/Recognition	Honors	Eligible Employees
Faculty Excellence Awards	Excellence in teaching	Faculty
Furstenberg Teaching Excellence Award	Excellence in teaching	Faculty
Culture of Excellence Award	Excellence in process improvements or project implementations	All employees
New Adjunct Faculty Award	Excellence in teaching	New adjunct faculty
Domer New Faculty Teaching Award	Excellence in teaching	New faculty
Chippewa Valley Association for Career and Technical Education (CVACTE) Annual Awards	Excellence	All employees
Merit salary increases	Exceptional performance	All employees
Years of Service Recognition luncheon or breakfast	5,10,15, 20, 25, 30, 35 years of service at CVTC	All employees
Retirement Reception	Recent retirements	All retirees
New Faculty Academy Celebration	Completion of New Faculty Academy Program	New faculty
WOW! cards	Customer service and individual accomplishments	All employees

CVTC administers the Personal Assessment of the College Environment (PACE) survey to all employees every other year. The survey, which was given only every three years until 2012, provides information regarding employee satisfaction and engagement. In terms of employee assessment of the college's evaluation and recognition processes, the 2014 PACE results indicated the following items had a significant increase between the 2012 and 2014 surveys:

- The extent to which positive work expectations are communicated to me
- The extent to which unacceptable behaviors are identified and communicated to me
- The extent to which I receive timely feedback for my work
- The extent to which work outcomes are clarified for me
- The extent to which my supervisor helps me to improve my work
- The extent to which there is a spirit of cooperation within my work team
- The extent to which I am able to appropriately influence the direction of this institution

Subcategory Three: Development

CVTC values employee professional development, as evidenced in the institution's core value of Excellence (Excellence: We value working together to develop and continuously improve processes that support the creative pursuit of new ideas). The institution offers several new programs and methods for professional development to employees in every classification. The Cohesive Culture strategic goal includes outcomes related to improving employee engagement and satisfaction through increasing participation on cross-functional teams and offering campus activities to foster employee cohesiveness. Professional development will be an important method of encouraging this engagement.

Updated/New Evidence Supporting Subcategory Three (Core Components 3C, 5A)

Table 14 outlines current and planned professional development opportunities for employees. These opportunities do not include conferences, seminars, workshops, presentations, and other development activities that employees may participate in on an individual or team basis with supervisor approval and budget resources available.

Table 14: Professional Development Opportunities for Employees

Activity	Eligible Employees
Wisconsin Leadership Development Institute (WLDI)	Faculty, management, and professional staff
Leadership Eau Claire, Leadership Menomonie, Leadership Chippewa Falls, and Leadership River Falls	Faculty, management, and professional staff
Faculty and Staff In-Services	All employees
New Leaders Academy	New leaders
Empowering Leaders Program*	Experienced leaders
Executive Leaders Program*	Executive leaders
Academic Leaders Program	Deans and Associate Deans
Technology for Management*	Management staff
Monthly Leadership Breakfasts	Management staff
Program Director/Department Chair Conference*	Program Directors and Department Chairs
Monthly Sessions for Program Directors and Department Chairs*	Program Directors and Department Chairs
Management Meetings Professional Development Topics*	Management staff
Tuition Reimbursement Program	All benefits-eligible employees (non-faculty)
Mentorship Program	Faculty, management, and professional staff
New Faculty Academy	Faculty
Adjunct Training Program	Adjunct Faculty
Successful Teaching Practices	Faculty
May Academy	All employees
Geek Week	Faculty and Deans
Certification Courses	Faculty
Embracing Diversity	Faculty
Educational Evaluation	Faculty
Teaching Methods	Faculty
Course Construction in WIDS	Faculty
New Faculty Seminars	New faculty
Alternative Course Delivery Training Sessions	Faculty teaching online courses
Professional Book Clubs	All employees
Monthly Cultural Competence/Diversity Sessions	All employees
Monthly Staff Development Training Sessions	All employees
President's Campus Forums	All employees

*Indicates program is planned for the future, but has not been implemented yet.

CVTC implemented a tuition reimbursement program for non-faculty employees in 2012-13 (faculty receive salary increases based on degrees held). Since then, 31 management staff, 17 support staff, and 17 professional staff have received reimbursement for education.

CVTC evaluates the tuition reimbursement program by tracking degrees and credentials earned and measuring PACE results related to professional development. The program, which reimburses employees for up to \$2,000 of tuition expenses per year, has paid out \$102,161 in the last three years, resulting in at least five postsecondary degrees for employees. The college's 2014 PACE results showed that employees rated professional development and training opportunities very highly (4.17, a significant increase from the 2012 score of 3.88).

CVTC's Wellness program, coordinated with the institution's insurer, Security Health, provides employees with an opportunity to better understand and improve their personal well-being through healthy behaviors and choices. In 2014, participating employees took 168 online health assessments to measure self-reported disease history, lifestyle, biometrics, immunizations, and health screenings. Based on a report comparing results from 140 matched participants that took the assessment in 2014 and again in 2015, the college concludes that the wellness program is positively impacting the health and well-being of participating employees. The overall average health assessment Lifestyle Score increased from 83.3 to 85.9 for the population from 2014 to 2015. Furthermore, assessment results indicated fewer employees were below recommended levels in health behaviors in seven out of eight categories, and fewer were outside of recommended biometric ranges in two out of four categories between 2014 and 2015.

Figure 47: Tuition Reimbursement Program Disbursements by Employee Group

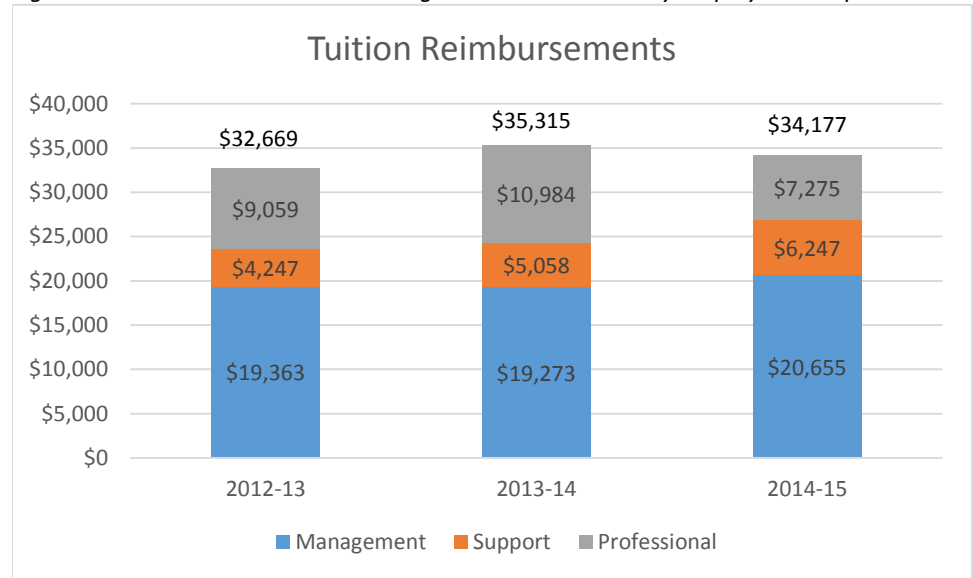


Figure 48: Health Assessment Average Lifestyle Scores

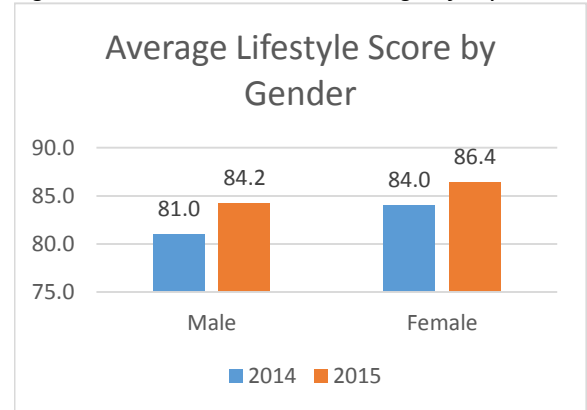
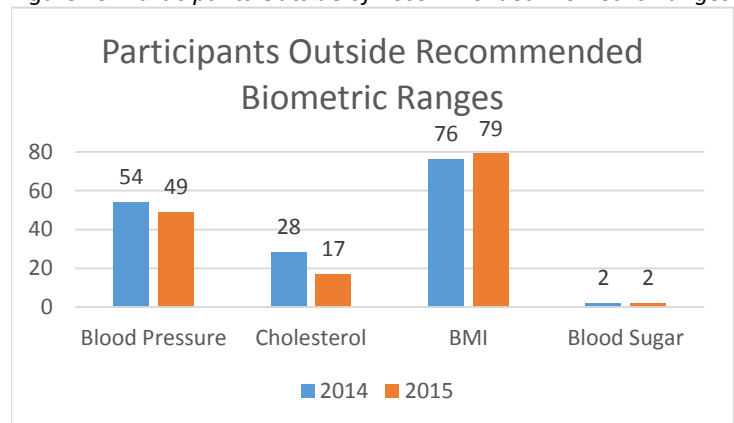


Figure 49: Participants Outside of Recommended Biometric Ranges



Overall, CVTC employees' satisfaction and engagement has improved over time. 2014 PACE results exceeded the previous administrations of the survey in 2009 and 2012. The 2014 PACE results also revealed that CVTC exceeded the norm base, a compilation of nearly 70 climate studies conducted at higher education institutions across the country, in every category of the survey. In 2009 and 2012, the college exceeded the norm base in just one category and two categories, respectively.

Figure 50: Participants below Recommended Guidelines in Health Behaviors

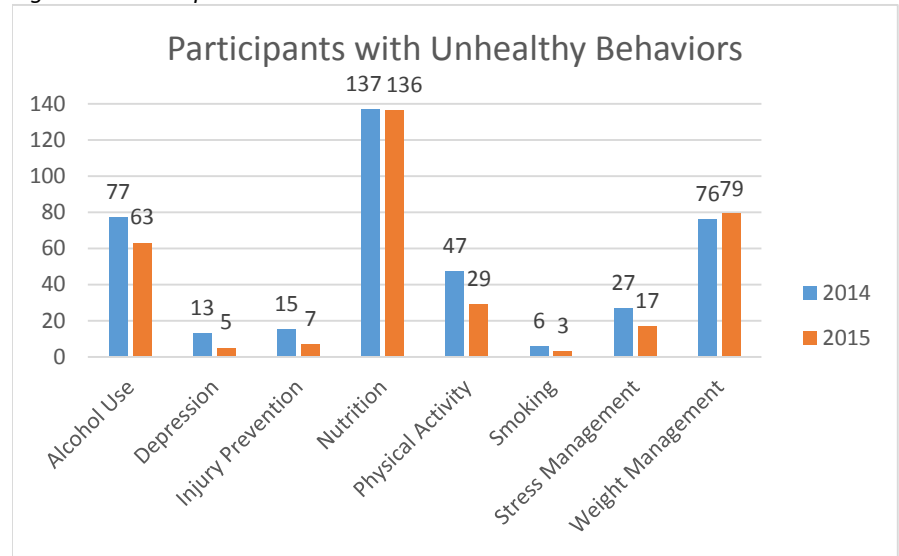


Figure 51: PACE Results Over Time

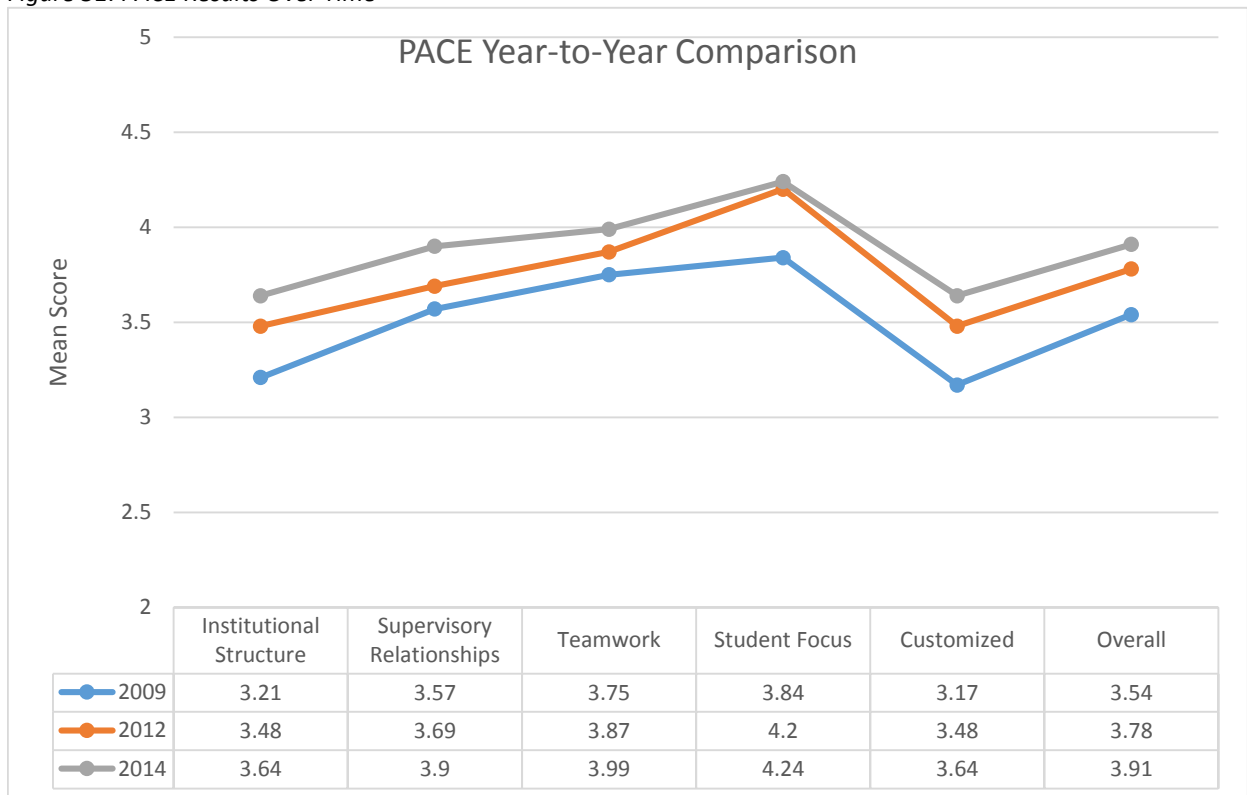
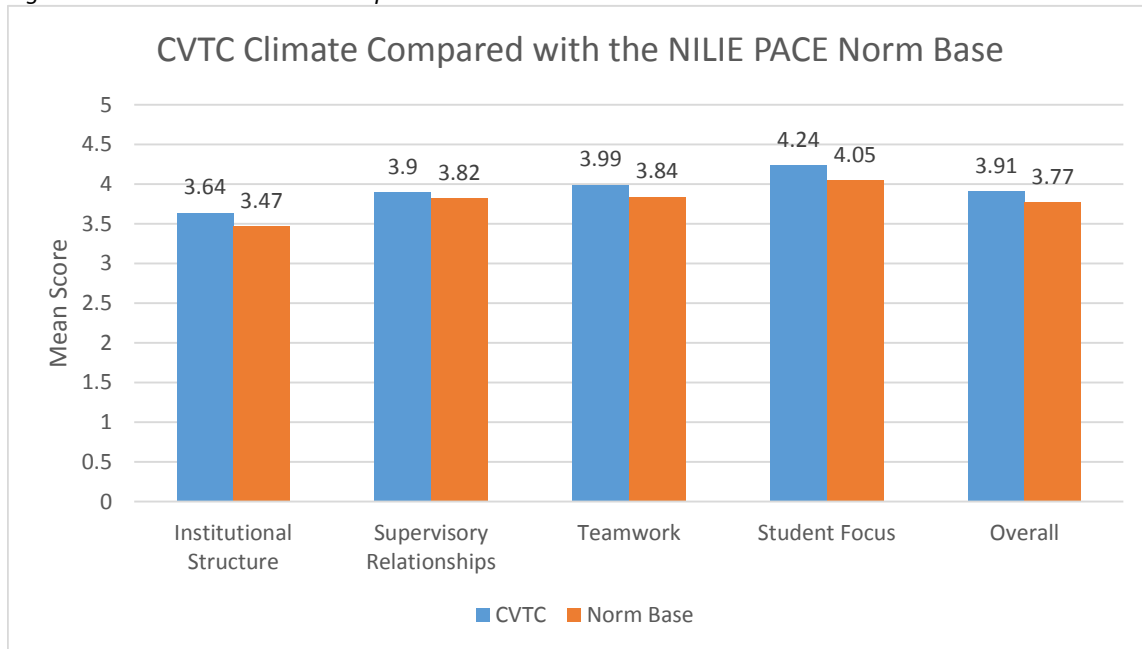


Figure 52: 2014 PACE Results Compared with Norm Base



CATEGORY FOUR: PLANNING AND LEADING

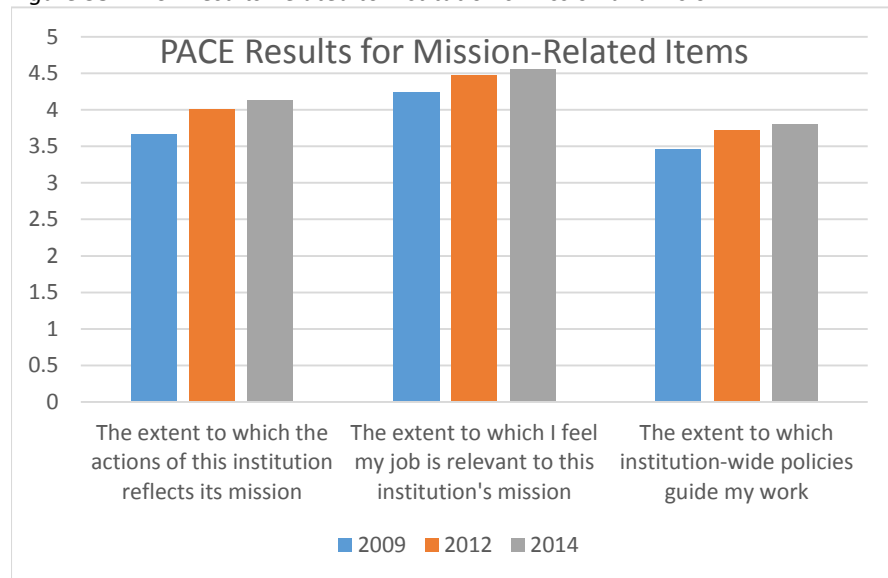
CVTC achieves its mission and lives its vision through a systematic process of planning and leading. Recent improvements in strategic planning help engage the entire institution in formulating, modifying, and deploying a comprehensive strategic plan which incorporates analyses of strengths, weaknesses, opportunities, and threats (SWOT).

Subcategory One: Mission and Vision

The college undergoes a comprehensive environmental scan and review of its mission, vision, and values approximately every five years. The institution modified its mission and vision in 2011 through an inclusive process of thoughtful deliberation and exploration, incorporating input from business leaders, community members,

employees, government representatives, alumni, students, advisory committee members, board members, and other stakeholders. This process ensures mission and vision relevance and organizational flexibility in meeting the needs of its constituents. CVTC will conduct another comprehensive scan and mission/vision review in 2017.

Figure 53: PACE Results Related to Institution’s Mission and Vision



Updated/New Evidence Supporting Subcategory One
(Core Components 1A, 1B, 1D)

Advisory committees review the college mission at each meeting, allowing committee members the opportunity to offer feedback and ask questions about the institution's direction. The mission and vision are reflected on the public and internal websites, as well as within the annual President's Report and other marketing and informational materials. The college community has confidence in the institution's mission and vision, as evidenced in related PACE results, which show increases over the last three survey administrations.

Subcategory Two: Strategic Planning

CVTC leaders implemented the AQIP Action Project, Engaging in Systematic Planning (ESP) in 2014. The goal of the project is to improve consistency and alignment in department and division planning at the college. Though the project is less than two years old, it has already made significant progress in enhancing the planning process across college levels and teams.

Updated/New Evidence Supporting Subcategory Two
(Core Components 5B, 5C)

As part of its work, the ESP Action Project committee redesigned and enhanced the strategic planning process map for the college (Figure 54). Notably, the new planning process includes regular and direct involvement of departments, requiring each team to complete a SWOT analysis every three years to determine program needs and create plans. The college then validates and updates three-year plans annually. Department plans are funneled into division plans, which directly inform college priorities and goals. Starting in Summer 2014, department chairs and program directors began participating in the college's annual strategic planning retreat. These academic leaders then return to their respective departments to develop their own plans, ensuring the college-wide goals and initiatives drive the creation of specific objectives and tasks.

Supervisors must approve unit level plans, then incorporate them into divisional plans. The college held the most recent annual strategic planning retreat in June 2015, where management staff, department chairs, and program directors came together for two days to discuss strategic initiatives and determine how each division can support these college-wide goals. Individual departments will conduct a SWOT analysis and create their own plans in the fall, after which senior leadership will create college priorities to communicate to the Board of Trustees for approval.

CVTC uses online planning software, Strategic Planning Online (SPOL) to create, organize, approve, and evaluate unit and institution-level plans. As of summer 2015, 93 employees are authorized users and have been offered training for the planning module in SPOL. SPOL users include program directors/department chairs, deans, unit managers, and administrators. The college validates the three-year strategic plan annually and shares it on the college's website and informational materials for various audiences. The Institutional Research office evaluates the strategic plan at the end of the plan year, using pre-defined measurements for each outcome.

Figure 54: Strategic Planning Process

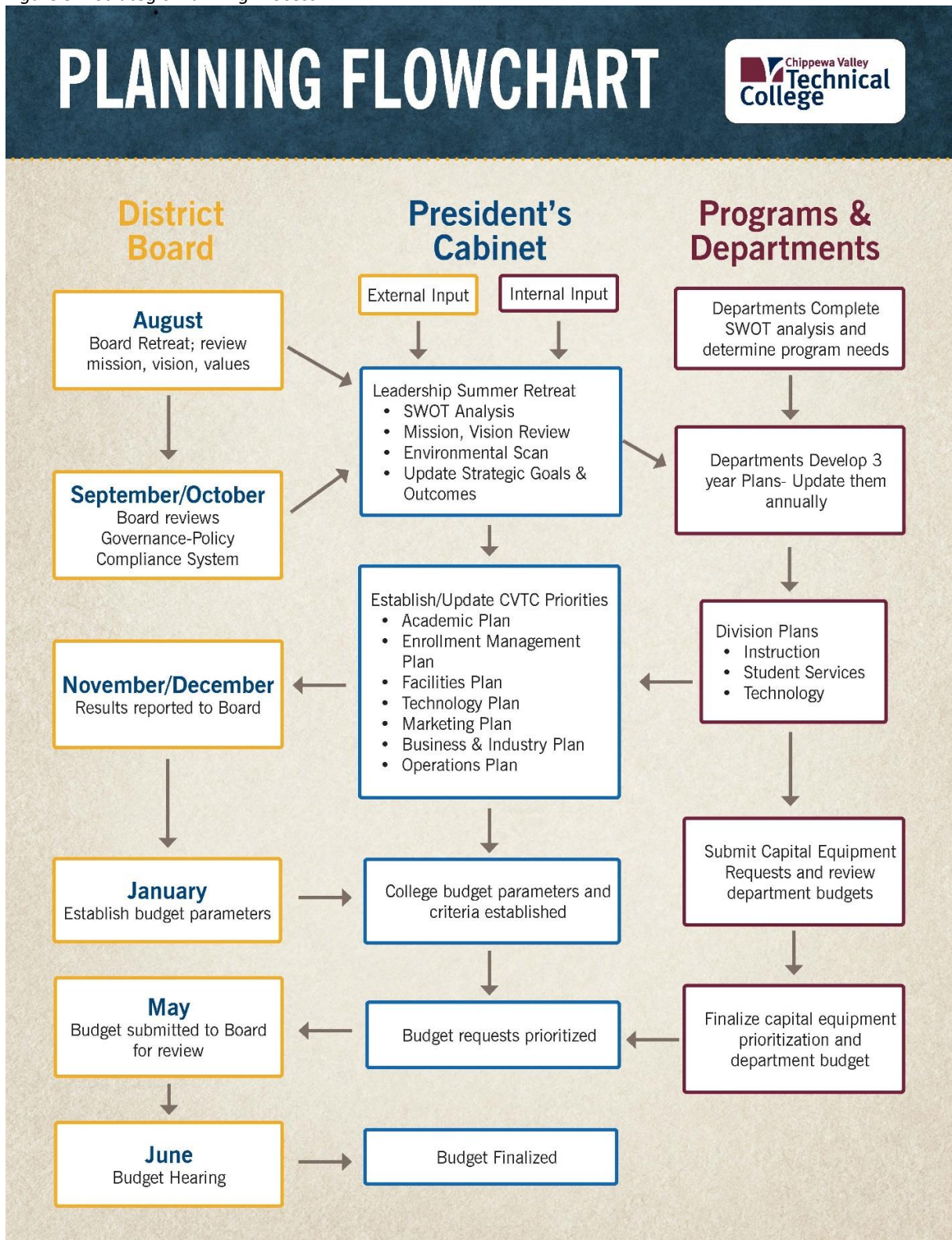
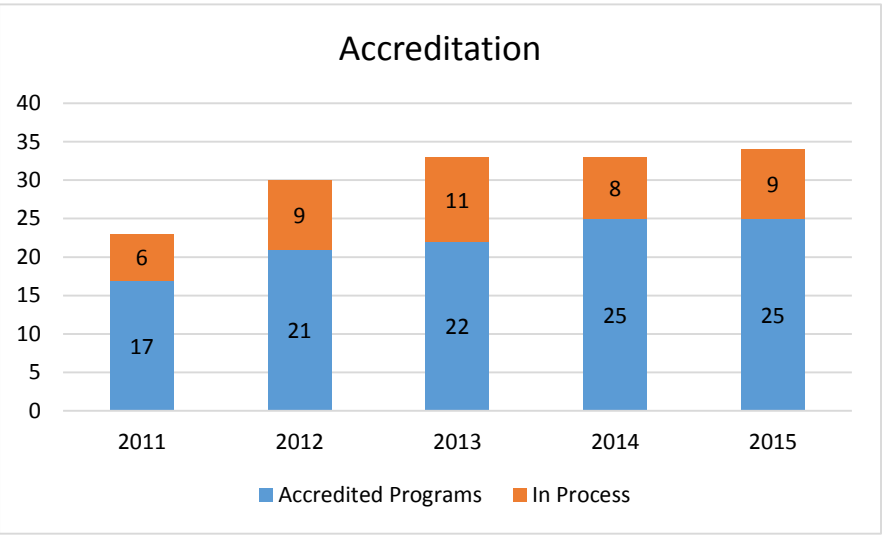
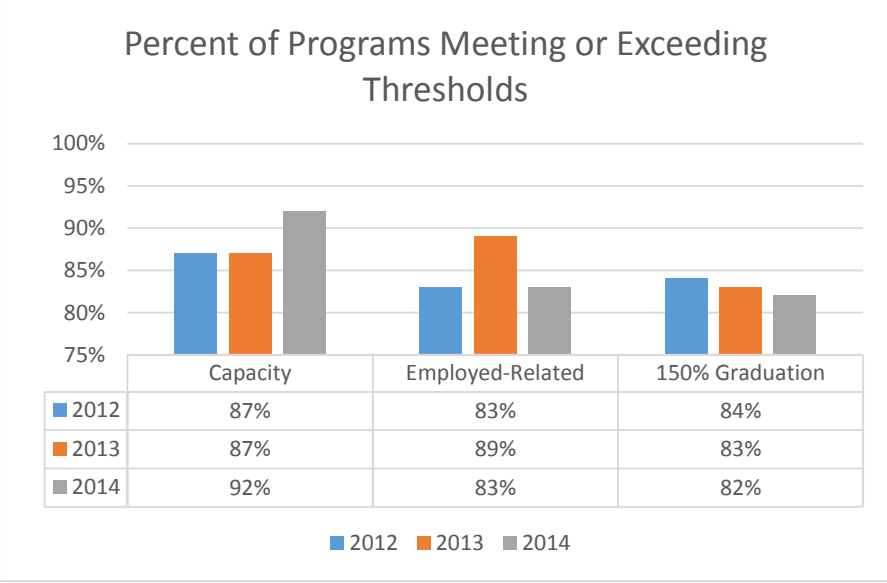


Figure 55: CVTC Strategic Goals and Outcomes 2015-16

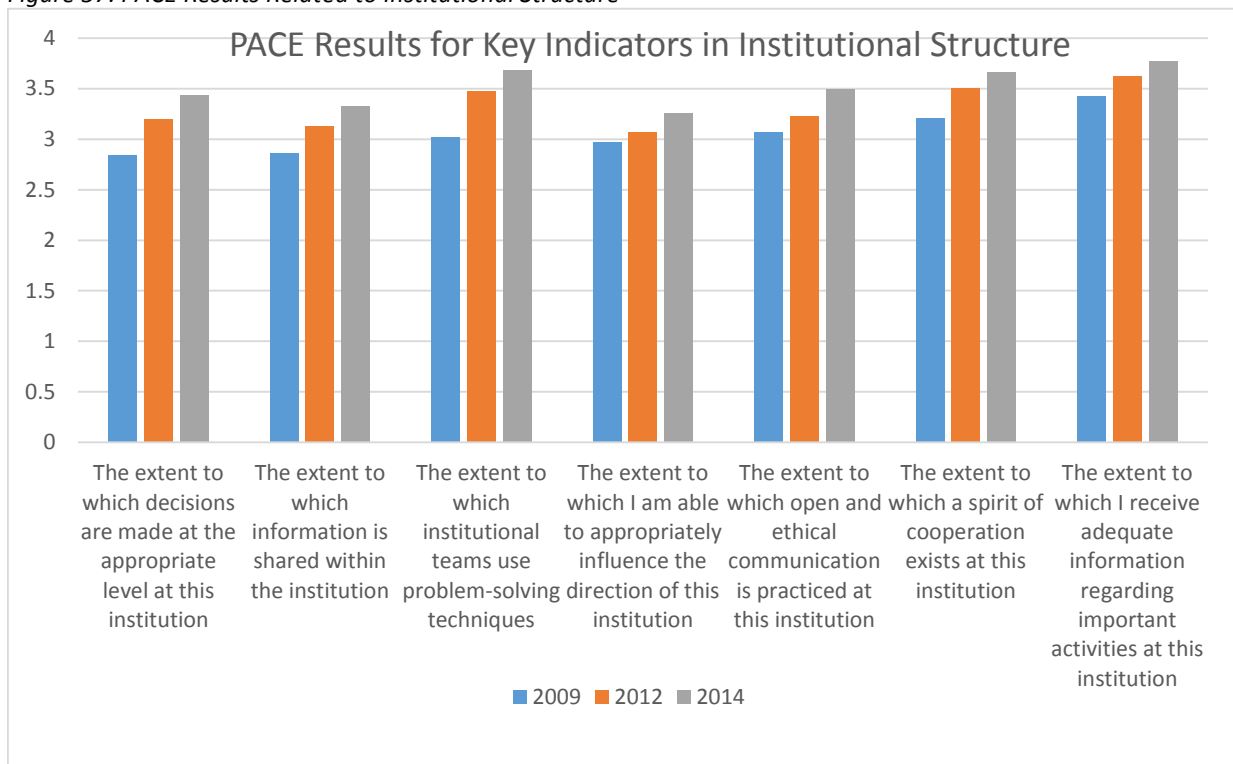
Strategic Goals 2015-2016		College Key Performance Indicators:	
		• FTE'S	• Graduation Rate
			• Placement Rate
Goal 1 <i>Quality</i> Position our college for continuous quality improvement in programs and services.	Goal 2 <i>Program Alignment</i> Align programs and course offerings with the needs of high-demand, high-growth industries in the region.	Goal 3 <i>Student Success</i> Promote opportunities for student success through support of innovative student success strategies and quality teaching and learning.	Goal 4 <i>Cohesive Culture</i> Build on positive working relations within the college to maintain a cohesive organizational culture.
Key Results <i>Individual Program Accreditations & Certifications</i> <i>Program Performance Standards</i> <i>Career Pathways with Stackable Credentials</i>	Key Results <i>High School Market Penetration</i> <i>Adult Enrollment</i> <i>Job Related Placement</i>	Key Results <i>Transfer Rates of Liberal Arts Students</i> <i>Student Persistence (fall-fall, fall-spring)</i> <i>Developmental Education Transition into Programs</i>	Key Results <i>Business & Industries Served by Contract Training</i> <i>Dual Enrollment Agreements / K12 Pathways</i> <i>Grant & Foundation Revenue</i>
Outcomes 1.1. Sustain individual program accreditation and certification. 1.2. Maintain program performance in key performance indicators (capacity, employment, and graduation rates). 1.3. Expand program development of career pathways. 1.4. Increase efficiency & integrity of College systems to support learning goals.	Outcomes 2.1. Increase bridges for K-12 students into programs. 2.2. Increase the number of adults (25 and older) that enroll in courses and programs 2.3. Maintain strong graduate employment rate. 2.4. Increase program enrollments	Outcomes 3.1. Increase credits completed and transferred in Liberal Arts program. 3.2. Support student persistence to degree completion. 3.3. Assist basic skills student in transition to occupational programs. 3.4. Strengthen course completion with assessment of learning and technical skills attainment initiatives.	Outcomes 5.1. Increase FTEs in B&I programming. 5.2. Increase high school graduates entering programs with credits earned. 5.3. Increase grant revenue through federal, state, and foundation grants.
			Goal 5 <i>Business & Community Partnerships</i> Foster continued partnerships with businesses and community organizations to develop the workforce and promote economic growth in the region.

Figure 56: Example Page from Strategic Plan Outcomes and Measures Report (2015)

OUTCOME	MEASURES/RESULTS																		
Goal 1: Quality - Position our college for continuous quality improvement in programs and services.																			
<p>Program accreditation and certification</p>	 <table border="1"> <caption>Accreditation Data</caption> <thead> <tr> <th>Year</th> <th>Accredited Programs</th> <th>In Process</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>17</td> <td>6</td> </tr> <tr> <td>2012</td> <td>21</td> <td>9</td> </tr> <tr> <td>2013</td> <td>22</td> <td>11</td> </tr> <tr> <td>2014</td> <td>25</td> <td>8</td> </tr> <tr> <td>2015</td> <td>25</td> <td>9</td> </tr> </tbody> </table>	Year	Accredited Programs	In Process	2011	17	6	2012	21	9	2013	22	11	2014	25	8	2015	25	9
Year	Accredited Programs	In Process																	
2011	17	6																	
2012	21	9																	
2013	22	11																	
2014	25	8																	
2015	25	9																	
<p>Program performance standards</p> <p>2014: Capacity: 48 of 52 Threshold = 67.9% Employed-Related: 40 of 48 Threshold = 62.5% 150% Grad. Rate: 37 of 45 Threshold = 34% Programs with scorecards: 53</p> <p>2013: Capacity: 41 of 47 Threshold = 70.6% Employed-Related: 47 of 53 Threshold = 58.5% 150% Grad. Rate: 35 of 42 Threshold = 32.4% Programs with scorecards: 59</p> <p>2012: Capacity: 40 of 46 Threshold = 88% Employed-Related: 38 of 46 Threshold = 67% 150% Grad. Rate: 41 of 49 Threshold = 27% (Associate), 50% (Technical Diploma) Programs with scorecards: 52</p>	 <table border="1"> <caption>Percent of Programs Meeting or Exceeding Thresholds</caption> <thead> <tr> <th></th> <th>Capacity</th> <th>Employed-Related</th> <th>150% Graduation</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>87%</td> <td>83%</td> <td>84%</td> </tr> <tr> <td>2013</td> <td>87%</td> <td>89%</td> <td>83%</td> </tr> <tr> <td>2014</td> <td>92%</td> <td>83%</td> <td>82%</td> </tr> </tbody> </table>		Capacity	Employed-Related	150% Graduation	2012	87%	83%	84%	2013	87%	89%	83%	2014	92%	83%	82%		
	Capacity	Employed-Related	150% Graduation																
2012	87%	83%	84%																
2013	87%	89%	83%																
2014	92%	83%	82%																

The 2014 PACE results reflect growing confidence, satisfaction, and engagement with the college’s planning process. The college surpassed the comparison norm base in the Institutional Structure category for the first time in 2014, with an overall score of 3.64 (Figure 52). Figure 57 illustrates the increasing scores in several key indicators within Institutional Structure since 2009. The ESP project will continue to address strategic planning across the college and the strategic goal of Cohesive Culture will address other important issues such as college-wide communication, teamwork, and organizational alignment. While the college already tracks and analyzes strategic plan outcomes, the ESP project and the college-wide roll-out of SPOL will enable more comprehensive evaluation of the planning process itself. College leaders can generate a variety of reports in SPOL to understand which units have completed plans, whether unit outcomes have been met, and how actual results compare to intended results and targets.

Figure 57: PACE Results Related to Institutional Structure



Subcategory Three: Leadership

CVTC operates under a model of shared governance, with college operations divided between a local nine-member District Board of Trustees and the WTCS Board. While the WTCS Board sets tuition and disburses state aid to the institution, the District Board approves operational and educational plans and budgets, the hiring of personnel, and property tax levies. District Board members are appointed to staggered terms. The District Board meets once per month, with meetings open to the public. Board members receive all board-related policies during the appointment and orientation process. These policies are also available on the college’s internal website, My CVTC. The college is led by a President, whose executive leadership team (Presidents Cabinet) includes leaders in the following divisions: Instruction, Operations, Student Services, Information Technology, Human Resources, College Effectiveness, and Marketing, Communications, and Recruitment.

**Updated/New Evidence Supporting Subcategory Three
(Core Components 2C, 5B)**

The college’s President, Bruce Barker, has been in his position since 2008. Mr. Barker and other college leaders help guide the District Board towards reflective, deliberate, and data-driven decisions about the college and its strategic plan. Board members are appointed as representative members of the communities CVTC serves in order to meet WTCS requirements and ensure equitable and fair consideration of the institution’s entire constituency.

CVTC dedicates significant resources to ensuring effective long-term leadership at the institution. The college hired an Organizational Developer in 2013 to address the need for leadership support and development. The CPD office has initiated several new professional development programs targeting leaders across all levels (see Table 14) and, following the programs’ deployment, will ensure that all leaders participate in at least one of these programs each year.

PACE describes four systems of management style: Coercive (mean score rating between 1.0 and 2.0), Competitive (2.0 to 3.0), Consultative (3.0 to 4.0), and Collaborative (4.0 to 5.0). The 2014 PACE results indicate CVTC’s composite climate to be in the upper range of the Consultative management style. Trust in the college’s management team has increased over time, as evidenced in PACE results. The Supervisory Relationships category reflected growth from previous survey results, increasing from a composite score of 3.69 in 2012 to 3.90 in 2014 (see Figure 51). Every scored item within Supervisory Relationships has improved over the last three PACE administrations (Table 15)

Figure 58: PACE Results Related to Teamwork

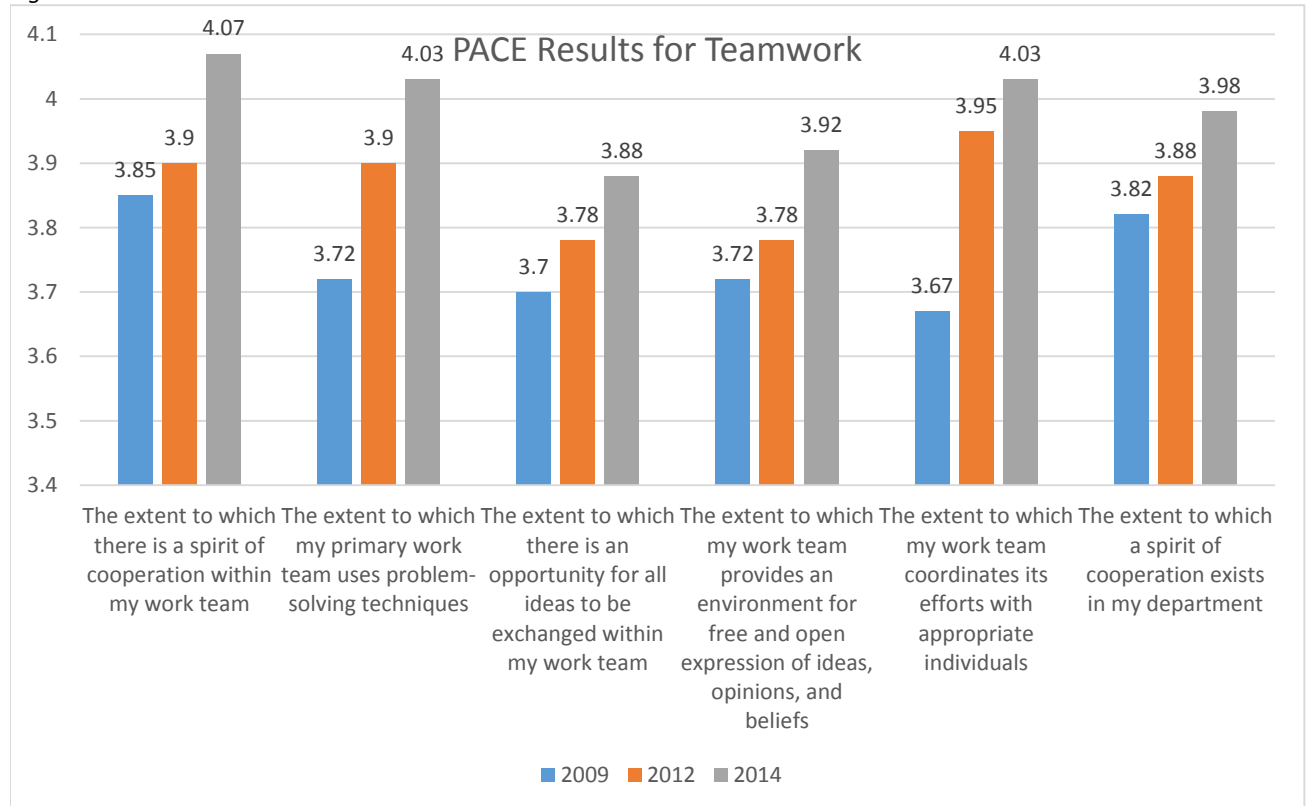


Table 15: PACE Results Related to Supervisory Relationships

Supervisory Relationships Items with Mean Score	2009	2012	2014
The extent to which my supervisor expresses confidence in my work	3.91	4.01	4.26
The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	3.87	3.74	4.12
The extent to which positive work expectations are communicated to me	3.39	3.65	3.84
The extent to which unacceptable behaviors are identified and communicated to me	3.37	3.63	3.78
The extent to which I receive timely feedback for my work	3.45	3.54	3.72
The extent to which I receive appropriate feedback for my work	3.49	3.62	3.74
The extent to which my supervisor actively seeks my ideas	3.53	3.48	3.73
The extent to which my supervisor seriously considers my ideas	3.6	3.55	3.83
The extent to which work outcomes are clarified for me	3.42	3.57	3.74
The extent to which my supervisor helps me to improve my work	3.47	3.57	3.78
The extent to which I am given the opportunity to be creative in my work	3.92	3.99	4.02
The extent to which I have the opportunity to express my ideas in appropriate forums	3.48	3.71	3.79
The extent to which professional development and training opportunities are available	3.47	3.88	4.17

CVTC has also been successful in improving the spirit of collaboration and teamwork amongst employees (Figure 58). Like the PACE results for all other categories, the college exceeded previous survey administrations' scores in the Teamwork category (Figure 51). The institution will continue to address teamwork through the Cohesive Culture strategic goal.

Subcategory Four: Integrity

The college takes care to operate with integrity in all instances, ensuring legal and ethical behavior while meeting the needs of the community and constituents. The institution establishes fair and equitable policies in the operation, education, and student services divisions, complying with regulations and requirements upheld by WTCS, the state and federal government and associated agencies, the Higher Learning Commission, and other accrediting bodies.

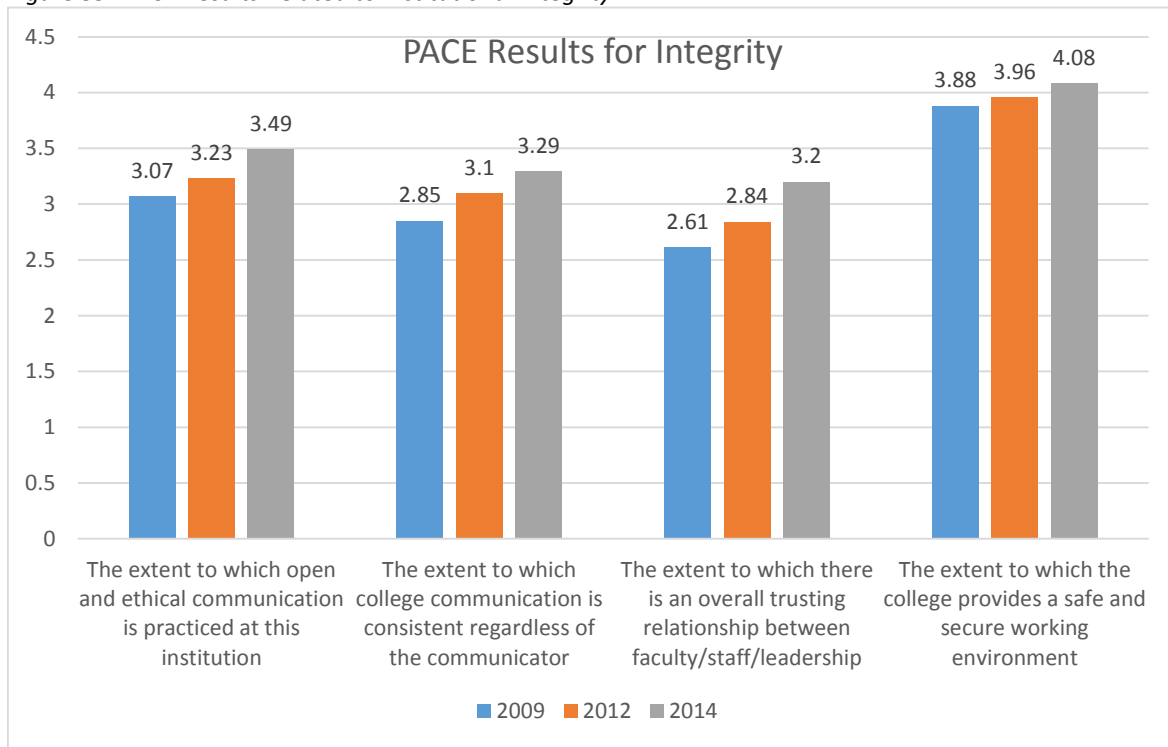
Updated/New Evidence Supporting Subcategory Four (Core Components 2A, 2B)

CVTC publishes all college policies and procedures on My CVTC. These policies reflect the college's expectations for its students, employees, and departments. The following broad categories each contain multiple policies to ensure legal and ethical behavior and compliance with regulating bodies: Board policies and procedures; college property; employees; fiscal; general; information technology; instruction; and students.

In addition to the policies on My CVTC, the college also provides information on its public website to the general public regarding admissions, academics, campus life, college costs and payment options, and more. The college's accreditation status, most recently submitted accreditation reports, and affiliation with HLC are disclosed on the public website as well.

PACE results indicate a growing sense of trust in the college’s standards and practice of ethical behavior. There was a statistically significant increase in the survey’s item related to open and ethical communication between the 2012 and 2014 results (3.23 to 3.49), as well as several items in the college’s customized questions category.

Figure 59: PACE Results Related to Institutional Integrity



Many academic programs at the institution hold accreditation from an external accrediting body. In 2014-15, 25 programs were accredited or certified by a professional organization, and nine were in the process of obtaining accreditation/certification. Program directors and department chairs, along with faculty and deans, uphold accreditation through required reporting, site visits, and instructional practices. Program-specific accreditation information and requirements are posted online on the public website’s program pages.

The college’s HR department handles workplace complaints and related issues through a Communication/Problem Resolution Procedure, described in the Employee Handbook. This procedure allows employees the opportunity to address general workplace concerns through an approach emphasizing collaborative, two-way communication. CVTC also has a contractual grievance process for issues related to employee discipline, termination, and workplace safety. There have been no formal grievances filed by employees at the college since the institution’s collective bargaining unit restructuring following Wisconsin Act 10 in 2012. In harassment and discrimination issues, employees and applicants may file formal complaints with the Equal Employment Opportunity Commission/Employee Rights Division (EEOC/ERD). Three such complaints were filed in 2012-13 and four in 2013-14; however, all were unfounded or dismissed with the exception of one complaint still in progress.

CVTC’s Institutional Research Board (IRB) reviews research projects for faculty, staff, and students at the college, as well as individuals from outside the institution seeking permission to study the CVTC student population. The IRB helps ensure legal and ethical behavior in terms of the protection of human

subjects in research activities, with 15 study approvals in 2012-13, 10 approvals in 2013-14, and one approval in 2014-15.

CATEGORY FIVE: KNOWLEDGE MANAGEMENT AND RESOURCE STEWARDSHIP

CVTC supports an environment of learning through a deliberate and attentive approach to knowledge management and resource stewardship. With the economic recovery following the 2008 recession, the college has experienced decreased enrollments and revenue streams, resulting in the need for even more careful and deliberate fiscal, capital, and human resources management.

Subcategory One: Knowledge Management

The college has worked diligently to increase data-informed decision making through the college's strategic planning and budgeting processes. Data is used in every major decision and initiative at the college, most heavily in the strategic planning and budgeting processes, grant management and reporting, and program review and improvement. The college collaborates with other institutions across the state to address data integrity and usability at a statewide level through participation in the WTCS Institutional Research Consortium.

Updated/New Evidence Supporting Subcategory One

CVTC's Institutional Research (IR) office provides data, information, and services to internal customers for the following purposes:

- Annual program scorecards/program improvement plans and comprehensive program reviews
- Focus groups and information sessions
- Institutional fact book
- Survey development and administration
- Grant development, management, and reporting
- Strategic planning (unit, division, college levels)
- Budgeting (unit, division, college levels)
- Board meeting reports
- WTCS-requested data (i.e. Client Reporting System, outcomes-based funding, etc.)
- Program-specific accreditation reports and compliance
- Miscellaneous data requests for various projects, presentations, evaluations, or reports

CVTC's IR office tracks requests for data, surveys, and other information through an online request form and ticketing system. All requests are entered online in My CVTC, assigned to an IR staff member, and completed using the most valid and up-to-date data available. This streamlined process ensures that all departments and employees are using data from a centralized source. In the last year, the IR office has logged 142 tickets. Of these, 65% are requests for data; 4% are requests for data related to grant evaluation; and 31% are for survey development, administration, or analysis. Approximately 70% of tickets are completed and closed within a week.

The IR office recently hired an analyst to provide more leading indicators to the college's existing lagging indicators, focusing on the development of data cubes and reports for college-wide use. The college has established processes for collecting, analyzing, and utilizing historical data for decision-making, but continues to expand real-time data reporting for more timely planning and projections. The Information Technology (IT) team is currently developing new data dashboards for use in recruitment and retention efforts. IT regularly collaborates with the IR office to collect data, run reports from the college's report writing system (Cognos), and develop process improvements, including the program scorecard

automation process. The college’s IT Governance Committee works to resolve IT and IR data issues and develop enhancements to data availability, use, and reporting at the institution.

President’s Cabinet uses multiple projections for developing strategic plans and budgets, including: credits per student, enrollments (FTEs), employment, economic modeling, high school graduations, and admissions trends. For example, when staff began assessing how best to reform the institution’s recruitment model in spring 2015, historical data was pulled to show the number of students applying to the college, the percentage of this number that went on to enroll, and the number of students stopping out after one, two, or three terms. These numbers were used to create a new recruitment model, reorganize the department, hire new staff, and reallocate resources accordingly in order to best meet the organization’s recruitment and enrollment needs.

Through the new WTCS Outcomes-Based Funding model, the college reflects on and uses data in new ways. The institution now regularly measures indicators within nine statutorily established criteria:

- 1) Job placement rates
- 2) Degrees and certificates awarded in high demand fields
- 3) Programs or courses with industry-validated curriculum
- 4) Transition of adult basic education students to skills training
- 5) Success rate of adults in basic education courses
- 6) Participation in dual enrollment programs
- 7) Workforce training provided to businesses and individuals
- 8) Participation in collaboration or efficiency initiatives
- 9) Training provided to special populations or demographic groups unique to the district

WTCS published the initial Outcomes-Based Funding program report in June 2015. The state disbursed a total of \$8,853,490 to the 16 technical colleges based on a combination of the nine performance criteria. CVTC received a total of \$424,759 through the Outcomes-Based Funding program. Each college selected two criteria to eliminate from the funding formula; CVTC selected criterion four (transition of adult basic education courses) and criterion seven (workforce training provided to businesses and individuals).

Figure 60: 2014-15 CVTC Outcomes-Based Funding by Criterion

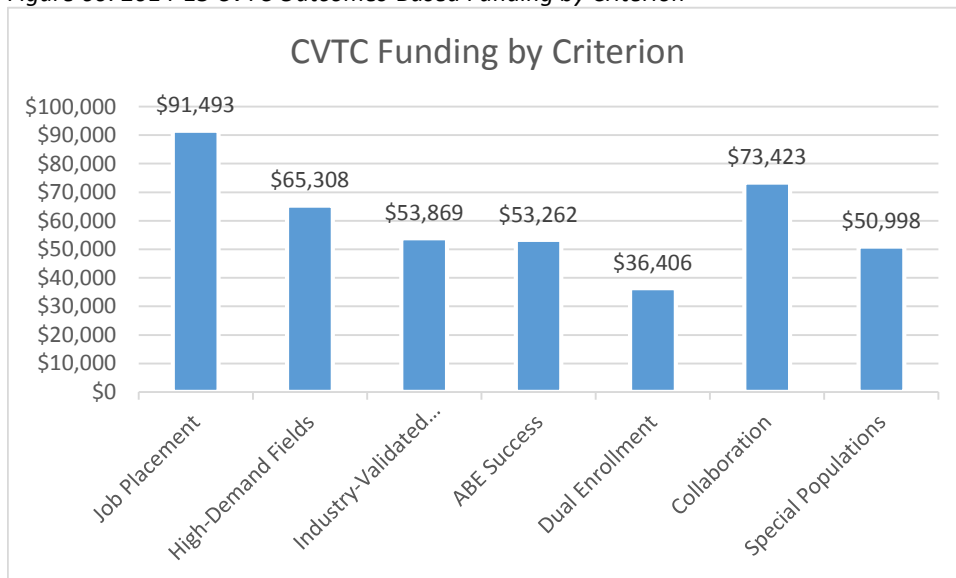
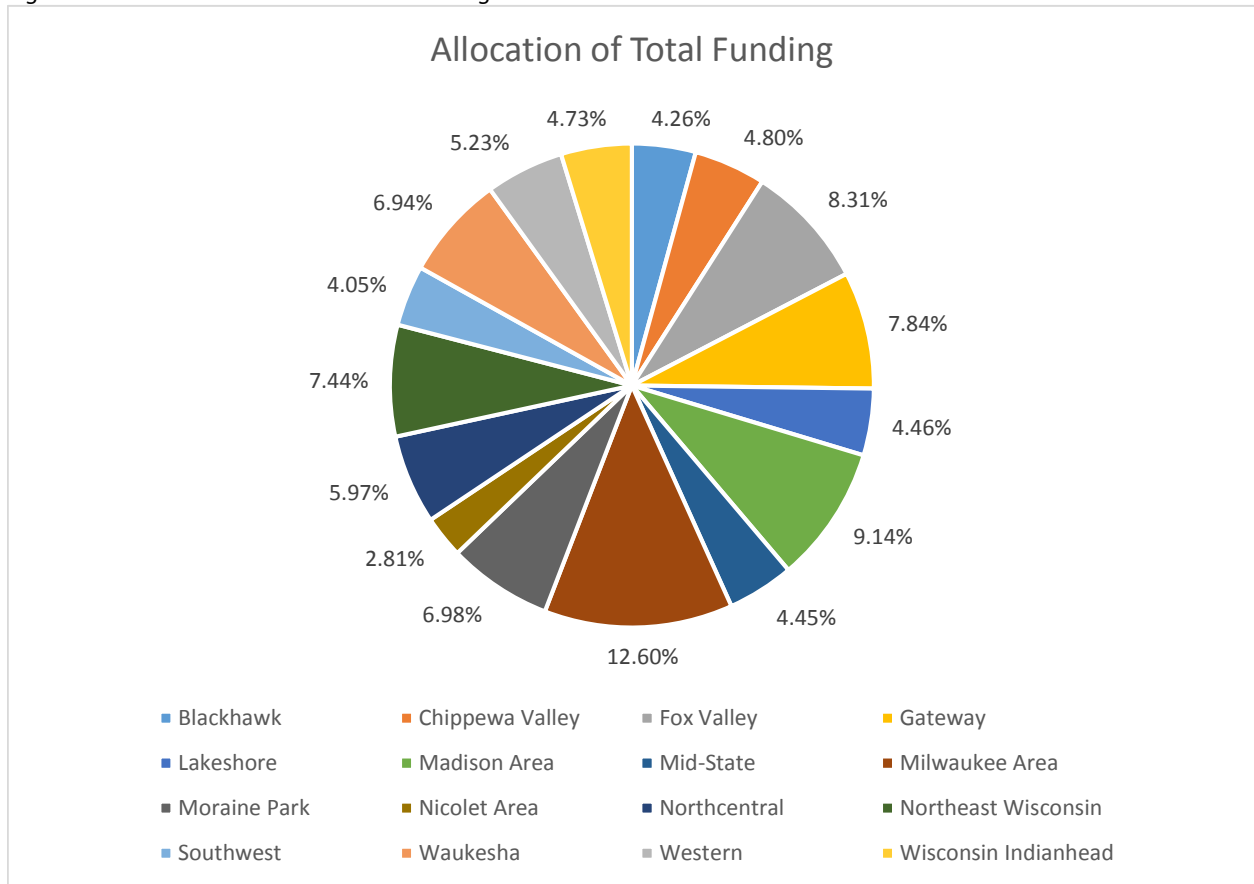
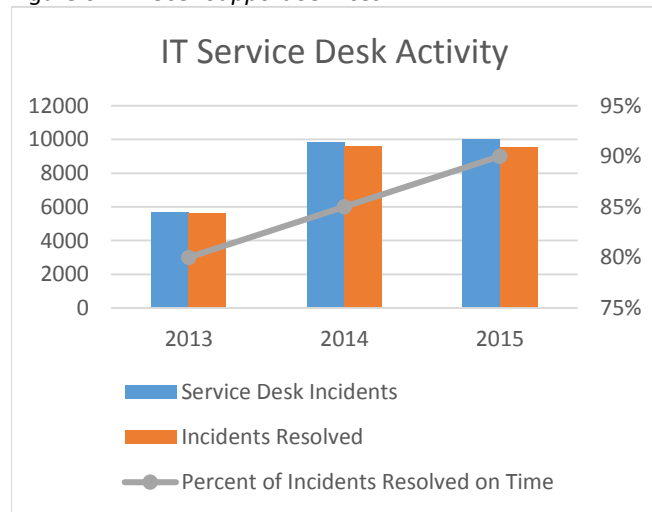


Figure 61: 2014-15 Outcomes-Based Funding Allocation Breakdown to WTCS Institutions



CVTC’s IT Service Desk tracks all technology-related cases and requests through an online incident management system. So far in the 2015 calendar year, the department has resolved 9,537 incidents; 90% of them were resolved within the timeframe set by the initiating user.

Figure 62: IT User Support Services



CVTC administers an annual IT Satisfaction Survey to all students, staff, and faculty to evaluate the effectiveness of IT systems across the institution and make decisions about future action plans for the department. The survey measures satisfaction relative to 11 different areas: IT communication, network on-campus, network off-campus, user support services, user support availability, computer availability, specialty software availability, hardware reliability, software reliability, learning management system (E360), and My CVTC. Results are analyzed by the IT department and college leaders to make changes and improvements to the IT infrastructure, processes, and human resources accordingly in an effort to best support staff and students.

Figure 63: IT Satisfaction Survey Results (Faculty)

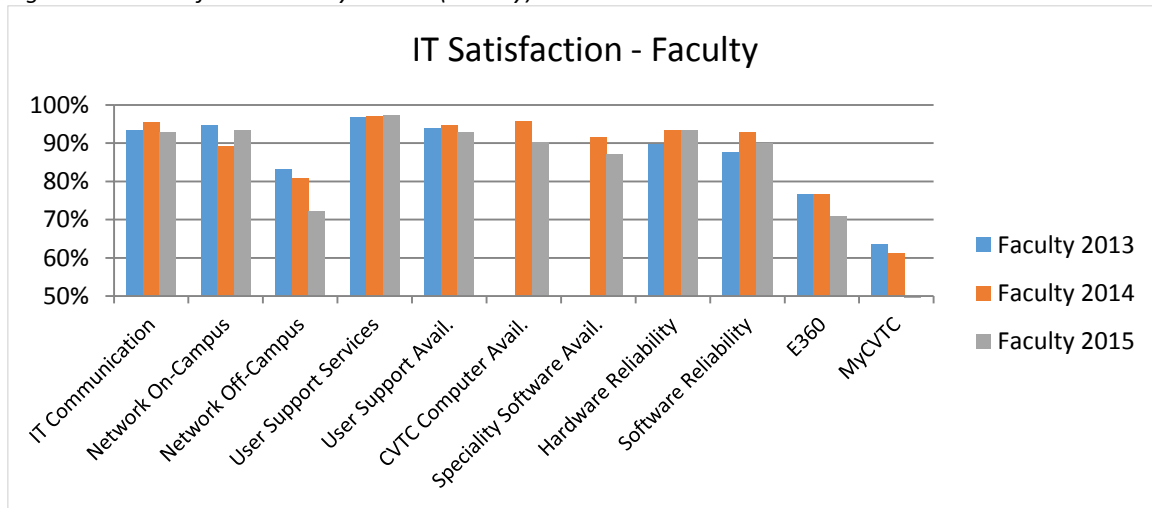


Figure 64: IT Satisfaction Survey Results (Staff)

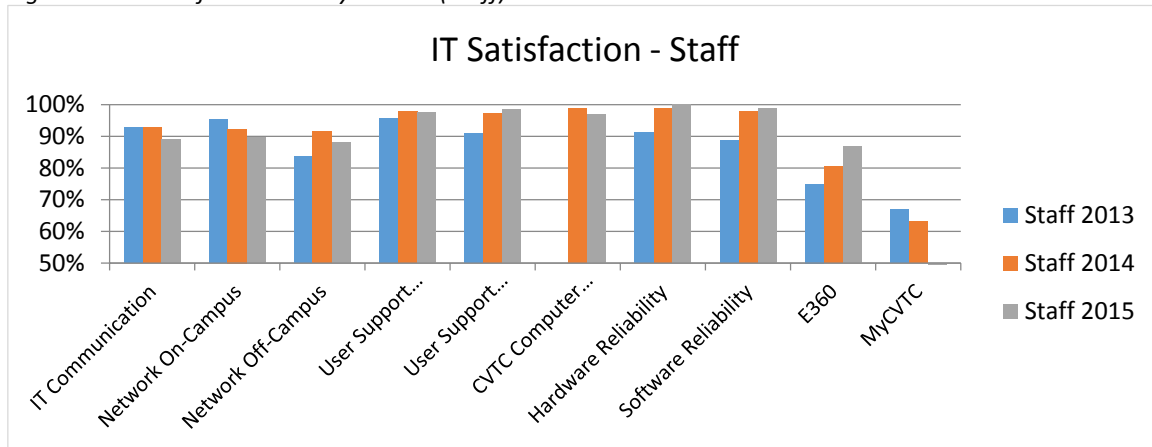
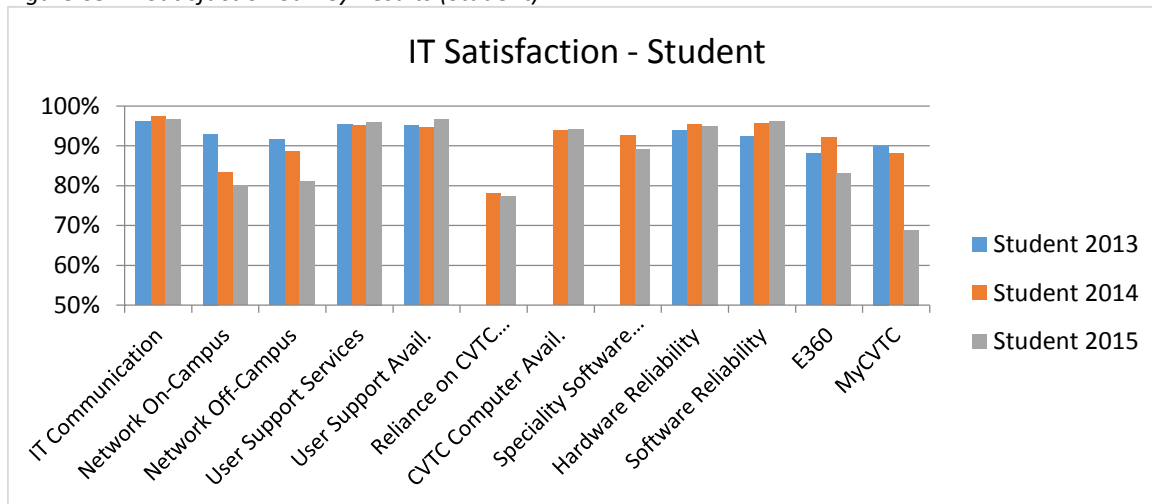


Figure 65: IT Satisfaction Survey Results (Student)



Subcategory Two: Resource Management

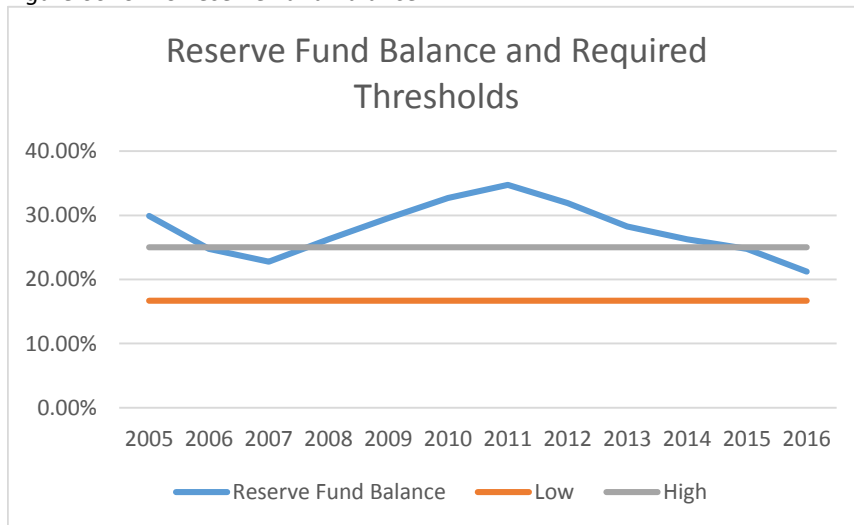
CVTC carefully maintains a solid and thoughtful approach to resource management. State aid to technical colleges in Wisconsin declined steadily from 2009 to 2014, and the ability to levy property taxes for operating revenue has been significantly limited. In addition, declining enrollments and a new outcomes-based funding formula put the college, along with others in the state, in a precarious financial situation. In 2014, the state increased state aid to WTCS institutions while simultaneously decreasing the colleges’ property tax revenue by the same amount, effectively shifting funding sources with a net-zero impact on the total, and introducing the potential of local control shifting into the hands of the state government. Overall, the fiscal outlook for technical colleges in Wisconsin has become increasingly bleak in the last several years. However, CVTC’s careful planning and efficient operating structure have helped sustain a healthy balance of income and expenditures, allowing the college to continue delivering superior programming and services at a low cost to students which benefits the local and state economy.

**Updated/New Evidence Supporting Subcategory Two
(Core Component 5A)**

CVTC’s finance office is the fiscal steward of the college, managing an annual operating budget of \$52 million and capital budget of \$15 million in 2014-15. CVTC manages its budget according to state and federal regulations and conducts an independent audit each year to confirm compliance with such requirements.

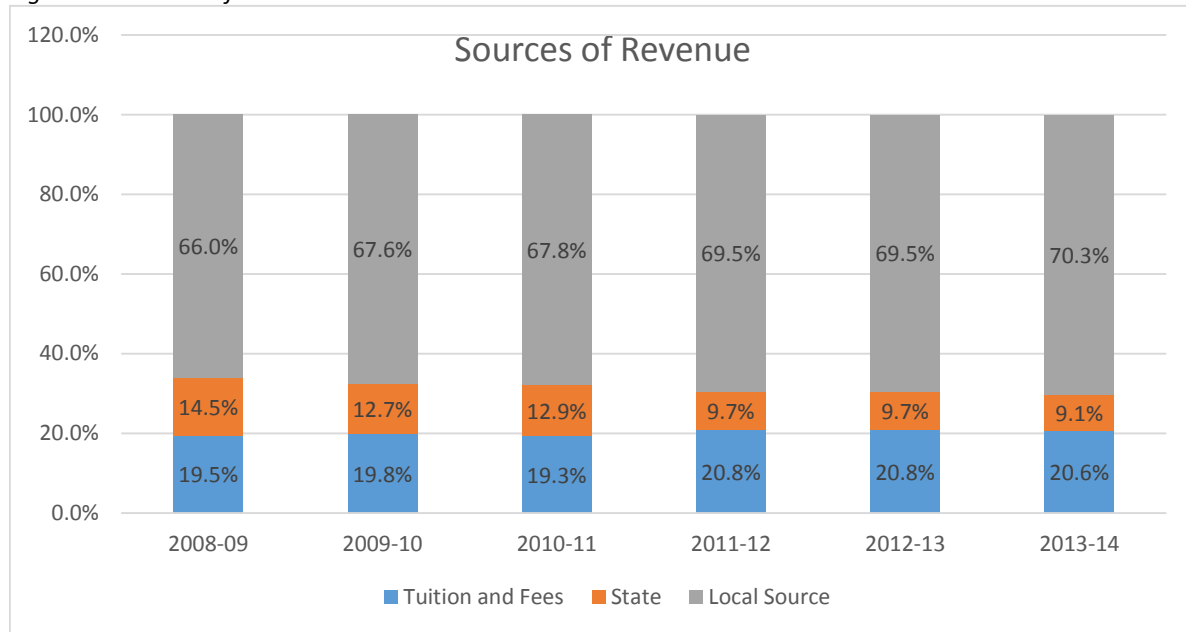
Employing a variety of political and economic modeling methods, the college forecasted the current financial situation and prepared accordingly. From 2008 to 2011, during the recession, while enrollments steadily increased, CVTC built up its reserve fund balance to its highest level in history (34.7%). These robust financial reserves helped sustain the college through several years of declining enrollments and reduced revenue streams. A policy adopted by CVTC in 1995 states that the college will maintain a reserve fund equal to or greater than between 60 days (16.6%) and 90 days (25%) of budgeted appropriations. In 2014-15, the college dipped below the top level of this policy for the first time since 2007, with a reserve fund balance of 24.8%.

Figure 66: CVTC Reserve Fund Balance



CVTC’s proportion of revenue from the state has decreased steadily over the last several years, placing a larger burden on students and local taxpayers. In 2008-09, the college’s revenue from local property taxes was 66% of its total; this percentage increased to more than 70% in 2013-14. Nevertheless, the college makes every attempt to reduce impact to students. In the same time period, the percentage of revenue from tuition and fees has increased just 1.1% (from 19.5% in 2008-09 to 20.6% in 2013-14).

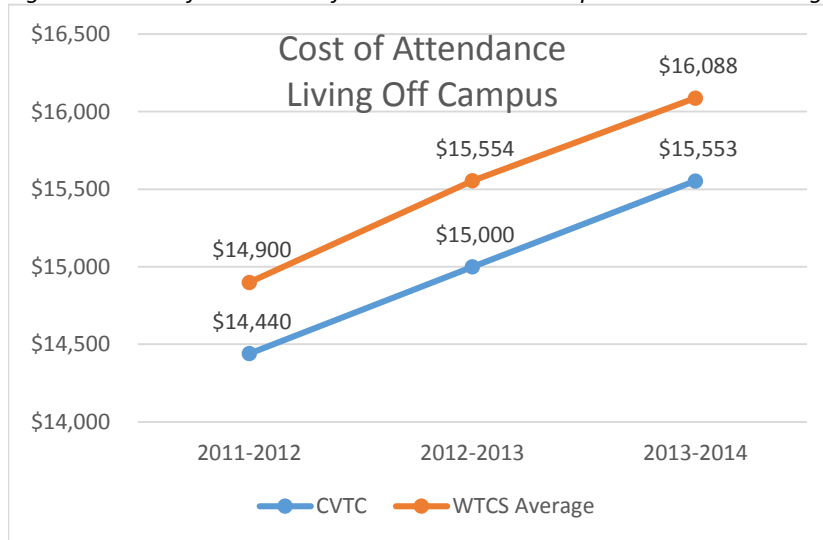
Figure 67: Sources of Revenue



Despite financial strain, CVTC maintains a comparatively low cost of attendance and cost per FTE, demonstrating the college’s fiscal dexterity and resourcefulness.

The college helps mitigate decreasing revenue streams by securing additional grant dollars. Grant funds help supplement and enhance educational programming through additional faculty, staff, training, equipment, and supplies. CVTC improved its bond rating from Aa2 to Aa1 in 2010. Moody’s reconfirmed the college’s Aa1 rating in spring 2015, validating the college’s sound financial practices.

Figure 68: Cost of Attendance for CVTC Students Compared to WTCS Average



Subcategory Three:

Operational Effectiveness

CVTC’s operational effectiveness is closely tied to its resource management. The institution’s vigilant fiscal approach allows for the continued expansion of facilities, technological infrastructure, programs, and services to meet stakeholder demand without large increases in student tuition and fees or significant sacrifice from operational and educational units. Recently the college developed a new Energy Education Center on its west

campus, remodeled several areas of the main campus’s Business Education Center, expanded programming at the River Falls campus, and launched new programming in information technology, engineering technology, and organizational leadership.

Updated/New Evidence Supporting Subcategory Three (Core Component 5A)

The college adopts a budget annually (July 1- June 30) and allocates financial resources for ongoing programs, courses, services, and strategic initiatives. The process of developing the budget is multi-faceted, with President’s Cabinet and college leaders coordinating with the Facilities and Finance and Budgeting departments to align capital and operating expenses with institutional goals and action plans.

The Facilities department develops and deploys a three-year facilities plan, ensuring adequate space and flexibility to accommodate the institution’s instructional and supportive services. Facilities uses a Facilities Assessment tool to review the current condition of all college infrastructure and create a

roadmap for future improvements. To manage customer work requests, the Facilities department uses SchoolDude, a web-based tool to schedule, track, and report on maintenance work throughout the college. Since March 2014 (the earliest data available), the Facilities department has logged approximately 5,200 work orders in SchoolDude; this number is not comprehensive, as not all informal or impromptu incidents are logged. Using only the SchoolDude data, CVTC performs 0.75 work orders per student per year, exceeding the national average of 0.31 and the top 20% benchmark of 0.62.

CVTC also tracks energy usage by campus location through SchoolDude, allowing the college to monitor ongoing utility consumption and address anomalies and issues of concern. CVTC’s overall consumption decreased in 2014-15, despite physical growth of facilities due to multiple campus renovations and construction projects.

Figure 69: Cost per FTE Compared to WTCS Average

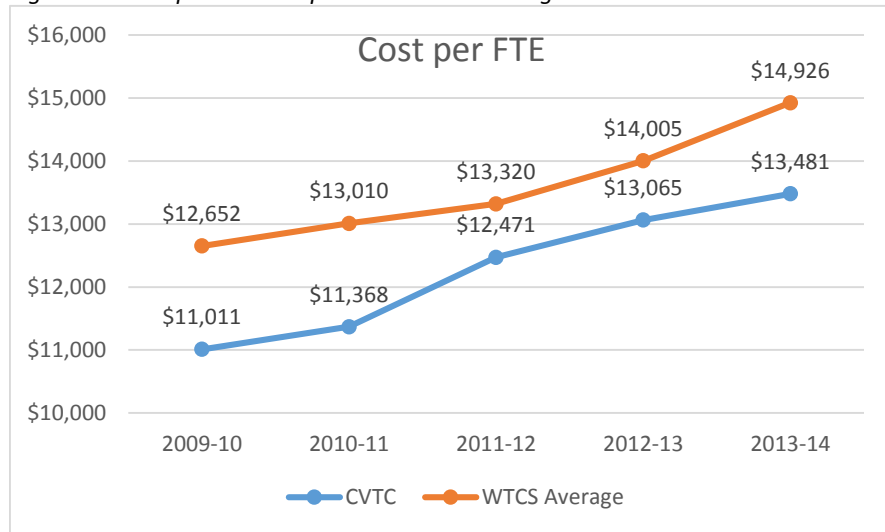


Figure 70: Grant Revenue

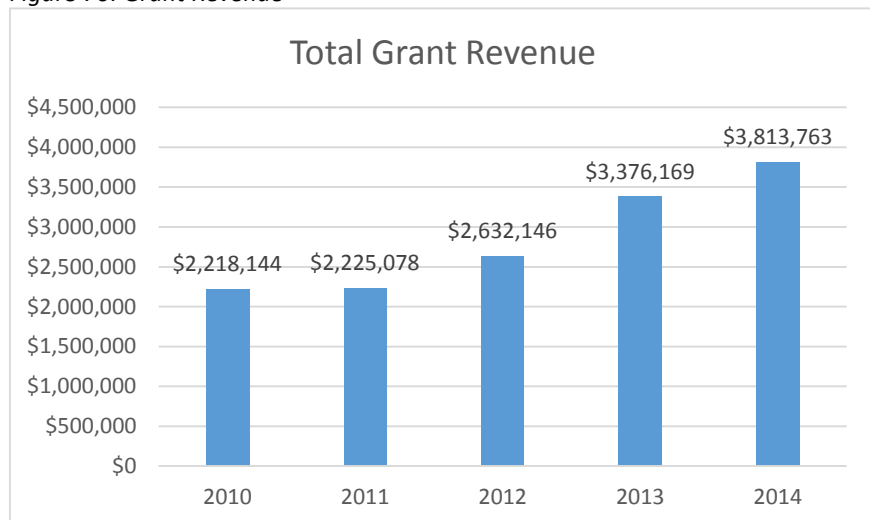
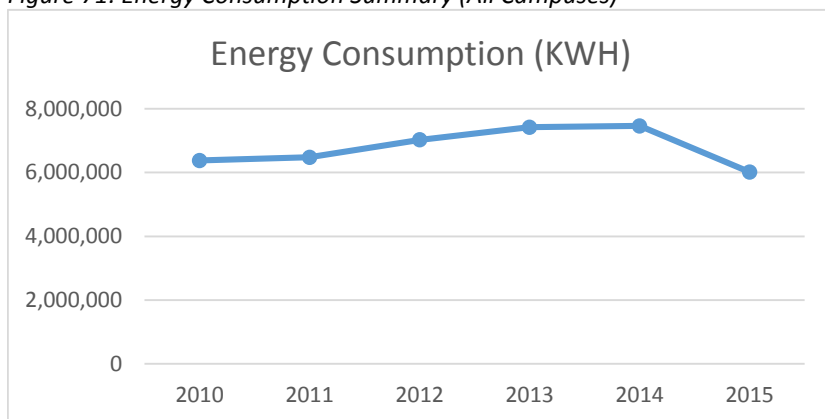


Figure 71: Energy Consumption Summary (All Campuses)



CVTC manages risk related to operational stability through systematic processes for safety and security, emergency management, and student behavior intervention. The college’s Safety and Security website on My CVTC provides information to students and staff about parking, emergency procedures, safety training opportunities, campus maps, campus crime, incident logs,

and crime prevention, and instructions/links for filing a report. A Behavior Intervention Team coordinates a centralized system of logging and tracking behaviors of concern throughout the college, encouraging a holistic approach to incident management and providing faculty and staff with access to college-wide patterns relative to individual students and situations. The college’s annual security report includes statistics on reportable crimes and is available as part of the Student Right to Know documentation in the Student Handbook and public website.

Table 16: Reported Crimes on All Campuses

Type of Crime	2011	2012	2013
Aggravated Assault	1	0	0
Burglary	0	1	0
Sex Offenses	0	0	0
Drug Abuse Violations	1	0	0
Liquor Law Violations	0	1	0
Motor Vehicle Theft	0	0	0
Murder	0	0	0
Robbery	0	0	0
Weapons Possession	0	0	0
Arson	0	0	0

Periodically, the college’s insurer, Districts Mutual Insurance (DMI), conducts a walkthrough of facilities, meant to identify areas of safety concern that may be a liability to the college if not properly addressed. In December 2013, DMI identified 54 concerns, 28 of which have been resolved and 26 of which are in the process of being resolved. DMI will conduct another walkthrough in October 2015.

Several initiatives within the college have helped improve operational effectiveness. Table 17 outlines processes/systems recently implemented or in the process of being implemented.

Table 17: Initiatives Designed to Enhance Effectiveness Across the College

Process or System	Purpose
Maxient Software	Centralized reporting and recordkeeping software to manage information related to behavioral incidents, Title IX cases, Code of Conduct violations, etc.
RAVE	Higher education campus safety system for deploying and managing emergency communications with staff and students.
Salesforce	Customer relations management software for coordinating business and industry services.
Go to Assist	Track and report customer contact data for the Information and Service Center (phone calls, emails, walk-ins, etc.).
LEAN Process Improvement and Training	Operational departments across the college have begun undergoing LEAN training and incorporating LEAN processes into workflow to increase efficiency and effectiveness.
Regional Data Center	On-site data center for regional non-profit education partners provides co-located data center services for off-site technology systems. The Community Area Network (CAN) of public service organizations currently includes the University of Wisconsin, K-12 partners, local library, area Cooperative Educational Service Agencies (CESAs), WiscNet, and UW-SysNet. The data center provides high bandwidth, low-latency connectivity at reduced costs.
Grants Dashboard	Track and report on grants developed, awarded, and pending to provide complete picture of grant efforts.
Website Upgrades	Update and reimage public website to target external customers and make My CVTC more usable for internal customers.
ERP Steering Committee	Help prioritize human and capital resources for development, maintenance, and expansion of Ellucian Banner and sub-systems related to the ERP system. Business system leaders and project managers work to allocate resources for ERP related planning and management.
Online Continuing Education Registration	Online registration and payment system for community members and businesses to streamline the process of offering and delivering continuing educational opportunities.
Online Request Forms and Ticketing Systems	Online request and ticket forms for information technology, marketing, duplicating, purchasing, institutional research, parking, maintenance requests, ISC, etc. give customers a straightforward method for requesting services while providing departments with a systematic process for tracking, completing, and reporting on workflow.

CATEGORY SIX: QUALITY OVERVIEW

As an AQIP institution, CVTC focuses on continuous quality improvement in all areas of the institution. Quality efforts are integrated throughout the college’s infrastructure, employee groups, and instructional practices.

Subcategory One: Quality Improvement Initiatives

Quality is one of CVTC’s strategic goals, with the aim of positioning the college for continuous quality improvement in programs and services. Outcomes associated with this goal in 2014-15 included the following: sustain individual program accreditation and certification; maintain program performance in key performance indicators (capacity, employment, and graduation rates); expand program development of career pathways; and increase efficiency and integrity of college systems to support learning goals.

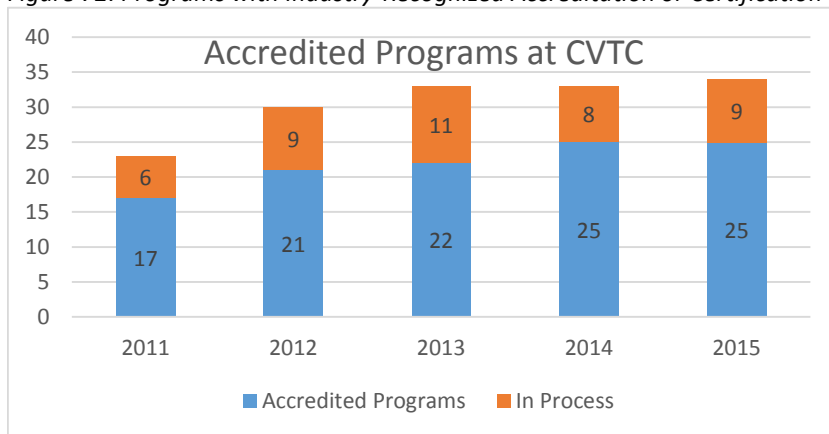
By emphasizing continuous quality improvement as a strategic initiative, the institution’s objectives and action plans align accordingly to ensure that quality improvement processes are a constant focus. Furthermore, the college includes an assessment of employees’ dedication to continuous quality improvement efforts in programs and services as part of the annual employee evaluation process. This helps ensure all employees are committed to maintaining standards of excellence and participating in/leading quality improvement activities.

**Updated/New Evidence Supporting Subcategory One
(Core Component 5D)**

CVTC prioritizes AQIP action projects as vehicles for quality improvement initiatives. The three current action projects are Credit for Prior Learning, Engaging in Systematic Planning (ESP), and Assessment of Student Learning. Action project committee members and Presidents Cabinet evaluate projects twice per year. Committee members keep college leaders abreast of progress in the projects so they can make decisions about the direction of the projects and their alignment with the strategic plan. Action projects allow the college to dedicate resources to an issue of importance and to be creative in addressing the issue effectively. PACE results indicate that employees responded increasingly positively to a customized question about the college’s innovative practices. Results for “The extent to which innovation is

encouraged at the college” increased from 3.40 in 2009 to 3.73 in 2012, and finally to 3.79 in 2014.

Figure 72: Programs with Industry-Recognized Accreditation or Certification



Educational programs at CVTC have rigorous standards of quality and undergo ongoing efforts to improve, thereby enhancing the quality of the institution overall. All programs complete an annual program review, closely examining curriculum and performance

outcomes on the program scorecards. Each program develops a program improvement plan each year. To improve industry-validated quality standards in its programs, the college is committed to increasing the number of programs with external accreditation or certification through an independent accrediting agency.

College departments conduct continuous quality improvement efforts on an ongoing basis at the college. Examples of such activities are outlined in Table 18.

Table 18: Continuous Quality Improvement Efforts

Objective	Activities To-Date
Improve adjunct faculty preparedness and experience at CVTC	<ul style="list-style-type: none"> • Hire Adjunct Faculty Developer • Develop Adjunct Faculty Orientation • Offer Adjunct Teaching Excellence Award • Develop support materials and resources for adjunct instructors • Deploy WTCS Faculty Quality Assurance System to ensure adjunct have proper qualifications to teach at CVTC
Develop and implement career pathways for students	<ul style="list-style-type: none"> • Hire Career Pathway Coordinator • Implement several grant projects focused on developing career pathways in health care, manufacturing, and business programs • Work with WTCS through CVTC's Department of Labor Trade Adjustment Assistance Community College and Career Training (TAACCCT) program grant to advance career pathways systems at the state level (\$5 million subcontract)
Improve quality of online courses	<ul style="list-style-type: none"> • Transition to new learning management system (E360) • Assess, train, and support faculty teaching online courses
Improve leadership development and succession planning	<ul style="list-style-type: none"> • Develop and deploy leadership professional development programs
Engage college community in strategic planning efforts	<ul style="list-style-type: none"> • Deploy ESP Action Project activities • Include program directors/departments chairs in strategic planning retreat • Train and support users of SPOL to input unit-level plans, conduct SWOT analysis, and assess results
Assess and compare college performance with peer institutions	<ul style="list-style-type: none"> • Deploy outcomes-based funding model
Enhance marketing and recruitment efforts to reach target audience more effectively and increase enrollments	<ul style="list-style-type: none"> • Utilize market analytics for data-based decisions regarding advertising dollars spent, customers reached, and associated results • Redevelop public website to better meet the needs of external customers and target demographic groups • Reorganize Marketing and Communications department to include Recruitment staff • Deploy Recruitment Committee to research best practices and develop new methods for attracting new students • Coordinate with Business and Industry Services to develop a marketing plan for workforce training audiences
Redesign developmental education programming	<ul style="list-style-type: none"> • Deploy Developmental Education Redesign Committee to research best practices and develop new methods for helping students succeed in college-level courses • Redesign the Prepared Learner program to adopt an integrated support model for reducing student attrition
Expand credit for prior learning (CPL) program	<ul style="list-style-type: none"> • Hire Credit for Prior Learning Coordinator • Implement an online CPL interest form to collect student information and provide support to students seeking CPL • Develop and deploy assessments for prior learning • Develop and deploy systematic processes for students to provide proof of prior learning, assess knowledge, and obtain credit • Pursue alignment of non-credit to credit processes for workforce training partners

Subcategory Two: Culture of Quality

In 2012, the Wisconsin Forward Award Board of Examiners placed CVTC at the Mastery recognition level, the second highest level possible. This placement confirms the institution's ongoing commitment to integrating continuous quality improvement into its culture. The Cohesive Culture strategic goal supports the commitment to maintaining a culture of quality. CVTC's College Effectiveness Committee reviews and assesses continuous quality improvement efforts on campus, including accreditation processes and involvement in the Continuous Quality Improvement Network (CQIN). CVTC became a member in CQIN in 2014. CQIN is a higher education membership organization that provides colleges with networking and learning opportunities to foster continuous improvement and performance excellence. The college is working to integrate CQIN recommendations into college practices to promote a culture of engagement and success.

Updated/New Evidence Supporting Subcategory Two (Core Component 5D)

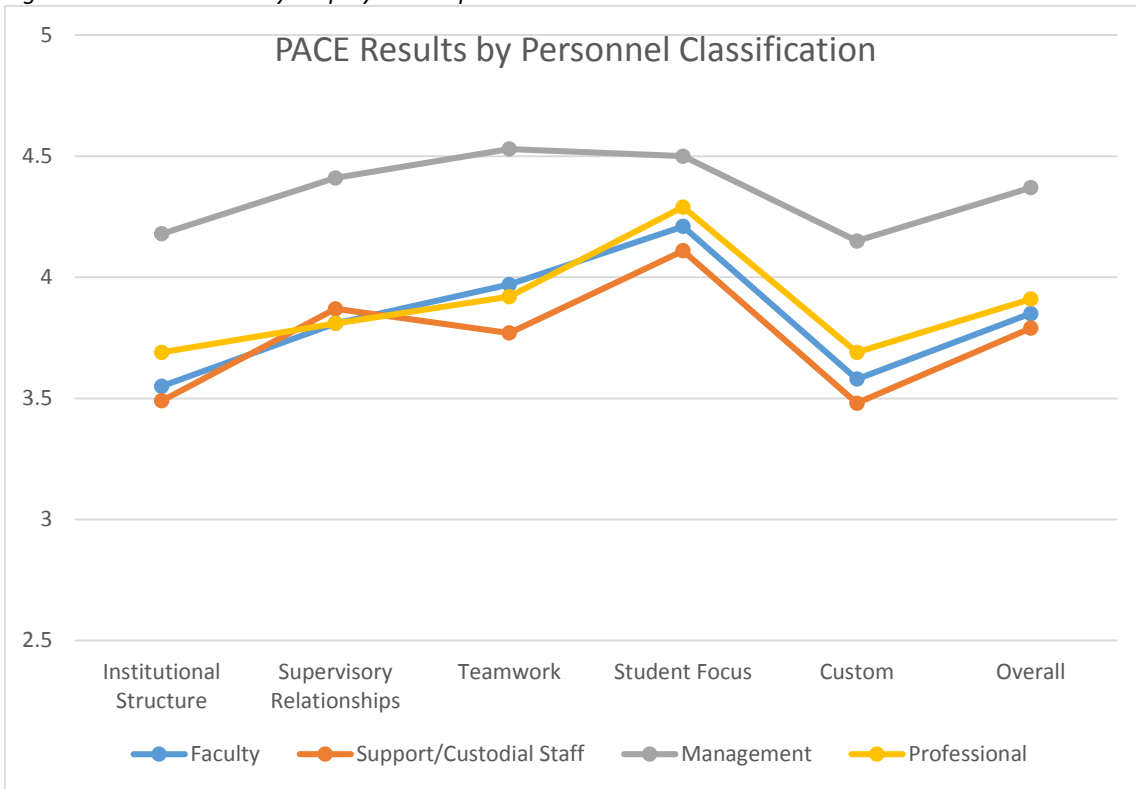
College leaders attending CQIN Summer Institutes in 2014 and 2015 collaborated with President's Cabinet and CPD to promote lessons learned and best practices at CVTC. Table 19 outlines activities to-date.

Table 19: CQIN-Related Activities Deployed at CVTC

Date	Activity
Summer 2014	Leadership book study
Summer 2014	Competencies related to mission and employee engagement in the New Employee Orientation and New Faculty Academy
Fall 2014	In-service theme and keynote speaker: servant leadership
Fall 2014	In-service session topics related to employee engagement, emotional intelligence
Fall 2014	Leadership and Staff In-service "tours" of college campuses and programs to connect faculty and staff with the institution's mission and varied programs and ties to industry
Fall 2014	Leadership breakfast series: engaging employees
Winter 2015	Competencies related to employee engagement and emotional intelligence in the New Leaders Academy
Winter 2015	In-service session topics related to employee engagement, emotional intelligence; student, community, and business presenters/panels to demonstrate the college's connection with the community
Summer 2015	Leadership book study
Fall-Spring 2012-15	Monthly professional development series on employee engagement and emotional intelligence

Results from the institution's three college-wide surveys provide evidence of the organization's culture of quality (see Figures 26, 27, and 51). The college improved in every category of the PACE survey from 2012 and surpassed the norm base across the board, indicating strong growth in creating and sustaining a culture of quality. Yet, a disconnect between personnel categories in the assessment of the organization's climate suggests there is more work to be done (Figure 73). While management employees rated the college at 4.37 overall, faculty, support staff, and professional staff rated the institution at 3.85, 3.79, and 3.91, respectively. Through the Cohesive Culture strategic initiative, the college hopes to achieve more consistency in climate survey responses through employee engagement efforts and emphasizing a culture of quality in its future action plans.

Figure 73: PACE Results by Employee Group





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Campuses in Chippewa Falls, Eau Claire, Menomonie, River Falls, and Neillsville