

Assurance Argument
Chippewa Valley Technical College

Review date: 7/20/2020

1 - Mission

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

1.A - Core Component 1.A

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

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

Argument

1.A

Chippewa Valley Technical College's (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 its communities.*

The college vision is to be a dynamic partner for students, employers, and communities to learn, train, and succeed.

CVTC has six core values: commitment, collaboration, trust, respect, excellence, and accountability. Along with these values, the college's strategic plan includes five strategic goals which support the mission and vision: Quality, Student Success, Community and Stakeholder Alignment, Cohesive Culture, and College Resources.

1.A.1

Every 10 years, CVTC reviews its mission, vision, and values and makes necessary updates to reflect the college's direction and relationship with its constituents. The current mission was [adopted](#) by the CVTC District Board of Trustees in 2011 following a comprehensive process of planning and visioning by the college, the [results](#) of which culminated in three primary themes to represent CVTC's [strengths](#):

- Ability to respond to business and industry needs
- Responsive to student needs
- Collaboration with community, business and industry

Following this review process, along with notes from the college's most recent annual strategic planning retreat for leadership employees (including management and faculty program directors and department chairs), President's Cabinet drafted modifications to the college mission statement as

follows:

Mission statement prior to November 2011: *Chippewa Valley Technical College delivers superior, progressive technical education which improves the lives of students, meets the work force needs of the region, and strengthens the larger community.*

Mission statement after November 2011: *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 is scheduled to conduct another formal review of the mission, vision, and values in 2020-21. To complete this process, CVTC will once again gather broad stakeholder input, analyze the current statements, and make recommended changes for Board approval by Fall 2021.

The college also validates the mission and vision each year during its strategic planning [cycle](#). In this initial phase in the cycle, college leadership also examines the institution's strategic goals. These goals are updated frequently and reflect much of the organization's work. The [strategic goals](#) were last updated during the Summer 2018 leadership planning [retreat](#).

1.A.2

Academic 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. As of Spring 2020, CVTC offers [115 programs](#), including 46 two-year degree programs (associate degree or technical diploma), 49 one-year or less technical degree programs, 13 apprenticeships, and seven pathway certificates. The college also offers 38 local technical certificates, along with [workforce training and continuing education](#) opportunities to a wide range of area businesses and community members, providing customized training, retraining, and technical assistance to 130 area businesses annually. Consistent with its mission, the college's programs and services feature *innovative and applied education* designed to give students ample opportunity for hands-on learning and prepare them for the modern workforce.

The Wisconsin Technical College System (WTCS) has encouraged the creation of [career pathways](#) for students, which connect sequential education and training strategies with support services, leading to further education or industry certification and employment. As a result of the career pathways initiative and the creation of embedded credentials, CVTC has expanded [programs with enrollments](#) by 45% over the last five years, increasing from 77 programs with enrollments in 2014-15 to 112 in 2018-19.

The college offers programs, courses, and services across a broad geographic area in five primary [locations](#), including two comprehensive campuses in Eau Claire (main) and River Falls (branch). Smaller regional centers are located in Chippewa Falls, Menomonie, and Neillsville. Meanwhile, several area high schools host dual enrollment academies. In addition to these physical locations, the college provides abundant opportunities for [distance learning](#) through online, blended, and telepresence courses and programs. Distance learning options have expanded significantly, with [FTEs](#) in online and blended courses more than doubling over the last 10 years (from 532 to 1,378).

The college's expansive educational offerings reflect alignment with regional [economic development](#) and workforce needs (*supports the workforce needs of the region*) and a commitment to the communities it serves (*adds value to our communities*). CVTC continually grows and evolves its program array and delivery methods to better meet the needs of students and *support the workforce needs of the region*. The career clusters with the largest [enrollments](#) directly correlate with several of the district's [major industries](#): business (1,530 students), health care/service occupations (2,294 students), and manufacturing (1,003 students). In addition, in 2018-19, nearly [700 students](#) enrolled in the college's [Liberal Arts](#) transfer program, which enables students to earn 200-level general education credits in preparation to transfer to a four-year university. CVTC has [transfer agreements](#) established with 13 different programs at four-year institutions for Liberal Arts students.

High school students make up a growing segment of CVTC's enrollment profile. The college offers multiple [dual enrollment opportunities](#) to students through transcribed credit (CVTC courses taught by high school teachers), Start College Now courses (CVTC courses open to high school students), and [high school academies](#). In 2018-19, 663 of the college's FTEs came from [dual enrollment students](#), earning nearly 20,000 total credits. [High school academies](#) have expanded exponentially since the first academies offered in 2015-16, with over 100 offered in 2018-19.

Student Support Services:

CVTC provides a range of campus services and support designed to enhance the educational experience and *improve the lives of students*. Many of these services are supported through student [fees](#) and are provided both remotely and at all campus locations. Services include: academic advising, academic services, adult education and college preparation, career development, disability services, diversity services, financial aid, health services, the library, records and registration, student life, student success, technology help, and more. In addition to these educational support services provided to students, the college also offers services to students and [community members](#) through enterprise operations connected with academic programs, such as automotive repair, a full service salon, restaurant and culinary pop-ups, and a low-income dental clinic (*adds value to our communities*). CVTC's support services are described in detail in 3.D.

Beyond offering supportive services, CVTC *improves the lives of students* through direct financial support. The [CVTC Foundation](#) offers direct financial support to students through scholarships, while also supporting faculty and staff development, facilities and technology, and the broader community.

Enrollment Profile:

In 2018-19, CVTC's unduplicated headcount was 18,589, resulting in a total of 4,432 FTEs (see [Fact Book](#)). Of these FTEs, 71.2% were enrolled in an [associate degree](#) program, while 13.6% were enrolled in a technical diploma program. The vast majority of CVTC students reside within its 11-county [district](#) in west-central Wisconsin. CVTC's district [encompasses](#) 5,500 square miles, including 204 municipalities and 34 public school districts. In 2019, the district's [population](#) was estimated at 316,519. The area's population has grown approximately 2.3% over the last five-year period.

Of the college's 6,172 [program students](#) in 2018-19, 71% resided in the district's largest counties: Chippewa, Dunn, Eau Claire, Pierce, and St. Croix; over 60% lived in Chippewa, Dunn, and Eau Claire Counties. Collectively, these three counties have a [population](#) of 214,672. The average earnings per job in CVTC's district are [\\$52,400](#), significantly lower than the national average. In Eau Claire County, home to CVTC's main campus and a majority of its students,

the [median household income](#) of \$55,711 is 6% lower than the Wisconsin average. Furthermore, the [poverty rates](#) in Chippewa, Dunn, and Eau Claire Counties are all significantly higher than the state rate of 11%; an estimated 12.9% of Eau Claire residents live below the poverty level, the second highest rate in the state behind Milwaukee County. Accordingly, over 50% of CVTC program students are considered low-income; in 2018-19, 63% of students received financial aid and 41% received Pell Grants.

The Chippewa Valley region also lags behind the state of Wisconsin in [educational attainment](#). Only 25% of the district's population has a bachelor's degree or higher, compared to 29% across Wisconsin. Nearly one third of CVTC program students are first generation college students, and 22% are both low-income and first generation.

The vast majority of [CVTC students](#) are white, with students of color making up just 11% of the student body. This [percentage](#) is slightly higher than the minority population across the region (8%). Students of color make up a growing segment of the college's population, which is reflective of the increasing diversity in the high schools across the district, where 12% of students are minorities.

Following a wave of refugee migration over the past 40 years, the Hmong population is the first significant ethnic minority group in west-central Wisconsin. In 2019, there were [9,210](#) individuals of Asian descent, primarily Hmong, in CVTC's district. This number is projected to increase by 15% over the next 10 years. The region's Hispanic population is also growing quickly, projected to increase by [19%](#) in the next decade (from 11,695 to 13,863).

Unlike other technical colleges in Wisconsin and most institutions of higher education across the country, CVTC has successfully mitigated the downward enrollment trend following the economic recession and [increased FTEs](#) each year since 2015-16, with 12% more FTEs in 2018-19 than four years prior.

1.A.3

CVTC achieves its mission and lives its vision through a systematic process of planning and leading. Every 10 years, the college undergoes a comprehensive environmental scan and review of its mission, vision, and values. Every three years, the institution establishes a new strategic plan. The college's [planning cycle](#) incorporates academic and operational department plans into the college-wide strategic plan. Every year, the college validates and updates the three-year plan. Additionally, program advisory committees are provided the college mission at each [meeting](#), allowing committee members the opportunity to offer feedback and ask questions about the institution's direction (*supports the workforce needs of the region*).

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 and ensuring alignment with the college mission and vision. The institutional budgeting and planning process is described in further detail in 5.C.1.

Sources

- 2018 Summer Planning Retreat Agenda

- 2018 Summer Retreat Strategic Planning Goal Summaries
- 2019-20 College Strategic Plan
- 2019-20 CVTC Budget
- 2019-20 CVTC Budget (page number 13)
- 2019-20_Program List_01.24.20
- Advisory Committee Meeting Agenda Template-Spring 2020
- Board Meeting Minutes_11.17.2011
- Board Meeting Minutes_11.17.2011 (page number 2)
- CVTC Board Agenda Form_November 2011
- CVTC Board Policies and Procedures
- CVTC Board Policies and Procedures (page number 17)
- CVTC District Map
- CVTC Fact Book_2019.pdf
- CVTC Fact Book_2019.pdf (page number 9)
- CVTC Fact Book_2019.pdf (page number 12)
- CVTC Fact Book_2019.pdf (page number 14)
- CVTC Fact Book_2019.pdf (page number 16)
- CVTC Fact Book_2019.pdf (page number 17)
- CVTC Visioning Report_June 2011
- CVTC Visioning Report_June 2011 (page number 12)
- CVTC Visioning Report_June 2011 (page number 15)
- CVTC Website_About Us.pdf
- CVTC Website_About Us.pdf (page number 2)
- CVTC Website_Career Clusters
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- CVTC Website_Experience CVTC
- CVTC Website_Experience CVTC (page number 3)
- CVTC Website_Financial Aid Opportunities
- CVTC Website_Financial Aid Opportunities (page number 3)
- CVTC Website_High School Academies
- CVTC Website_High School Dual Credit Options
- CVTC Website_Liberal Arts Program.pdf
- CVTC Website_Online Learning
- CVTC Website_Pay for College
- CVTC Website_Pay for College (page number 3)
- Demographic Overview_CVTC District
- Demographic Overview_CVTC District (page number 6)
- District Population Estimates
- Economy Overview_CVTC District
- Economy Overview_CVTC District (page number 4)
- Economy Overview_CVTC District (page number 12)
- Educational Attainment Overview_CVTC District
- Educational Attainment Overview_CVTC District (page number 3)
- EMSI Economic Impact Study Report 2018
- MyCVTC_Transfer Agreements
- Planning Flowchart
- Program Performance Dashboard 2015-19

- Program Performance Dashboard 2015-19 (page number 2)
- Strategic Goals and Outcomes
- Strategic Plan Outcomes_2019
- Strategic Plan Outcomes_2019 (page number 3)
- Strategic Plan Outcomes_2019 (page number 5)
- Student Success Board Report_February 2020
- Student Success Board Report_February 2020 (page number 5)
- US Census QuickFacts
- Visioning Session Invite_November 2010
- WI Career Pathways Model
- WTCS Website_About Us
- WTCS Website_Mission

1.B - Core Component 1.B

The mission is articulated publicly.

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

Argument

1.B

CVTC's mission and vision guide its operations and strategic direction, and are therefore shared broadly and publicly.

1.B.1

The mission and vision are featured on signage, college publications, and official communications. The college mission and vision are reflected on the [public](#) website and [President's Site](#) on the internal My CVTC website, as well as within the annual [strategic plan](#) and other institutional marketing and informational materials.

Communications and publications where the mission is articulated include, but are not limited to: the [Student Handbook](#), [Employee Handbook](#), [hiring committee orientation materials](#), new employee [orientation](#) and training materials, [Board Policies and Procedures Manual](#), [Advisory Committee Handbook](#), [Advisory Committee meeting agendas and minutes](#), [Fact Book](#), [Strategic Plan Outcomes Report](#), the [Learning Improvement, Planning, and Assessment resource guide](#), media press releases, and customized reports, websites, and presentations delivered to stakeholders across a variety of topics. For instance, as the college pursued a referendum authorizing the creation and expansion of facilities in spring 2020, a public [website](#) dedicated to information about the effort also articulated the college mission. [Presentations](#) given to a broad array of constituent groups featured the mission as well, focusing on how referendum plans aligned with the college's strategic vision.

1.B.2

CVTC's mission, vision, values, and strategic plan are current, reviewed annually by the college and its [Board of Trustees](#). The current mission was [approved](#) by the Board in 2011 and will remain in effect until further in-depth review in 2020-21. The strategic plan is updated more frequently in order to provide innovative and responsive programs and services. [Strategic goals](#) were reviewed and adjusted in 2018 following the leadership strategic [planning retreat](#) to better align with the institution's current climate and trends in higher education.

The college aligns its measurable [outcomes](#) and strategies within these five major strategic goals, all of which advance the mission to *deliver innovative and applied education that supports the workforce needs of the region, improve the lives of students, and add value to our communities* and reflect the institution's core values of *commitment, trust, respect, collaboration, excellence, and accountability*:

1. Quality: Ensure continuous quality improvement in all college programs and services. (*delivers innovative and applied education; excellence*)
2. Student Success: Improve student success through innovative, student centered strategies and quality instruction. (*improves the lives of students; trust*)
3. Community and Stakeholder Alignment: Align programs and courses with community and stakeholder needs. (*supports the workforce needs of the region, adds value to our communities; commitment*)
4. Cohesive Culture: Develop a culture that enhances efficiency, effectiveness, and professional growth for employees. (*respect, collaboration*)
5. College Resources: Build financial strength through effective resource stewardship. (*accountability*)

1.B.3

CVTC is a public institution of higher education, one of 16 colleges in the Wisconsin Technical College System (WTCS), and authorized by [Chapter 38](#) of the Wisconsin Statutes. Several key words and phrases within the mission and purpose described in Chapter 38 are directly reflected in CVTC's mission, vision, and values, identified in bold as follows:

38.001 Mission and Purpose: The legislature finds it in the public interest to provide a system of technical colleges which enables eligible persons to acquire the occupational skills training necessary for full **participation in the work force**; which stresses job training and retraining; which recognizes the **rapidly changing educational needs of residents** to keep **current** with the **demands of the work place** and through its course offerings and programs **facilitates educational options** for residents; which **fosters economic development**; which **provides education through associate degree programs and other programs below the baccalaureate level**; which **functions cooperatively** with other educational institutions and other governmental bodies; and which **provides services to all members of the public**.

Sources

- 2018 Summer Retreat Strategic Planning Goal Summaries
- 2019-20 College Strategic Plan
- 2019-2020 Student Handbook
- 2019-2020 Student Handbook (page number 12)
- Advisory Committee Meeting Agenda Template-Spring 2020
- Advisory Handbook_September 2019
- Advisory Handbook_September 2019 (page number 10)
- Board Meeting Minutes_11.17.2011
- Building our Future Referendum Presentation
- Building our Future Referendum Presentation (page number 4)
- CVTC Board Policies and Procedures

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- CVTC Board Policies and Procedures (page number 17)
- CVTC Employee Handbook
- CVTC Employee Handbook (page number 5)
- CVTC Fact Book_2019.pdf
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- CVTC Website_2020 Referendum
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- CVTC Website_About Us.pdf
- CVTC Website_About Us.pdf (page number 2)
- Learning Improvement Planning and Assessment Guide
- Learning Improvement Planning and Assessment Guide (page number 2)
- Mission for Hiring Committees
- MyCVTC_Presidents Site
- New Staff Orientation January 2020
- New Staff Orientation January 2020 (page number 4)
- Non-Faculty Employee Performance Evaluation
- Strategic Goals and Outcomes
- Strategic Plan Outcomes_2019
- Strategic Plan Outcomes_2019 (page number 8)
- WI Statutes Chapter 38

1.C - Core Component 1.C

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

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

Argument

1.C

CVTC recognizes its role in promoting equity and diversity through the college mission, core learning abilities, and operational practices. Equity and diversity is an ongoing area of focus for the institution and a priority in 2020-21, reflected in the Student Success strategic goal ([Outcome 2.5: Identify and address student equity gaps](#)).

1.C.1

CVTC articulates four [core abilities](#) to 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* by preparing graduates to become workers, citizens, and learners in a global society. The Values Diversity core ability is comprised of five sub-components:

1. Recognizes personal biases
2. Demonstrates respectful and inclusive interactions
3. Adapts to culturally diverse situations
4. Works effectively with others
5. Demonstrates global awareness

Through its 115 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 is committed to providing [equal access and equitable experiences](#) for all of its students, [employees](#), and community members regardless race, color, national origin, ancestry, religion, creed, sex, disability, age, arrest or conviction record, marital status, parental status, veteran's status, pregnancy, sexual orientation, gender, gender identity, gender expression, sexual preference, genetics, or any other protected category. Available data show a continuing [trend upward](#) in diversity within the service district; the two largest minority populations in the region are projected to grow by 15% (Asian) and 19% (Hispanic) over the next 10 years, while the white population is projected to grow by just 2%. The college addresses its role within this context through institutional policies, its organizational structure, and its personnel.

CVTC maintains multiple policies to support the unique needs of certain groups and individuals. The institution's [Equal Opportunity Affirmative Action Policy](#) serves as the overarching statement on equal access for employees and applicants for employment, and students. The [Sexual Harassment Policy](#) establishes CVTC's intolerance toward harassment, both sexual and non-sexual in nature.

The [Ensuring Student Non-Discrimination Policy](#) narrows the focus of the EO/AA and Sexual Harassment policies, clarifying the college's commitment to prevent, and obligation to respond to, discrimination and harassment on its campuses or within any of its programs or services. CVTC's [Accessible Information and Technology Policy](#) ensures all programs, services, and activities are accessible to students, employees, and the general public. These policies are all published on CVTC's internal website ([My CVTC](#)), and in student (pages [179](#), [180](#)) and/or employee handbooks (pages [7](#), [18](#)). Further, CVTC's Marketing and Recruitment department requires that all documents and student resources include the [Equal Employment Opportunity & Non-Discrimination Notice](#) statements.

Per Wisconsin Technical College System (WTCS) requirements, on a quinquennial basis CVTC submits the [Equal Opportunity/Affirmative Action Plan](#), which serves to guide college-wide EO/AA efforts. This plan is coauthored by a representative from Human Resources and the Diversity Manager, both seeking the input of other campus stakeholders as well as available data to identify longitudinal plans for addressing the evolving needs of multicultural current and potential employees and students.

The Diversity Manager reports directly to the Vice President of Student Services and is responsible for coordinating campus-wide efforts to support students with disabilities, non-white/multicultural students, students in non-traditional occupations, and international students. The [Diversity Resources](#) department helps meet the needs of diverse populations or students with disabilities. Employee-facing efforts, including faculty and staff training, include in-services with diversity topics and speakers (see highlighted portions of recent [agendas](#)).

1.C.2

The college endeavors to act in sensitivity toward, and with awareness to, the diverse nature of the population that it serves, through processes and activities from the state and across each level of the institution.

WTCS Processes and Activities:

The WTCS statewide [Student Success Center](#) initiated an effort focused on equity, diversity, and inclusion with the release of its [Systemwide Equity Report](#) in December 2018. In the report, WTCS states that equity and inclusion must be "core values underlying the work of every employee and every WTCS institution" ([p. 1](#)). WTCS has introduced several grants and statewide events focused on equity and diversity, such as the [Perkins Capacity Building for Equity and Inclusion](#) grant and the Wisconsin Conference on Race and Ethnicity ([WisCORE](#)).

Institutional Processes and Activities:

Established institutional-level processes and standards help to address the diverse needs of the CVTC population. For example, in 2016, CVTC converted to an open access admissions model, moving away from mandatory entrance assessment scores for the vast majority of programs. Additionally, a recent shift in demographics triggered a statute ([38.10\(2\)\(c\)](#)) requiring at least one district board vacancy be filled by an individual who represents the diversity of CVTC's district.

Departmental Processes and Activities:

Several areas of the college have implemented programming and activities to address the evolving

and diverse needs of students. In December 2019, the Institutional Planning, Research and Grants department deployed the Higher Education Data Sharing Consortium's [Diversity and Equity Campus Climate Survey](#). While final survey results are yet forthcoming, the goal of the survey is to establish a baseline for the campus's equity climate, and the results will inform future equity work. The college will establish a formal, cross-functional [equity and inclusion committee](#) in the Fall of 2020.

Many of CVTC's state and federal grant projects address the unique needs of diverse populations. For example, a [Fulbright-Hays Group Projects Abroad grant](#) sent 12 participants from CVTC and other regional K-12 and post-secondary institutions on a four-week seminar in Thailand to improve their ability to design culturally responsive curriculum and learning activities. Several [WTCS state grant activities](#) address the district's historically underserved populations, including: adults with barriers to employment; students in careers in which their gender is underrepresented; students who face mental health barriers and other disabilities; students who face food insecurity; and others.

Student Services departments across the college support activities such as the [Student Food Pantry](#); the [Diversity Conference and Culture Fair](#); a mental health [training series](#) for staff; Question, Persuade, Respond suicide prevention training for [students](#) and staff; a [Financial Wellness program](#); and a variety of other activities focusing on historically underserved and under-resourced populations. Direct student engagement opportunities exist as well, including various [student clubs](#) and organizations. CVTC's Professional Development office offers [faculty training and development sessions](#) focused on topics in diversity, equity, and inclusion (e.g., video captioning, universal design for learning, and document accessibility).

A variety of other activities at the faculty and classroom level support the diverse needs of the district population. For example, one faculty member publishes a monthly review of all relevant diversity-related events through a [Diversity and Inclusion Edu-mail](#). Similarly, some faculty engage their classes in the [Diversity Resources Book Club](#). CVTC's [Diversity Resources](#) office provides [resources](#) on the college's internal website, My CVTC, to help educate and support the college community. Several courses across CVTC's general education curriculum incorporating diversity-related competencies are outlined in 3.B.4.

Strategic Approach:

The college has built a foundation of new and ongoing activities, programming, and services that appropriately give attention to the diversity of the district it serves. Although these efforts are numerous and have continued to grow over time, they are not necessarily broad-based or systematic. Thus, the college created a new strategic outcome for 2020-21 to identify and address student equity gaps ([Outcome 2.5](#)), along with an outcome to support college diversity through recruitment and programming ([Outcome 4.2](#)). Using the results of the [Diversity and Equity Campus Climate Survey](#) and the input of a cross-functional task force dedicated to improving equity, diversity, and inclusion, CVTC will develop a comprehensive, college-wide Equity, Diversity, and Inclusion Plan over the next year.

Sources

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- 2019-2020 Student Handbook
- 2019-2020 Student Handbook (page number 179)

- 2019-2020 Student Handbook (page number 180)
- 2019-2020 Student Handbook (page number 203)
- 2020-21 College Strategic Plan
- 2020-21 College Strategic Plan (page number 5)
- 2020-21 College Strategic Plan (page number 7)
- Accessible Information and Technology Policy
- Affirmative Action Equal Opportunity Plan
- CVTC Employee Handbook
- CVTC Employee Handbook (page number 7)
- CVTC Employee Handbook (page number 18)
- CVTC Employee Handbook (page number 23)
- CVTC Website_About Us.pdf
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- CVTC Website_About Us.pdf (page number 3)
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- Demographic Overview_CVTC District
- Demographic Overview_CVTC District (page number 6)
- Diversity Conference and Culture Fair
- Diversity Resources Book Club Flyer Samples
- Diversity Resources Pamphlet
- Diversity Resources Training Menu
- Ensuring Student NonDiscrimination Policy
- Equal Employment Opportunity Law
- Equal Opportunity Affirmative Action Policy
- Fulbright Grant Summary and Participant Application Form
- HEDS Survey Summary
- In-Service Agendas with Diversity Topics
- March 2020 Diversity and Inclusion EduMail
- Mental Health Series Spring 2020
- MyCVTC_College Policies
- MyCVTC_Diversity Resources
- MyCVTC_Faculty Development
- MyCVTC_Food Pantry
- MyCVTC_Money Matters
- MyCVTC_New Employee Resources
- Open RN Website
- Organization Chart
- QPR Student Training Promotion
- Sexual Harassment Policy
- Student Clubs 2019-20
- WI Statutes Chapter 38
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- WTCS Perkins Capacity Building for Equity and Inclusion Grant Guidelines
- WTCS Systemwide Equity Report
- WTCS Systemwide Equity Report (page number 4)
- WTCS Systemwide Equity Report (page number 8)
- WTCS Website_Student Success Center
- WTCS WisCORE Event

1.D - Core Component 1.D

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

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

Argument

1.D

As a public institution, CVTC is cognizant of its role in society and its commitment to bettering its constituents' lives. Central to the college's mission is *improving the lives of students* and *adding value to its communities*. The core values of commitment, collaboration, trust, respect, excellence, and accountability all reinforce the institution's focus on the public good and are reflected through the [strategic goals](#) of Quality, Student Success, Community and Stakeholder Alignment, Cohesive Culture, and College Resources.

1.D.1

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](#) by county board chairs from the district's 11 counties. Pursuant to [Chapter 38](#) of the Wisconsin Statutes, the appointment process is open to the public and assures equal consideration to all. The Board meets once per month, with meetings open to the public and an opportunity for public comment at each meeting. All meeting agendas and minutes are published on the college's public [website](#). Board policies include a [code of ethics](#) which articulates members' responsibility to the district and public's trust.

Part of CVTC's mission is to *add value to its communities*. As a public institution, 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. CVTC gathers external input through program advisory committees, ad hoc community groups, community visioning and listening sessions, and participation in community events, committees, Chambers of Commerce, etc.

1.D.2

As reflected in CVTC's [mission, vision, and core values](#), the college's educational responsibilities are at the forefront of everything it does. The college's flat [organizational structure](#) enables efficiency and helps keep costs low for students; CVTC's operating costs are regularly among the lowest [costs per](#)

FTE in the state, at just \$14,981. The institution's [budget](#) reflects the prioritization of educational programs and services, with instructional and student services expenditures making up 72% of total costs in its general fund in 2018-19.

CVTC has three primary revenue streams detailed in Wisconsin Statue Chapter 38: [tuition and fees](#) (38.24), [state aid](#) (38.28), and [local property taxes](#) (38.16). As a public institution, all three sources of revenue are managed with transparency, with details made available to the public through the following:

- [Board meetings](#), for which dates and locations are made available to the news media and which are open to the public;
- CVTC website, with links to [Board meeting agendas and minutes](#), [published budget](#), [audited financial statements](#), [strategic plan](#), and a detailed explanation of [tuition and fees](#);
- Advisory committee meetings and other community presentations;
- Other communication channels reaching various public groups, including but not limited to meetings, reports, social media posts, news media releases, and community events.

1.D.3

The college and its employees engage with its communities in a variety of ways. CVTC staff and faculty are formally involved in over 75 [organizations and/or community initiatives](#) across its district, including chambers of commerce, community-based organizations, workforce organizations and job centers, rotary and civic clubs, economic development entities, educational organizations, business and industry groups, leadership and professional development programs, correctional facilities, regional planning commissions, and more.

The college also provides many [services](#) to community members, including but not limited to:

- **Facility Rental and Use** - CVTC makes available facilities and equipment to the community, subject to the rules and regulations set forth in its defined [procedure](#); use of college facilities that interferes with the college's educational mission and core values is expressly not permitted. In many cases, CVTC waives or reduces [facility rental fees](#) for public and non-profit organizations or those that serve a specific community benefit.
- **Library** - CVTC's [library](#) offers extensive media, resources, and technology available to the public. The college has professional librarians to assist patrons and provide support with databases and reference materials.
- **Salon and Restaurant** - CVTC operates a full-service salon and spa, [Shear Inspiration](#), as well as a restaurant, [620 West](#), both of which double as learning labs for students.
- **Health Services** - CVTC partners with Prevea Health Eau Claire Family Medicine Clinic to provide health care services to students and community members, adjacent to the main campus's Health Education Center. The college also operates a full-service [dental clinic](#), serving low-income individuals and those receiving medial assistance while also serving as a learning lab for Dental Hygiene and Dental Assistant students.
- **Adult Learning and College Preparation** - CVTC offers tuition-free [instruction](#) to adults in its communities who are pursuing their high school credentials (GED or HSED), building basic employment and computer skills, and/or learning English.
- **Continuing Education** - The college offers a broad array of seminars, workshops, and [continuing education](#) courses in environmental and workplace safety, transportation, emergency and health services, manufacturing and trades, business and professional development, computers and technology, and life and leisure.

- **Entertainment and Community Enrichment Events** - CVTC hosts many events open to the public, all of which are focused on education and *adding value to our communities*. These events are coordinated by college departments (e.g. [Recruitment](#), [Student Life](#)), student clubs, and/or academic programs.

Along with the numerous community engagement programs and services described above, CVTC takes great care to address the needs of its employer constituents in its effort to *meet the workforce needs of the region*. The college connects [employers](#) across its district with students and graduates to fulfill workforce needs through internships, career fairs, and posting open positions to the state's technical college job site, [Wisconsin TechConnect](#).

CVTC also provides 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 2018-19, CVTC awarded over 1,700 credits for employer paid [workforce training](#).

Sources

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- 2019-20 CVTC Budget
- 2019-20 CVTC Budget (page number 21)
- 2019-20 CVTC Budget (page number 45)
- Advisory Handbook_September 2019
- Advisory Handbook_September 2019 (page number 6)
- Audited Financial Statements 2019
- Community Use of College Facilities 2020
- CVTC Board Policies and Procedures
- CVTC Board Policies and Procedures (page number 18)
- CVTC Board Policies and Procedures (page number 26)
- CVTC Community Involvement.pdf
- CVTC Organization Chart
- CVTC Website_620 West
- CVTC Website_About Us.pdf
- CVTC Website_About Us.pdf (page number 2)
- CVTC Website_Board Appointment Process
- CVTC Website_Community Members
- CVTC Website_Continuing Education
- CVTC Website_Continuing Education (page number 4)
- CVTC Website_Dental Clinic
- CVTC Website_District Board
- CVTC Website_Employer Resources
- CVTC Website_Library
- CVTC Website_Pay for College
- CVTC Website_Pay for College (page number 3)
- CVTC Website_Shear Inspiration
- Facility Usage Criteria
- MyCVTC_Adult Education and College Prep

- Organization Chart
- Recruitment Community Events
- Strategic Goals and Outcomes
- Student Life Events 2019-20
- TechConnect Website
- WI Statutes Chapter 38
- WI Statutes Chapter 38 (page number 5)
- WI Statutes Chapter 38 (page number 10)
- WI Statutes Chapter 38 (page number 13)
- WI Statutes Chapter 38 (page number 17)
- Workforce Solutions and Continuing Education Service Guide
- Workforce Training Credits
- WTCS Performance Funding Model Summary
- WTCS Performance Funding Model Summary (page number 3)

1.S - Criterion 1 - Summary

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

Summary

CVTC's mission, vision, and values are central to everything the institution does. The college uses a comprehensive, inclusive process to develop a purpose aligned with its nature and culture, and programs and services are suitably consistent with this mission and vision. CVTC aligns priorities with its mission, vision, and values, including its budget and strategic plan. It articulates the mission broadly and publicly. The institution is attuned to its role in the region, as well as within a growing global community, and endeavors to address the diversity of its constituents. CVTC focuses on its educational role as a public institution through extensive community involvement and engagement. The college is closely tied to all of its stakeholders, including students, employers, its legislative and governing bodies, and the community at large.

In March 2020, the college [notified HLC](#) of changes to its educational offerings due to the coronavirus pandemic. CVTC's [role in times of crisis](#) highlights its adherence to the college's mission, vision, and values. Please see [CVTC's Response to COVID-19](#) related to Criterion 1 for more information.

Sources

- CVTC Magazine - Summer 2020
- CVTC Magazine - Summer 2020 (page number 2)
- CVTC Response to COVID-19
- HLC Changes to Educational Offerings Due to the Coronavirus Form Submission

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

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

Argument

2.A

CVTC operates with integrity, reflected in its [core value](#) of trust. The institution establishes fair and equitable [policies](#) and [procedures](#) across the organization, complying with regulations and requirements upheld by WTCS, the state and federal government and associated agencies, HLC, and other accrediting bodies.

CVTC adheres to a set of institutional policies and procedures which help guide expectations of fair and ethical conduct across the organization. These policies and procedures are reviewed regularly and published on the college's internal website, My CVTC. Many are also included in the [Employee Handbook](#), [Board Policy and Procedures Manual](#), and other college publications. Standard policies and procedures provide stability and guidance for the governing board, administration, faculty, and staff.

Governing Board

CVTC's District Board of Trustees is guided by a dedicated set of policies and procedures, all of which are detailed in the [Board Policies and Procedures manual](#), on [My CVTC](#), and on the [public website](#). Policies are [reviewed](#) annually and updated by a majority vote when deemed necessary. New Board members are provided the Board policies and procedures during their [orientation](#) with the college President. The Board policies feature an expectation of [Board Conduct](#), including a [Code of Ethics](#) and statements regarding [confidentiality](#), [conflict of interest](#), [anti-discrimination/anti-harassment](#), and [complaints](#). Additionally, the Board is guided by [duties](#) outlined in its policies, including fiduciary duties, and duties of loyalty, care, disclosure, and obedience.

The Board provides [fiduciary](#) oversight to the college through the approval of the tax levy, establishment of fund balance parameters and debt levels, and decisions on budget referendums. The Board also reviews and approves the college's [annual budget](#), including a public hearing and formal adoption of the budget in June of each year. The Board receives a financial report from the Vice President of Finance and Facilities at each monthly meeting, and reviews the institution's annual independent fiscal audit, mandated by Board [policy](#).

Board policies on executive limitations offer further fiscal guidance to the Board on matters related to

[financial conditions](#), [debt limitations](#), and [asset protection](#).

Administration, Faculty, and Staff

CVTC's Employee Handbook details numerous [employment practices and expectations](#) for college staff and faculty. Many of these are also outlined on My CVTC, on the [College Policies](#) and [College Procedures](#) pages. Policies related to fair and ethical behavior on the part of employees include, but are not limited to:

- Anti-Harassment and Anti-Discrimination ([3.1](#))
- Campus Violence ([3.2](#))
- Code of Conduct for Professional Behavior ([3.3](#))
- Communication/Problem Resolution Procedure ([3.5](#))
- Conflict of Interest ([3.6](#))
- Copyright and Intellectual Property ([3.7](#))
- Drug and Alcohol Use and Testing ([3.10](#))
- Equal Employment Opportunity ([3.11](#))
- Grievance Procedure - Discipline, Termination, Workplace Safety ([3.14](#))
- HIPPA and FERPA Compliance ([3.15](#))
- Information Technology (IT) ([3.16](#)), including multiple policies and procedures pertaining to IT use, such as [internet use](#), [college cell phones](#), [email](#), [blogging](#), [instant messaging](#), and [social media use](#)
- Nepotism and Consensual Relationships ([3.19](#))
- Political Activity ([3.26](#))
- Property and Use of: Personal and College ([3.31](#))
- [Sexual Misconduct and Title IX](#)

Employees new to the college are introduced to these policies and procedures during the onboarding process and [New Employee Orientation](#). When policies and procedures are updated on an annual basis, the HR department sends the revised Employee Handbook to all staff, highlighting all changes and requesting acknowledgement of receipt.

The hiring process at CVTC encourages ethical behavior on the part of hiring managers and hiring committee members, including a [confidentiality agreement](#) and [guidelines](#) for equal opportunity employment compliance. All [position descriptions](#) at CVTC include expectations that employees demonstrate the college [values](#) of commitment, collaboration, trust, respect, excellence, and accountability. Position descriptions also include the college [core abilities](#), including the ability to model integrity through self-awareness, personal accountability, ethical behavior, quality standards, and sustainable practices.

The college adheres to policies and procedures to guide a prudent short- and long-term fiscal management strategy. For example, the [fund balance policy](#) ensures that the organization's operational fund balance is never below a defined threshold and an [investment policy](#) helps the college invest taxpayer funds in an ethical and responsible manner. More detail on the college's fiscal management strategy can be found in 5.A.

CVTC also maintains integrity in its operations by providing stakeholders with a mechanism for providing feedback and resolving complaints. In addition to the employee [grievance procedure](#) described in the Employee Handbook and established processes for complaints related to [discrimination or harassment](#), CVTC maintains a systematic process for collecting, tracking, and

resolving student and public [complaints](#). This process includes an online [complaint form](#) and an administrative process for assigning complaints and logging resolutions.

Individual departments, offices, and projects within the college adhere to a variety of other guidelines and policies related to integrity. For instance, the CVTC Foundation, Inc. guides responsible and ethical conduct from employees and board members through its [conflict of interest](#), [whistleblower](#), [gift acceptance](#), and [solicitation](#) policies.

Sources

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- Board Member Orientation Agenda
- College Policy_Employee Blogging
- College Policy_Fund Balance
- College Policy_ Instant Messaging
- College Policy_ Investment of Funds
- College Procedure_College Cell Phones
- College Procedure_Employee Email Use
- College Procedure_Employee Internet Use
- CVTC Board Policies and Procedures
- CVTC Board Policies and Procedures (page number 4)
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- CVTC Board Policies and Procedures (page number 31)
- CVTC Board Policies and Procedures (page number 38)
- CVTC Board Policies and Procedures (page number 40)
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- CVTC Employee Handbook
- CVTC Employee Handbook (page number 7)
- CVTC Employee Handbook (page number 8)
- CVTC Employee Handbook (page number 9)
- CVTC Employee Handbook (page number 10)
- CVTC Employee Handbook (page number 12)
- CVTC Employee Handbook (page number 14)
- CVTC Employee Handbook (page number 18)
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- CVTC Employee Handbook (page number 24)
- CVTC Employee Handbook (page number 26)
- CVTC Employee Handbook (page number 28)
- CVTC Employee Handbook (page number 31)
- CVTC Website_About Us.pdf
- CVTC Website_About Us.pdf (page number 2)
- CVTC Website_Student Feedback

- Faculty Guidelines
- Foundation Conflict of Interest Policy
- Foundation Gift Policy
- Foundation Solicitation Policy
- Foundation Whistleblower Policy
- Hiring Committee Confidentiality Agreement
- Hiring Committee Equal Opportunity Guidelines
- Moodys Bond Rating Report
- My CVTC_Board Policies and Procedures
- MyCVTC_College Policies
- MyCVTC_College Procedures
- MyCVTC_Sexual Misconduct
- Position Description Template
- Social Media Guidelines
- Student Feedback Form
- Title IX Sexual Misconduct Policy

2.B - Core Component 2.B

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

Argument

2.B

CVTC takes care to present itself in a clear and comprehensive manner to students and the public. A variety of communication mechanisms allow the college to articulate consistent, accurate messaging to its stakeholders, including the [public website](#), news media releases, advertising (print, television, radio, and internet - [examples](#)), social media channels ([Facebook](#), [Twitter](#), [YouTube](#), [Instagram](#), [Linked In](#)), informational print materials (such as the [Snapshot Guide](#) and other [recruitment materials](#)), and many public events.

Programs

All college programs are identified and outlined on the public [website](#). Online program descriptions provide an overview, student and graduate outcomes, location and types of classes, start dates, estimated costs, and pertinent accreditation information (examples of program web pages: [Accounting](#), [IT-Software Developer](#), [Nursing](#), and [Welding](#)).

Programs and courses are also outlined in detail in the [Academic Catalog](#) and on program requirement sheets, maintained by the college's Curriculum office, and published on My CVTC and the public website. The Catalog and program requirement sheets provide specific program requirements for each program offered at the college, outlining the course sequence, hours and credits for each course, necessary pre- and co-requisite coursework, admission guidance, and other helpful degree planning information (examples of program requirement sheets: [Accounting](#), [IT-Software Developer](#), [Nursing](#), and [Welding](#)).

Requirements

The college's admission requirements are detailed on the [Admissions](#) and [Ready to Apply](#) pages of the website. These pages outline general college admission requirements and steps to apply, while detailed information about the college's [Admissions Policy](#) is provided on the Consumer Disclosures section of the website. CVTC is an open access institution; there are no entrance assessments required for admission to the college. However, certain programs may have additional admissions requirements, which are detailed within "Admission Details" links on the program pages of the website (for example, [Nursing](#)), as admission tips and guidelines on program requirement sheets (for example, [Nursing](#)), and within [Admission Requirement Sheets](#) (examples of admission requirement sheets: [Accounting](#), [IT-Software Developer](#), [Nursing](#), and [Welding](#)).

Graduation requirements are outlined in the [Student Handbook](#) and on [My CVTC](#).

Faculty and Staff

A searchable [directory](#) is available on CVTC's public website. The directory includes contact information for all faculty and staff. Academic credentials are listed for faculty teaching credit-based courses, so students and the public can confirm qualifications of instructors. All faculty employed by the college meet qualification requirements as defined by HLC Assumed Practices and WTCS Faculty Quality Assurance Standards.

Costs to Students

CVTC's [Pay for College](#) page on the public website provides information about the cost of attendance, including [tuition and fees](#) for the current academic year. Tuition costs for in-state and out-of-state residents is shown, along with a breakdown of fees. A link to the online program catalog enables site visitors to review individual program cost estimates as well. These costs are broken out by term and include the cost of books and other required materials (example: see highlighted text of estimated cost breakdown on [Accounting](#) program website). In addition to information about funding sources, payment methods, and financial aid, the Pay for College site features a [Net Price Calculator](#). This calculator provides an estimated amount that a student would pay, based on their individual circumstances.

Detailed information about college costs is also outlined for current CVTC students in the [Student Handbook](#) and on [My CVTC](#).

Control

CVTC's [About Us](#) page on the public website provides a college overview with links to the Wisconsin Technical College System website and District Board website. The [President's Site](#) on My CVTC provides opportunities to engage with the President through one of the biannual campus forums or ask a question directly, as well as submit a complaint. The [District Board](#) page on the public website describes the make-up of the Board, the [appointment process](#), and the Board's governing authority. Names, affiliations, and email addresses of Board members are also provided on the District Board page, along with [meeting agendas and minutes](#) from the most recent three years.

An [organizational chart](#) on My CVTC shows the institution's administrative structure, including names and titles of the executive leadership team (President's Cabinet) and other divisional and unit managers.

Accreditation Relationships

The college's [accreditation](#) website features the HLC Mark of Affiliation, along with an overview of the Commission, phone number, and website. The site provides a brief description of what it means to be an accredited college and links to reports from the institution's most recent formal accreditation review (the Comprehensive Quality Review in October 2015).

CVTC's strategic goal of [Quality](#) includes an outcome to expand continuous quality improvement in academic and non-academic departments and services. As part of this outcome, the college has worked extensively to increase individual program accreditations or certifications, expanding the number of accredited programs by over 30% in the last five years. While the public website's program pages reflect program-specific accreditation relationships in each academic program description, a comprehensive list of [accredited programs](#) is available on My CVTC as well, displaying 33 current accreditation relationships and expanding every year.

Other

CVTC's [Consumer Disclosures](#) page on the public website provides extensive information to stakeholders on a range of topics. Much of this information supports federal compliance requirements and includes information within categories such as federal student aid programs, financial aid processes and procedures, funding information, loan information, rights and responsibilities, public safety, student outcomes data, environmental assessments, other policies and procedures, and health advisory updates.

Sources

- 2019-20 Academic Catalog
- 2019-20 Academic Catalog (page number 12)
- 2019-20 Academic Catalog (page number 16)
- 2019-20 Academic Catalog (page number 28)
- 2019-20 Academic Catalog (page number 38)
- 2019-20 Academic Catalog (page number 56)
- 2019-20 Academic Catalog (page number 60)
- 2019-20 Academic Catalog (page number 62)
- 2019-20 Academic Catalog (page number 74)
- 2019-20 College Strategic Plan
- 2019-20 College Strategic Plan (page number 2)
- 2019-2020 Student Handbook
- 2019-2020 Student Handbook (page number 164)
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- Accredited Programs
- Admission Requirements Samples
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- Admission Requirements Samples (page number 5)
- Advertising Samples
- College Admissions Policy
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- CVTC Linked In Profile
- CVTC Snapshot Guide
- CVTC Twitter Profile
- CVTC Website_About Us.pdf
- CVTC Website_Accounting Program
- CVTC Website_Accounting Program Cost Estimate Sample
- CVTC Website_Accreditation
- CVTC Website_Admissions
- CVTC Website_Board Appointment Process
- CVTC Website_Consumer Disclosures
- CVTC Website_Criminal Justice Program
- CVTC Website_District Board
- CVTC Website_District Board (page number 2)
- CVTC Website_Early Childhood Education Program

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- CVTC Website_HVAC Program
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- CVTC Website_Liberal Arts Program.pdf
- CVTC Website_Nursing Program
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- CVTC Website_Pay for College
- CVTC Website_Pay for College (page number 3)
- CVTC Website_Pay for College (page number 4)
- CVTC Website_Programs and Courses.pdf
- CVTC Website_Ready to Apply.pdf
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- CVTC Website_Sample Program Pages (page number 10)
- CVTC Website_Sample Program Pages (page number 15)
- CVTC Website_Staff Directory
- CVTC YouTube Profile
- MyCVTC_Admission Requirement Sheets
- MyCVTC_Graduation
- MyCVTC_Pay for College
- MyCVTC_Presidents Site
- MyCVTC_Staff Photo Directory
- Organization Chart
- Program Requirement Sheet Samples
- Program Requirement Sheet Samples (page number 4)
- Program Requirement Sheet Samples (page number 9)
- Program Requirement Sheet Samples (page number 10)
- Program Requirement Sheet Samples (page number 12)
- Sample Recruitment Materials.pdf

2.C - Core Component 2.C

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

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

Argument

2.C

CVTC's [District Board of Trustees](#) is an appointed board consisting of nine members who serve three-year, staggered terms. Each year, three members are appointed by a committee consisting of the county board chairpersons of the counties belonging to the CVTC district. The District Board is composed of two employers, two employees, three additional members, one school district administrator, and one elected official who holds a state or local office.

The college's authorizing statute mandates the role of the Board, which is empowered to levy property taxes for facilities and equipment, develop annual budgets, and hire personnel. Well-defined [policies and procedures](#) guide the board to govern the institution with benevolence and integrity.

2.C.1

During the District Board's monthly meetings, board members receive updates and presentations on a variety of college data and activities. These meetings are open to the public and include time for public comment. Meeting minutes from each month are posted on the college [website](#) after their approval at the next meeting. Board members vote on action items in each agenda that preserve and enhance the institution. Several examples of such votes include:

- Approval of several new IT apprenticeship programs to support on-the-job training across the district ([August 2018](#))
- Review and approval of the college's proposed strategic plan and budget ([May 2019](#))
- Adoption of the college's 2019-20 budget ([June 2019](#))
- Approval of a new Graphic Design associate degree program and a new Agricultural Services Technician technical diploma ([August 2019](#))
- Following a comprehensive survey of CVTC's communities and extensive discussion with CVTC leadership, authorization to include a question on the April election ballot proposing a \$48.8 million tax referendum for capital projects to take place over the next several years ([January 2020](#))

- Approval of expanding the instructional capacity of the Welding and Licensed Practical Nursing programs by reconfiguring and expanding laboratory spaces ([February 2020](#))

2.C.2

Within the Board's [governing philosophy](#) is the expectation that members will "Seek balanced input from various sources including staff, students, alumni, employers, and other community members." Per Wisconsin statute and Wisconsin's Open Meeting Law, CVTC's District Board holds [public meetings](#) easily accessible to members of the community and news media. Board policy requires that each meeting include an opportunity for [public comment](#), and that agendas are published on CVTC's website at least a week in advance of the meeting. The news media is alerted to all meetings and meeting minutes are [published](#) in a local newspaper within 45 days. The vast majority of CVTC's District Board meetings are held at the college's main campus in Eau Claire, accessible by public transportation and in a large conference room with plenty of seating available. Periodically, the board will hold meetings at other campuses within the district.

The Board actively seeks public input on decisions with significant community and/or financial impact. Each June, a [public hearing](#) is held to provide an opportunity for feedback prior to the board's adoption of the college budget (example: [June 2019](#)). In Fall 2019, while exploring the possibility of proposing a capital [referendum](#) to voters, the board sought public feedback through a community survey. The survey was sent to a random sample of 20,000 registered voters residing within CVTC's district. A total of 2,657 individuals responded to the survey. Based in part on the strongly positive [response](#) to the community survey, the Board [resolved](#) to propose the referendum to voters in the April 2020 election.

The Board also considers the interests of internal constituents through regular reports, presentations, and supportive materials. Groups or individuals that have presented to the Board over the last year include, but are not limited to:

- Finance and Budgeting office
- Human Resources office
- Student Association
- Student Life office
- Deans, students, and faculty representing various academic programs
- Student Services staff and offices
- Institutional Research office
- Facilities and Public Safety staff
- Marketing, Communications, Recruitment office
- Continuing Education and Workforce Solutions office
- Various working committees and student groups

2.C.3

Well-defined [policies and procedures](#) ensure that the CVTC District Board is independent from undue influence on the part of external parties. The [Duty of Loyalty](#) is prescribed as one of the board's five core duties. The [Code of Ethics](#) articulates members' responsibility to "carry out their duties with the highest ethical conduct" and adhere to policies mandated by Wisconsin statutes of Standards of Conduct; State Public Officials and the Wisconsin Code of Ethics for Public Officials and Employees.

The [Conflict of Interest](#) statement explicitly outlines expectations related to conflicts of interest, such as: "Board Members owe a duty of loyalty to the college and to the community. Board Members must avoid conflicts of interest or the appearance of a conflict of interest with respect to performance of their duties and fiduciary responsibilities."

2.C.4

CVTC's District Board policies and procedures expressly delegate day-to-day management of the institution to the President and other college staff in the [Delegation to the President](#) policy. The policy to [monitor college effectiveness](#) outlines the Board's responsibility to *monitor* the institution's effectiveness without managing it directly. Furthermore, the [governing philosophy](#) states: "The Board embraces a view toward governance that is strategic, future-oriented, proactive, positive, ambitious, and deliberative. This governing philosophy encourages diversity in viewpoints, reinforces the centrality of Board policy-making, and empowers the President with clear direction." Finally, in the Board's annual [self-evaluation](#) of its performance, Trustees rate the Board's ability to "conduct itself appropriately with good public governance with the President and staff to not overstep its duties and provide proper feedback to the President."

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- Board Meeting Minutes_08.30.18
- Board Meeting Minutes_08.30.18 (page number 2)
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- CVTC Board Policies and Procedures (page number 28)
- CVTC Board Policies and Procedures (page number 29)
- CVTC Board Policies and Procedures (page number 33)
- CVTC Board Policies and Procedures (page number 35)
- CVTC Website_2020 Referendum
- CVTC Website_District Board

- Strategic Plan Outcomes_2019
- WI Statutes Chapter 38

2.D - Core Component 2.D

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

Argument

2.D

CVTC's [institutional value](#) of excellence reflects a commitment to "working together to develop and continuously improve processes that support the creative pursuit of new ideas." The institution's [Academic Freedom Statement](#) asserts: "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."

CVTC's Student Handbook outlines the [Student Code of Conduct](#), including information on behavioral and academic standards at the college. The Code of Conduct describes what constitutes [academic dishonesty](#), and the [consequences](#) associated with violating the Code.

The college's [Free Speech and Public Assembly](#) policy and procedure guarantees students, employees, and the public the ability to voice their opinions and concerns on CVTC grounds in a safe and secure manner. The policy and procedure protect the right to free speech while ensuring the safety of students and staff, protecting the CVTC mission and values, and upholding an environment of learning. In addition to allowing assemblies and demonstrations on campus, CVTC often hosts events and speakers unaffiliated with the college. In 2019-20, 68 [external groups](#) utilized CVTC's Business Education Center at the main campus in Eau Claire for a variety of events, including training seminars, conferences, meetings, town halls and political forums, government initiatives, local and state candidate question and answer sessions, etc.

The CVTC District Board's [policy on public comment](#) at board meetings also demonstrates the institution's commitment to freedom of expression, through guidelines that are designed to "protect all citizens so that the work of the Board services everyone."

Additionally, the CVTC Library addresses academic freedom and the pursuit of knowledge in its [Collection Development Policy, Section XII: Questioned or Challenged Material](#): "An Academic Library must be a forum for free exchange of ideas in the student's pursuit of knowledge. With this in mind, the Library will make available to its users materials offering the widest variety of viewpoints regardless of the popularity of subject or author."

Sources

- 2019-2020 Student Handbook
- 2019-2020 Student Handbook (page number 182)
- 2019-2020 Student Handbook (page number 184)
- 2019-2020 Student Handbook (page number 185)

- Academic Freedom Statement
- BEC Outside Group Events 2019-20
- College Policy_Free Speech and Public Assembly
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- CVTC Board Policies and Procedures
- CVTC Board Policies and Procedures (page number 24)
- CVTC Website_About Us.pdf
- CVTC Website_About Us.pdf (page number 2)
- Library Policy Manual
- Library Policy Manual (page number 3)

2.E - Core Component 2.E

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

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

Argument

2.E

As evident in CVTC's [mission, vision, and values](#), the college is dedicated to the responsible acquisition, discovery, and application of knowledge by its faculty, students, and staff. The college's core ability to model integrity reflects a commitment to ethical behavior. Multiple policies and procedures are in place to guide principled academic standards across the institution.

2.E.1

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 ensures legal and ethical behavior and the protection of human subjects in research activities. It follows standards established by the U.S. Department of Health and Human Services for determining if a study qualifies for [exemption](#), an [expedited review](#), or a [full review](#).

As a two-year institution, CVTC focuses more on career preparation than scholarly research. However, recognizing the importance of undergraduate research in the student experience, the college is working to engage students in research opportunities relative to their program of study. For instance, at the end of each term, students are invited to share course projects and research in a [Student Symposium](#) as a way to showcase what they have learned. The Symposium is free and open to the public, and provides students an opportunity to share their research and learning through a poster presentation.

CVTC also engages faculty in research and scholarship. The college was awarded a [Fulbright-Hays Group Projects Abroad grant](#) through the U.S. Department of Education in 2018. CVTC invited its own faculty and faculty from other area technical colleges and secondary school districts to participate in a four-week seminar in Thailand. Part of participants' post-travel work included presenting at the Hmong Studies Symposium, held at CVTC during the [Diversity Conference and Culture Fair](#) in November 2019. Symposium sessions allowed the dissemination of faculty research and exploration to students, staff, and the community at large, including the following topics:

- Cultural Perceptions of Disability
- Empathy Building through Language
- Blending Culture in Education

- Culture Matters

Furthermore, CVTC recently partnered with the University of Wisconsin-Eau Claire on an approved bid to host a conference through the Council on Undergraduate Research (CUR). The conference, which will take place in 2023, will provide students and faculty an opportunity to participate in and share research projects and explore other academic research from the university and across the country.

2.E.2

The Student Handbook offers students guidance in the ethical use of information resources, through policies related to [copyright law](#) and [academic dishonesty](#), including plagiarism, misrepresentation, falsifying, misuse of others' materials, etc. The [Student Code of Conduct](#) states that students are obligated to "maintain the highest ethical standards in academic achievement and to follow professional behavior standards."

One of the CVTC Library's goals is to teach information literacy to all Library users through classroom instruction and/or program engagement. Thus, the Library offers customized training and instruction for information resources for library and non-library resources, including, but not limited to:

- Presentations on library services and resources available (example: [U.S. history topic](#))
- Classroom lessons on information literacy (example: [Medical Lab Technician seminar](#))
- Course and research guides for individual courses, embedded within the learning management system (example: [Technical Reporting](#))

Faculty and staff can request these customized training resources through the [Library's page](#) on My CVTC.

2.E.3

The Student Handbook provides guidance to students regarding academic honesty and integrity, as well as the repercussions for violating such policies, in the [Student Code of Conduct](#). The Code of Conduct aligns with the college's Core Abilities and reflects the institution's expectations of students' behavior and academic integrity. The [Academic Dishonesty Conduct Violation and Course of Action](#) policy outlines the steps taken following a charge against a student, including [sanctions](#) and [appeal](#).

Sources

- 2019-2020 Student Handbook
- 2019-2020 Student Handbook (page number 178)
- 2019-2020 Student Handbook (page number 182)
- 2019-2020 Student Handbook (page number 184)
- 2019-2020 Student Handbook (page number 185)
- 2019-2020 Student Handbook (page number 186)
- 2019-2020 Student Handbook (page number 188)
- CVTC Website_2019 Student Symposium
- CVTC Website_About Us.pdf
- CVTC Website_About Us.pdf (page number 2)

- CVTC Website_Institutional Planning and Research
- Diversity Conference and Culture Fair
- Fulbright Grant Summary and Participant Application Form
- IRB Criteria for Exemption
- IRB Criteria for Expedited Review
- IRB Full Review Process
- Library Course Guide Sample
- Library Information Literacy Lesson Plan Sample
- Library Policy Manual
- Library Services Sample Lesson
- MyCVTC_Library Services for Staff

2.S - Criterion 2 - Summary

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

Summary

As demonstrated through its core ability to model integrity, CVTC conducts its operations ethically and responsibly. The college has established policies and procedures for college leadership, the District Board of Trustees, faculty, staff, and students to guide fair and ethical behavior across the institution and in relation to its constituents. CVTC is transparent in its communication to students and the public and is governed by an autonomous and independent board. The college values academic freedom and the pursuit of truth, and expects responsible and ethical academic practices from its faculty, students, and staff.

CVTC has acted with integrity and developed clear, well-documented [policies and procedures](#) for managing the coronavirus pandemic. Please see [CVTC's Response to COVID-19](#) related to Criterion 2 for more information.

Sources

- CVTC Response to COVID-19
- CVTC Website_Health Advisory Updates

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

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

3.A - Core Component 3.A

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

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

Argument

3.A

All academic programs at CVTC follow Wisconsin Technical College System (WTCS) defined standards in course level and mix as authorized by [Wisconsin Statute 38.001](#), which dictates a focus on degrees below the baccalaureate level, including associate degrees, technical diplomas, apprenticeships, customized training, and certificates. Non-credit programs include adult basic education and additional training opportunities. The college offers Associate of Applied Science (AAS) degrees ([42 programs](#)), one- and two-year technical diplomas ([32 programs](#)), short-term technical diplomas ([21 programs](#)), WTCS Pathway Certificates ([7 programs](#)), apprenticeships ([13 programs](#)) and local technical certificates ([38 certificates](#)). Programs are offered across 11 [career clusters](#) which broadly support the regional labor market and students' diverse academic and career interests:

1. Agriculture, Food, and Natural Resources
2. Architecture and Construction
3. Business, Finance, Hospitality, and Marketing
4. Health Sciences
5. Human Services and Education
6. Information Technology
7. Law, Public Safety, Corrections, and Security
8. Liberal Arts
9. Manufacturing
10. Science, Technology, Engineering, and Mathematics (STEM)
11. Transportation, Distribution, and Logistics

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 (71.2%) of the college's FTEs reside in associate degree programs.

3.A.1

The [WTCS Educational Services Manual](#) directs the types of programs CVTC may offer, along with specific educational and credential [requirements](#) for each. The state provides guidance on [credit standards](#) for each type of program, as follows:

- Associate degrees: 60-70 credits (including 15 credits of general education)
- Short-term technical diplomas: 2-25 credits
- One-year technical diplomas: 26-53 credits
- Two-year technical diplomas: 54-70 credits
- WTCS pathway certificates: 2-18 credits
- Apprenticeships: no minimum credit requirements
- Local certificates: no minimum credit requirements

A prescribed [process](#) guides program development with concept and final approvals at both the local and state board levels, labor market analysis, discussion with WTCS Educational Directors, review of similar programs at other colleges, and regional employer input. Employer advisory committees, ad hoc focus groups, employer surveys, and Developing a Curriculum (DACUM) processes help build program outcomes and provide input to faculty as they construct course competencies.

As part of the WTCS curriculum approval [process](#), CVTC's courses and programs are guided by [advisory committees](#) who help inform curriculum development and modification. Program advisory committees meet at least once, but typically twice, per academic year to assist program faculty with designing and validating program concept designs and outcomes. Currently, there are 56 active advisory committees, comprised of over 1,000 [external industry representatives](#).

At program advisory committee [meetings](#), program directors review student performance, gather industry standard updates from workforce representatives, and analyze local labor market needs and trends. Program advisory committee members provide valuable insight into training, processes, equipment, and certifications graduates need to be successful in their careers. [Advisory committees](#) offer insight on current job opportunities, as well as skills or competencies students need to transfer for advanced education. Minutes are taken at each advisory committee meeting for centralized filing in CVTC's Curriculum office (examples of recent advisory committee meeting minutes: [Accounting](#), [IT-Software Developer](#), [Nursing](#), and [Welding](#)).

Programs and courses are also reviewed at state-called meetings across the state. WTCS Education Directors lead the review of state-aligned courses and their review cycle. Local courses that are not state-aligned are reviewed by CVTC faculty and teams within a [5-year review cycle](#), including review of the course outcome summary, course mentor, common assessments, alternative delivery format(s), and learning plans.

Faculty work with the Curriculum office to review programs and courses each spring. Modifications to [courses](#) or [programs](#) are documented and revised through a [program finalization process](#). The standard [timeline](#) for changes to programs is two years, but can be shortened to one year with advisory committee approval.

A key measure of the currency and relevance of CVTC's courses and programs is the employment

rates of graduates. CVTC consistently places graduates in jobs, as evidenced in the annual [Graduate Follow-Up Survey](#). The most recent survey of [2018-19 graduates](#) revealed that 95% of survey respondents were employed, and 86% of these individuals were employed in a field related to their degree.

3.A.2

Program Learning Outcomes (PLOs)

All of CVTC's programs are outlined in detail in the [Academic Catalog](#) and on the website (see examples of program pages: [Accounting](#), [IT-Software Developer](#), [Nursing](#), [Welding](#)). The website includes the length of program, number of credits, delivery method(s), location(s), start date(s), and estimated costs.

CVTC's programs identify program learning outcomes (PLOs), which are approved by WTCS and validated by advisory committees. In addition, the college's four [core abilities](#) are integrated into every program through general education courses. All program outcomes and core abilities are mapped in the Worldwide Instructional Design System (WIDS), identifying where concepts are introduced, practiced, and assessed. Program maps are stored in WIDS and My CVTC on the Curriculum page (examples: [Accounting](#), [IT-Software Developer](#), [Nursing](#), [Welding](#)). Maps are updated annually by program faculty and revised during the program finalization process with the Curriculum office. Faculty share program learning outcomes with students during program orientation events and activities.

Course Learning Outcomes (CLOs)

Every course at CVTC has defined learning outcomes detailed on course outcome summaries, which are provided to students on the first day of class as part of the syllabus (examples of course outcome summaries: [Accounting I](#), [Programming Fundamentals](#), [Nursing Fundamentals](#), [Basic Arc Welding](#)). Course outcome summaries are developed in WIDS using a [quality rubric](#), where faculty may access the WTCS Curriculum Repository for any similar curriculum already developed across the state. This way, courses within the state's technical college programs remain consistent and are continuously reviewed by faculty across Wisconsin. While course outcome summaries remain consistent regardless of the instructor, delivery method, schedule, learning activities, and syllabus are unique to a given course section, with the flexibility to change based on the instructor's discretion (examples of course syllabi: [Accounting I](#), [.NET Application Development](#), [Nursing Skills](#), [Metals Technology](#)).

3.A.3

CVTC utilizes a variety of instructional [delivery methods](#) to best meet the needs of a diverse student population. Alternative delivery courses have become increasingly popular and will continue to be developed and refined in the future. CVTC's primary instructional delivery types include: traditional face-to-face instruction, online, hybrid (face-to-face and online instruction with 50% or more online), blended (face-to-face and online instruction with less than 50% online), and My Choice (choice of attending face-to-face classes or online). The college also offers accelerated (half-semester), compressed (quarter-semester), web conferencing (synchronous online format), and telepresence course formats. Courses are offered at one of CVTC's campus locations, area high schools, or workforce partner sites. Regardless of the delivery method, CVTC maintains quality and consistent learning goals for all coursework.

Program Quality

- All CVTC instructors meet HLC's faculty qualification requirements as outlined in Assumed Practice B.2 and the WTCS [Faculty Quality Assurance System](#) (FQAS). These requirements are consistent for all faculty (including adjunct and dual credit) and across all delivery locations and modalities. Additionally, many program-specific accrediting and licensing organizations require minimum qualifications for occupational coursework.
- CVTC uses the Quality Matters program, an international nonprofit organization specializing in quality assurance for online coursework. The college developed the [Alternative Delivery Quality Standards Rubric](#) for faculty to use in converting traditional courses to online delivery in Canvas. The rubric draws from Quality Matters to ensure all courses are consistent and high quality across modalities. Designated Canvas Coaches offer support and design assistance to faculty as well. An internal Online Learning Team, made up of faculty and staff with Quality Matters training, reviews online courses for quality assurance.
- The college utilizes best practices highlighted by the [National Alliance of Concurrent Enrollment Partnerships \(NACEP\)](#) in its dual credit programs and services. All dual credit faculty are assigned CVTC faculty [mentors](#) and receive extensive training, support, and resources to ensure quality standards are maintained for high school students.
- CVTC utilizes the Canvas learning management system for all courses, regardless of location or modality. Canvas ensures a consistent and predictable experience for students and faculty across courses and sections. Students can access Canvas from any computer or mobile device with an internet connection to view course materials and grades, communicate with instructors and classmates, or complete assignments and assessments. Robust [Canvas training resources](#) are available to both faculty and students. The [Alternative Delivery Quality Standards Rubric](#) and a [Canvas Face-to-Face Rubric](#) helps ensure faculty utilize Canvas as consistently and effectively as possible.
- CVTC's Curriculum and Professional Development (CPD) office provides extensive resources to faculty to ensure curriculum is developed according to consistent quality standards, such as course shells in WIDS, templates for [syllabi](#) and course outcome summaries, and [instructional design](#) support.

Learning Goals

- CVTC course outcomes are identical across locations, modalities, and instructors. The college uses a standardized [course syllabus template](#) in WIDS to archive syllabi for historical documentation. Faculty are required to submit one syllabus for each of their delivery modalities within two weeks of the course start date.
- CVTC has developed master courses to serve as models with common outcomes, activities, and assessments for all faculty to draw on across different delivery formats. Master courses are developed using the [CVTC Course Outcome Summary Quality Rubric](#) to ensure quality standards. Master courses developed through this process undergo certification from peers through a learning team review.
- Many programs at CVTC have state aligned curriculum, meaning all WTCS colleges teach the same competencies for program coursework. Furthermore, all general education courses have the same learning outcomes across WTCS institutions. The [WIDS Curriculum Repository](#) contains all curriculum for statewide programs and courses.

Sources

- 2019-20 Academic Catalog
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- 2019-20_Program List_01.24.20 (page number 2)
- 2019-20_Program List_01.24.20 (page number 3)
- Adjunct Faculty Development Overview
- Advisory Committee Meeting Agenda Template-Spring 2020
- Advisory Committee Meeting Minutes Samples
- Advisory Committee Meeting Minutes Samples (page number 6)
- Advisory Committee Meeting Minutes Samples (page number 12)
- Advisory Committee Meeting Minutes Samples (page number 20)
- Advisory Committee Rosters - Comprehensive.pdf
- Advisory Committee Summary Presentation
- Advisory Handbook_September 2019
- Alternative Delivery Quality Standards Rubric
- Canvas Face to Face Quality Standards
- Course Outcome Summary Examples
- Course Outcome Summary Examples (page number 6)
- Course Outcome Summary Examples (page number 10)
- Course Outcome Summary Examples (page number 22)
- Course Request Form
- Course Syllabus Samples
- Course Syllabus Samples (page number 12)
- Course Syllabus Samples (page number 22)
- Course Syllabus Samples (page number 62)
- Curriculum 5-Year Review Cycle
- CVTC Course Outcome Summary Quality Rubric
- CVTC Fact Book_2019.pdf
- CVTC Fact Book_2019.pdf (page number 16)
- CVTC Website_About Us.pdf
- CVTC Website_About Us.pdf (page number 2)
- CVTC Website_Career Clusters
- CVTC Website_Liberal Arts Program.pdf
- CVTC Website_Sample Program Pages
- CVTC Website_Sample Program Pages (page number 5)
- CVTC Website_Sample Program Pages (page number 10)
- CVTC Website_Sample Program Pages (page number 15)
- MyCVTC_Canvas Crash Course
- MyCVTC_Faculty Quality Assurance System
- MyCVTC_Ways of Learning.pdf
- NACEP Website
- New Faculty Development and Training Overview
- Practical Guide to Course Design
- Program Finalization Process FAQs
- Program Finalization Process Timeline
- Program Map Examples
- Program Map Examples (page number 4)
- Program Map Examples (page number 6)
- Program Map Examples (page number 26)
- Program Modification Form

- Quality Matters Rubric
- Spring 2020 Graduate Follow-up Outcomes Report
- Spring 2020 Graduate Follow-up Outcomes Report (page number 3)
- Syllabus Template
- Transcribed Credit High School Guidebook 2019-2020
- Transcribed Credit Mentor Guidebook 2019-2020
- WI Statutes Chapter 38
- WIDS Quality Rubric.pdf
- WIDS Website
- WTCS Educational Services Manual
- WTCS Educational Services Manual (page number 7)
- WTCS Educational Services Manual (page number 8)
- WTCS Educational Services Manual (page number 25)
- WTCS Educational Services Manual (page number 29)
- WTCS Educational Services Manual (page number 30)
- WTCS Program Curriculum Credit Distribution Compliance Rules
- WTCS WIDS Repository

3.B - Core Component 3.B

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

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

Argument

3.B

CVTC ensures the acquisition, application, and integration of broad learning and skills in its educational programs, as evidenced through the college's established [values](#). For instance, the value of commitment emphasizes *learning and success in a global society*; the value of respect commits to growth through *open communication*; the value of excellence focuses on the *creative pursuit of new ideas*. The college's general education program incorporates broad learning and skills through the institution's [core abilities](#), the heart of CVTC's academic work.

3.B.1

General education in the Wisconsin Technical College System (WTCS) provides a core of knowledge that imparts the common skills, intellectual concepts, and attitudes that every educated person should possess. WTCS includes the following broad skill categories in its [general education policy statement](#): communication, critical thinking/problem solving, ethics, global awareness, inclusive social interaction, mathematical principles, science and technology, and self-determination.

General education courses at CVTC are offered to support occupational programming within Associate of Applied Science (AAS) degrees at the institution and are selected from the areas of Communication, Mathematics, Natural Sciences, and Social/Behavioral Sciences. All courses are selected from the WTCS approved general education [course list](#) or are developed through the statewide [approval process](#).

WTCS defines the general education requirements of occupational and liberal arts transfer programs in its [Educational Services Manual](#). The [Curriculum Credit Distribution Compliance Rules](#) outline

the number of general education courses required for an associate of applied science degree (AAS); in a program of at least 60 credits, 15 general studies credits are required in the areas of Communications (6 credits), Social Science (3 credits), Behavioral Science (3 credits), and Math and/or Science (3 credits).

Faculty from CVTC's occupational programs select the general education courses most applicable to their content area and validate selections with their program advisory committee. General education offerings are reviewed annually by program faculty through the [program finalization process](#).

CVTC's associate degree in [Liberal Arts](#) incorporates general education from a variety of disciplines. The college is one of five in the state approved to offer a [collegiate transfer program](#), designed to prepare students for transfer into a baccalaureate institution. Students enrolled in CVTC's [Liberal Arts program](#) must take at least 60 credits in 200-level courses, including English (6 credits), Speech (3 credits), Humanities (6 credits), Social Science (6 credits), Health/Wellness/Physical Education (1 credit), Diversity/Ethnic Studies (3 credits), Math and Science (20 credits), Foreign Language (4 credits), and Electives (11 credits).

3.B.2

CVTC articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements through the core abilities. The core abilities are published on the [website](#), in the [Student Handbook](#), and within many other college publications. From 2013 to 2015, CVTC's Core Abilities Learning Team worked with the Academic Diversity and Inclusion Committee to develop the four core abilities with sub-indicators:

Core Ability	Sub-Indicators
1) Models Integrity	<ol style="list-style-type: none"> 1. Develops self-awareness 2. Practices personal accountability 3. Demonstrates ethical behavior 4. Applies quality standards 5. Follows sustainable practices
2) Thinks Critically	<ol style="list-style-type: none"> 1. Applies problem solving strategy 2. Acquires relevant information 3. Uses technology and other resources appropriately 4. Evaluates alternatives 5. Constructs probing questions
3) Communicates Effectively	<ol style="list-style-type: none"> 1. Adapts communication for audience 2. Speaks clearly, concisely, and professionally 3. Writes clearly, concisely, and professionally 4. Practices active listening 5. Reads critically

- 4) Values Diversity
1. Recognizes personal biases
 2. Demonstrates respectful and inclusive interactions
 3. Adapts to culturally diverse situations
 4. Works effectively with others
 5. Demonstrates global awareness

These four core abilities are integrated into all curriculum as appropriate, thus building a strong base for students' academic and personal success. Each core ability includes five associated criteria to accurately measure competency. Some core abilities are linked directly to technical program outcomes, while others are met through general education offerings and/or co-curricular programs.

CVTC staff and faculty collaboratively plan the integration of core abilities into all program areas through detailed curriculum and assessment development processes. CVTC uses [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.

As described in 3.A, programs use 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 (examples of program maps with core abilities included: [Accounting](#), [IT-Software Developer](#), [Nursing](#), [Welding](#)).

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. More detail on the assessment of student learning using the core abilities rubric is included in 4.B.

3.B.3

While all courses at the college have unique learning outcomes, CVTC's core abilities are common student learning outcomes addressed throughout many different courses and all programs at the institution. Through the core abilities and their sub-indicators, the college engages students in:

- Collecting, analyzing, and communicating information (thinks critically, communicates effectively)
- Mastering modes of inquiry or creative work (thinks critically, values diversity)
- Developing skills adaptable to changing environments (models integrity, values diversity)

The above concepts are directly addressed through the college's general education curriculum, including courses within the [Communications](#), [Social Sciences](#), and [Speech](#) subject areas.

CVTC assesses student engagement every other year, using the Community College Survey of Student Engagement (CCSSE). In the most recent administration of the survey (2018), [results](#) indicate CVTC students ranked the college higher than the national comparison cohort in four of five benchmark categories: [Active and Collaborative Learning](#), [Academic Challenge](#), [Student-Faculty Interaction](#), and [Support for Learners](#). All of these categories include questions and statements directly related to engagement with broad-based skill acquisition and application, such as the core

abilities, which help provide students with a comprehensive and meaningful educational experience.

3.B.4

Equity, diversity, and inclusion is a WTCS priority. A 2018 statewide [equity report](#) initiated efforts to support and maintain equity and inclusion across the state. The report also set the expectation that "equity and inclusion are core values underlying the work of every employee and every WTCS institution" ([page 4](#)). CVTC developed its own [local equity report](#) in March 2020 as part of a Perkins capacity building [grant](#) to address equity and inclusion.

CVTC's detailed [demographic breakdown](#) of students and staff indicates that 85% of program students and 93% of all staff identify as White:

Population	Students	All Staff	Faculty
American Indian/Alaskan Native	0.9%	0.2%	0.4%
Asian	4.1%	2.6%	0.9%
Black/African American	2.1%	0.6%	0.9%
Hispanic/Latino	2.6%	0.8%	0.4%
Native Hawaiian/Pacific Islander	0.1%	0.0%	0.0%
Not Reported	2.8%	2.4%	2.6%
Two or More Races	2.3%	0.2%	0.0%
White	85.3%	93.1%	94.8%

CVTC's core ability to value diversity reflects the institution's commitment to enhancing students' understanding of human and cultural diversity in the region and across the world. Several courses across CVTC's general education curriculum incorporate these critical competencies, including: [Introduction to Diversity Studies](#), [Contemporary American Society](#), [Social Problems](#), [Introduction to Gender Studies](#), [Introductory Sociology](#), [Race and Ethnicity in the U.S.](#), and several [foreign language](#) courses.

The [Diversity Resources](#) office supports diverse student groups by connecting them to campus and community resources, assisting with enrollment processes and academic success planning, offering networking and cultural awareness activities, facilitating discrimination, harassment, and Title IX complaints, and more. Additionally, the college sponsors and supports many activities, organizations, and initiatives to improve cultural sensitivity and global awareness, including:

- [Study Abroad](#) - CVTC has expanded study abroad opportunities to students in the last several years, offering six separate [programs](#) in 2019-20. In 2019, CVTC was awarded a Capacity Building for U.S. Study Abroad [grant](#) from the U.S. Department of State. The [EXPLORE](#) project was the only grant funded in Wisconsin and one of just six two-year college programs funded across the nation, with a goal to expand CVTC's capacity to offer study abroad opportunities to students in occupational programs.
- Student Clubs and Organizations - The [EMPOWER](#) Alliance and Leadership Program/Diversity Student Organization is a student group designed to support the academic and social development of new and continuing CVTC students served by [Diversity Resources](#).

EMPOWER was established to provide a safe space for students of color to talk about social injustice issues and to support one another through active listening and supportive feedback.

- [International Students](#) - CVTC's Diversity Resources office provides [support](#) to its international student population, who play a valuable role in enhancing local students' global awareness and cultural sensitivity.
- Fulbright-Hays Group Projects Abroad Grant - CVTC's Fulbright-Hays grant project, [Understanding the Hmong Experience through a Cultural and Historic Lens](#), brought 12 secondary and post-secondary educators to Thailand during the summer of 2019 to explore Hmong culture and history with the ultimate goal of infusing these elements into their curriculum back in the U.S.
- [Diversity Conference and Culture Fair](#) - CVTC's annual Diversity Conference and Culture Fair brings together leaders, scholars, community members, and culturally diverse groups to provide students, faculty, and other participants with authentic exhibits and exploration of race, culture, and diversity.
- Training and Professional Development - CVTC's Diversity Resources office offers [training and professional development](#) for faculty, staff, and students to expand awareness and sensitivity, promote equity for underrepresented groups, and integrate culturally relevant topics into the classroom. Additionally, faculty and staff [in-services](#) often feature breakout sessions related to diversity and cultural sensitivity.
- [Diversity Resources Book Club](#) - The Diversity Resources Book Club provides an opportunity for students, faculty, and staff to read and discuss together books exploring human and cultural diversity.
- [Monthly Diversity EduMail](#) - A monthly email provides a summary of events, traditions, and celebrations of interest to CVTC students and staff.
- [Diversity and Equity Campus Climate Survey](#) - The Higher Education Data Sharing (HEDS) Consortium climate survey was administered to students and employees of CVTC in Fall 2019. Results will help guide CVTC's strategic initiatives related to equity, diversity, and inclusion.

3.B.5

As described previously in 2.E, CVTC faculty and students do not regularly conduct scholarly research as part of the institution's academic programs. However, the college is working to engage students in research opportunities relative to their program of study, such as through the [Student Symposium](#).

CVTC's [Research Methods](#) course prepares students for research across multiple academic areas, highlighting original research projects with a community service focus. The course is part of the Liberal Arts program and provides students with a foundational understanding of research prior to transferring to a four-year institution.

CVTC faculty have been active in pursuing and winning grants to support scholarship, creative work, and the discovery of knowledge across the institution. Projects of note include:

- U.S. Department of Education Fund for the Improvement of Postsecondary Education (FIPSE) Open Textbooks Pilot Program Grant - The [Open RN](#) grant is a statewide project led by CVTC which aims to create five open educational resources (OER) textbooks for the Nursing programs across Wisconsin. The \$2.5 million grant supports collaboration of WTCS Nursing program faculty to develop, review, and publish the textbooks, along with 25 associated virtual reality scenarios for use in Nursing simulation labs. The first textbook, Nursing Pharmacology, was published in June 2020 (see [quarterly report](#)).

- National Science Foundation (NSF) Advanced Technological Education (ATE) Project Grant - The [Developing Resources for Enhancing Additive Manufacturing \(DREAM\)](#) project partners with regional rural high schools to incorporate additive manufacturing principles into secondary curriculum while sponsoring a fab lab for students to conduct real-world projects on behalf of regional employers.
- NSF ATE Project Grant - CVTC's [Technological Education, Advancement, and Change in Cyber-Physical Systems Education \(TEACH CPS-ED\)](#) project focuses on rapidly changing industry and educational needs related to cyber-physical systems, including mechatronics, industrial controls, industrial robotics, and industrial Internet of Things.
- NSF ATE Project Grant - The [Robotics Training in Education and Advanced Manufacturing Sectors \(Robo TEAMS\)](#) project incorporates innovative robotics technology into education and training for CVTC students, secondary students, and industry partners.
- WTCS Career Pathways Grant - CVTC's [Building Opportunity through Partnerships: High School Academies for the Future Workforce](#) project will provide dual credit programming through high school academies throughout the CVTC district. As part of this project, the college will incorporate project based learning (PBL), by definition on the [PBLWorks website](#): "a teaching method in which students learn by actively engaging in real-world and personally meaningful projects." Based on promising research showing PBL's impact on learning, particularly for historically disadvantaged students, the college will use grant funds to expand PBL training for its dual credit faculty teaching in area high schools and introduce PBL activities into high school academies.

Sources

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- NSF TEACH CPS-ED Project Overview
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- Program Finalization Process FAQs
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- Project Based Learning Website
- Research Methods Course Description
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- WIDS Website
- WTCS Educational Services Manual
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- WTCS Educational Services Manual (page number 27)
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- WTCS General Education Course List
- WTCS Program Curriculum Credit Distribution Compliance Rules
- WTCS Systemwide Equity Report
- WTCS Systemwide Equity Report (page number 4)

3.C - Core Component 3.C

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

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

Argument

3.C

According to [data](#) submitted to the Integrated Postsecondary Education Data System (IPEDS) in Fall 2019, CVTC has 716 employees (459 full-time and 257 part-time). Of these, 218 are full-time faculty members and 210 are part-time (adjunct) faculty members. CVTC's faculty and staff work together to develop, maintain, and improve effective high-quality programs and student services.

3.C.1

CVTC's full-time faculty (218) outnumber adjunct faculty (210). According to IPEDS, the [national average](#) of full-time faculty as a percentage of total faculty at two-year colleges is 33%. By contrast, CVTC's full-time faculty make up 51% of its instructional staff. Additionally, 91% of courses at the college are taught by full-time faculty. The breadth of full-time faculty at the college reflects the institution's commitment to providing a consistent and sound educational experience to students.

CVTC faculty have strong continuity with the institution. Current full-time faculty have worked an average of 9 years at CVTC, while adjunct faculty members average 11 years of service. The college's [student-to-faculty ratio](#) is 14:1, approximately 25% lower than the [national average](#) for public two-year institutions (just under 18:1). Based on the most recent college wide survey of student satisfaction, the Noel-Levitz Student Satisfaction Inventory (SSI), CVTC students rate Instructional Effectiveness significantly higher than both [national](#) and [WTCS](#) comparison cohorts.

CVTC faculty are scheduled and compensated based on established instructional load parameters. These parameters ensure that faculty are provided the time and resources necessary to prepare for and teach their classes, along with other non-instructional duties such as creating assessments, assessing

students, and reporting data. [Load calculations](#) vary based on the credit hours of the course, the course delivery format (e.g. teaching face-to-face, online, blended, lab, etc.), and other variables. Load differentials are established for instructors teaching a new course or teaching a course for the first time. Non-instructional load is used for curriculum projects, special assignments, acting as a Program Director or Department Chair, and committee work. Full-time faculty members are expected to work 40 hours per week during the academic year, but may arrange their schedules to best accommodate their course schedules, office hours, and other duties. Deans work with Program Directors and Department Chairs each term to develop faculty course schedules and office hours, ensuring instructional load is disseminated with equity and efficiency.

3.C.2

CVTC is committed to the hiring, development, and evaluation of qualified faculty and staff. The college's strategic goal of [Cohesive Culture](#) aims to develop a culture that enhances efficiency, effectiveness, and professional growth for employees.

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 [Faculty Quality Assurance System \(FQAS\)](#) standardizes the hiring and ongoing professional development of faculty across the state, ensuring the college hires quality faculty who will be provided with ongoing professional development to support learner success and be credible resources for students. FQAS includes a [competency framework](#) with seven primary areas, including [assessment](#), [behavioral management](#), [course design](#), [data and evidence analysis](#), [embracing diversity](#), [student success](#), and [teaching methods and technology](#). CVTC's Curriculum and Professional Development (CPD) office offers [FQAS courses](#) each term to fulfill the state's requirements and ensure faculty obtain and maintain required competencies within their first three years of employment. Each year, CPD prepares and submits a [Faculty Quality Assurance System Annual Plan and Report](#).

Following HLC's Assumed Practice B.2, CVTC hires 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 dual credit instructors, 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. The standard credential requirements for each degree type at the college are outlined as follows:

General Education Courses	Associate Degree Programs	Two-Year Technical Diploma Programs	One-Year or Less Technical Programs
Master's degree in the subject area	Bachelor's degree in the field preferred	Associate's degree in the field preferred	Associate's degree in the field preferred
OR	OR	OR	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*
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*Minimum threshold of experience: Minimum of two years (4,000 hours) of appropriate occupational experience in a target job for the program(s) being taught, of which at least one year (2,000 hours) shall be within five years prior to the date of appointment. One year (2,000 hours) of related occupational experience may be waived if the occupational instructor has at least two years of post-secondary teaching experience in the appropriate field within five years prior to the date of appointment. Reliance on occupational experience for hiring faculty is rare.

The college has a formal process to guide the determination of [tested experience](#) for faculty lacking standard required credentials, which is used sparingly, when faculty "may have a breadth and depth of experience outside of the classroom in real-world situations relevant to the discipline of instruction which can be considered in concert with formal academic preparation."

When hiring faculty, CVTC uses a [Verification of Employment](#) form to confirm and validate faculty members' occupational experiences prior to their employment at the college.

CVTC tracks educational attainment of full-time faculty, outlined below:

Degree Type	Full-time Faculty (2019-20)
Doctorate	14
Educational Specialist	5
Master's	137
Bachelor's	59
Less than Bachelor's	24
Total	239

The majority (65%) of full-time faculty hold a master's degree or higher. Approximately 10% of faculty hold less than a bachelor's degree. CVTC students and members of the public can view faculty credentials on the public [website](#) or on [My CVTC](#) through the online directories.

The vast majority of faculty are deemed qualified based on educational credentials, not occupational experience. Faculty hired without the required credentials are placed on educational plans, called [Employment Agreements](#), which are a condition of continued employment at the college. Employment Agreements provide up to five years to complete the required degree or agreed upon equivalent, though most take less time than that. Currently, there are 10 faculty members at CVTC with active Employment Agreements.

Dual credit instructors at regional high schools must meet the same qualifications as full-time and adjunct faculty members. Currently, 12 of the 175 dual credit teachers across the district are in the process of earning degrees required to teach CVTC dual credit courses. CVTC received a [grant](#) from

the Wisconsin Department of Workforce Development to help dual credit teachers meet HLC standards for faculty qualifications through tuition reimbursement.

3.C.3 - Instructors are evaluated regularly in accordance with established institutional policies and procedures.

As part of the [full-time faculty development and training process](#), new full-time faculty have a three-year probationary period. They are evaluated by Curriculum and Professional Development (CPD) their first two years, and by their direct supervisor beginning in their third year. Thereafter, deans evaluate faculty members each year and recommend annual contract renewals based on course evaluations, student feedback, and progress toward their triannual goals. Formal faculty evaluations are conducted every three years. Evaluations include a written [evaluation](#) and teaching [observation](#).

Students are given the opportunity to complete online course [evaluations](#), via an online survey, at the end of each term. These evaluations are used by faculty and their supervisors to review student feedback on [key areas](#) and continuously develop and improve their instructional methodology.

In the event a faculty member is not meeting minimum performance expectations or maintaining FQAS competencies, and routine coaching and professional development do not sufficiently address the issue, supervising deans may introduce a [performance improvement plan](#).

Adjunct faculty are evaluated through a different [process](#) than full-time faculty. Adjunct instructors are evaluated by CPD annually for two years. Thereafter, formal [performance evaluations](#) and [observations](#) are conducted every three years by a CPD Faculty Developer. Similar to full-time faculty, adjunct faculty are evaluated through course evaluations each semester and recommended for renewal by deans on an annual basis.

3.C.4

During their first year, faculty are assigned a mentor and complete a New Faculty Academy, which includes an initial orientation, the Teaching Methods and Technology course, and subsequent quarterly seminars. Faculty complete the seven basic FQAS competencies within the three-year probationary period after they are hired through the Academy and by taking [courses](#) from CPD. After that, they move into the ongoing professional development portion of the FQAS process. CVTC considers professional development vital to the strategic goals of the institution and its service to the community. In addition to the large variety of in-service opportunities available to faculty, CPD facilitates monthly [professional development](#) opportunities, as well as customized training sessions by appointment or drop-in with faculty trainers.

Ongoing development is categorized into three areas:

- Instructional Excellence
- Student Success
- Occupational/Content Currency

Full-time faculty can meet the requirements of instructor excellence and student success by attending faculty in-services each year (examples of agendas from 2019-20 in-services: [May Academy](#), [Spring In-Service](#), and [Fall In-Service](#)). Additionally, full-time faculty must record 40 hours of occupational/content currency every three years. Occupational and content currency are activities that ensure the instructor remains current or support continuous learning or improvement in the

instructor's certified area. Faculty are provided [examples](#) of occupational and content currency activities, or may seek others to meet this requirement. All professional development hours are logged in the college's online professional development system, My Talent, for easy tracking and reporting capability.

Adjunct faculty undergo an [online orientation](#) upon hire and work with a faculty developer to receive mentoring and support. Following their first year, adjunct faculty are paired with a [mentor](#). Mentors act as coaches and build a trusting relationship; they do not have evaluation duties. Adjunct faculty are expected to complete the seven basic [FQAS competencies](#) within five years of hire. After that, they must participate in 18 hours of ongoing development every three years (or six hours per year).

3.C.5

Faculty are expected to reserve at least six hours per week (96 hours per semester) for office hours, advising, and student contact as part of their teaching responsibilities outside of class time. Office hours must occur on campus except when approved by the dean for special circumstances or when deemed beneficial for student learning (i.e. virtual office hours, student study groups, etc.).

Instructors must post their schedule and office hours clearly outside their office door. Faculty also include their name, email address, phone number, office location, and office hours on the front page of their [syllabi](#).

Faculty are also available to students remotely via Canvas, email, phone, and other [remote learning platforms](#). For instance, instructors may connect with students via Canvas Conferences, Google Meet, Microsoft Teams, or WebEx to facilitate a class "meeting" online or to host online office hours.

In CVTC's latest administration of the Noel-Levitz Student Satisfaction Inventory (SSI), one of CVTC's [top scoring strengths](#) was "Faculty are usually available to students outside of class."

3.C.6

Staff providing student support services are categorized as support staff, professional, or management employees at CVTC. All non-faculty positions at the college have [position descriptions](#) on file with the required qualifications articulated. HR works directly with hiring managers to screen job applicants and ensure all candidates have the proper qualifications. Following recruitment tasks, hiring managers work with a hiring [committee](#) to conduct interviews and make hiring recommendations, all of which are approved by a college Vice President and the President.

Upon hire, staff attend a bi-annual employee orientation. This face-to-face [orientation](#) is scheduled in January and August of each year. Employees are introduced to key resources and information relevant to employment at the college. Attendees receive presentations from Public Safety, Diversity Resources, Curriculum and Professional Development, and more. Other [new employee resources](#) include benefits enrollment sessions and required trainings (FERPA, Hazardous Communication, Title IX, and Bloodborne Pathogens if applicable). CPD facilitates several orientation and development programs for new employees or employees new to their role, including a New Leaders Academy and a mentorship program.

Employees are evaluated by supervisors on an annual basis. Employees complete a [self-evaluation](#) prior to meeting with their supervisor to document and account their job performance, as well as set goals for the future.

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. In situations requiring it, supervisors may place employees on a Performance Improvement Plan or Corrective Action Plan.

CVTC offers extensive professional development opportunities to its non-faculty staff, including an annual staff and leadership in-service with a broad variety of topics and training sessions available. The [Fall 2019 Staff and Leadership In-Service](#) was titled "Strengthening Connections for Supporting Students" and featured various community organizations working with the college to address issues like poverty, food insecurity, homelessness, domestic violence, and mental health. Other [professional development opportunities](#) include team training seminars such as Everything DiSC Workplace, Clifton StrengthsFinder, team building, coaching, and more. Leadership development programs available to employees include a CVTC Leadership Academy, Wisconsin Leadership Development Institute (WLDI), and various Chamber of Commerce leadership programs. In addition to professional development opportunities available internally at the college, each department includes funds for travel and development through national and regional conferences and training courses, state-wide meetings and events, and technical training courses.

Other development opportunities are available for staff providing student services across the college. For instance, a [Mental Health Series](#) offered in Fall 2019 gave Student Services staff resources for supporting students facing mental health challenges. Several Student Services staff members are members of organizations specific to higher education professionals serving students, such as the [Wisconsin Association of Student Financial Aid Administrators](#), the [National Association of Student Financial Aid Administrators](#) (financial aid), and NACADA (academic advising). These organizations provide conferences, resources, networking, and professional development for staff serving students on a regular basis.

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- Adjunct Faculty Mentor Program
- Adjunct Faculty Online Orientation
- Adjunct Instructor Observation Report
- Adjunct Instructor Performance Evaluation
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- CVTC Website_Staff Directory
- Employee Data
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- Employment Agreement Template

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- Verifications of Employment Form
- WASFAA Membership

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

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

Argument

3.D

CVTC's [mission](#) seeks to *improve the lives of students*, reflecting a commitment to supporting students through their educational journey. The college's [strategic goal](#) of Student Success aims to improve student success through innovative, student centered strategies and quality instruction. Furthermore, through its core value of Excellence, CVTC seeks to continuously improve processes that support the creative pursuit of new ideas.

3.D.1

[Disadvantaged populations](#) make up a large portion of CVTC's student body. While 63% of program students receive some type of financial aid, 41% of students receive a Pell Grant and are considered economically disadvantaged. Furthermore, 32.6% of students are first generation college students, and 7.2% have a documented disability plan on file. CVTC provides a broad array of support services to address these needs and more.

Student services are outlined on the [public website](#), [My CVTC](#), and in the [Student Handbook](#). Students may also learn about services available to them through printed informational materials (example list of [available resources](#)) and the [Student Central](#) office, the college's one-stop service center that guides students through various stages of enrolling, registering, applying for financial aid, and other important steps to becoming a successful college student. Key student support services include, but are not limited to:

Technology Support:

- [Online Learner Resources](#) - CVTC's E-Learning Specialist provides one-on-one support to students navigating any type of CVTC technology. An [Online Learner Resources](#) page on My CVTC provides additional resources.
- Technology Help Center - CVTC's Technology Help Center provides technology support

through a walk-up window, phone, email, or online incident submission and tracking. The Center also has extensive documentation, guides, and FAQs for common questions and issues in the college's [KnowledgeBase](#).

- [Computer Repair Center](#) - Students in the IT-Network Specialist and IT-Software Developer programs staff this service center to identify and fix problems on personal computers.

[Academic Services:](#)

- Learning Centers - Learning Centers are located on each campus to provide free homework help, study skills and test preparation, technology support, and other tutoring services. Support is provided by qualified faculty and peer tutors.
- Success Seminars - CVTC offers both [face-to-face](#) and [online success seminars](#) to students. These free seminars are scheduled regularly throughout each term and/or customized and incorporated into individual classes at the instructor's request.

[Student Life:](#)

- [Student Association \(SA\)](#) - CVTC's Student Association represents the student body as its official governing body. SA represents the college at the state level through Wisconsin Student Government and works on legislative issues which impact students within the district. SA is comprised of a student leadership team, campus representatives, and club representatives. All students are welcome to attend meetings.
- [Student Clubs](#) - Student Life coordinates [clubs and student organizations](#) that make up CVTC's co-curricular programs. In 2019-20, there were 40 student clubs across various program and interest areas. Clubs are guided by a [manual](#) which outlines standard policies and procedures.
- Student Life Services - The Student Life office coordinates multiple services for students, such as distributing student IDs, graduation materials, bus passes, locker assignments, recreational facility passes, and information on housing.
- [Food Pantry](#) - CVTC's food pantry serves any student experiencing food insecurity. In 2018-19, the food pantry served 750 students and distributed 8,378 pounds of food.
- [Student Health Services](#) - CVTC has agreements with regional health care providers to offer students enrolled in five or more credits basic health care services at a low cost.
- [Student Events](#) - The Student Life office plans, coordinates, and evaluates campus events for the student body. Events are educational, entertaining, culturally meaningful, and designed to spark engagement. Many additional [student events](#) are coordinated by other departments as well.
- [Study Abroad](#) - The Student Life office coordinates CVTC's [study abroad programs](#), working with faculty and study abroad organizations and supporting students in preparing for and carrying out travel.

Financial Support:

- [Financial Aid](#) - CVTC's Financial Aid office assists students in securing the resources necessary to fund their education, and in understanding their rights and responsibilities related to financial aid.
- [Money Matters and Financial Coaching](#) - CVTC's Money Matters financial literacy program helps develop student financial knowledge and promote financial well-being. CVTC was awarded the [Governor's Financial Literacy Award](#) for the Money Matters program in 2018.
- [Scholarships](#) - Most scholarships at CVTC are provided through the CVTC Foundation, Inc. In [2019-20](#), the foundation awarded over 350 scholarships, totaling over \$330,000.

- [Veteran Benefits](#) - CVTC is approved by the Wisconsin State Approving Agency for training of qualified individuals under the Veteran Education Benefits Act (GI Bill). CVTC's Veterans Services office assists with the GI Bill process and serves as a liaison between students and various Federal and State agencies.
- [Student Emergency Fund](#) - The Student Emergency Fund provides financial assistance to students involved in an emergency/unanticipated event that may affect the student's ability to continue his/her education. In [2019-20](#), the Student Emergency Fund awarded over 60 students more than \$29,000 for housing, food, transportation, and dependent care expenses.

Diversity Resources:

- [Diversity Resources](#) - CVTC's Diversity Resources office coordinates discrimination and harassment claims, provides [training and development](#) to faculty and students to develop a greater understanding of culturally responsive and inclusive skills, oversees the EMPOWER Alliance group, facilitates the [Diversity Conference](#), and more. More details on Diversity Resources can be found in 3.B.4.
- [Disability Services](#) - CVTC's Disability Services office helps facilitate a supportive learning environment for all students by coordinating reasonable accommodations for individuals with documented disabilities, helping to address barriers, meeting with staff, and developing accommodation plans.

Other Services:

- [English Language Learning \(ELL\)](#) - The college offers ELL courses at beginning, intermediate, and advanced levels. All ELL courses are non-credit and available tuition-free for students and community members.
- [Adult Education and College Prep](#) - CVTC provides adult education for students and community members at each campus location, including basic skills education (BSE), ELL, computer literacy, GED/HSED preparation, and job seeking skills.
- [Community Resources](#) - CVTC students may benefit from several services run and operated by students in hands-on lab settings practicing their skills, including the low-income [dental clinic](#), [Shear Inspiration Salon and Spa](#), and [620 West](#) restaurant and culinary pop-ups.
- [Public Safety](#) - The Public Safety office offers emergency response and scene control, assistance during medical emergencies, investigation and logging of criminal and college policy/procedure incidents, and more.
- Campus Dining - CVTC does not offer a meal plan, but contracts with Sodexo for student food service and other college catering needs.
- [Library](#) - The Library offers a broad array of media, study space, research databases, and information literacy services.
- Bookstore - CVTC contracts with eFollett for textbook purchase and rental, laboratory supplies, CVTC apparel, and more.

In addition to the services CVTC provides directly to students, the college has formal relationships and referral processes in place with multiple community-based organizations or government entities to offer support to students in need. The [Community Resources](#) web page on My CVTC provides a comprehensive list of community services in a variety of areas.

3.D.2

CVTC is an open access institution and does not require entrance assessments for admission to the

college or a majority of its programs. A small number of programs do require an entrance assessment; for instance, many health program students must take the Health Education Systems Incorporated (HESI) prior to program entry. The college offers free [assessment preparation](#) seminars (both face-to-face and online) to help students prepare for the HESI and other placement assessments, such as the Accuplacer and Tailwind Assessments.

The college encourages all new students to attend a New Student Orientation prior to starting classes at CVTC. Many programs also offer their own program-specific orientation or boot camp to ensure students understand the academic rigor and demands of the program.

CVTC offers boot camps, bridge programming, and other transitional services to help students achieve success in credit courses. For instance, a [Health Programs Boot Camp](#) in 2019 prepared students enrolled in several different health programs with basic skills education such as test taking and note taking strategies, and a library orientation prior to beginning classes.

Beginning in 2015, a Developmental Education Redesign [steering committee](#) has worked to [redesign developmental education](#) at CVTC, in an effort to accelerate degree progression and remove barriers for students. Part of this redesign included [removing entrance assessment cut scores](#) for a majority of programs and focusing on creating guided pathways with accelerated developmental education coursework linked or incorporated into credit coursework. Primary efforts focused on helping students transition into or through academic programs without spending unnecessary time remediating. Through a combination of pre-program activities (boot camps, program maps, high school preparation, etc.) and integrated activities (supplemental instruction, corequisites, etc.), the number of prerequisite remedial courses offered declined by 50%, replaced with corequisite developmental courses. Additionally, the college adopted [Carnegie pathways](#) (Quantway and Statway) to shorten the math sequence and support success in math courses, receiving an [award](#) from the Carnegie Foundation for its [math pathways](#) in 2017.

The college's [Academic Services](#) office provides free developmental and basic skills education (BSE) to students with need. Academic Services helps students prepare for college-level work through support with developmental reading, writing, spelling, vocabulary, grammar, problem solving, and math courses. The department also helps students transition from non-credit to credit coursework by helping develop personal success plans, identifying resources they need to refresh skills, and completing developmental coursework in CVTC's free Transition Lab. In this lab, students can obtain free developmental education while enrolled in credit courses. The Transition Lab helps students who may be deficient in specific areas to get up to speed and remediate without having to spend time and money on additional coursework. Lab instructors can also contextualize learning to align with program courses students are co-enrolled in.

CVTC enrolls students in remedial/developmental courses when they seek support from Academic Services. Data from the [2018-19 Academic Services Scorecard](#) shows the department served 56.28 FTEs (over 2,000 course enrollments or 820 unduplicated students) through the delivery of 1,690 remedial course credits. Over 60% of these students were economically disadvantaged, 18% were students with disabilities, and 17% were minorities. Across all programs at CVTC, 11% of enrolled students were enrolled in remedial coursework in 2018-19.

3.D.3

Most CVTC programs are small, allowing Program Directors to play a key role in advising students and ensuring they complete all requirements for graduation. Additionally, CVTC [Academic Advisors](#)

provide guidance on general and program specific registration information, including: changing or adding programs, course sequencing, developing an academic plan, transferring credits and facilitating substitutions/waivers, performing degree evaluations, dropping and adding courses, and answering questions about registering for courses.

[Student Success Specialists](#) at CVTC act as academic advisors, but also provide comprehensive case management and address non-academic factors and barriers that students face. Student Success Specialists support students with goal setting, interpersonal issues, success plans, and referrals to CVTC or external resources as needed.

CVTC's [Career Development](#) office helps students explore their career and program options, as well as provide them with the tools to highlight and market their skills to potential employers. Career Services Specialists are available to meet with students individually and also conduct classroom workshops on career planning. In [2018-19](#), staff held 91 workshops for a total of 1,307 students; after adding another staff member, workshops nearly doubled in [2019-20](#), with 164 workshops offered to 2,412 students.

Advisors and Student Success Specialists are assigned to a group of programs, and students enrolled in those programs are directed to the appropriate advisor based on their academic path. Advisors work with students in one-on-one meetings and in classroom advising sessions. Classroom sessions enable advisors to communicate general program information to many students at once, while individual appointments allow for more specific and targeted advising. In [2018-19](#), advisors conducted 246 classroom advisement sessions, reaching a total 4,063 students. Meanwhile, the [Advising and Career Services team](#) conducted a total of 6,103 in-person walk-in or scheduled appointments, 10,180 advising-related emails, 3,479 advising-related phone calls, and 5 web conferencing appointments.

In Fall 2017, CVTC implemented a new constituent relationship management (CRM) tool, Ellucian Advise, to facilitate a proactive, comprehensive student support strategy. Advise automatically assigns a "success score" based on indicators on students' records, including early alerts, academic and financial aid standing, special population status (i.e. veteran, student of color, student with a disability), and other risk factors that may impact retention. Students with success scores below a certain threshold are [contacted and referred to targeted interventions and resources](#), including: general advising; Intro to College Life course; peer tutoring; financial resources; college success workshops, seminars, and/or online modules, including career preparation, financial literacy, study skills, etc.; Academic Services; and Diversity and Disability Services.

CVTC has an Early Alert process for faculty and staff to refer students at risk for failure to appropriate college resources. In [2018-19](#), faculty submitted over 4,000 early alert referrals for 1,949 unduplicated students to receive support from various student services departments. Based on [data from Advise](#), 34% of students with an Early Alert engage with student services in some way regarding their situation; CVTC is constantly striving to increase this percentage, to ensure that more students receive the support they need early on.

After a reorganization of the Advising office in 2012, the institution's scores in the Academic Advising Effectiveness category of the SSI have [significantly improved](#) over the last five survey administrations, now outranking both than the [WTCS](#) and [national benchmarks](#). In fact, the college scored higher than [WTCS](#) colleges and [national benchmark colleges](#) across all [major categories](#) in the survey.

3.D.4

As part of the [College Resources](#) strategic goal, CVTC has two strategies specifically addressing college infrastructure:

1. Maintain updated equipment and facilities to foster authentic learning environments with cutting edge technology; and
2. Maintain efficient and effective information systems to support college goals.

CVTC takes care to support the infrastructure and resources necessary to support effective teaching and learning while meeting rapidly changing workforce needs. While maintaining responsible resource stewardship, the college is committed to updating and growing spaces and systems to encourage academic growth and student success.

CVTC's [Facilities](#) department manages the college's three-year [Facilities Plan](#). CVTC is required to prepare a three-year plan to the WTCS Board each year. The plan must be approved by the District Board and submitted no later than August 1. The plan is accepted and reviewed by the WTCS Board, but no action will be taken, as each project continues to be subject to review and approval on an individual basis pursuant to [WI Statute 38.04\(10\)](#).

In Fall 2019, the college began exploring a capital referendum for the Spring 2020 election ballot. Through each phase of the referendum information campaign, CVTC provided clear information through its dedicated [referendum website](#), [presentations](#) to stakeholders, and personal interactions with partners. The referendum was ultimately approved by voters in early April. Over the next three years, the college will complete four key campus improvement projects funded through the referendum:

1. Construction of a [Transportation Education Center](#) (\$29.8 million)
2. Expansion and remodel of the [Emergency Service Education Center](#) (\$9.5 million)
3. Expand the [Manufacturing Education Center](#) (\$3 million)
4. Enhance and expand [additional campus facilities](#) (\$6.5 million)

CVTC's campuses feature traditional and collaborative classrooms, which include furniture and technology to encourage student interaction and engagement. All campuses offer computer labs and telepresence conference rooms to enable real-time, interactive communication from a distance. The college offers substantial space for students to study and work together outside of class, such as in the new [Learn, Innovate, Network, and Collaborate \(LINC\)](#) space on the main campus.

CVTC conducts an annual capital equipment request process as part of the college's [strategic planning and budgeting](#). Faculty work with deans to compile the equipment and technology needed for successful teaching and learning costing over the \$5,000 threshold for capital equipment. Deans prioritize the lists from program directors and department chairs and submit the [final list](#) to President's Cabinet for review and approval.

3.D.5

As described in 2.E, CVTC's [Library](#) offers guidance to students in the use of research and information resources. The Library's [mission](#) is to serve as the college's premier information center by providing the necessary resources to all students, employees, and community of the college while also assisting patrons in accessing, understanding, and successfully using these resources effectively.

The Library provides resources and individualized support in searching the college's collections, using proper [citations](#), finding information and [information literacy](#), checking out technology for courses and programs, and more. The Library also creates and disseminates [course guides](#) for individual programs to connect students with resources most applicable to their coursework. All students are also required to complete [cyber security training](#) upon enrollment to aid in information and technology literacy.

Students can also explore research practices and information literacy in a number of CVTC courses, including [Research Methods](#), several courses in the [Library and Information Services](#) program, and other general education courses.

Sources

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- Master Facilities Plan
- Math Pathway List Fall 2018
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- MyCVTC_Community Resources
- MyCVTC_Computer Repair Center
- MyCVTC_Cyber Security Training for Students
- MyCVTC_Disability Resources
- MyCVTC_Disability Resources (page number 2)
- MyCVTC_Diversity Resources
- MyCVTC_Face to Face Success Seminars
- MyCVTC_Facilities
- MyCVTC_Financial Aid
- MyCVTC_Food Pantry
- MyCVTC_Health Services
- MyCVTC_Knowledge Base
- MyCVTC_Library
- MyCVTC_Library Citations
- MyCVTC_Library Services
- MyCVTC_Money Matters
- MyCVTC_Online Learner Resources
- MyCVTC_Online Success Seminars
- MyCVTC_Pay for College
- MyCVTC_Public Safety
- MyCVTC_Scholarships
- MyCVTC_Student Association
- MyCVTC_Student Central
- MyCVTC_Student Clubs
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- MyCVTC_Student Life
- MyCVTC_Student Services and Support
- MyCVTC_Student Success
- MyCVTC_Study Abroad

- MyCVTC_Study Abroad Programs
- MyCVTC_Veterans Benefits
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- SSI 2019 Results Summary PPT (page number 16)
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- SSI 2019 Results Summary PPT (page number 19)
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- Student Services and Community Resources List
- Student Success Board Report_February 2020
- WI Statutes Chapter 38
- WI Statutes Chapter 38 (page number 2)

3.E - Core Component 3.E

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

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

Argument

3.E

CVTC provides an enriched educational environment to students, pursuant to its mission to *improve the lives of students*. In the most recent administration of the Community College Survey of Student Engagement (CCSSE), students rated CVTC above the national benchmark in **non-academic and social indicators**. Furthermore, on customized questions related to **academic mindset**, 92.3% of respondents agreed with the statement, "I feel welcome and respected at this college," and 87.4% indicated, "I have good relationships with others at this college."

3.E.1

CVTC provides multiple opportunities for students to experience an enriched educational environment through co-curricular activities. These include programs and services offered through the **Student Life** office, as described in 3.D.1, such as student clubs, the **Student Association**, and **events and activities**.

The institution's many **student clubs** are primarily aligned with academic programs. In 2019-20, 33 of the 40 (82.5%) **active student clubs** were associated with a program area. These clubs give students an opportunity to connect with their peers and engage outside the classroom while continuing to focus on their academic interests and future career field.

All prospective clubs must adhere to specific **criteria**, including a requirement for all club activities, agendas, and mission statements to fall within the mission and vision of the college. Each club must articulate a purpose and mission, develop a constitution, and gain support from a faculty or staff advisor. Clubs are requested to send two representatives to **Student Association General Assembly** meetings, where each club is allowed one vote. Representation in the Student Association ensures a wide range of student voices are heard, and that participants in co-curricular activities are aware of institutional plans and direction.

A broad variety of events and activities ensures all students can benefit from these engaging experiences. In 2019-20, over **50 planned events** included programming across a spectrum of thought provoking and educational topics and engaging, fun, social activities.

CVTC has recently begun to expand study abroad opportunities. In 2019-20, students had the opportunity to participate in six different **study abroad programs**, building global awareness and

cultural understanding while traveling with peers. Three of the six programs were aligned with academic programs ([Nursing in Belize](#), [Education in Belize](#), Culinary in Italy), while three were associated with general education coursework (Economics in Austria/France/Netherlands/Slovakia, General Education in Ireland, and Spanish in Costa Rica).

3.E.2

CVTC's mission comes to life in the enriching, educational experiences available to students. Examples of such experiences in community engagement, service learning, and economic development are outlined below.

Community Engagement

- Community Health Events - In addition to working in CVTC's low-income dental clinic for their clinical experience, Dental Hygiene and Dental Assistant students volunteer their time at the annual [Give Kids a Smile Day](#) event, where 100 low-income children are provided free dental care. Similarly, at CVTC's [Give a Vet a Smile Day](#), students from the Physical Therapy Assistant, Respiratory Therapy, Dental Hygiene and Dental Assistant, and Cosmetology programs volunteer their time, alongside other health care providers and business owners, to provide free health services to approximately 100 veterans.
- Free Income Tax Preparation - Each year, CVTC Accounting students work with a local credit union to provide [free tax assistance](#) to community members through the IRS Volunteer Income Tax Assistance Program (VITA).
- Automotive Services - In Fall 2019, CVTC's Automotive Club offered [free vehicle inspections](#) to community members.
- Family Events - CVTC Early Childhood Education students partner with Student Life to offer a community [literacy event](#) for young children and their families each year.

Service Learning

CVTC's Liberal Arts program offers a one-credit [service learning course](#). This course provides students with the opportunity to grow academically and personally through participation in a service-learning project. Students meet real needs within their communities by applying knowledge from courses and demonstrating proficiency of the college's core abilities by completing 16 volunteer hours, writing reflective reaction to the work, meeting regularly with a faculty mentor, and compiling a final portfolio.

Nearly every program at CVTC includes an element of external engagement through internships, practicums, and clinical experiences. These work-based learning opportunities provide students with essential hands-on experiences within their chosen career field and help build connections with employers throughout the region. In 2019-20, 739 students completed an internship or clinical experience.

Additionally, all CVTC clubs must conduct a community service project each year. These projects often benefit community causes aligned with the program and help students engage with community-based organizations or employers within their chosen career field.

Economic Development

- CVTC's Cosmetology students provide salon and spa services to community members in a real

- salon setting while gaining hands-on practice in the [Shear Inspiration Salon and Spa](#).
- Culinary Management students practice planning and advertising culinary events, preparing and serving food, and interacting with customers through the 620 West restaurant. Various culinary pop-up events throughout the year supplement regular restaurant services. Additionally, the Culinary program has partnered with other businesses in innovative ways to contribute to the area's creative economy. For instance, students create pastries to sell in within Sodexo's on-campus dining area, and a local [meal prep company](#) has requested new recipe ideas from students for marketing to customers.
 - The college's Workforce Solutions and Continuing Education department offers courses to area [employers](#) and [community members](#) through customized contract training and continuing education seminars. CVTC offers a [broad range](#) of both credit and non-credit offerings to address workforce training needs throughout the 11-county district. In 2018-19, the institution offered customized training to workforce groups for over 120 employers and awarded [7,890 credits](#) through contract training courses.

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3.S - Criterion 3 - Summary

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

Summary

CVTC upholds quality standards for all its educational programs and services, regardless of where and how they are offered. The college's strategic goal of Quality ensures a committed focus on continuously improving teaching and learning across the institution.

The college's courses and programs are relevant and current, informed and validated by advisory committees and industry experts, developed through standardized processes, and approved with defined learning outcomes. CVTC's core abilities set the foundation for general education across the college, providing broad learning and lifelong skills to students regardless of their future career field.

Instructors and student services staff at CVTC are highly qualified and provided ample professional development and training opportunities. Furthermore, CVTC has processes in place to ensure faculty qualifications reflect the excellence promised to students and the community.

The college provides extensive support services to students to augment and sustain teaching and learning. CVTC's educational programs, support services, co-curricular experiences, and physical and technological infrastructure all align to focus on the unifying goal of student success. These elements are placed in the context of the larger community outside CVTC to prepare students as professionals and thoughtful, contributing members of society.

CVTC has maintained consistently high quality teaching and learning throughout the coronavirus pandemic, providing essential [training](#) to faculty. Please see [CVTC's Response to COVID-19](#) related to Criterion 3 for more information.

Sources

- August 2020 New Faculty Academy Agenda
- CVTC Response to COVID-19
- CVTC Response to COVID-19 (page number 2)

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

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

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

Argument

4.A

CVTC is dedicated to quality across its educational programs and courses, as reflected in the strategic goal of [Quality](#), which directs the institution to ensure continuous quality improvement in all college programs and services.

4.A.1

CVTC has an ongoing commitment to ensuring academic program quality and continuous improvement through a [Plan, Do, Check, Adjust \(PDCA\) process](#). The [Comprehensive Program Evaluation Model](#) reflects the college's PDCA framework, beginning with data and evidence analysis, then moving into trend identification and root cause analysis, best practice exploration, improvement plan creation and implementation, and finally checking and adjusting. All CVTC academic programs complete the Comprehensive Program Evaluation process annually, as outlined

in the college's [Program Improvement Calendar](#).

CVTC's [Institutional Research](#) (IR) office develops and publishes [program scorecards](#) for all academic programs at the college. Each program uses annual scorecard data to review key metrics and program effectiveness, and to select areas to target for improvement. Scorecards include 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, along with benchmark data where relevant. The IR office publishes a [data dictionary](#) and [frequently asked questions](#) document to help faculty understand the metrics and data sources. Though not documented on the scorecards, external feedback from advisory committees is also a component of data and evidence analysis in the program review process.

Faculty are required to complete the [Data and Evidence Analysis Course](#) during their first three years at the college as part of the [Faculty Quality Assurance System](#). The Data and Evidence Analysis course explores a variety of data analysis tools, analyzes data from teaching and learning experiences, and uses data to inform decision making about the teaching and learning process. This strengthens the skills of program directors and faculty to analyze their program scorecard data and identify areas for improvement. The course also prepares faculty to understand data sets commonly used in higher education for program evaluation and improvement, such as enrollment, retention, graduation, employment, etc.

Faculty develop program improvement plans [annually](#) in the college's [Strategic Planning Online \(SPOL\)](#) cloud-based planning and assessment software. During fall (August) faculty in-service, program faculty review their current plans, determine if their current objectives have been met, and if necessary, develop new measurable, multi-year objectives as a team. Within each objective, faculty create three to five specific tasks, designed to move them toward the objective in a purposeful and timely manner. During spring (January) faculty in-service, faculty use their program scorecards to review program-level data and update the status of their program improvement plans. Program improvement plans in SPOL include objectives, tasks, assessment measures, intended results, status reports, and actual results. (Examples of program improvement plans for [Accounting](#), [IT-Software Developer](#), [Nursing](#), and [Welding](#).) Deans review and approve all plans, while program directors and faculty work together to achieve the objectives identified.

4.A.2

CVTC is committed to the quality and integrity of the credits that it transcripts as defined in the college's Credit for Prior Learning (CPL) [policy](#). Students may be granted course credits for knowledge and skills previously mastered and which directly relate to their program curriculum. The college has [procedures](#) in place to evaluate all credit that it transcripts in the following methods: prior learning, articulation, advanced standing, transfer, military, and national examinations. The [CPL Experiential Learning Handbook](#) provides detailed information for faculty and students related to prior learning, as well as dedicated pages for [staff](#) and [students](#) on My CVTC. Resources such as a [CPL Competency Assessment Form](#), [New Learning Competency Assessment Form](#) and [procedure](#), and [portfolio template](#) help guide faculty and students through the process. A Credit for Prior Learning Coordinator facilitates prior learning activities across the college and works with students directly to provide [information](#) and help them earn credit.

In 2018-19, CVTC granted 189 students CPL, totaling 407 course enrollments and 936 credits. CVTC prioritizes CPL as part of its strategic plan, which includes a [strategy](#) to increase credits

students obtain through prior learning assessment. [CPL credits](#) awarded have increased by over 600% over the last five years. In addition to offering many College Board's College-Level Examination Program (CLEP) exams and industry credential assessments, CVTC has developed 75 local assessments for students to earn CPL. The college also offers the ability to create portfolio-based assessments for nearly all courses using course competencies and learning objectives.

[CPL through Assessment](#)

Credit may be granted for previous work experience, military education/experience, or other prior learning experiences. Skills and knowledge gained through prior learning must be comparable to relevant CVTC course competencies. Prior learning credit may be earned through [assessments](#), such as a test developed by a CVTC subject matter expert, through documentation of competencies in a [portfolio](#) to be reviewed by a faculty member, or through a formal demonstration of competencies to a faculty member with subject matter expertise. All available assessments are organized by program on [My CVTC](#) for students to explore and complete. (Examples of course assessments available in [Accounting](#), [IT-Software Developer](#), [Nursing](#), and [Welding](#).)

[Credit through Articulation Agreements](#)

CVTC has established articulation agreements with area high schools to grant advanced standing credit to recent high school graduates who have successfully completed course work with a grade of B or higher in an equivalent high school course. In 2019-20, 30 advanced standing courses were offered by district high schools.

[Transcribed credit](#) (dual credit) courses are CVTC courses taught by high school instructors. College credits are awarded and recorded on a CVTC transcript upon successful completion of the course. Courses taken for college credit appear on student transcripts and are transferable to other technical colleges or universities. In 2019-20, there were 528 transcribed credit courses offered at high schools across the district. Dual credit is another priority on the college's strategic plan, with a [strategy](#) to increase dual enrollment options for high school students. In [2018-19](#), CVTC awarded nearly 20,000 credits earned through dual enrollment to 663 FTEs, exceeding its target of 17,237 credits and 574 FTEs.

[Transfer of Credit](#)

CVTC will award transfer of credits from other regionally accredited institutions of higher education. Credits from a non-regionally accredited institution will only be accepted if the program's accreditation is equivalent to CVTC's and 80% of the course competencies are met. Credits and lab components must be equivalent. Courses may transfer if the following conditions are met:

- The course is identified on an official college transcript;
- The course being transferred is equivalent in content and meets or exceeds the credit value of the CVTC course;
- The credits accepted as transfer do not exceed CVTC's credit value assigned to the course;
- The course is directly applicable to the degree or diploma program being pursued;
- A grade of "C" or above was earned in the course.

[Military Transfer Credit](#)

CVTC honors American Council on Education (ACE) recommendations for military training and

may award credit for those courses that match credit level and competencies for courses as part of its prior learning assessment [process](#). Deans or program directors assess the credit and determine alignment. Joint Services Transcripts (JST) serve as the basis for review for all branches of the military besides the Air Force. In this case, transcripts from the Community College of the Air Force may be submitted for review.

National Standardized Examinations

Students may also receive CVTC credits by earning appropriate scores on national [standardized examinations](#) from the College Board, such as College-Level Examination Program (CLEP) and Advanced Placement (AP) tests. Students must achieve the required score on the exams to qualify for credit for prior learning. Required scores and equivalent CVTC courses are posted on [My CVTC](#).

4.A.3

The college has established a clear [policy](#) and [procedure](#) to evaluate all credit that it accepts in transfer. CVTC's Registrar is responsible for administration of the policy and procedures for transcription of transfer credit.

CVTC awards transfer of credits from other regionally accredited institutions of higher education. The college evaluates these credits to determine the extent to which the credits apply to program requirements, general education requirements, or other program-specific graduation requirements. This information is communicated to students in the [Student Handbook](#).

The Wisconsin Technical College System (WTCS) has established a system-wide list of [general education courses](#) found in all 16 technical colleges' AAS and AAA degrees. CVTC will accept for transfer any system-wide general education course completed at another college that are directly applicable to the degree or diploma program being pursued.

WTCS has also established system-aligned curriculum for several occupational programs in the state. These [programs](#) share standardized components that ensure consistency and quality across WTCS colleges. CVTC accepts transfer of credits from system-aligned curriculum into the same program at CVTC when the student is in good academic standing.

Additionally, in 2013, [Wisconsin Act 20](#) enacted a statute which established a [Universal Undergraduate Credit Transfer Agreement](#) between the University of Wisconsin System (UW System) and WTCS. As a result, the two systems developed a list of [general education courses](#) that are transferable and satisfy general education requirements between and within each institution.

The [Transfer Information System \(TIS\)](#) is a statewide initiative to improve transfer for Wisconsin students. It includes helpful tools such as the [Credit Transfer Wizards](#) to help students determine if and where their coursework will transfer, transfer guides and resources, and articulation agreements by institution. CVTC also posts its formal [articulation agreements](#) with various universities and colleges on My CVTC, organized by CVTC program.

4.A.4

CVTC's Curriculum and Professional Development (CPD) office facilitates all course creations, modifications, and suspensions. For courses that require a pre-requisite, faculty must document it on a [course request form](#). Modifications to a current course are often initiated by a program director or department chair and must receive approval of the respective academic dean. Once approved, the

course request form is submitted to the Curriculum office, who then submits a request for approval from WTCS. Upon approval, Curriculum processes the changes in the Banner system, updates [program requirements sheets](#), and shares them with all key internal stakeholders/functions including Advising, Student Central, Academic Catalog, and the college's internal and public websites.

CVTC has adopted the [Worldwide Instructional Design System \(WIDS\)](#) as its curriculum warehouse. The college works to build all course outcome summaries and syllabi in WIDS, which serves as a central repository for all CVTC curricula and shared WTCS curricula. Course outcome summaries contain the course description, textbook, course competencies, assessment strategies, criteria, and learning objectives. The course outcome summary is the foundation for alignment regardless of instructor or delivery method. Rigor is also validated through state and licensure exams, registry exams, advisory committee and employer feedback, and third party accreditation. (Examples of course outcome summaries for [Accounting](#), [IT-Software Developer](#), [Nursing](#), and [Welding](#).)

One of the most important tools used to communicate expectations for student learning is the course syllabus. Instructors create and archive syllabi in WIDS. CPD has developed a [syllabus template](#) that is reviewed and updated annually for faculty use, including: course description, textbook, supplies, course competencies, grading scales, assessment values and timeline. Syllabi also communicate various college resources and policies like academic honesty, academic support services, student rights, etc. (Examples of syllabi for [Accounting](#), [IT-Software Developer](#), [Nursing](#), and [Welding](#).)

The college strives to provide proactive [academic services](#) that support student success. Learning Centers are located on each campus to provide academic and instructional support services to all students. More detail on specific student services is outlined in 3.D.

As discussed at length in 3.C.2, CVTC is committed to hiring qualified faculty, following HLC's Assumed Practice B.2. These standards are applied to all faculty, including adjunct faculty and dual credit instructors in secondary institutions.

Expectations for dual credit high school courses are clearly outlined in the [Transcribed Credit Guidebook](#). Dual credit instructors must attend a one-time CVTC Transcribed Credit Teacher Orientation, where they learn about CVTC's [100% curriculum match requirement](#). This standard assures that CVTC course learning outcomes, assessment criteria, and grading scale must be followed for transcribed credit courses. Furthermore, it is highly recommended that the textbook, software, and equipment used for teaching dual credit courses are the same or equivalent. Dual credit high school faculty are assigned a CVTC [faculty mentor](#) to ensure that the content, rigor, and evaluation standards for the course are met. Dual credit faculty provide a minimum of three updates per semester to their CVTC faculty mentor. In addition, the high school faculty meet annually with CVTC faculty to review course curriculum and learn about any changes to the course.

4.A.5

As outlined in 2.B, CVTC has worked extensively to increase individual program accreditations or certifications, expanding the number of [accredited programs](#) by over 30% in the last five years. Currently there are 33 programs with specialized accreditation, as shown in the following table:

Accrediting Body

CVTC Program

Partnership for Air Conditioning, Heating, Refrigeration Accreditation (PAHRA)	Air Conditioning, Heating, and Refrigeration (Associate Degree)
PAHRA	Air Conditioning, Heating, and Refrigeration Technician (Technical Diploma)
National Automotive Technicians Education Foundation (NATEF)	Automotive Technician
NATEF	Auto Collision Repair and Refinish Technician
NATEF	Diesel Truck Technician
NATEF	Diesel Truck Mechanic
Accreditation Council for Business Schools and Programs (ACBSP)	Accounting
ACBSP	Business Management
ACBSP	Executive Assistant
ACBSP	Human Resources
ACBSP	Organizational Leadership
ACBSP	Marketing
American Bar Association (ABA), Council on the Section of Legal Education and Admissions to the Bar	Paralegal
National Association for the Education of Young Children (NAEYC)	Early Childhood Education
ACBSP	IT-Network Specialist
ACBSP	IT-Software Developer
American Dental Association, Commission on Dental Accreditation (ADA-CDA)	Dental Hygiene
Joint Review Commission on Education in Diagnostic Medical Sonography (JRC-DMS)	Diagnostic Medical Sonography
Commission on Accreditation of Health Informatics and Information Management Education (CAHIIM)	Health Information Management and Technology
National Accrediting Agency for Clinical Laboratory Science (NAACLS)	Medical Lab Technician
Division of Quality Assurance	Nursing Assistant

Accreditation Commission for Education in Nursing (ACEN)	Nursing Associate Degree
American Physical Therapy Association, Commission on Accreditation in Physical Therapy Education (CAPTE)	Physical Therapist Assistant
Joint Review Committee on Education in Radiologic Technology (JRCERT)	Radiography
Commission on Accreditation of Allied Health Education Programs, on recommendation of the Committee on Accreditation for Respiratory Care (CoARC)	Respiratory Therapist
Accreditation Review Council on Education in Surgical Technology and Surgical Assisting, a committee on accreditation of Commission on Accreditation of Allied Health Education Programs (ARCSTSA/CAAHEP)	Surgical Tech
State of Wisconsin, Department of Justice, and Bureau of Training and Standards Law Enforcement Standards Board	Criminal Justice - Law Enforcement (Associate Degree)
State of Wisconsin, Department of Justice, and Bureau of Training and Standards Law Enforcement Standards Board	Criminal Justice - Law Enforcement Academy (Technical Diploma)
Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoEMSP)	Paramedic
CoEMSP	Fire Medic
National Institute for Metalworking Skills (NIMS)	Machine Tool

All of CVTC's accreditation relationships are in good standing. The college publishes specialized accreditation information on the [program pages](#) of the public website and My CVTC.

4.A.6

Part of CVTC's [mission](#) is to *support the workforce needs of the region*. As a technical college, graduate success is determined largely by post-college employment. The college deploys an annual [Graduate Follow-Up Survey](#), which is sent to all graduates during the year following their degree completion (6-12 months after graduation). The primary objective of this survey is to identify the current employment status of program graduates. The survey provides data to facilitate program planning, evaluation, and development. Survey [results](#) from the most recent administration in 2019-20 (2018-19 graduates) highlight that 95% of graduates were employed six months after graduation, with 86% employed in a related field. This rate exceeds the average of other [WTCS colleges](#) at 79%.

CVTC also administers an [Employer Follow-Up Survey](#). The employer survey is designed to evaluate employers' satisfaction with the training that CVTC graduates received relative to their occupation. Based on the most recent survey [administration](#), 97% of employers are satisfied or very satisfied with the technical education of the CVTC graduates working in their organization, and 96% would hire a CVTC graduate again.

Nearly every program at CVTC includes an element of external engagement through internships,

practicums, and clinical experiences. These work-based learning opportunities provide students with essential hands-on experiences within their chosen career field, and help build connections with employers throughout the region. In 2019-20, 739 students enrolled in these work-based learning opportunities.

CVTC has [transfer agreements](#) in place with dozens of colleges and universities, both for students enrolled in the Liberal Arts transfer program and for students enrolled in a range of occupational programs. Nearly 14% of CVTC graduates in [2017-18](#) transferred to another institution; a vast majority of these students enrolled in one of the three universities within CVTC's district: UW-Eau Claire, UW-Stout, or UW-River Falls. The annual [program scorecards](#) include information from the Graduate Follow-Up Survey about the percentage of graduates who are continuing their education. Nearly 50% of students enrolled in the [Liberal Arts](#) transfer program transfer to four-year institutions.

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4.B - Core Component 4.B

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

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

Argument

4.B

In February 2018, CVTC submitted an [Interim Report on Assessment](#). HLC's staff [review](#) of the report concluded: "It is evident from the materials submitted in the CVTC interim report that the institution has made significant improvements in assessing student learning, and that these improvements include an increasingly systematic approach to assessment."

Thus, CVTC has continued the approach that it began in 2015-16. Assessment of student learning at the college is a key component to supporting student educational achievement and improvement.

4.B.1

All courses and programs at CVTC have identified outcomes. The college uses defined indicators to assess both academic program and general education course learning outcomes (PLOs and CLOs), as well as co-curricular programs. Faculty assess students using plans and rubrics aligned with these indicators and report results to the college's IR office, which in turn reports results across all programs to the WTCS and on the college's internal website. The college has set a target of 75% competency across all course and program outcomes.

Course Learning Outcomes (Core Abilities)

CVTC is dedicated to students' comprehensive and well-rounded learning, skill acquisition, and application. The institution promotes its [core abilities](#) to address broad-based skills, including: models integrity, thinks critically, communicates effectively, and values diversity. As described in 3.B.2, each core ability includes five associated indicators to accurately measure competency. Some core abilities are linked directly to technical program outcomes, while others are met through general education offerings and/or co-curricular programs. Faculty use a [rubric](#) to assess abilities at the developing and proficient levels.

While all courses at the college have unique learning outcomes identified and assessed through student grades and completion rates, CVTC's core abilities are common student learning outcomes addressed throughout many different courses. The college uses a sampling method to assess core

abilities at the student level across the institution. General education faculty [mapped](#) all general education courses and assigned a core ability to assess in each course. Each term, a random sample of these courses are selected to report assessment data. Then, faculty teaching the selected courses provide the IR office with individual student [results](#) of “proficient,” “developing,” or “not assessed” for each core ability criterion. IR office staff meet with the Associate Dean of General Education annually to review the core abilities assessed in each course, make adjustments, and ensure alignment across the general education curriculum.

Program Learning Outcomes

All programs at CVTC have identified learning [outcomes](#). WTCS and industry partners validate these outcomes according to educational practice and employment needs. Outcomes are built into the curriculum, delivered via appropriate teaching methods, and assessed by faculty. Outcomes are reviewed and approved by program advisory committees. CVTC assesses achievement of program outcomes at the individual student level as one of the foundational measurements of learning. (Examples of program outcomes for [Accounting](#), [IT-Software Developer](#), [Nursing](#), and [Welding](#).)

Program faculty map program outcomes in the [Worldwide Instructional Design System \(WIDS\)](#), where all college curriculum is developed, modified, and stored. These maps identify the program courses in which specific concepts are introduced, practiced, and assessed. Each program also identifies a culminating course where summative assessment results are collected for all students. (Examples of program maps for [Accounting](#), [IT-Software Developer](#), [Nursing](#), and [Welding](#).) The program courses are listed across the top row. The first column of the matrix lists the core abilities, followed by unique program outcomes. The letters within the matrix cells indicate whether each core ability and program outcome is introduced (I), practiced/reinforced (P), or assessed (A) within each course. Cells with the letter (X) indicate where outcomes are linked across multiple courses.

CVTC’s Curriculum office helps faculty develop program assessment plans. Approved plans include: industry validated program outcomes ([examples](#)), a program map and matrix ([examples](#)), an assessment scoring guide ([examples](#)), a plan to communicate outcomes imported from the matrix to students through course syllabi ([examples](#)), and a plan for using assessment data and incorporating the results to continually improve teaching and learning ([examples](#)). The college has prioritized the need for assessment plans to be in place for all eligible programs in the strategic plan ([Outcome 1.2: Expand technical skills attainment and assessment of student learning to all academic programs](#)), and has achieved that [goal](#). In 2014-15, only 12 programs had approved assessment plans. By 2017-18, the number increased to 64; in 2018-19, there were 81 approved plans, and in 2019-20, all eligible programs have approved plans on file. Each term, faculty assess program outcomes and report results to the IR office, which in turn reports them to the WTCS as part of the [Technical Skill Attainment \(TSA\) initiative](#). TSA provides a comprehensive [framework](#) for program-level outcomes assessment throughout the college. Program faculty use standard scoring rubrics to guide their summative assessment of program outcomes. These rubrics include each program’s outcomes, rating scale, scoring standard, and a scoring guide. (Examples of TSA scoring rubrics for [Accounting](#), [IT-Software Developer](#), [Nursing](#), and [Welding](#).)

Co-curricular Program Outcomes

The college has continued to enhance its assessment of co-curricular program outcomes in the last five years. Prior to the CQR, co-curricular activities were linked to the institution’s core abilities, but lacked sub-criteria that aligned well with these programs. Rather, some activities included pre- and post-assessments to measure student learning, all clubs submitted annual reports to the Student Life

office outlining goals, plans, and activities for the year, and the Student Life office conducted periodic focus groups to measure professional skills gained through student leadership experiences. Now, CVTC uses its four core abilities to assess co-curricular programs at the college, including [student clubs](#), student leadership organizations ([Student Association](#)), and [campus events](#). The Student Life office uses unique criteria for each core ability to assess co-curricular programs through student focus groups and surveys. The core abilities and associated co-curricular criteria include:

- Models Integrity
 - Demonstrates ethical behavior
 - Practices personal accountability
- Thinks Critically
 - Acquires relevant information
 - Evaluates alternatives
- Communicates Effectively
 - Speaks clearly, concisely, and professionally
 - Practices active listening
- Values Diversity
 - Adapts to culturally diverse situations
 - Works effectively with others

The Student Life office piloted the process of assessing these criteria during Spring 2017 and began full-scale assessment and data collection in Fall 2017.

4.B.2

CVTC's process for assessing student learning, collecting assessment data, and reporting it is outlined in the [Learning Improvement, Planning, and Assessment Guide](#). The assessment timeline is incorporated into the [Program Improvement Calendar](#) posted on the [Program Planning](#) page on My CVTC for reference. CVTC's core abilities and program outcomes assessment data collection process takes place each term. To report program outcomes data, faculty identify the courses used to collect assessment data, then the IR office pulls the class list shortly after the drop/add period of each term. At the same time, the IR office selects a random sample of general education courses and pulls corresponding class lists for core abilities assessment. The IR office then sends an email to program directors and instructors teaching the selected courses to notify them that they will be reporting assessment data at the end of the term. At the end of the penultimate month of the term, the IR office creates and sends assessment templates with student names and ID numbers to instructors of the selected courses, so they can record assessment results for each student in the course. Instructors complete the templates and return them to IR.

Once the reporting period is complete, results are imported into the online planning and assessment software, [Strategic Planning Online \(SPOL\)](#), where assessment results are stored. The IR office runs reports from SPOL to import program outcomes assessment data into the enterprise resource planning system, Banner, which is then submitted to WTCS to fulfill TSA reporting requirements. Additionally, reports from SPOL are used to update the [Assessment of Student Learning Dashboard](#) on the [IR internal website](#). The Assessment of Student Learning Dashboard allows users to view aggregated program outcomes assessment results and drill down by program (or group of programs) to compare across years or over a single year. The dashboard also allows users to view all core ability assessments together, as well as filter by core ability, course delivery type, or the course itself, down to the student level and accessible across multiple years or by a single year or term.

Course Learning Outcomes (Core Abilities) Data

The IR office collects data from instructors teaching a random sample of courses associated with each core ability during each term. Using the [Assessment of Student Learning Dashboard](#), faculty can drill down into factors such as course delivery method, gender, ethnicity, primary program of enrollment, etc. to reveal differences in assessment results and can provide opportunities for curricular and instructional adaptation based on results. For instance, in [2018-19 results](#), in the "Communicates Effectively" core ability, 93.88% of students in face-to-face courses were assessed as proficient in reading critically; conversely, just 80.11% of students in blended, hybrid, or online courses were assessed as proficient. As another example, in the "Thinks Critically" core ability, 83.05% of students in math courses were assessed as proficient in acquiring relevant information; meanwhile, just 66.82% of students in science courses were assessed as proficient in the same criterion. These disparities illustrate opportunities for further study of results across courses to ensure a quality student experience.

Program Learning Outcomes Data

The college began significantly expanding its collection of program outcomes assessment data in 2015-16. Since that time, the IR office has published program outcomes data for all programs with approved assessment plans on the college's internal website. Assessment data is also published on [program scorecards](#) each year under the Technical Skills Attainment heading. In 2017, the IR office launched the [Assessment of Student Learning Dashboard](#), which displays all program outcomes assessment data over time, both at the college and individual program level. The dashboard's [overview of program outcomes](#) assessment reveals the significant increase of data collected since the CQR in 2015, with the number of students assessed through the TSA (program outcomes assessment) process rising from 466 in 2014-15 to 2,263 in 2018-19. Accordingly, this growth is reflected in the number of programs assessing outcomes as well, with 81 programs reporting in 2018-19, compared to just 12 in 2014-15. As for actual assessment results, CVTC's collective programs' results in 2018-19 show that 84.7% of students met program outcomes, 6.2% did not meet program outcomes, and 9.1% were not assessed for various reasons (e.g., students have course work to be completed at the time of reporting, curriculum is being revised, etc.). Slight fluctuations in results are due in part to adjustments made to assessment processes in response to early data, as well as an increase in the volume of programs assessing outcomes. For the most part, however, the percentage of students meeting program outcomes has remained steady and well above the target of 75% since 2015-16. (Examples of specific program outcomes assessment data for [Accounting](#), [IT-Software Developer](#), [Nursing](#), and [Welding](#).)

Co-curricular Program Learning Outcomes Data

CVTC collected its first full cycle of co-curricular assessment data in Fall 2017 and now has three full years of [data](#). The college administers a survey at the end of the term to all students participating in clubs and the Student Association. The survey outlines the core abilities and the co-curricular criteria associated with each, asking students to evaluate their proficiency level within each criterion at the beginning and end of the term, demonstrating their personal growth through co-curricular experiences. Results of the survey are reported in aggregate on the [Co-curricular Assessment of Student Learning Dashboard](#) on the IR website. The results in [2017-18](#), [2018-19](#), and [2019-20](#) reveal that students recognized growth in all of the co-curricular criteria within each core ability. The dashboard displays the results by core ability and sub-criteria for a clear picture of growth. For example, in [2018-19](#), the average score for the ability to speak clearly, concisely, and professionally under the core ability "Communicates Effectively" was 7.66 at the beginning of the term; the post-

term score was 8.02, reflecting an improvement of 5% over the course of the year. In Fall 2019, the Student Life office shared with students the [core abilities](#), the [online survey](#) to assess their co-curricular experience, and the previous year's [assessment results](#), showing students how their feedback informs co-curricular programming at the college.

The college's Student Life office provides co-curricular opportunities outside the classroom through a variety of activities and events, with a goal of connecting students to each other and to CVTC, which in return improves retention and success. The [Co-curricular Engagement Report](#) provides information about involvement and participation in various co-curricular programs over the last five years, including:

- Number of students engaged in clubs and organizations, including attendance at meetings and conferences. For instance, in 2019-20, 304 student club members attended the Diversity Conference (more than four times the number that attended two years earlier), and 30 students were recognized for outstanding leadership or achievement.
- Breakdown of activities of all clubs (academic/program-related, professional conferences/test prep, community service, CVTC/community event, social, fundraising, and competitions). Of the 130 activities completed by student clubs in 2019-20, 25 were academic/program related and 32 were community service activities.
- Number of attendees at different [engagement activities](#), organized by event focus (family, professional development, diversity, social, health/wellness) and by campus location. In 2019-20, 9,773 individuals attended the Student Life events or engagement activities offered.
- Participation in the CVTC Student Leadership Academy and results of academy evaluations. Following four cohorts of the academy (69 total students), 100% of participants recommended it for other students, and 99% felt the content covered was relevant to them.

4.B.3

Improving Student Learning in Courses (Core Abilities)

The assessment of core abilities and course success rates are reviewed by general education faculty to improve student learning. As an example, in [2016-17](#), 80.7% of students were assessed as proficient in reading critically, and 80.1% of students were proficient in writing clearly, concisely, and professionally. Faculty in the English, Communication, and Languages department have been working on improving overall success with English Composition 1, where these sub-criteria are assessed, over the past two years. Faculty have implemented three common assessments each semester: [narrative essay](#), [analytical essay](#), and [research essay](#). Each instructor submitted scores for each common assessment to a shared folder to create data sets to examine success. Those aggregated scores are then analyzed during the department's annual persistence and completion meetings. Additionally, once per year, English faculty complete inter-rater reliability on one common assessment; one instructor shares a student's essay and each member examines and grades it using the common assessment rubric. Faculty then discuss how they graded, look for commonalities, and areas of improvement (for example, during the [February 2019](#) and [February 2020](#) meetings). Finally, as a tool to assist students in successfully completing their common assessment essays, instructors have implemented peer review sessions. Each student is scheduled for a 15-minute one-on-one meeting with their instructor to go over what the student has written so far and provide the student an opportunity to ask questions about the assignment. In [2018-19](#), 85.0% of students were assessed as proficient in reading critically, while 89.2% were proficient in writing clearly, concisely, and professionally, reflecting significant improvement from two years prior.

Improving Student Learning in Programs

Assessment of student learning is embedded in CVTC's program improvement process, which is outlined in the [Learning Improvement, Planning, and Assessment Guide](#). The college's [comprehensive program evaluation model](#) illustrates the process faculty use to evaluate courses and programs, including analyzing quantitative and qualitative data on annual [scorecards](#), identifying trends and root causes, exploring best practices and opportunities for improvement, creating and implementing the improvement plan, and checking/adjusting semi-annually. Data coaches from the IR office facilitate this process for faculty, meeting with them annually to update their program's improvement plan in the SPOL software. During this meeting, faculty will review their program scorecard and assessment of student learning results to develop new or modify existing objectives, at least one of which must be related to improving student learning, and identify tasks to reach these objectives. Mid-year, faculty enter a progress report into SPOL to document progress on tasks. While program improvement plans are reviewed and updated annually, objectives and associated tasks can span a number of years in order to allow time for interventions to take effect and generate results. (Examples of program improvement plans for [Accounting](#), [IT-Software Developer](#), [Nursing](#), and [Welding](#).)

In 2019, the IR office began pulling data from program improvement plans in SPOL to organize strategies for improving student learning across the college. The office reviewed all program improvement plans to extract strategies being implemented across the college in an effort to increase collaboration and share best practices between faculty. Following a thematic analysis, six key outcome areas emerged: course success, employment in a related field, graduation, national-state exam, retention, and TSA. Within each outcome category, program improvement practices were grouped in an array of focus areas. Collectively, there are 227 individual strategies within the six outcome areas, serving as a repository of program improvement practices for faculty to review and employ as necessary.

Faculty can find the program improvement practices on the [Program Planning](#) page on My CVTC and search for strategies relative to their own program's needs and/or interests. By drilling down into the focus areas, specific strategies provide ideas for improving student learning within these topics. For example, under the retention outcome's focus area of instruction strategies, efforts listed include: embedding college success seminars in the first year of the program; incorporating contextualized learning into assignments and testing, requiring the use of the learning management system for coursework, and posting test and course score averages weekly for students.

Improving Student Learning in Co-Curricular Programs

CVTC's Student Life office reviews the results of its assessment of student learning in co-curricular programs to make improvements each year. Students completing the self-evaluation of co-curricular activities have the opportunity to elaborate and provide examples of how they have developed skills via their involvement in co-curricular activities, and articulate what skills they would like to further develop. Based on early [responses](#) to these survey questions, [professional and leadership development](#) emerged as clear focus areas, with students requesting additional resources for leadership training, workshops, seminars, or conferences.

In response to this feedback, the college has worked over the last two years to provide additional development opportunities to students. In Spring 2019, the college offered the first Student Leadership Academy (SLA) to help students grow as leaders. Taught by CVTC's Leadership and Organizational Development Instructor, SLA focuses on professional development topics that are

valuable in the workplace. After four cohorts of the SLA, 100% of students have reported a positive experience on post-academy [evaluation surveys](#).

The college also addressed students' desire for more professional development by providing a series of [professional development opportunities](#). In 2019-20, Student Life planned five activities for students, each of which align with one or more core abilities:

- [Community Services](#) (Community and Volunteer Fair)
 - *Communicate effectively* with volunteer organization representatives
 - Explore volunteer opportunities
- [Career Fair](#)
 - *Communicate effectively* with employers
 - *Think critically* about professional employment
 - *Model integrity* by representing self professionally
- [Diversity Conference](#)
 - *Think critically* about privilege and how it impacts our communities
- [Career Speaker](#) (Chris Czarnik)
 - *Communicate effectively* on resume and cover letter
 - *Model integrity* by representing your true self and skill set
- [Leadership](#) (Simon Sinek video)
 - *Think critically* about your leadership style
 - Explore options for personal and club leadership growth
 - *Value diverse* skills and abilities

4.B.4

CVTC has made significant efforts to bolster the assessment of student learning across the institution. The college is now regularly assessing student learning outcomes in a comprehensive, meaningful, and systemic way, and has incorporated data collection and reporting into the institution's common language and [calendar](#).

Over the last three years, the college has engaged all faculty, particularly program directors and department chairs, in analyzing student assessment data to understand their students, courses, and programs and make adjustments to improve learning. An important part of assessment work at the college was the implementation of data and evidence analysis as a critical skill for faculty through the statewide [Faculty Quality Assurance System \(FQAS\)](#). While faculty previously completed training on assessment, they were not provided training on analyzing assessment data to make decisions related to improving student learning. Within the [FQAS Data and Evidence Analysis course](#), faculty learn the process and methodology of assessing student learning outcomes, review actual assessment data, and use the data to make changes that positively impact student learning.

CVTC's assessment of student learning processes are guided by the college's Assessment of Student Learning Steering Committee. This committee includes representatives from the Curriculum, College Effectiveness, and IR offices, as well as faculty representatives. Along with teaching and assessing students, faculty help shape the process, develop outcomes and rubrics, and report data. The college works to ensure faculty also understand how the assessment of student learning fits into other institutional processes, such as program improvement planning, strategic planning, WTCS reporting, co-curricular program development, accreditation, and ultimately student success. The [Learning Improvement, Planning, and Assessment Guide](#), which summarizes how many of these elements converge, was distributed to all faculty during the Spring 2018 in-service and is included on

the [Program Planning](#) page of My CVTC.

Time is allotted at each faculty in-service to work together in reviewing data results and planning for program improvement. This dedicated time has helped academic teams develop robust plans for improvement directly related to divisional results. For example, faculty in the Business, Arts, Sciences and Applied Services division used data to design a [strategy of common assessments](#) for courses with multiple sections. Program faculty work together to develop common assessments and link them together using the calendar template in order to identify trends over multiple terms, such as in the [Library and Information Services program](#). After implementing the common assessments, faculty [convene](#) with their aggregated student data, so the group can discuss trends and disparities between demographic groups, analyze anomalies or outliers, and share effective instructional strategies.

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- Student Life Professional Development Activities (page number 2)
- Student Life Professional Development Activities (page number 3)

- Student Life Professional Development Activities (page number 5)
- Student Life Professional Development Activities (page number 6)
- WIDS Website
- WTCS TSA Assessment Plan Approval Form
- WTCS TSA Guiding Assumptions
- WTCS TSA Website

4.C - Core Component 4.C

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

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

Argument

4.C

In addition to CVTC's strategic goal of [Student Success](#) (Outcome 2.1: Increase student persistence to degree completion), the college strengthened its commitment to student retention and completion in 2016 with its participation in HLC's Persistence and Completion Academy. A cross-functional Persistence and Completion (P&C) team was created. The P&C team developed a [project charter](#) that defined the project scope over the four-year academy, establishing three goals: 1) Improve college persistence (term-to-term and year-to-year) and completion rates; 2) Improve program-level persistence and completion rates; set program SMART goals for persistence and completion rates in consultation with deans; and 3) Develop a culture of student success and continuous quality improvement. The P&C team has provided [update reports](#) through the academy's Collaboration Network at seven distinct points throughout the four years, as well as a third-year mentor consultation [presentation](#). The culminating Impact Report will be submitted in September 2020.

4.C.1

CVTC has defined [goals](#) for [student retention, graduation, and course success](#). College-wide graduation and retention targets vary based on the length and type of degree (two-year, one-year, and less than one year):

Program Length	Measurement	CVTC Target	CVTC Actual	WTCS Actual
2-year	Graduation within 4 years (200%)	60%	46%	25%

2-year	Graduation within 3 years (150%)	55%	42%	22%
1-year	Graduation within 2 years	80%	72%	45%
Less than 1 year	Graduation within 1 year	90%	92%	76%
2-year	Retention (fall-to-fall)	70%	62%	56%
1-year	Retention (fall-to-spring)	90%	89%	81%
All	Course success (grade C or better)	80%	83%	81%

CVTC has included two of these defined goals for graduation and course success in its [strategic plan](#) (Goal 2: Student Success; Outcome 2.1: Increase student persistence to degree completion). These targets and actual results are outlined in the [Strategic Plan Outcomes Report](#) each year to keep the Board apprised of key student success data points.

Based on trends in [actual results](#), CVTC's graduation and retention rates lag behind the target for one-year and two-year programs, without significant change over the last several years. Comparing CVTC to other [WTCS institutions](#) reveals CVTC's results exceed the state average in each category, often significantly. For instance, CVTC's three-year (150%) graduation rate for two-year programs is 42.2%, while the WTCS average is just 21.8%.

The P&C team compiled a [data book](#) and conducted a comprehensive analysis of college persistence and completion data at the onset of the academy in September 2016. The team [concluded](#) that the college has a wide range of success rates between academic programs and career clusters. The reasons for this are multifaceted, with the most obvious being the breadth and diversity of the [115 programs](#) offered by the college. This prompted intervention at the program level, rather than at the institutional level, which has been successful for many areas. In fact, 31 of the college's associate degree programs have improved their [three-year graduation rates](#) over the past four years, some by more than 30% (Horticulture, Paramedic, Residential Construction, and Welding). The P&C team's approach was not a prescriptive, one-size-fits-all strategy, but a comprehensive effort to engage faculty in discussions of program improvement.

Program-level targets are defined based on this approach, resulting in a range of graduation and retention goals across the college's programs. By setting targets based on program results, faculty view them as ambitious but attainable indicators tailored to their programs' unique circumstances. [Program-level targets](#) are based on a three-year average of data, plus 5%. If this calculation results in a target over 100%, the program uses its highest rate over the past four years. Targets remain consistent for three years, before they are adjusted using the next three-year average. Program targets for graduation, retention, and course success are published on the [program scorecards](#) each year.

Both the college-wide and program-level targets were calculated by the IR office using sound statistical methodology and were most recently reviewed and approved by the Education Council in [August 2019](#).

4.C.2

CVTC collects and analyzes extensive information on student retention, persistence, and completion of its programs through a variety of mechanisms, serving multiple purposes. These purposes include, but are not limited to:

- National and State Reporting - The college collects and reports data on student retention and completion for national and state reporting purposes, including the [Integrated Postsecondary Education System \(IPEDS\)](#) and WTCS Client Reporting. These required data submissions and reports provide key information to various government entities, accrediting bodies, and the public, serving as the basis for critical funding formulas and formal comparison to other postsecondary institutions across the state and nation.
- Strategic Planning - CVTC measures strategic plan outcomes as part of its annual [planning process](#) in November/December each year. The [Strategic Plan Outcomes Report](#) provides data on student outcomes related to the strategic goal of [Student Success](#). The college also provides extensive data to the Board related to strategic goals and outcomes, such as in the [Student Success Board Report](#), presented in February each year. These reports and presentations are also given to college employees at management meetings, faculty and staff in-services, and campus forums throughout the year.
- Program Improvement - As described in 4.A, CVTC engages faculty in regular program improvement planning, which relies heavily on the data provided through [program scorecards](#). Scorecards include graduation and retention measurements for each program, along with a plethora of other data. Program faculty use the scorecards to monitor student learning and make changes to their program based on these indicators.
- Grants, Projects, and College Initiatives - The college manages multiple grants, projects, and student success initiatives that regularly measure student success data for monitoring and evaluation purposes. For example, the college's WTCS Completion grant tracks retention and persistence data for students impacted by its advising, career services, diversity services, and more in its [triannual reports](#). As another example, the college has tracked [student success outcomes](#) aligned with coaching and instructional interventions introduced through its U.S. Department of Labor TechHire grant, *Interfacing Manufacturing Processes and Connecting Technologies (IMPACT)*.
- Program Accreditation - Student outcomes like retention, graduation, and course success are examined through program specific accreditation processes. Program directors work with CVTC's IR office to incorporate this data in their reports and self-studies (example of CVTC's Business programs' [2020 self-study](#)).
- Internal Data Analysis - CVTC's IR office collects, analyzes, and shares student outcomes data across the institution to meet the needs of faculty, staff, various external reporting entities, and the public. The [IR website](#) on My CVTC contains extensive information and resources related to [program scorecards](#), [survey results](#), [institutional data](#), and [assessment of student learning](#). The IR office has developed dashboards to enable dynamic data segmentation based on program, course, year, demographic characteristic, and more. For instance, the [Course Success Dashboard](#) provides the course success rates for courses across the institution; by drilling down into individual programs and courses, faculty can view distinctions by race/ethnicity, high school GPA, ACT score, etc. Other data resources available include college-wide [retention, graduation, and course success rates](#), the [CVTC Fast Facts](#) document, presentations and reports of interest to the college population, and information about [IPEDS](#). The IR website also includes an online [data request form](#), which enables employees to submit data requests for college purposes. In 2019-20, the IR office documented 135 [data requests](#) from staff and faculty, many of which related directly to student outcomes like retention, persistence, and completion of programs.

4.C.3

CVTC relies on information on student retention, persistence, and completion of programs to make data-informed improvements. The structural support of the P&C Academy enabled the college to implement a systematic process for program improvement planning using student learning data.

The team learned early on in the academy that the institution has a large amount of data available to faculty already through the program scorecards, but faculty lacked the focused time together to review the data and collaborate on strategies for improving their programs. Beginning in January 2017, faculty have been provided dedicated time for review of program-level data and program improvement planning at each fall and spring in-service (for example, see "Persistence and Completion Activity and Work" in the [January 2020 in-service agenda](#)). In addition to reviewing their [program scorecards](#) and understanding the data in relation to the college-wide student success rates, faculty use the time to identify strategies to improve persistence and completion for their program students and across the college. During the first of these data review sessions, the P&C team provided faculty groups with a “menu” of student support services currently available at the college, along with examples of standard methods for addressing persistence and completion.

During this data review and planning time, program and general education faculty developed strategies for improving student persistence and completion, using their respective programs' retention and completion data as a foundation. Examples of these efforts include:

- Air Conditioning, Heating, and Refrigeration (HVAC) - Noting a disparity between the success rates of core courses and general education courses, the HVAC program faculty created a program improvement plan [objective](#) to improve general education course success rates to 82% by 2021. The faculty introduced math and communication boot camps to first semester students, implemented a co-teaching model for general education courses, created a block schedule to improve scheduling stability, and incorporated "faculty enhanced" hours to be more available to students in general education courses. Based on these interventions, HVAC general education [course success rates](#) for program students have increased from 67% in 2015-16 to 81% in 2018-19.
- Manufacturing Engineering - The faculty in the Manufacturing Engineering program identified a three-year graduation rate that was below target, at just 33%. They set an improvement [objective](#) to increase the graduation rate to 40% by 2020-21. The program began working with Academic Services to create an intake math assessment, collaborated with general education instructors to identify and proactively reach out to students struggling, contextualized general education competencies in core coursework, reduced the total program credits to 60, and introduced other targeted interventions. As a result, [graduation rates](#) increased from 33% to 44% over the last three years.
- Radiography - Faculty used data to conclude that once students complete the first semester of the program, they are highly likely to succeed and graduate. They set an [objective](#) to increase retention by implementing mandatory meetings with the program director prior to students beginning the program, developing a mandatory program orientation session, providing a job shadowing experience for incoming students, implementing an Academic Services boot camp, and requiring an entrance assessment and directing students below a certain score threshold to remediate. The program's [fall-to-fall retention rates](#) increased from 75% in 2014-15 to 95% in 2018-19.
- Early Childhood Education - After the program's accrediting body identified improvements to the assessment process and faculty noted consistently low graduation rates, the program's

instructors set an [objective](#) to increase graduation rates to 50% by 2022. Faculty revised assessment rubrics to clarify student performance expectations ([results](#)), developed common assessments for all summative and most formative assessments across modalities and instructors, ensured that all instructors taught both face-to-face and online courses, and introduced a mandatory orientation session for students. Following these initiatives, the [graduation rates](#) increased from 42% in 2015-16 to 51% in 2018-19.

Allowing faculty time each semester to work together towards designing program improvement strategies and reflecting on the previous term's work has been critical in increasing faculty engagement in persistence and completion efforts across the campus. The approach allows faculty to take ownership of student learning and to customize persistence and completion activities to meet the needs of their own program students, instead of applying a one-size-fits-all intervention that may or may not be effective in their respective fields.

In addition to faculty's use of data to incorporate student learning-related objectives into their annual program improvement plans, the P&C team has worked separately to identify college-wide areas to focus on throughout the academy. The team compiled faculty responses to guided questions from the January 2017 in-service into a [report](#) and pulled out key themes. They then used these themes in conjunction with analysis of the P&C [data book](#) to determine two specific areas to focus on as a college. These two initiatives were Start Strong and early alerts.

Start Strong

The P&C team recognized a critical need for early integration of student support concepts in all programs at the college before students fall through the cracks. [Start Strong](#) was piloted to several programs in Fall 2017 and expanded college-wide the following term. The Start Strong module is a short, three-week module that is incorporated into one first semester course in each program at the college. The module introduces crucial information for students to help them succeed in college, providing them the resources they need to persist and eventually graduate from their program of study, including key principles such as the growth mindset, locus of control, learning resources, etc.

The college incorporated a short survey at the beginning and end of the module to assess its impact ([results from 2017-20](#)). [Survey results](#) from Fall 2019 reveal that 65.5% of respondents reported positive changes when asked if they were doing anything differently because of the Start Strong program, while no respondents reported negative feedback. Furthermore, over 99% of students reported that they were knowledgeable about support services available at CVTC as a result of the module, and the percentage of students who believe they have control over their circumstances increased. Notable student comments from the survey include:

- “The Start Strong program has made me more aware of the power I have over how stressful my circumstances are.”
- “I have much more knowledge about all of the resources CVTC has to offer and have already used more of them because of this program.”
- “Start Strong was a refreshing, motivational boost to start the semester.”

Early Alerts

CVTC has used an [early alert system](#) for years to enable faculty to "flag" students they believe may be at risk for academic or non-academic reasons. These alerts help Academic Advisors and Student Support Specialists know which students to proactively reach out to and offer support. During the

Fall 2017 faculty in-service, faculty reviewed early alert data and confirmed the P&C team's hypothesis that faculty needed more awareness of the process and an easier, more straightforward method of submitting alerts. To meet this need, CVTC designed a faculty portal and [user guide](#) for early alert in the college's customer relationship management (CRM) system, Ellucian Advise, to make [submitting an early alert referral](#) quick and easy for faculty. The portal also facilitated better electronic tracking of data for in-depth analysis. Efforts to streamline and improve the early alert process paid off; based on [data from Advise](#), early alert notifications from faculty have more than doubled in the last several years, increasing from 2,129 in 2016-17 to 4,574 in 2019-20.

4.C.4

CVTC utilizes and interfaces with standardized data systems, definitions, and resources in its collection and analysis of information on student retention, persistence, and completion. These include [IPEDS](#), WTCS data systems, and other reputable state and national surveys and postsecondary data resources. The college's IR professionals are members of the [Association for Institutional Research \(AIR\)](#) and actively participate in the WTCS Institutional Research Committee (IRC). IRC meets twice per year and collaborates on topics of interest and importance to WTCS institutions, working to improve the quality, efficiency, and effectiveness of institutional research to enhance data-driven decision making across WTCS colleges.

CVTC's IR office has a well-defined process for data collection and takes care to maintain data integrity across the institution, acting as a central source and repository of data for the entire college. IR uses a combination of internal and external systems to collect and analyze data. The office works to provide easy access to information through a robust website on My CVTC and resources for faculty and staff such as the [Scorecard Data Dictionary](#), [SPOL User Guide](#), Survey [Policy](#) and [Procedure](#), and user guides for the various data dashboards (example of [Course Success Dashboard User Guide](#)).

The IR office also manages employees' access to the WTCS Data Portal, which houses extensive data from all 16 technical colleges. Permission to the system is closely monitored to ensure data integrity. Faculty and staff must formally [request access](#) to the portal, requiring supervisor and administrative approval and training prior to gaining access to resources.

Sources

- 2018-19 WTCS Completion Grant Final Report
- 2019 Annual Outcomes Based Funding Report
- 2019-20 College Strategic Plan
- 2019-20 College Strategic Plan (page number 2)
- 2019-20 Program List_01.24.20
- 2020 CVTC Fast Facts
- 2020 January In-service Agenda
- 2020 January In-service Agenda (page number 4)
- Academic Advising and Career Services Scorecard
- ACBSP Self-Study Quality Assurance Report
- Advise Early Alert Screen Shot
- AIR Website
- Assessment of Student Learning Dashboard
- College Targets.pdf

- College Targets.pdf (page number 2)
- College Targets.pdf (page number 4)
- College Wide Graduation and Retention Rates
- Course Success Dashboard
- Course Success Dashboard User Guide
- Early Alert Data
- Early Alert Step by Step Guide for Faculty
- Early Childhood Education NAEYC Results 2019
- Early Childhood Education Program Improvement Plan Objective 2018-19
- Ed Council Meeting Minutes 08.13.19
- Ed Council Meeting Minutes 08.13.19 (page number 2)
- Graduation Rates by Program Improvement Trend
- HLC Persistence and Completion Data Book
- HVAC Program Improvement Plan Objective 2018-19
- IMPACT Student Success Evaluation-CVTC
- IPEDS Institutional Profile
- IR Data Request Form
- IR Data Requests 2019-20
- Manufacturing Engineering Program Improvement Plan Objective 2018-19
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- MyCVTC_Institutional Research.pdf (page number 4)
- MyCVTC_WTCS Portal Access Request
- Persistence and Completion Academy Project Charter
- Persistence and Completion Academy Reports.pdf
- Persistence and Completion In-Service Compiled Responses
- Persistence and Completion Third Year Consultation Presentation
- Planning Flowchart
- Program Improvement Calendar
- Program Performance Dashboard 2015-19
- Program Scorecard Data Dictionary
- Program Scorecards_2019
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- Radiography Program Improvement Plan Objective 2018-19
- SPOL User Guide
- Start Strong Evaluation Survey Results
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- Start Strong Module Outline
- Start Strong Presentation Fall 2019
- Strategic Plan Outcomes_2019
- Strategic Plan Outcomes_2019 (page number 4)
- Student Success Board Report_February 2020
- Student Support for Persistence and Completion
- Survey Policy

- Survey Procedure
- WTCS Comparison Graduation and Retention Rates
- WTCS Performance Funding Model Summary

4.S - Criterion 4 - Summary

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

Summary

CVTC is dedicated to quality across its educational programs and courses, and is focused on institutionalizing and building assessment processes. Assessment of student learning at the college is a key component to supporting student educational achievement and improvement. Course and program learning outcomes provide a foundation of assessment, which directly tie defined educational goals to student learning across the college. Faculty develop and administer assessments and report results each term (fall, spring, summer) to CVTC's IR office, which in turn reports them to WTCS and the institution to complete the feedback loop and inform program improvement processes.

CVTC also measures and evaluates student performance across the institution with defined goals for retention, graduation, and course success. The college made a formal commitment to persistence and completion by participating in HLC's Persistence and Completion Academy, which provided a framework for the institution's work during the following four years and strengthened faculty's role in these efforts.

The college has continued to take responsibility for the quality of its programs during the coronavirus pandemic; for example, [remote teaching guidelines](#) for faculty help support effective instruction and assessment through distance delivery. Please see [CVTC's Response to COVID-19](#) related to Criterion 4 for more information.

Sources

- CVTC Emergency Remote Teaching Guidelines
- CVTC Response to COVID-19
- CVTC Response to COVID-19 (page number 3)

5 - Resources, Planning, and Institutional Effectiveness

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

5.A - Core Component 5.A

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

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

Argument

5.A

CVTC's high quality educational programs are supported by a sound and stable resource base, strong workforce, and robust physical and technological infrastructure. The college's [strategic goals](#) of Cohesive Culture and College Resources help demonstrate the institution's commitment to its organizational resources.

5.A.1

Fiscal Resources

CVTC executes a solid and thoughtful approach to resource management, upholding the necessary fiscal resources to maintain its operations. As reflected in the [college budget](#), the four primary [sources of revenue](#) are federal student and institutional grants (14.5%), local property taxes (36.5%), state aid (32.2%), and tuition and fees (16.8%). These sources of revenue have remained stable in recent years. Despite documented [enrollment declines](#) across the Wisconsin Technical College System (WTCS), CVTC [enrollment](#) has increased over the last several years.

The college's independent [audit](#) provides insight into CVTC's sound financial practices. The auditor asserts a strong [financial position](#) overall. 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. The institution has an [Aa1 rating](#) from Moody's and operates efficiently, with the fourth lowest [cost per FTE](#) in the WTCS, at just \$14,981.

Tuition for Wisconsin technical colleges is set by the WTCS State Board each [March](#), with CVTC's District Board approving changes in student fees during the [April meeting](#). CVTC's tuition for [2019-20](#) is \$136.50 per credit for residents and \$204.75 per credit for non-residents. In 2020-21, resident tuition will increase just 1.75% to \$138.90 per credit. The college uses [enrollment projections](#) to estimate the amount of revenue from tuition that can be expected in a given year. Maintaining low tuition rates ensures that CVTC is an affordable option for students.

CVTC's District Board has the power to [levy local taxes](#), but is [restricted](#) from increasing revenue in any year by a percentage greater than the district's valuation factor. CVTC's tax rate for the [2019-20 budget](#) is \$0.84 per \$1,000 of valuation, including \$0.57 for operations and \$0.27 for debt service. The tax rate for the 2018-19 budget was \$0.85 per \$1,000 of valuation. The Board also has the authority to [borrow debt](#) for capital funding with formal resolution, open records compliance, and following approval of the previous meeting's minutes. The borrowing limit is \$1.5 million per year for new construction and \$1.5 million per year for remodeling and other capital improvements. These funds may not be used for general operating costs (see [capital borrowing report](#)).

The college's state aid is determined by a [combination](#) of general aid, property tax relief aid, and outcomes-based funding. General aid and property tax relief aid is [calculated](#) based primarily on district equalized value and FTEs. [Outcomes-based funding](#), which makes up 30% of state aid allocated to technical colleges, is determined based on performance within 10 criteria defined by statute. The criteria include job placement, high demand fields, industry validated curriculum, adult basic education (ABE) transition, ABE services and success, dual enrollment, workforce training, collaboration, special populations, and credit for prior learning. In [2018-19](#), CVTC received \$1,386,392 through the outcomes-based funding formula, 5.2% of the total funding disbursed across the state. In [2019-20](#), the college received \$1,720,412, or 5.7% of the total. In 2020-21, the college will receive \$1,851,667, or 6.2% of the total, the highest percentage it has ever received through the outcomes-based funding program.

In addition to the primary sources of funding described above, the college seeks other sources of revenue such as [grants](#), donations, and enterprise funds. In [2018-19](#), the college received \$1,667,615 in grants from WTCS, \$2,879,690 in federal grant awards, and \$251,438 from private funders. In [2020-21](#), the college will be awarded over 14% of the funds awarded by WTCS for competitive State grants, totaling \$2.4 million. The college also operates several enterprise funds, such as a dental clinic, data center, food services, program-related services (salon, restaurant, etc.), and a fire safety training center. These funds, among others, earned \$3,805,544 in revenue in 2019-20. In the same year, the CVTC Foundation, Inc. secured \$806,062 in donations to support scholarships and college initiatives. Additionally, in April 2020, the college secured \$48.8 million for capital projects through a [property tax referendum](#).

From 2008 to 2011, during the economic recession and 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 reduced revenue due to declining enrollments from 2011 to 2016. 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 2019-20, the college had a reserve fund balance of 24.8%.

Human Resources

Currently, the college has 737 regular employees (full- and part-time). These employees fall into the following categories:

- Management - 48 full-time, 1 part-time
- Professional - 80 full-time, 7 part-time
- Faculty - 219 full-time, 248 part-time (adjunct)
- Custodial/Maintenance - 16 full-time
- Support Staff - 88 full-time, 30 part-time

The college's [organizational chart](#) outlines how employees are organized within the institution's major structural divisions.

Physical Infrastructure

As demonstrated through the three-year [Facilities Plan](#), CVTC provides appropriate facilities and infrastructure in support of college programs and services. The college's major [owned facilities](#) make up 671,588 square feet, valued at \$127,284,972. College buildings contain classrooms, state-of-the-art laboratories and simulation centers, common spaces, dining facilities, learning centers, a library, a range of student support service areas, conference centers and meeting rooms, and staff office areas. Major owned facilities include the following buildings:

Building	Location	Square Footage	Value
Business Education Center	Eau Claire	313,405	\$61,197,244
Health Education Center	Eau Claire	90,819	\$15,303,643
Energy Education Center	Eau Claire	53,092	\$9,404,402
Emergency Service Education Center	Eau Claire	28,300	\$6,877,215
Fire Safety Center	Eau Claire	7,872	\$1,920,000
Chippewa Falls Campus	Chippewa Falls	26,556	\$5,399,039
Neillsville Center	Neillsville	3,720	\$666,672
Menomonie Campus	Menomonie	20,824	\$4,359,167
River Falls Campus	River Falls	26,300	\$5,570,117
Gateway Campus	Eau Claire	100,700	\$15,787,473

Facilities planning at the college centers around specified [criteria](#), such as:

- Adequate space and flexibility
- Contingency planning
- Appropriate HVAC, data and electrical infrastructures
- Appropriate storage of instructional equipment and space for individual student learning
- Open concept construction techniques to facilitate future changes
- Strategic location of student lounge areas and quiet study spaces

[Significant projects](#) in CVTC's three-year plan, including those funded through the [2020 capital](#)

[referendum](#), are:

- Emergency Services Education Center expansion and remodel
- Transportation Education Center (new)
- River Falls Property Acquisition
- Classroom, lab, and corridor updates, HVAC equipment upgrades, security access control/video upgrades, roof restorations, boiler replacements, and parking lot repaving

CVTC's strategic goal of [College Resources](#) (Outcome 5.1: Maintain updated equipment and facilities to foster authentic learning environments with cutting edge technology) addresses ongoing facility and capital enhancements to support student learning. Capital initiatives are funded through a combination of operational spending, borrowing, and external funding through grants and donations. For instance, a Fab Lab is being developed through the National Science Foundation [DREAM](#) grant. Also, the Student Association often votes to use student fees to help fund capital projects, such as for a [remodel](#) of the Chippewa Falls Campus and [club and collaboration space](#) within a remodel of the Business Education Center.

The institution has an [Emergency Action Plan](#) that it follows in the case of unforeseen events, such as illness/injury, fire, campus/building lock-out, active threat, severe weather, physical/verbal threats, utilities and maintenance emergencies, hazardous chemical spill, or bomb threats. In addition to this plan, with the support and guidance of CVTC's insurer, Districts Mutual Insurance (DMI), every operational unit in the college developed individual crisis response and business recovery plans in Spring 2020. The plans document contacts, processes, and necessary action steps for departments across the college to resume business following an emergency event or campus closure (examples of plans for [Admissions](#), [Diversity Resources](#), and [Institutional Advancement](#) departments). These plans were critical resources in the college's response to the COVID-19 pandemic in Spring 2020.

Technological Infrastructure

CVTC's strategic goal of [College Resources](#) (Outcome 5.2: Maintain efficient and effective information systems to support college goals) supports the college's technological infrastructure. CVTC's Information Technology (IT) department manages college technology for employees and students using online databases, tracking assets ([network](#) and [desktop](#)) and scheduling upgrades as necessary.

The [Knowledge Base](#) site on My CVTC houses training materials, informational articles, and the latest updates regarding all supported college technology. [Analytics](#) from the system help IT determine various training needs. The IT department also operates a Help Desk, which provides on-demand technical support to staff and students.

Ellucian Banner is the college's enterprise resource planning (ERP) system and is used to manage all college and student information and processes, including admissions and enrollment, course and program curriculum, academic records, financial aid, HR, finance, etc. A [Banner Users Committee](#) manages various upgrades, testing, and user training processes.

[Canvas](#), the college's learning management system, is utilized by faculty and students for both online and face-to-face courses. Canvas is a cloud-based system that includes course materials, learning activities, discussion and collaboration tools, assessments, grades, and data analytics. When CVTC implemented Canvas throughout Spring 2018 and Fall 2019, a [project management plan](#) and [timeline](#) with phased roll-outs ensured a seamless transition into the learning management

system for both faculty and students.

5.A.2

CVTC is a public, non-profit institution and operates with fiscal transparency in accordance with Wisconsin statute. As reflected in the [independent audit](#), the vast majority (70.5%) of college operating expenses in the general fund are for educational purposes.

The college's resource allocation process protects its educational purposes through various layers of planning and approval. CVTC monitors enrollments carefully through [Admissions Status Reports](#), [Admissions Comparison Reports](#), and an [Enrollment Dashboard](#). These tools help the college track program capacity, applications (in-process and accepted), and students enrolled, then compare trends across years in order to effectively plan for course scheduling and instruction. Additionally, the [FTE Dashboard](#) provides an overview of student count, FTEs, and course enrollments compared to previous years, as well as specific points in time. [FTE Point in Time Comparison Reports](#) from the IR office provide a weekly update to deans and other administrators on enrollment trends. Data like this enables the college to allocate appropriate resources to the campuses, programs, and courses that need them, at the right time.

During the budget planning process each year, program directors and department chairs submit capital equipment requests (example of [Industrial Mechanic forecast](#)) to support their academic programs. Such requests are entered into Strategic Planning Online (SPOL) and provided to the deans. Deans then review the requests to ensure alignment with the strategic plan and college mission. The deans collaborate to finalize the [instructional capital equipment](#) request list to fit within the [capital project list](#) and budget allocation for the following fiscal year.

5.A.3

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.*

As described in 1.A.3, the college achieves its mission and lives its vision through a systematic process of planning and leading. Ongoing strategic planning helps engage the entire institution in formulating, modifying, and deploying a comprehensive plan.

Every three years, the institution establishes a new strategic plan. The college's [planning cycle](#) incorporates academic and operational department plans into the college-wide strategic plan. College units and departments create plans with measurable objectives to be accomplished over a three-year period. Every year, the college validates and updates the three-year plan.

The college's current [strategic plan](#) outlines five strategic goals, each of which encapsulate various strategies to achieve them, as well as [outcomes](#) for measuring progress. The [Strategic Plan Outcomes Report](#), published and presented to the Board each fall, measures the progress made towards the established outcomes and targets. This report demonstrates how each strategic outcome is realistic and attainable for the institution.

5.A.4

CVTC staff across all divisions of the institution are qualified and trained for their roles.

Staff qualifications are defined and assessed during the [hiring process](#). The [hiring manager](#) works

with HR to list necessary position qualifications in the [position description](#). Position descriptions include a summary of the position, expectations and responsibilities, education and experience, and required industry credentials. All positions are reviewed by HR and the supervising Vice President prior to posting. [Interview committees](#) are created for each benefits-eligible position and include a cross-functional representation of employees to conduct the [interview process](#), confirm qualifications and abilities of candidates, and make hiring recommendations to the Vice President and President, who sign off on all potential job offers. The HR department requests official transcripts, professional licensure documentation, and other relevant documentation of qualifications for personnel files. All benefits-eligible positions require reference and background checks.

Training for [new employees](#) combines college-level and job-specific information. Two [new employee orientations](#) are held each year. During the orientation, new employees receive [information](#) about the college, including its [mission/vision/values](#), its [student population](#), various CVTC departments, [professional development opportunities](#), and benefits. Hiring managers are responsible for offering job-specific employee orientation and training, which may include scheduling meetings or training sessions with the college's [Professional Development](#) office. All employees must complete [required online trainings](#) within 30 days of hire, including FERPA, hazardous communication, and Title IX.

Extensive professional development opportunities are offered through CVTC's [Professional Development](#) office, including an annual [Staff and Leadership In-Service](#), various [technology](#) and [team training topics](#), and multiple [leadership development programs](#). Leadership development programs include the Wisconsin Leadership Development Institute (WLDI), which is offered at [foundational](#) and [advanced](#) levels through the [Chair Academy](#) and administered by CVTC's Professional Development office; various Chamber of Commerce leadership programs; and a CVTC Leadership Academy. Above and beyond these opportunities, employees may participate in conferences, seminars, workshops, presentations, and other development activities on an individual or team basis with supervisor approval using available department resources.

Every two years, the college administers the [Personal Assessment of College Environment \(PACE\)](#) through the National Initiative for Leadership and Institutional Effectiveness to gain information from faculty and staff about the college climate and benchmark against peer institutions. In the most recent administration ([2018](#)), 85% of CVTC employees reported they were satisfied or very satisfied with the extent to which professional development and training opportunities are available to them. This is significantly higher than the comparison cohort rate of 70%.

5.A.5

Budgeting

The college adopts a budget annually (fiscal year 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. Thus, budget planning is integrated into the [strategic planning process](#).

Following the review of strategic priorities in January of each year, the Vice President of Finance and Facilities combines department budget projections, tuition and fees, outcomes-based funding and state aid projections, grant awards, salary and benefit increases, reserve fund levels, facility needs, and other contextual factors to establish the following year's budget parameters. Plans emerge through a collaborative process that balances available resources with institutional values and

mission. From February through May, President's Cabinet reviews the proposed budget to prioritize requests, address shortfalls, and present monthly [financial outlook reports](#) to the Board. At the May Board meeting, the college [presents](#) the final budget to board members for approval to release the draft for public comment. The budget is then formally approved at the June Board meeting, during a public hearing. The 2019-20 budget was approved at the Board's meeting on [June 27, 2019](#).

Monitoring Expense

The Vice President of Finance and Facilities is primarily responsible for monitoring college wide fiscal activity throughout the year. The Finance and Budgeting office tracks actual incoming revenue and expenditures and reconciles it with operating budget projections. A monthly financial outlook report (example from [May 2020](#)) is provided to President's Cabinet and the District Board for ongoing administrative review of the college's financial situation and ensures that the institution is on track to earn income and spend within its approved limits. Certain external events, such as state budget approval, legislative decisions or activity, substantial grant awards, or other unforeseen expenses or income may impact the current fiscal year's budget and are monitored accordingly.

At the individual department or unit level, budget managers monitor spending through queries of the Banner Finance module and monthly department level financial reports ([example](#)). Budget managers are responsible for managing their budgeted expenses, including staffing, travel, supplies, equipment, and contracted services. Changes in planned spending are discussed with the Director of Finance to either reallocate excess funding or secure the funding necessary from other sources.

CVTC's Purchasing office coordinates college purchases according to all relevant federal and state regulations and a defined [college procedure](#), which is articulated in detail within the [Purchasing Policies and Procedures Manual](#). All purchases require a [requisition](#), which must be approved by an authorized budget manager or supervisor prior to centralized processing of the request. The college adheres to a [procurement policy](#) that requires bids or requests for proposals (RFPs) for purchases or services meeting the defined expense threshold or other qualification.

Other expense monitoring processes include:

- Capital Project Tracking - As described in 5.A.2, program directors and department chairs work with their respective deans to request capital equipment needed for their programs.
- Facilities Operational Budget Tracking - Operational facilities expenses are [tracked](#) and reviewed monthly, comparing established budget with actual spending and commitments.
- [Grants Accounting](#) - CVTC has dedicated grants accountants to guide and support grant spending. Accountants meet with designated grant managers monthly to monitor expenses against grant budgets, ensuring compliance with all applicable federal and state laws and individual funding requirements, and executing the grant award within its given award period.
- Employee Expenses - Various expenses handled or incurred by employees, such as through [travel](#), [reimbursement for purchase](#), [petty cash](#), etc. are handled by the Finance office through established procedures.

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5.B - Core Component 5.B

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

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

Argument

5.B

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, approves academic programs and major building projects, 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. The governance and administration structure of the institution allows for a collaborative approach across multiple levels of management.

5.B.1

CVTC's District Board is highly engaged and well-informed about the institution. Each new trustee completes an [orientation](#) to become acclimated to CVTC and prepared for their tenure on the Board. During this orientation, the trustees receive the [CVTC Board Policies and Procedures Manual](#), providing information about the institution and resources available to them as Board members, and details about their role in college governance.

Per [policy](#), all Board meeting agendas include standing items, including reports from staff and/or guests, the Board Chairperson, and the President. A [District Board Agenda Matrix](#) outlines the agenda items required for each month of the year and the associated chapter of Wisconsin statutes, demonstrating the Board's compliance with its legal responsibilities. These reports serve to inform the Board on the college's financial situation, personnel matters, and contract and strategic initiatives that require Board action. The reports also provide information about relevant college affairs and events for the purpose of [monitoring college effectiveness](#). The Board receives [information and materials](#) related to upcoming agendas one week prior to meetings through a members-only web portal. Samples of board actions on various topics, including those related to financial and academic policies and practices are included in 2.C.1.

The [CVTC Board Policies and Procedures Manual](#) guides the Board and ensures compliance with its legal and fiduciary responsibilities as outlined in [Wisconsin Statutes Chapter 38](#). The manual includes policies that outline the Board's legal and ethical obligations, such as the policy on [mission](#),

[vision, end statements, and values](#): "The CVTC Board will provide oversight and direction to the College based upon the College's mission, vision, values, and end statements."

5.B.2

CVTC's District Board, along with the WTCS Board, provides legislative governance for the college. The District Board offers oversight in college planning and budgeting, with input provided on a continuous basis from the President, President's Cabinet, and other faculty, staff, and students through reports and presentations.

CVTC's [organizational chart](#) reflects the formal management structure of the institution. The President is responsible for providing day-to-day administrative oversight of the college. Four Vice Presidents and two Directors report directly to the President and oversee the primary divisions of the organization. Additional managers oversee professional, support, and custodial staff members within the functional units across the primary divisions. The organization's clearly delineated structure enables robust communication across the various divisions of the college. Each area has a straightforward channel to provide feedback between administration and staff, ensuring all employees at the college are part of the comprehensive governance structure.

PACE survey results indicate that CVTC employees rank the institution higher than the national benchmark on [institutional structure questions](#) related to governance, including whether decisions are made at the appropriate level at the institution, the institution is appropriately organized, and information is shared within the institution.

Many formal teams offer employees and students opportunities to engage in institutional governance, including:

- President's Cabinet - This group of eight individuals is comprised of the President and CVTC's senior leaders, including the four Vice Presidents, Director of HR, Executive Director of Institutional Advancement, and Director of Marketing, Communications, Recruitment, and Continuing Education/Workforce Solutions. Cabinet meets weekly to plan and make decisions regarding the college strategic plan, budget, staffing, Board meetings, and more. ([Sample meeting agendas](#))
- Management 1-5 - The management team includes all departmental and unit managers (levels 1-5), totaling 49 individuals. Management 1-5 meets monthly to share information across divisions and stay abreast of major college initiatives. ([Sample meeting agendas](#))
- Education Council - This group includes deans, associate deans, and other direct reports of the Vice President of Instruction. Education Council meets bi-monthly to discuss academic affairs, share information across programs and departments, and make recommendations to President's Cabinet and other senior leaders. ([Sample meeting minutes](#))
- Academic/Student Affairs Council - This team is comprised of managers and deans across the Student Services and Instruction divisions. The council meets every other month to share information across the divisions relevant to academic and non-academic student affairs. ([Sample meeting minutes](#))
- Student Services Affairs Council - This council includes all direct reports of the Vice President of Student Services. The group meets monthly to discuss student services functions such as enrollment, admissions, financial aid, advising, diversity and disability services, academic services, student life, etc. The group makes recommendations to President's Cabinet and other senior leaders relative to the student experience. ([Sample meeting minutes](#))
- Program Directors/Department Chairs (PD/DC) - The PD/DC group is comprised of all

program directors and department chairs across the college. The PD/DCs represent faculty and academic program interests and act as liaisons between CVTC management and instruction. PD/DCs receive non-instructional load to compensate them for their work in this leadership role. The PD/DC group meets as a large group twice per year, but meets more frequently with their respective deans in monthly divisional meetings. The PD/DC group are included in the college's annual strategic planning retreat and serve as an essential link between administration, faculty, and students. ([Sample meeting minutes](#))

- Student Association - As described in 3.D.1, CVTC's Student Association represents the student body and serves as a direct link between the college and students. The group, consisting of officers and club representatives, meets monthly and receives information about college initiatives, discusses student concerns and issues, and makes decisions on association spending. The group also has representation at the state level through Wisconsin Student Government. ([Sample meeting minutes](#))
- Student Success Committee - This cross-functional team is comprised of 12 individuals representing faculty, deans, student services, and Institutional Research (IR). The team was formed in 2019 in an effort to [merge several different committees and initiatives](#) focused on student success across the college, including the HLC's Persistence and Completion Academy team. The Student Success Committee focuses the institution's efforts on student retention, completion, and goal attainment. The group studies data related to student success and provides recommendations for strategic efforts and interventions to improve it. ([Sample meeting minutes](#))

5.B.3

College wide academic requirements, policy, and processes are primarily set through Education Council and/or the Student Services Affairs Council, representing both academic deans and student services administration. Both teams create policies and procedures relative to the academic experience, approve strategic initiatives across each division, and inform the decisions of President's Cabinet.

At the program level, the Curriculum office coordinates the [program finalization process](#), which calls upon representatives from Scheduling, Curriculum, Registration, Advisement, and program faculty to convene and discuss programs' current and future states. This collaborative approach ensures that changes made to program curriculum and requirements are made with consideration of the range of functional areas at the institution, addressing potential issues and [questions](#) in the process.

The college has often utilized structures of contribution and collaborative effort to provide feedback related to academic requirements, policy, and processes by proactively seeking recommendations from students and staff, including:

- Course Scheduling Survey and Focus Groups - In 2015-16, the college sought student and faculty feedback on the course scheduling process through a survey and focus groups. [Results](#) indicated that the course scheduling process was problematic for a variety of reasons, and helped support administrative decisions such as discontinuing the use of a scheduling software, implementing a three-week January term, and broad scale efforts to standardize online learning best practices.
- Open Educational Resources (OER) Survey - In 2017, the college conducted a survey of faculty and students to gain information about their interest in open and affordable educational resources (OER/AER). The [survey](#) revealed both students and faculty had favorable attitudes towards more affordable textbook options. Supported by this data, the college initiated a

dedicated OER/AER Committee to focus efforts on building affordable textbook resources across the institution. CVTC also applied for and won a U.S. Department of Education grant to develop and expand OER textbooks in Nursing programs across the state with the [Open RN](#) project.

- IT Satisfaction Survey - The college administers an IT Satisfaction Survey to students and staff annually. The most recent [survey results](#) revealed a substantial differentiation between staff and student satisfaction with the [My CVTC internal website](#). To address this issue, CVTC's IT department has pledged to revamp the employee portal on My CVTC to enhance effectiveness and usability.

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5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

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

Argument

5.C

CVTC's [strategic planning process](#) is integrated wholly into all levels of the institution. The college's strategic plan guides the institution's direction and serves to fulfill its mission.

5.C.1

As described in 1.A.3, CVTC achieves its mission and lives its vision through a systematic process of planning and leading.

The college's budgeting process is inextricably linked to the strategic planning process, which centers around the institution's mission to *deliver innovative and applied education that supports the workforce needs of the region, improves the lives of students, and adds value to its communities*. As outlined in 5.A.2, the majority of the [college's expenses](#) (70.5%) are related to instructional and student support costs, in direct support of the mission.

CVTC's five strategic [goals](#) are aligned with the mission:

1. Quality - Ensure continuous quality improvement in all college programs and services (*deliver innovative and applied education, adds value to our communities*)
2. Student Success - Improve student success through innovative, student centered strategies and quality instruction (*deliver innovative and applied education, improves the lives of students*)
3. Community and Stakeholder Alignment - Align programs and courses with community and stakeholder needs (*supports the workforce needs of the region*)
4. Cohesive Culture - Develop a culture that enhances efficiency, effectiveness, and professional growth for employees (*adds value to our communities*)
5. College Resources - Build financial strength through effective resource stewardship (*deliver innovative and applied education*)

The college also aligns its grant initiatives to the strategic plan. Many strategies on the plan are

initially or partially funded through grants, including [2.1.B](#), [2.4](#), [3.1.B](#), [3.4](#), and [5.1.D](#). Grant funding enables the institution to pilot initiatives prior to full-scale implementation and sustainability.

5.C.2

The [planning process flowchart](#) demonstrates how the institution links its processes for assessment of student learning and [comprehensive program evaluation](#), evaluation of operations, strategic planning, and budgeting.

As described in 4.A.1, the program improvement process is guided by a [comprehensive program evaluation model](#), which incorporates assessment of student learning results and other quantitative program data to inform and build program improvement plans. CVTC uses online planning software, [SPOL](#), to create, organize, approve, and evaluate program improvement plans. When creating an objective in SPOL, the user must select whether the objective is related to student success (assessment of student learning), general program improvement (planning), or a [capital equipment request](#) (budgeting). Program Directors and Department Chairs (PD/DCs) can link objectives to budget estimates for a complete picture.

The [program improvement calendar](#) was introduced to provide more clarity for PD/DCs in understanding the alignment between program improvement planning, assessment of student learning, and budgeting processes.

5.C.3

The college's [planning process](#) draws the perspectives of several constituent groups, including the District Board, President's Cabinet, academic programs, and operational units.

The District Board holds an annual [retreat](#) each August, where trustees review the previous year's goals and set new Board [goals and objectives](#). These goals align with the college's strategic initiatives, and serve to inform the President of the Board's key priorities moving into the next academic year.

CVTC's annual strategic planning process is kicked off each year with a retreat (example [agenda](#)), which includes all management employees and PD/DCs. This group of approximately 100 individuals work during the retreat to establish priorities to incorporate into the college strategic plan. The retreat offers an opportunity for faculty to work alongside college leadership in gaining insight from diverse perspectives, developing strategic initiatives, and collaborating on shared goals. These academic leaders then return to their respective departments to develop unit level plans, ensuring the college-wide goals and initiatives drive the creation of specific objectives and tasks.

Following the retreat, individual departments create their own plans in the fall. Supervisors must approve unit level plans, which are then funneled into division plans to directly inform college priorities and goals. President's Cabinet spends approximately eight weeks throughout February and March reviewing multiple iterations of the draft strategic plan, discussing division plans and strategies, their impact on the budget, and their adherence to established college-wide strategic goals and outcomes. It is Cabinet's responsibility to compile divisional strategies and narrow their scope to formulate the institution's key priorities over the following three years.

Additionally, on an ongoing basis, CVTC seeks and evaluates information from internal and external constituencies to inform and develop its strategic initiatives. For instance, advisory committees offer

valuable insight and guidance for PD/DCs about industry trends and employer needs (sample advisory committee meeting minutes for [Accounting](#), [IT-Software Developer](#), [Nursing](#), and [Welding](#)).

5.C.4

Throughout uncertain economic and political times, CVTC has maintained fiscal stability and institutional strength. As described in 5.A.1, the college has strategically built up and drawn down its operational fund balance based on externally driven budget variances. This ensures programs and services continue even when enrollments decline or state aid decreases. 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.

The college shares a [financial outlook report](#) at each Board meeting to provide projections of state support. During this time, the Vice President of Facilities and Finance addresses potential fluctuations or gaps in funding due to impending legislative action, enrollment declines, or tax revenue changes.

CVTC has also demonstrated organizational dexterity relative to enrollment trends. While nearly all WTCS colleges experienced declining enrollment as the recession ended and the economy recovered, CVTC was one of just a few institutions with [increased FTEs](#). The college accomplished this by using market analytics to redirect advertising dollars more effectively, redesign the public website to better appeal to targeted demographic groups, reorganize the Marketing and Communications department to incorporate a stronger recruitment model, and expand dual credit programming into area high schools.

CVTC has introduced several data analytics tools and resources to help the institution make informed decisions about enrollment. All of these tools help deans and administrators make programmatic decisions regarding courses and programs offered, marketing and recruitment efforts made, and resource allocation. The [FTE Dashboard](#) provides an overview of FTEs, student count, and course enrollments compared to previous years, as well as specific points in time. The IR office also provides a real-time [FTE report](#) to Education Council weekly, displaying FTEs by career cluster and subject and comparing them to the same point in time a year ago and a week ago.

The [Enrollment Dashboard](#) provides an overview of historical and year-to-date application and applicant counts by status from applications received to those who were accepted, registered, and showed for classes.

5.C.5

Technology

CVTC's IT department plans and anticipates emerging technology and its impact on college operations. As cloud-based storage and security become more critical, the college has planned for migrating to [Office 365 cloud services](#), offering employees and student more storage, collaborative opportunities, and better security. Additionally, the college is planning for [infrastructure automation](#) using emerging technology that allows rapid self-service deployment of upgrades and enhancements to key information systems.

Importantly, CVTC programs are continually upgrading equipment and technology to stay current

with industry and the emerging workforce. Programs plan for emerging technology, curriculum modifications, and alignment with strategic direction during their individual [unit planning process](#).

In cases where technology needs outweigh the institution's resource capacity, the Grants office works with faculty and deans to seek external funding. The college was awarded a five-year U.S. Department of Labor TechHire grant ([IMPACT](#)), which incorporated a multi-disciplinary simulated manufacturing center for hands-on application in CVTC manufacturing programs, providing students the opportunity to practice industrial mechanics in an advanced manufacturing production setting. CVTC has also secured several National Science Foundation grants in the last year, including [DREAM](#), [TEACH CPS-ED](#), and [Robo-TEAMS](#), which will support sophisticated equipment and technology to offer students hands-on experience with additive manufacturing, cyber-physical systems, and industrial robotics, respectively.

Demographic Shifts

CVTC uses Economic Modeling Specialists, Inc. (EMSI), the U.S. Census Bureau, and other reliable data sources to best understand [demographic trends](#) that may impact enrollment. The college also tracks the high school population using data from the Wisconsin Department of Public Instruction to project the [number of students](#) entering college in the future. CVTC has worked to engage with high school students through extensive [dual credit courses and programs](#), resulting in a [higher percentage](#) (21%) of students enrolling directly from high school than most other WTCS institutions.

During 2019-20 faculty and staff in-services, IR staff presented an [overview of student demographic variables](#) to employees, highlighting age, gender, race/ethnicity, etc. of CVTC students. The presentation was meant to guide a holistic understanding of the student population in order to best meet its needs, both now and in the future. Faculty and staff in-services frequently feature topics focused on diversity and underrepresented populations, as evidenced in recent [agendas](#) (note highlighted text).

Globalization

In 2019-20, CVTC began a [globalization initiative](#) to address its core ability of [valuing diversity](#) and sub-indicator of demonstrating global awareness. Recognizing that students must be prepared to live and work in an increasingly global society, the college has identified the following goals:

- Establish study and work abroad opportunities for students.
- Establish international professional development opportunities and exchange programs for faculty.
- Develop and offer additional courses in language, culture, and other areas of globalization as well as related co-curricular activities.
- Increase the number of international students.

The globalization initiative aligns with the strategic goal of [Cohesive Culture](#) (Outcome 4.2: Support college diversity through recruitment and programming). However, the recent COVID-19 pandemic has put this effort on hold, prompting the college to pursue more virtual links and faculty connections with institutions abroad.

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- 2019-20 College Strategic Plan
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- 2019-20 College Strategic Plan (page number 3)
- Advisory Committee Meeting Minutes Samples
- Advisory Committee Meeting Minutes Samples (page number 6)
- Advisory Committee Meeting Minutes Samples (page number 12)
- Advisory Committee Meeting Minutes Samples (page number 20)
- Audited Financial Statements 2019
- Audited Financial Statements 2019 (page number 11)
- Audited Financial Statements 2019 (page number 84)
- Board Financial Outlook Report
- Board Goals and Self-Evaluation
- Comprehensive Program Evaluation Model
- CVTC Exchange Online Migration Summary
- CVTC Fact Book_2019.pdf
- CVTC Student Profile - Who Do We Serve
- CVTC Website_About Us.pdf
- CVTC Website_About Us.pdf (page number 3)
- Demographic Overview_CVTC District
- Enrollment Dashboard
- Entering Capital Equipment Requests in SPOL
- FTE Dashboard
- FTE Point-in-Time Comparison_2019-07-30
- Globalization Plan
- In-Service Agendas with Diversity Topics
- NSF DREAM Overview
- NSF Robo TEAMS Project Overview
- NSF TEACH CPS-ED Project Overview
- Planning Flowchart
- Program Improvement Calendar
- Program Improvement Plan Examples
- Program Performance Dashboard 2015-19
- Program Plan Example
- Revenue Sources
- SPOL User Guide
- Strategic Goals and Outcomes
- Strategic Plan Outcomes_2019
- Student Success Board Report_February 2020
- Student Success Board Report_February 2020 (page number 6)
- Student Success Board Report_February 2020 (page number 7)
- TechHire IMPACT Overview
- Transcribed Credit High School Guidebook 2019-2020
- UCS Director Scope of Work
- WTCS FTEs by College
- WTCS Outcomes Based Funding Report 2019-20

5.D - Core Component 5.D

The institution works systematically to improve its performance.

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

Argument

5.D

Quality is one of CVTC's [strategic goals](#), with the aim of ensuring continuous quality improvement in all college programs and services. Furthermore, excellence is one of the institution's [core values](#), encouraging individuals to work together to develop and continuously improve processes that support the creative pursuit of new ideas. The college includes an expectation of adherence to the core values on all [position descriptions](#), and assesses employees' dedication to the core values as part of the annual employee [evaluation process](#). This helps ensure all employees are committed to maintaining standards of excellence and participating in and leading quality improvement activities.

5.D.1

CVTC tracks performance of its operations in a variety of ways, using both internal and external indicators. The [assessment of student learning](#) has been discussed at length in 4.B, and accounts for faculty's work in assessing, reporting, analyzing, and acting on the performance of students' academic endeavors at the institution. Assessment of student learning in both curricular and co-curricular programs helps ensure quality teaching and learning, and improves the strength of the college overall.

Similarly, regular [program review](#), outlined in 4.A, highlights the performance of CVTC's academic programs, documented in [program scorecards](#). [College-level goals](#) related to retention and completion support CVTC's efforts to improve student success. The institution measures and tracks these indicators accordingly, sharing [results](#) with appropriate [comparison data](#) for faculty and staff (program scorecards, [Course Success Dashboard](#), etc.), the Board ([Student Success Report](#)), WTCS (Client Reporting, [Program Performance Dashboard](#), etc.), and the public (program scorecards, [CVTC Fact Book](#), [IPEDS](#), etc.). The [Graduate Follow-Up Survey](#), detailed in 4.A.6, provides valuable data on post-graduation success of CVTC graduates. As outlined in 3.C, qualified faculty and staff responsible for teaching, learning, and student support are regularly [evaluated and assessed](#) to ensure consistent quality of programs and services.

CVTC measures and documents its institutional performance relative to the strategic plan through the [Strategic Plan Outcomes Report](#). This report provides information to the Board and other stakeholders about the institution's strategic goals, activities, and outcomes, as well as established targets in each area.

Organizational fiscal health is assessed and documented through an annual independent audit. The [audited financial statements](#) are presented to the Board each year and published on the college

website. Furthermore, the Board receives monthly financial reports for ongoing monitoring. CVTC documents and tracks its operational performance as required for compliance purposes, through grant reporting, WTCS Client Reporting, Clery Act reporting, HLC Institutional Updates, etc.

The college has initiated the development of a non-academic program improvement process to track and monitor the performance of operational departments. The process will be modeled after the academic [program review process](#). In the first phase, operational units will establish key performance indicators and identify sources for collecting and analyzing related data in a [Department Planning and Improvement Template](#). CVTC's IR office piloted this process in 2017; since then, seven departments have completed this initial phase (examples of completed templates for the [Professional Development](#), [Curriculum](#), and [Finance](#) departments).

In the new 2020-21 strategic plan, under the strategic goal of [Quality](#) (Outcome 1.1: Expand continuous quality improvement in academic and non-academic departments and services), the college has a targeted initiative to move into the second phase of this operational unit review. First, the college will create a template for units to complete a self-assessment of performance and develop an improvement plan. A review cycle and calendar will also be created. In the following year (2021-22), the review process will be fully implemented; IR will facilitate three self-assessments per year, and track and document assessments and improvement plans in SPOL.

CVTC evaluates its operational performance in myriad other ways, including but not limited to:

Assessment Resource	Description
Noel-Levitz Student Satisfaction Inventory (SSI)*	The SSI is given to all students enrolled in six or more credits, every other year. It measures student satisfaction across eight categories. In 2019, CVTC's results reflected growth across all categories and the college scored higher than benchmark institutions (WTCS and national) in all areas.
Community College Survey of Student Engagement (CCSSE)*	The CCSSE is given to a random sample of students enrolled in six or more credits, every other year. It measures student engagement across five categories. In 2018, the college scored higher than national benchmark institutions four out of five areas.
Personal Assessment of College Environment (PACE)*	CVTC administers the PACE survey to all employees every other year. PACE measures institutional climate across four factors. In 2018, the college improved from its previous administration and exceeded the national norm base across all categories.
Revealing Institutional Strengths and Challenges (RISC)*	CVTC administered the RISC survey to all students enrolled in six or more credits for the first time in 2018. It measures challenges students are facing, as well as their overall perceptions of the institution. Students reported feeling more challenged than the national benchmark in two areas: work and personal issues; and finances and financial aid. Students also reported that CVTC's greatest strength is its faculty and staff.
Outcomes-Based Funding Report*	WTCS disburses 30% of general state aid to the 16 technical colleges based on performance across 10 criteria. In 2019-20, the college was allocated \$1,386,392 for outcomes-based funding.

FTE Dashboard and Enrollment Dashboard	CVTC's IR office has developed dashboards to help the college internally track and monitor enrollment activity.
In-Service Surveys	The Professional Development office administers surveys to participants following each faculty and staff in-service event to collect feedback.
IT Satisfaction Survey*	The IT Satisfaction Survey is administered every other year to all staff and all students enrolled in six or more credits. The survey measures satisfaction with the college's various IT systems.
Employer Follow-Up Survey*	The Employer Follow-Up Survey is sent out to employers of CVTC graduates every five years. Results confirm overall satisfaction with CVTC training, with 96% of respondents indicating they would hire a CVTC graduate again.
Energy Use Report	Facilities energy consumption is tracked and reviewed on an ongoing basis. Data is analyzed by reviewing cost per square foot and usage per square foot and studying trends across buildings and time.
Facilities Utilization Inventory	The Facilities department inventories building space to categorize by usage type and gain an overall picture of space utilization.
Facilities Work Order Reports	Facilities uses SchoolDude, a web-based tool, to schedule, track, and report on maintenance work throughout the college. In 2019-20, the department completed 5,240 orders.
IT Help Desk Incident Response	IT documents and tracks all technology-related incidents and customer feedback, as well as service level agreements (SLAs) through IT Service Management software.
IT Department Usage Monitoring	LabStats software helps the IT department to assess technology usage across the institution. This assists in the reallocation, reduction, addition, and overall sustainability of technology-related assets.
Network Statistics (netstats)	The IT department tracks and measures application, service, and server availability using netstats.
Student Services Surveys	Evaluation surveys are administered to students following various student services programs and processes. For instance, students surveyed about the New Student Orientation program provided feedback which led to a new model in 2020.
Risk Management Review	CVTC's Risk Management team reviews operational issues related to emergency response/training, insurance coverage, safety concerns, and physical security.
Safety and Security Audits	CVTC's insurer audits all campuses regularly, helping the college address any issues and improve safety.

Sustainability Review	This Facilities team sub-committee continually seeks to improve operational sustainability through review of various efficiency efforts and technology.
Student Central Service Center Statistics	CVTC's one-stop service center, Student Central, tracks contacts and incidents over time, by incident type, and by contact method to effectively schedule and plan for student needs. In 2019, Student Central addressed over 85,000 contacts from students, potential students, and the public.
Employee Turnover	CVTC's HR department monitors employee turnover from year to year, tracking the overall rate and reasons for leaving the college, noting trends and fluctuations over time.
Employee Sick Time	The HR department tracks employee sick time to understand the benefit's usage and how it relates to other metrics, such as health insurance claims.
Tuition Reimbursement	CVTC offers tuition reimbursement to all full-time employees. HR tracks the number and type of employees using it to ensure the benefit is funded at the appropriate level and that employees are accessing it without significant issues.

*Results are shared with the District Board.

5.D.2

Strategic goals allow the college to dedicate resources to an issue of importance and to collect data and information about it prior to addressing the issue effectively. The [Strategic Plan Outcomes Report](#) offers a comprehensive picture of the institution's effectiveness in meeting its strategic goals. Data from this report and others like it helps prompt change and improvements in specific areas as needed.

The WTCS [Outcomes-Based Funding program](#) has served a similar purpose. For instance, the college began significantly increasing its efforts in high school academies and dual credit several years ago to better perform under the dual enrollment metric. As a result, the number of dual credits earned and high school students enrolled in courses have [increased exponentially](#).

All of the assessment resources described in 5.D.1, as well as several others, are utilized to spark learning about CVTC's operational experience and apply the knowledge to improve the institution's effectiveness, capabilities, and sustainability. Some examples of such efforts include:

- New Student Orientation - Following survey feedback from students, the college formed a committee to assess the results and [redesign](#) the model. The committee recommended a merged model combining both orientation and registration, as [67% of survey respondents](#) indicated they would be more likely to attend if those two processes were merged.
- Strategic Goals and Outcomes - The college reviews its strategic goals and outcomes each year, ensuring they remain relevant and current. Following feedback on the PACE survey and the leadership strategic planning [retreat](#), the institution changed the College Climate goal to Cohesive Culture in 2018-19 in order to better address employee needs.
- Equity, Diversity, and Inclusion - In March 2020, the college published and submitted a [Local](#)

[Equity Report](#) as part of a grant funded through the WTCS Student Success Center. Results from this report, along with events and protests across the country related to racial relations, prompted CVTC to address the need for more equitable and inclusive practices in a new strategic outcome under the goal of [Student Success](#) (Outcome 2.5: Identify and address student equity gaps.). In 2020-21, CVTC will be developing a comprehensive task force with representation across the college and larger community to improve equity, diversity, and inclusion for students, faculty, and staff.

- The IT department uses high traffic and hit counts on the college's Knowledge Base repository and elevated ticket volume within the [incident management system](#) to identify issues and promote changes to the related systems. For instance, when incidents related to wireless service issues began increasing, the college responded by deploying additional wireless access points to mitigate the problem.
- Results from student surveys surrounding a particular area are frequently used to justify improvements in student services and processes. For example, low results on the [SSI related to course selection and availability](#) led to a new wait list option where students can put themselves on a course wait list if there are no spots available.

Sources

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- 2019 Annual Outcomes Based Funding Report (page number 4)
- 2019 Annual Outcomes Based Funding Report (page number 5)
- 2019-20 College Strategic Plan
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- 2020-21 College Strategic Plan
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- Co-Curricular Assessment of Student Learning Dashboard.pdf
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- Department Planning and Improvement Template
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- Employee Turnover Reports
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- Energy Use Report
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- FTE Dashboard
- IPEDS Institutional Profile
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- Learning Improvement Planning and Assessment Guide
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- Local Equity Report - March 2020
- Network Kanban Tracking Report
- Network Statistics
- New Faculty Development and Training Overview
- New Student Orientation Survey Results and Recommendations
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- Non-Faculty Employee Performance Evaluation
- PACE 2018 Results Summary PPT
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- Position Description Template
- Program Performance Dashboard 2015-19
- Program Scorecards_2019
- RISC 2018 Result Summary PPT
- RISC 2018 Result Summary PPT (page number 5)
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- Risk Management Meeting Agenda
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- SSI 2019 - National Comparison
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- SSI 2019 Results Summary PPT (page number 20)
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- Strategic Plan Outcomes_2019 (page number 5)
- Student Central Incidents
- Student Success Board Report_February 2020
- Sustainability Committee
- WTCS Comparison Graduation and Retention Rates

5.S - Criterion 5 - Summary

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

Summary

CVTC's resources, structures, and processes effectively and sufficiently fulfill its mission through a culture of continuous quality improvement. The college plans for its future across every level of the institution, and examines data and information relative to its programs and services. CVTC's College Effectiveness Committee reviews and assesses continuous quality improvement efforts on campus, including accreditation processes and strategic initiatives focused on the comprehensive enhancement of programs and services. Established and well-defined processes for hiring staff, allocating resources, executing effective governance practices, and engaging stakeholders in policies and procedures ensure the college operates efficiently and in pursuit of its mission. Extensive monitoring, tracking, and evaluation tools and resources help the college gauge and improve its operational effectiveness, both now and into the future.

The college has effectively planned and executed its response to COVID-19 across all levels of the institution, from developing a COVID-19 [reporting process](#) to documenting [institutional expenses](#) associated with the pandemic. Please see [CVTC's Response to COVID-19](#) related to Criterion 5 for more information.

Sources

- COVID Reporting Process
- CVTC Response to COVID-19
- CVTC Response to COVID-19 (page number 4)
- Institutional Expense Summary - COVID-19