COMPREHENSIVE QUALITY REVIEW REPORT

TO

CHIPPEWA VALLEY TECHNICAL COLLEGE
Eau Claire, Wisconsin

October 19-October 20, 2015

FOR

The Higher Learning Commission
A commission of the North Central Association

EVALUATION TEAM

Joan Kuzma Costello, Provost and Vice President for Academic Affairs (retired) Inver Hills Community College, Inver Grove Heights, MN 55076 (Chair)

Michael D. Berndt, Vice President for Academic Affairs, Century College, White Bear Lake, MN 55110

Jill Carlson, Director of Assessment and Accreditation, Santa Fe Community College, Santa Fe NM 87508

Rob Spohr, Vice President for Student & Academic Affairs, Montcalm Community College, Sidney, MI 48885

John P. Speary, Jr., Director of Assessment, Butler County Community College, El Dorado, KS 67042

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I. BACKGROUND AND PURPOSE OF VISIT

A. Overview of CQR

A Comprehensive Quality Review (CQR) is required during the final year of the AQIP Pathway cycle and may also occur in the fourth year based upon institutional request or Commission determination. The goals of the CQR are to:

- Provide assurance that the institution is meeting Commission's Criteria for Accreditation. (With respect to the optional mid-cycle CQR, alert the organization to areas that need attention prior to its next Reaffirmation of Accreditation. Such concerns may be signaled during the Systems Appraisal process in the third year of the cycle.)
- Provide assurance that the institution is meeting the Federal Compliance Requirements (eighth year only).
- Facilitate the institution's continuing quality improvement commitment, confirming that a developing or established Continuous Quality Improvement (CQI) culture and infrastructure exist that advances organizational maturity in relation to the AQIP Pathway Categories.
- Verify any issues identified in Action Project Feedback Reports, Systems Appraisals or Commission actions.
- Validate process level development and deployment as described in the Systems Portfolio.
- Identify actions taken to minimize identified strategic issues and to alleviate potential accreditation issues.
- Review CQI priorities and progress including how Action Projects are integrated into an institution's overall performance improvement strategy.
- Review distance and/or correspondence education delivery if applicable (eighth year only).
- Evaluate distributed education (multiple campuses) if applicable (eighth year only).
- Develop an initial recommendation regarding Pathway eligibility (eighth year only).

B. Purpose of Visit and Institutional Context

The team conducted a comprehensive quality review evaluation visit that included a multi-campus review of three branch campuses.

Chippewa Valley Technical College (CVTC) is a public two-year institution, which was a candidate for accreditation beginning in March 31, 1971, and was accredited March 28, 1973. CVTC became an AQIP institution February 2, 2002, received its most recent reaffirmation of accreditation February 17, 2009, and attended its most recent Strategy Forum September 24, 2012.

CVTC has had a unique recent history in AQIP. The college participated in the Baldrige option in submitting its most recent Systems Portfolio. For the Systems Appraisal, CVTC submitted its 2012 Wisconsin Forward Award Application and Wisconsin Forward Feedback Report along with the June 2013 narrative "AQIP Systems Appraisal Baldrige

Option" in which CVTC cross references the Criteria for Accreditation with the Wisconsin Forward Award Application.

Chippewa Valley Technical College is one of the 16 colleges of the Wisconsin Technical College System (WTCS). The college serves an 11 county area in western Wisconsin from its main campuses in Eau Claire, three regional campuses, and three locations. CVTC enrolls 2299 full-time and 3775 part-time students. CVTC awards 34 associate degrees and 27 certificates. Approved for distance education and courses, CVTC offers 15 certificates and five associate degrees through distance education. CVTC is one of five institutions in the WTCS which has been given permission to award the Liberal Arts Transfer AS degree.

Another factor that has impacted CVTC was the enactment of Act 10 by the State of Wisconsin in 2011. Act 10 restricts the power of employee unions to bargain collectively and holds wage negotiations to the rate of inflation. Act 10 effectively shifted the balance of power within CVTC and has raised issues of trust.

Chippewa Valley Technical College'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 vision of CVTC asserts that CVTC is a "dynamic partner for students, employers, and communities to learn, train, and succeed." This vision is built on the following Values:

- Commitment: We value all students and their diverse backgrounds. We are committed to their learning and success in a global society.
- Trust: We act with honesty, integrity, and fairness.
- Respect: We value a safe and cooperative work environment where individuals care for each other and grow through open communication.
- Collaboration: We value partnerships with business, government, educational systems, and our communities.
- Excellence: We value working together to develop and continuously improve processes that support the creative pursuit of new ideas.
- Accountability: We value the resources entrusted to us and will use them responsibly.

In keeping with its mission and vision, CVTC integrates four key "Core Abilities" into the learning pathway for all students. These core abilities address the broad-based skills that will prepare a student to become a productive member of the workforce, a civic-minded member of the community, and a life-long learner ready to grow with her/his chosen profession. A student who has mastered the core abilities

- Models Integrity
- Thinks Critically
- Communicates Effectively
- Values Diversity

CVTC has a current strategic plan that covers the Fiscal years 2016 through 2018. The five goals of the plan are Quality, Program Alignment, Student Success, Cohesive Culture, and Business and Industry Partnerships. The plan includes an Annual Action Plan with Outcomes for each goal.

C. Unique Aspects or Additions to the Visit

Multi-Campus Visits were conducted to three branch campuses. Separate reports are
included in Appendix D and evidence is embedded in evidentiary statements for
appropriate Core Components.
A review of Distance Education was also conducted.

D. Additional Locations or Branch Campuses Visited

CVTC-Menomonie (403 Technology Drive East, Menomonie, WI 54751)
CVTC-Chippewa (770 Scheidler Road, Chippewa Falls, WI 54729)
CVTC-River Falls (500 South Wasson Lane, River Falls, 54022)

The team arrived at the following recommendation for the Branch Campuses that were visited:

- CVTC-River Falls meets the four criteria to be considered a campus. The site is
  permanent, offers courses in educational programs leading to a degree, certificate, or
  other recognized educational credential, has its own faculty and administrative or
  supervisory organization (including support staff, administrators, and support staff), and
  its own budgetary and hiring authority.

- CVTC-Menomonie does not meet the four criteria to be considered a campus. The site is
  permanent, offers courses in educational programs leading to a degree, certificate, or
  other recognized educational credential, has its own faculty and administrative or
  supervisory organization (site administrator and two faculty, one non-credit, the other
  tutors), but does not have its own budgetary and hiring authority. CVTC should have
  Menomonie reclassified as an additional location.

- CVTC-Chippewa Falls does not meet the four criteria to be considered a campus. The
  site is permanent, offers courses in educational programs leading to a degree,
  certificate, or other recognized educational credential, has its own faculty and
  administrative or supervisory organization (site administrator and three faculty), but does
  not have its own budgetary and hiring authority. CVTC should have Chippewa Falls
  reclassified as an additional location.

The three complete Multi-Campus Reports appear in Appendix D of this report.

E. Distance Delivery Reviewed

Approved for distance education delivery of programs and courses, CVTC offers 15
certificates and five associate degrees through distance education. One of the College's
online goals is to offer all of its general education transfer courses online as well as face
to face.
Evidentiary statements on the planning, quality, and student support in online programming
appear at appropriate places in the Core Components. CVTC does use Quality Matters
rubrics as part of its quality assurance program for distance delivery.
CVTC is not approved for correspondence education and it does not offer courses in this
format.

F. Notification Related to Third Party Comments

CVTC provided notification to its larger community of the opportunity to provide comments on the College to the Higher Learning Commission in a variety of venues: press releases, emails to various stakeholders, CVTC Magazine and the electronic student newsletter as well as on the CVTC website at http://www.cvtc.edu/Page/We-Want-Your-Feedback.aspx#We-Want-Your-Feedback

The Higher Learning Commission received two public comments, one from Pierce County Economic Development (PCEDC) in River Falls WI and the other from a Nursing Education Specialist at the Mayo Clinic Health System-Lake City. Both are positive.

II. COMPLIANCE WITH FEDERAL REQUIREMENTS

The Visit Team reviewed the evidence, judgments, and comments of the Federal Compliance Panel. The Team conducted further research in a number of areas, reviewing additional documents and web pages. Based on the review of additional evidence provided by the institution during the visit, the final judgment of the Visit Team is that CVTC is in compliance with all federal requirements

The Team's Federal Compliance Worksheet is found in Appendix C.

III. FULFILLMENT OF THE CRITERIA FOR ACCREDITATION

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

Core Component 1A: The institution's mission is broadly understood within the institution and guides its operations.

Subcomponent 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.

Subcomponent 2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.

Subcomponent 3. The institution's planning and budgeting priorities align with and support the mission.

Team Determination: _X_ Core Component is met
                            _ Core Component is met with concerns
                            _ Core Component is not met

Evidence:
- The senior leadership team is responsible for setting and validating the college's mission, vision, and values. These statements are substantively reviewed out of a comprehensive environmental scan about every five years and reviewed annually as part of the strategic planning process. The previous environmental scan was done through an applied research center at the University of Wisconsin, Stout. This process included a community survey, a business leader survey, and listening sessions. Listening sessions were large—up to 50 internal and external stakeholders—and included community members and students. Facilitators also met

with representatives on each of the campuses.

- CVTC is strongly aligned with the needs of local industries. All technical programs have advisory councils. These councils review the mission, vision, and values as part of their work. It is unclear, however, how input collected from individual advisory councils is documented and aggregated for consideration by the senior leadership team.

- The mission guides development of the strategic plan which then drives subsequent planning and budgeting processes within the college. Cabinet members are responsible for communicating the mission, vision, and values to their areas.

- Providing students with a variety of ways to learn such as online, hybrid, and teleconferencing aligns with CVTC's mission "to deliver innovative and applied education" that "improves the lives of students." The newly approved Liberal Arts Transfer program has led the college to strategic planning efforts for making all general education courses available online.

Core Component 1B: The mission is articulated publicly.

Subcomponent 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.

Subcomponent 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.

Subcomponent 3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Team Determination: _X_ Core Component is met
                               _ Core Component is met with concerns
                               _ Core Component is not met

Evidence:
- The college uses a variety of formal and informal mechanisms for communicating its mission, including all-college meetings, the college website, physical signs in campus buildings, and internal and external documents (e.g., strategic plan).

- The president communicates the mission, vision, and values to new employees as part of the college's onboarding process. The vice president of student success also meets with all new employees to communicate the college's focus on student success.

- Employees in service areas like Information Technology are encouraged to articulate their work in the context of the college's educational mission.

- The college's mission is complemented by four core competencies that include the ability to 1) respond quickly to regional employers' training needs, 2) meet students' changing educational needs, 3) provide seamless transition between educational systems, and 4) leverage resources to meet multiple needs while maintaining fiscal

and organizational health.

Core Component 1C: The institution understands the relationship between its mission and the diversity of society.

> **Subcomponent 1.** The institution addresses its role in a multicultural society.

> **Subcomponent 2.** The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Team Determination: _X_ Core Component is met
                          _ Core Component is met with concerns
                          _ Core Component is not met

Evidence:
- The mission is informed by stakeholder input, including the Diversity Council. The college also acts to promote global and cultural awareness with its core abilities and it has published a diversity statement expressing its commitment to respecting difference.

- The college's Diversity Services office, located prominently in the Learning Center, provides resources to support teaching and professional development for the college community around diversity. Evidence was provided that the institution is providing regular opportunities for employees to learn about their diverse students and fellow employees.

- The college also works to align support services with underserved student populations to improve outcomes.

Core Component 1D: The institution's mission demonstrates commitment to the public good.

> **Subcomponent 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.

> **Subcomponent 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.

> **Subcomponent 3.** The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Team Determination: _X_ Core Component is met
                          _ Core Component is met with concerns
                          _ Core Component is not met

Evidence:
- Public stakeholders inform development of the mission, vision, and strategic plan. Community members continue to provide input into academic programs through program advisory boards.

- The college has identified its primary customers and stakeholders. Credit students are primary customers for the institution and key measures are aligned with their satisfaction and outcomes. Additionally, the college focuses strongly on workforce preparation, aligning program enrollments with expected labor market needs.

- The multi-campus review found that CVTC engages with many constituencies and communities, and responds to their needs. CVTC serves an 11 county area, with three campuses in Eau Claire, a campus in River Falls, and additional locations in Chippewa Falls, Menomonie, and Neillsville (Chippewa Falls and Menomonie are currently classified as campuses, but the multi-campus review found that they do not meet the criteria to be campuses). The sites visited offer facilities to the community, provide training for local businesses, and offer events such as career fairs to match students with employers.

Team Determination on Criterion One:

       _X_ Criterion is met
       _ Criterion is met with concerns
       _ Criterion is not met

Summary Statement on Criterion:

CVTC leadership regularly reviews its mission through long- and short-term planning cycles that are informed by robust internal and external stakeholder input. The mission embraces the college's commitment to its diverse communities and to the public good. Mechanisms for systematically documenting and aggregating input from stakeholders may help the institution leverage its strong community and workforce connections.

CRITERION TWO: Integrity: Ethical and Responsible Conduct. The institution acts with integrity; its conduct is ethical and responsible.

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

Team Determination: _X_ Core Component is met
                               _ Core Component is met with concerns
                               _ Core Component is not met

Evidence:
- The college has *trust*, *respect*, and *accountability* among its core values; these values guide development of college policies and procedures. The college has a code of conduct and policies/procedures covering lender relations, conflicts of interest, political activity, and professional behavior.

- Expected behaviors are outlined in the student handbook, employee handbook and in the faculty handbook. The student complaint process includes an online complaint form, a process for assigning complaints for follow-through, and a process for

logging resolutions. Complaint data are used during the strategic planning and budgeting processes. Employee complaints are handled by the Human Resources department, either through a defined, collaborative two-way discussion process or the grievance process.

- The Board is evaluated based on several key indicators that include maintaining fiduciary oversight. The college also goes through an annual financial audit. The Board has made recent improvements to the college's performance review process.

- The president expanded membership on the executive cabinet to ensure greater alignment with college priorities across all major operational areas including human resources, IT, facilities, marketing, planning, academics, finance, and student services.

- The multi-campus review found that the three off-campus locations follow the same core values, have the same expected behaviors, and use the same policy and procedures. All complaints are handled in the same manner as they are on the main campus in Eau Claire.

Core Component 2B: 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.

Team Determination: _X_ Core Component is met
                            _ Core Component is met with concerns
                            _ Core Component is not met

Evidence:
- Key information about on-campus programs, college and program requirements, faculty and staff, costs, and accreditation are provided to the public through the college web site and program catalogs. To reach some of this information, members of the public have to establish an account on "The Insider," a second layer of the public website. In order to register, a person must receive a student identification number and establish an account on "my CVTC."

- The college has an opportunity to more clearly communicate information about online program options. A search of the CVTC web site for online produces a list of programs without clearly specifying whether they are delivered completely online, partly online, or with hybrid options. Some key information about online programs, online readiness assessment, online support services, and technology requirements is either missing or available only through an internal student portal.

- The multi-campus review found that the three off-campus locations use the same methods to communicate all required information to students and the public as the main campus.

Core Component 2C: The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

Subcomponent 1. The governing board's deliberations reflect priorities to preserve and enhance the institution.

Subcomponent 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.

Subcomponent 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.

Subcomponent 4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Team Determination: _X_ Core Component is met

_ Core Component is met with concerns

_ Core Component is not met

Evidence:
- CVTC operates under two boards that share governance of the college. The District Board of Trustees is an appointed board that approves operational and educational plans**,** develops annual budgets, hires personnel, levies property taxes and approves other major decisions. The WTCS Board sets tuition and disburses state aid to the institution.

- Board members are comprised of two employers, two area employees, one elected official, one school district administrator, and three additional members; membership must reflect the diversity of the surrounding community.

- New Board members go through a one-day orientation that covers essential policies, procedures, and member obligations. Members are required to submit reports that outline potential conflicts of interest (e.g., private investments). Local boards from within the WTCS meet quarterly for on-going professional development.

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

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

Team Determination: _X_ Core Component is met

_ Core Component is met with concerns

_ Core Component is not met

Evidence:
- The college articulates its commitment to intellectual property rights of employees and students in the faculty guidelines, the student handbook, and employee handbook.

- The faculty guidelines include a statement on academic freedom that encourages opportunities to learn from a variety of sources and opinions, in an honest and open atmosphere. It also allows faculty to present their views without censorship from the

college. When students raise concerns regarding specific course content, CVTC uses the opportunity to educate students on faculty members' rights in terms of academic freedom rather than requiring faculty to alter the way they teach.

- The student code of conduct promotes a positive learning environment and communicates the college's academic standards.

- During the multi-campus review, faculty and students were interviewed at the three off-campus locations. All those interviewed agreed that CVTC supports freedom of expression and the pursuit of truth in teaching and learning.

Core Component 2E: The institution's policies and procedures call for responsible acquisition, discovery, and application of knowledge by its faculty, students, and staff.

Subcomponent 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.

Subcomponent 2. Students are offered guidance in the ethical use of information resources.

Subcomponent 3. The institution has and enforces policies on academic honesty and integrity.

Team Determination: _X_ Core Component is met
                            _ Core Component is met with concerns
                            _ Core Component is not met

Evidence:
- The college maintains an Institutional Review Board (IRB) to review all research on campus with students, staff, and faculty members.

- Student rights and responsibilities are outlined by the college, including a policy on academic dishonesty that is included in the student handbook which states, "Plagiarism is committed when one claims credit for the work of another individual. This might occur by simply using materials created by another and turning them in as one's own work or by using another's work and not giving credit to the author in a correct and appropriate manner." The handbook also discusses cheating, misrepresentation, falsifying, misuse, and fabrication.

- During the CQR visit, several students reported the extent to which ethics are integrated into courses.

- The employee handbook clearly defines that materials created by faculty, materials in the public domain, and copyrighted materials used with permission from the copyright owner, may be legally presented in access-restricted online classes.

Team Determination on Criterion Two:
            _X_ Criterion is met
            _ Criterion is met with concerns
            _ Criterion is not met

Summary Statement on Criterion:

CVTC defines the ethical and legal expectations of its leadership and other stakeholder groups through college policies and procedures. The college communicates those expectations through onboarding processes, academic courses, and employee and student handbooks. To make its information more easily available to the public, the college might reconsider why, when, and how it uses "The Insider" to communicate with the general public.

CRITERION THREE: Teaching and Learning: Quality, Resources, and Support.
The institution provides high quality education, wherever and however its offerings are delivered.

Core Component 3A: The institution's degree programs are appropriate to higher education.

Subcomponent 1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

Subcomponent 2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

Subcomponent 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).

Team Determination: _X_ Core Component is met
                              __ Core Component is met with concerns
                              __ Core Component is not met

Evidence:
- Academic programs at CVTC follow Wisconsin Technical College System (WTCS) standards to define the course level and mix of its degrees and certificates as authorized by Wisconsin State Statute 38.001.

- In order to ensure the quality of course design for online and hybrid courses, CVTC uses Quality Matters rubrics. A Quality Matters review team, which consists of the faculty developer and three faculty peer reviewers, reviews each online course before it is offered to students. Peer reviewers are experienced in online teaching and are trained on Quality Matters principles.

- CVTC's program learning outcomes are the Technical Skills Attainment (TSA) goals set by the WCTS with input from program faculty across the system. The college has processes in place to ensure that program quality and learning outcomes are consistent across modes of delivery and dual credit offerings.

- The multi-campus review and the distance learning review found that CVTC uses master syllabi to ensure that faculty in all modalities are teaching to the same outcomes. Each semester, all faculty (full and part-time) submit their syllabi into the Worldwide Instructional Design System (WIDS). Syllabi are then reviewed for consistency. CVTC is in the process of creating and deploying common assignments across courses to ensure that learning is equivalent across all locations. CVTC has no consortial agreements, and all dual credit offerings are taught by CVTC faculty.

Core Component 3B: 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.

Subcomponent 1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

Subcomponent 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.

Subcomponent 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.

Subcomponent 4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

Subcomponent 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.

Team Determination: _X_ Core Component is met
 _ Core Component is met with concerns
 _ Core Component is not met

Evidence:

- CVTC has developed four Core Abilities which are woven throughout a student's program of study to encompass general education outcomes that all of its students should attain. These include: Models Integrity, Thinks Critically, Communicates Effectively, and Values Diversity. The college has begun the process for the assessment of these abilities across the curriculum.

- CVTC is one of only five colleges in the WCTS authorized to offer a general education transfer degree. Outcomes for this degree are coordinated with university system partners, particularly UW Stout.

- Valuing human and cultural diversity is embedded across the curriculum as one of the Core Abilities.

- CVTC faculty and staff serve on various teams which contribute to institutional scholarship, creative work, and the discovery and application of knowledge to the college's mission. Students, similarly, contribute through program-specific applications.

- The multi-campus review found that all degree programs include general education requirements that are appropriate for that degree. CVTC uses master syllabi (and soon will use common assignments) to ensure that the same content is being taught at all sites and that equivalent learning is happening. All off-campus sites display information on human and cultural diversity and offer ways for students to learn about diversity often.

Core Component 3C: The institution has the faculty and staff needed for effective, high-quality programs and student services.

 Subcomponent 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.

 Subcomponent 2. All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.

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

 Subcomponent 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.

 Subcomponent 5. Instructors are accessible for student inquiry.

 Subcomponent 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.

Team Determination: _X_ Core Component is met
                            _ Core Component is met with concerns
                            _ Core Component is not met

Evidence:
- CVTC indicates that its average student to faculty ratio is roughly 14 to 1, ahead of peer comparison colleges that are 20 to 1.

- CVTC ensures appropriate faculty credentials through adherence to both WTCS and HLC guidelines. WTCS is working to standardize hiring processes and credentialing requirements across the state.

- CVTC has processes in place for the evaluation of faculty, including student evaluations. Faculty complete a Professional Development Plan as part of the evaluation process.

- CVTC has a robust menu of professional development opportunities available for both faculty and staff in addition to discipline-specific conferences, seminars, workshops, and the like.

- The Faculty Guidelines spell out specific continuing education requirements for faculty members who teach hybrid, online, ITV, or web-conferencing courses. These faculty are required to attend an alternative delivery update offered by College Professional Development. To remain eligible to teach in these delivery methods, faculty must participate in this training once a year.

- CVTC asserts that faculty are expected to spend 65 percent of their time in contact with students, including office hours. The Faculty Guidelines state that faculty are responsible for six hours per week of office hours. The guidelines also state that the

"Instructor schedule and office hours must be clearly posted outside of office, on or near the door."

- The Employee Handbook and Faculty Guidelines provide faculty who teach online clear expectations for work responsibilities, availability, and managing their leave, thus ensuring faculty accessibility for student inquiry.

- The multi-campus review found that CVTC's full-time to adjunct faculty ratio is approximately 50 percent – 50 percent. All three sites visited had full-time faculty assigned there, including tutors and non-credit full-time faculty. Reviews found that faculty are appropriately qualified and required to hold six office hours per week. Meetings with students indicate that faculty make themselves available to students much more than the six hours per week, with some even giving students their home/cell numbers. Faculty indicated that they had never been denied a professional development opportunity they had requested and that they complete a self-evaluation every three years. Staff members providing student support are also properly qualified and echoed faculty comments about professional development.

Core Component 3D: The institution provides support for student learning and effective teaching.

   Subcomponent 1. The institution provides student support services suited to the needs of its student populations.

   Subcomponent 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.

   Subcomponent 3. The institution provides academic advising suited to its programs and the needs of its students.

   Subcomponent 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).

   Subcomponent 5. The institution provides to students guidance in the effective use of research and information resources.

Team Determination: _X_ Core Component is met
                            __ Core Component is met with concerns
                            __ Core Component is not met

Evidence:
- CVTC describes a wide variety of academic support services in its Systems Portfolio Addendum that are appropriate to its nature as a community college.

- CVTC has several measures that indicate the support students' will need to receive in order to be successful. The Inventory of Student Success (ISS) and standardized placement assessments determine individual student needs and direct students to appropriate support services.

- The College provides academic advising to its students and has worked to address feedback received on its Ruffalo Noel Levitz SSI, resulting in an increase in the Academic Advising Effectiveness Scale.

- CVTC offers an array of services online for students. Students have access to the Information Technology Help Desk through the Go-To-Assist incident management system, email, and phone support which allows users to speak directly with technicians.

- Students may take the required New Student Orientation online. They can also register and purchase books online, as well as enroll in the Health Service online. Students are able to take a career assessment tool and attend career planning workshops online. All counselors and academic advisors participated in the online or face-to-face career decisions workshop. In addition, advisors and success specialists are available by email contact. Students also have access to Wisconsin TechConnect, an online employment information system. CVTC also provides a free online program (SALT) that assists students with responsible management of their finances and student loans.

- The multi-campus review found that CVTC delivers student support services at the three off-campus locations. Tutors are available, as are navigators who provide help for students early-on. The River Falls campus had on-site advisors, but Menomonie and Chippewa Falls offer online advising or can bring advisors in from off-campus. Infrastructure at all locations is sufficient, including facilities and technology. Library services are available online at off-campus sites, and books can be sent to off-campus locations when needed.

Core Component 3E: The institution fulfills the claims it makes for an enriched educational environment.

Subcomponent 1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.

Subcomponent 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.

Team Determination: _X_ Core Component is met
                    __ Core Component is met with concerns
                    __ Core Component is not met

Evidence:
- CVTC provides many opportunities for students to experience an enriched educational environment, including student government, clubs, service learning opportunities, student networking and activities programming, and regular activities and events.

- The Library offers a Semesters Book Club, which students may participate in online, but generally speaking it is not clear that co-curricular activities are designed for participation by online students.

- CVTC could strengthen its co-curricular offerings by linking their activities more closely with the Core Abilities thus providing opportunities to assess the Core Abilities in co-curricular activities.

Team Determination on Criterion Three:

_X_ Criterion is met
__ Criterion is met with concerns
__ Criterion is not met

Summary Statement on Criterion:

CVTC provides consistent, high quality education to its students, supported by faculty and staff. Opportunities for faculty and staff to enhance their knowledge and skills related to teaching and learning excellence are robust, with many types of professional development available. Students are supported through a variety of academic support services.

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

Core Component 4A: The institution demonstrates responsibility for the quality of its educational programs.

Subcomponent 1. The institution maintains a practice of regular program reviews.

Subcomponent 2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.

Subcomponent 3. The institution has policies that assure the quality of the credit it accepts in transfer.

Subcomponent 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.

Subcomponent 5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

Subcomponent 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).

Team Determination: _x_ Core Component is met
__ Core Component is met with concerns
__ Core Component is not met

Evidence:

- CVTC reviews each academic program annually in terms of numerous performance indicators through a program scorecard process which includes targets and threshold values for the key indicators, including student success measures, skill attainment, SSI measures of program effectiveness, and CCSSE data for Active and Collaborative Learning by program cluster. Programs, which have multiple indicators that fall below threshold levels or show decreased effectiveness, enter into a more rigorous review process. In the recent past, this review process resulted in the temporary suspension of one technical program (Cosmetology) until the program could be redesigned resulting in its current format and structure.

- All program directors work with faculty, program design teams, program advisory committees, and surveyed employers to create a data-informed annual improvement plan in response to the scorecard review and other relevant data. Program advisory committees are regularly and actively engaged with program faculty in the design and validation of program concept designs and curriculum outcomes.

- CTVC faculty and staff evaluate all of the various dual credit opportunities offered to area high school students including transcripted credit, advanced standing, and Youth Options, which are courses offered to high school students taught at the college campus by CVTC instructors. All transcripted credit courses must evidence a 100 percent competency match with the comparable CVTC curriculum prior to delivery. Articulation agreements with area high schools require an 80 percent match with CVTC course competencies.

- Since 2013, CVTC has employed a Credit for Prior Learning (CPL) Coordinator who has worked with a Credit for Prior Learning AQIP Action Project team in order to refine and expand the offering of CPL to students. The CPL Coordinator provides one-on-one assistance to students seeking credit for prior learning. Following the implementation of CPL program revisions the success rate of students attempting to obtain such credit has risen from 20 percent to 94 percent. In the 2014-15 academic year, thirty students earned a total of 148 credits for prior learning.

- The College uses WTCS follow-up surveys as a means of assuring the quality of graduates and employer satisfaction. The most recent Employer Follow-Up Survey documented an 88 percent overall satisfaction with CVTC graduates. The annual program scorecard tracks graduate placement and wage rates over a five-year period.

Core Component 4B: The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

Subcomponent 1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

Subcomponent 2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

Subcomponent 3. The institution uses the information gained from assessment to improve student learning.

Subcomponent 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.

Team Determination: __ Core Component is met
                                               _x_ Core Component is met with concerns
                                               __ Core Component is not met

Evidence:
- In spite of previously identified deficits in assessment processes, CVTC has not begun to conduct an adequate full assessment of its PLOs (TSAs) and or CLOs (Core Values) across the curriculum, hence insufficient data has been gathered that may lead to improvements in student learning.

- CVTC is engaged in a faculty- and staff-driven Assessment of Student Learning AQIP Action Project in an attempt to address concerns in the most recent System Appraisal about the inadequacy of efforts to assess student learning across the college. The Assessment project began in 2012 and has been branded to the faculty and staff as the "Master Plan." Based on a model from the National Institute for Learning Outcomes Assessment, the "Master Plan" provides only a conceptual framework for CVTC's efforts to generate a workable ongoing set of learning assessment processes. CVTC is at present in very early stages of implementing a comprehensive assessment program that will serve to improve student learning outcomes.

- As preliminary steps in establishing college-wide learning assessment processes, the action project team led a revision of the CVTC Core Abilities and the mapping of those four Core Abilities (Model Integrity, Think Critically, Communicate Effectively, Value Diversity) to program and course outcomes. The committee has also created a common rubric for faculty to use in assessing CLOs in student work. CVTC intends to begin the collection of assessment data for all four Core Abilities during the fall of 2015 using course level assessment processes that are not yet fully formed and have not been tested for their effectiveness. It is unclear how the actual process for data collection will be designed and implemented.

- CVTC has an opportunity to integrate evaluative processes into the design of the assessment processes in order to close the feedback loop on the processes themselves.

- The "Master Plan" for Learning Assessment indicates the intention to create feedback processes that will utilize aggregated interpreted assessment data to inform targeted improvement strategies. It is unclear if and how such data feedback will be incorporated into CVTC's present program scorecard process and how such data will be used to prompt change at the program and institutional levels.

- CVTC is at the initial discussion stage of designing and implementing assessment of student learning in the extensive system of co-curricular program student clubs.

- As part of other related ongoing efforts, CVTC is also at early stages of implementing participation in the Wisconsin Technical College System Technical Skills Attainment (TSA) initiative which is formalizing the statewide assessment of technical education by aligning and assessing all program learning outcomes (PLOs). This mandated learning assessment process will be operating alongside and potentially in competition with the newly emerging Core Abilities assessments. It is unclear how faculty will maintain or integrate the administration of the two different assessment systems in ways that will be manageable and beneficial for the advancement of student learning.

- The multi-campus review found that clearly stated goals for student learning and a process for their assessment was recently put into place, with approximately 50 percent of off-campus faculty being "early adopters." Co-curricular activities are available off-campus, but assessment of co-curricular programs is in even earlier stages than assessment of student learning. Programs do use information from advisory committees for improvement, but this process is in early stages of maturity.

Core Component 4C: The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

Subcomponent 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.

Subcomponent 2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.

Subcomponent 3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

Subcomponent 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.)

Team Determination: _x Core Component is met
                            _ Core Component is met with concerns
                            _ Core Component is not met

Evidence:
- The program review scorecard generated annually by the CVTC Institutional Research office includes program fall-to-fall retention, course-to-course retention, core course success, and general education course retention and success rates. Each of these data points has five year trend data and a given target. These data provide ongoing opportunities for the college programs to monitor progress and inform strategies to improve persistence and retention at the program level.

- CVTC leadership reviews IPEDS data for 150 percent graduation, 200 percent graduation, and full-time retention rates in comparison with other WTCS colleges and IPEDS Peer Comparison institutions on an annual basis to inform strategic planning.

It is unclear if the college has set targeted goals for improvement in retention and graduation rates or if CVTC focuses more on directional improvement in these data points.

- While the Quality Highlights report states that the college can segment students in multiple ways, including by delivery type (face-to-face or online), none of the data presented in the various college documents showed the persistence and success of online students nor are there comparisons of data for online students versus face-to-face students.

- Strategies implemented to bring improvement in outcome areas include expanded academic advising, faculty mentoring, and increased support services for at-risk students. The college has employed academic success coaches who are paired with five to seven students each as a means of offering mentoring to students who may struggle to persist and complete. A Supplemental Instruction program embeds students in general education and program core courses who have had success in those courses and then serve as tutor/study group leaders for new students. While success data for these efforts are limited, many faculty and students give enthusiastic anecdotal support to their effectiveness.

- The multi-campus review found that faculty and student services staff are engaged in the same program review process as their counterparts on the main campus. Programs that are only offered in River Falls go through the same review, while general education faculty work with faculty on the main campus to analyze data on retention, persistence, and completion.

Team Determination on Criterion Four:

    _ Criterion is met

    _x_ Criterion is met with concerns

    _ Criterion is not met

Summary Statement on Criterion:

CVTC demonstrates commitment to responsibility for its academic programs through the ongoing implementation of its annual program review process which uses a scorecard with multiple key indicators as the principle data source for the formulation of program improvement action plans. The college has processes for the validation of all credit coming from dual credit coursework and has recently refined and expanded the processes for granting Credit for Prior Learning.

CVTC monitors retention, persistence, and completion rates at the program and institutional levels and incorporates graduate placement and employer satisfaction into annual strategic discussions. CVTC has shown promising expansion of student support efforts for students who are at-risk of not succeeding in coursework and program completion. The current efforts in the area of assessment of student learning are of concern to the CQR team because the college is still only at the beginning stages of comprehensive assessment of common institutional outcomes (the CVTC Core Abilities) and program learning outcomes (TSAs). The Team reviewed specific stated goals, partially formed plans and a projected timeline for implementation of the full assessment

of a very challenging set of core outcomes and sub-indicators.

The team recommends a required interim report on Criterion 4, Core Component 4B which will help the college maintain focus and momentum in the college's work to achieve functional, manageable and useful assessment processes for the improvement of student learning. The interim report should contain the following:

- Detailed documentation of the assessments that have been administered up to the time of the interim report for TSAs (PLOs) and Core Abilities (CLOs) including a list of programs and courses involved in the assessments and the schedule of assessments including those planned following the date of the report;

- Several representative examples of curriculum maps created to identify where the assessment of CLOs and PLOs are taking place;

- Several representative examples of program and course assessment plans including sample assessment instruments and rubrics used;

- Assessment data for both TSAs and Core Abilities including the number of students and number of sections assessed for each CLO and PLO;

- A detailed summary giving specific examples of how analysis of assessment data has been used at the program and course levels for targeted improvement of pedagogy and student learning.

The interim report should be received by HLC no later than February 28, 2018.

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

Core Component 5A: The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

Subcomponent 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.

Subcomponent 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.

Subcomponent 3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.

Subcomponent 4. The institution's staff in all areas are appropriately qualified and trained.

Subcomponent 5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Team Determination: _X_ Core Component is met
                              __ Core Component is met with concerns
                              __ Core Component is not met

Evidence:

- A budget officer meets with each manager to build a base budget for the next fiscal year, including anticipated needs for supplies, equipment, personnel, and other budgetary factors as necessary. In these conversations forecasting for short-term changes is included in order to anticipate challenges. Budget requests are then aggregated and the executive cabinet reviews revenue projects to identify where gaps may exist.

- Facility, personnel, technology, and operating needs are calculated when action plans are developed to ensure resource allocation processes align with planning. Priority initiatives for which the college does not have immediate funding can still move forward within the strategic planning process, but they are designated as "looking for funding." For example, the manufacturing program needed funding to get a mobile simulation lab for high school recruitment. The college sought grant funding and successfully secured an NSF grant.

- The college maintains processes to monitor purchasing to ensure alignment with the strategic plan. The college also supports planning and budgeting through Strategic Planning Online (SPOL), a software program that allows college leaders to link goals, strategies, actions, and resource allocation. A training process is in place to ensure faculty, staff, and administrators know how to use SPOL.

- Staff and faculty position descriptions are reviewed annually as part of the employee performance review process. Modifications to the position descriptions are made to increase alignment with the strategic plan. Faculty and staff are certified and licensed in accordance with WTCS standards; an audit of certification requirements is done annually.

- As part of CVTC's continuous quality improvement efforts for online courses, the college has transitioned to a new learning management system (e360). In addition, CVTC has increased its efforts to assess, train and support faculty who teach online courses, including broad use of an internal review process modeled on the Quality Matters rubric.

- The facilities department uses a three-year facilities plan, ensuring adequate space and flexibility to accommodate the institution's instructional and supportive services. Facilities uses a facilities assessment tool to review the current condition of all college infrastructure and to create a roadmap for future improvements.

Core Component 5B: The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

Subcomponent 1. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.

Subcomponent 2. The governing board is knowledgeable about the institution; it provides oversight for the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.

Subcomponent 3. The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Team Determination: _X_ Core Component is met

__ Core Component is met with concerns

__ Core Component is not met

Evidence:

- The college maintains a number of committees on which faculty and staff are broadly represented. These committees cover many key areas of decision making, including facilities, technology, curriculum, and student services.

- Evidence was provided that faculty are actively involved in college projects. Department chairs/directors are given regular training opportunities in leadership and management.

- The Board is empowered through college policy to provide oversight of the institution's financial and academic policies and practices.

- While student perceptions are collected through input provided on broad surveys like the Community College Survey of Student Engagement (CCSSE) and the Student Satisfaction Inventory (SSI), it seems clear that students are not systematically involved in campus decision-making.

Core Component 5C: The institution engages in systematic and integrated planning.

Subcomponent 1. The institution allocates its resources in alignment with its mission and priorities.

Subcomponent 2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

Subcomponent 3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

Subcomponent 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.

Subcomponent 5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Team Determination: _X_ Core Component is met

                            __ Core Component is met with concerns

                            __ Core Component is not met

Evidence:

- The college maintains a strategic planning process, led by the senior leadership team and managed by the Institutional Research, Planning, and Grants office. The process incorporates broad stakeholder involvement through listening sessions, program advisory committee meetings, and stakeholder surveys.

- Each strategic goal has an action plan. Within those plans, projects are evaluated according to needed resources—facilities, operations, personnel, technology, and so on—before they are approved. Projects are deployed then to appropriate personnel for implementation.

- Through its broadly participatory process, CVTC is able to anticipate changes in

technology and programs to better accommodate changing stakeholder needs.

- The college uses Strategic Planning Online (SPOL) to both store and more effectively align plans at multiple levels of the institution. It is unclear in some areas whether the college is engaged in comprehensive planning, though it is strengthening its infrastructure to be more systematic. For example, the college has invested in a number of initiatives to improve the quality of online courses, but it is not clear to the team whether the institution has clear goals for online learning or if it has done an assessment of strengths and opportunities, so it could evaluate whether it was investing in the right initiatives.

Core Component 5D: The institution works systematically to improve its performance.

Subcomponent 1. The institution develops and documents evidence of performance in its operations.

Subcomponent 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.

Team Determination: _X_ Core Component is met
                                                _ Core Component is met with concerns
                                                _ Core Component is not met

Evidence:
- The college has developed a program-level scorecard process. Programs identified as substandard performing are taken through a more intensive review that looks at both quantitative and qualitative data. A three-year improvement plan is then developed that gets documented in SPOL. The college may benefit from deploying similar systems for other areas. A number of operational areas collect data through satisfaction surveys and proxy outcome measures, and may benefit from a more integrated set of outcomes, process, and satisfaction measures that are reviewed regularly as part of a continuous improvement cycle.

- The college's progress on its strategic plan implementation is tracked by the Institutional Research, Planning and Grants office and reviewed by the president's cabinet. Three KPIs have been identified for the institution, aligned with key focus areas. Reports are disseminated to the campus through leadership groups and committees.

- The college participates in a Quality Review Process, administered within the WTCS system. The program encourages institutions to compare performance, set targets, and study performance over time.

- The college participated in the Wisconsin Forward Award state Baldrige program in 2001 and 2012.

Team Determination on Criterion Five:
        _X_ Criterion is met
        _ Criterion is met with concerns

__ Criterion is not met

Summary Statement on Criterion:

CVTC demonstrates its commitment to continuous improvement through its participation in the Wisconsin Forward Award state Baldrige program, its participation in the WTCS Quality Review Process, and through the development of a college-wide planning and quality improvement infrastructure. The infrastructure includes key performance indicators for programs, strategic plan objectives, and an enterprise data management and analysis system. The college has an opportunity to more fully deploy the systematic process it has developed for academic programs to include other operational areas and areas of strategic importance (e.g., online learning). The college also has an opportunity to strengthen its use of the check and act steps in the Plan-Do-Check-Act cycle.

IV. COMMITMENT TO CONTINUOUS QUALITY IMPROVEMENT (CQI)

A. Levels of Organizational Maturity in Relation to AQIP Categories.

CVTC has developed *systematic* processes in several areas such as academic program review. The college has also developed more *integrated* systems like strategic planning, where priorities for support areas like facilities, technology, finance, and professional development are developed in response to mission-central priorities in academic affairs and student services. The college has an opportunity to more fully deploy some of its systematic processes to include additional areas and to develop integrated approaches to some of its strategic priorities. The action project focused on recommending an institution-wide plan for recruiting and retaining adult students is a good example of a more integrated, planning-based approach.

CVTC has an opportunity to strengthen its commitment to CQI through mindful use of the PDCA cycle, particularly in the areas of checking (evaluation of systems and processes) and acting on the evidence gathered during the check step. While some processes included these steps, it was often unclear in discussions with staff and faculty that the college closes the feedback loop. It may be helpful to develop a common vocabulary around the use of PDCA, since many of the focus groups could not articulate how data was collected and the feedback loops were closed based on analysis of the evidence. Related to the commitment to CQI, the college has an opportunity to move its use of data from reacting to a more systematic approach.

B. Evidence of Principles of High Performance Organizations

CVTC exhibits the principles of high performance organizations in its focus on mission, vision and values. Faculty and staff work together on teams and committees, and have a culture of positive communication that facilitates collaboration. During the visit, it was clear to the CQR Team that the organization centers itself on its people. Students in every setting commented on the availability of instructors and their willingness to help.

The vision of CVTC asserts CVTC is a "dynamic partner for . . . employers, and communities to learn, train, and succeed." This was demonstrated in repeated references to the responsiveness of the college to the needs of business and industry.

CVTC demonstrates <u>agility</u> in its quick response to changing market information gained from its continued <u>involvement</u> in the community.

CVTC is visibly aware of the importance of appropriate <u>leadership</u>. The college plays a leadership role in its community as it works closely with regional employers to provide both credit and non-credit programs and services. The President commented that following the passage of Act 10 the college had to rethink its campus leadership style; now college leadership is built on "trust instead of rules." The College's commitment to developing leaders is another aspect of this principle. Annually, CVTC provides a select cross-function group of employees with year-long training on how to be effective leaders.

CVTC's practice of high performance principles circles around its dedication to <u>learning</u> as articulated in its mission, vision, and values. The aspects of the principles of high performance organizations as practiced by CVTC indicate that the college has implemented a systematic approach to continuous quality improvement and will continue to do so in the future.

V. COMMITMENT TO AQIP PATHWAY

A. Actions That Capitalize on Systems Appraisal Feedback
- CVTC has provided extensive documentation in the 2015 CQR Quality Highlights report of actions taken in response to System Appraisal Feedback for each Criterion. This documentation was corroborated by faculty and staff during the CQR visit. They cited numerous examples of actions taken in response to the Systems Appraisal Feedback report. One example given of an initiative implemented in response to appraisal feedback regarding lack of corrective actions for declining performance indicators is the current work being done to streamline and accelerate the developmental education sequences for English and math. The team working on that task is seeking to eliminate barriers and exit points that make it more difficult for students to successfully complete the sequence of developmental courses.

- Each of the College's recent Action Projects was created in response to concerns expressed in the Systems Appraisal Feedback report. An action project team began work on Credit for Prior Learning in 2012. The project's creation of alternative options to meet course competencies has resulted in a significant increase in CPL credits granted. The Assessment of Student Learning Action Project has resulted in the revision of the CVTC Core Abilities (CLOs) and the ongoing design of an assessment process intended to address the System Appraisal team's concern for CVTC's lack of comprehensive student learning outcome assessment.

- CVTC has focused much of its efforts on more effective data collection and analysis in responses to several concerns spread across the various Criteria expressed in the Systems Appraisal Feedback report. In July 2015, the Institutional Research department increased staffing to expand the development of available reports for college-wide use. The increased use of the SPOL data repository and reporting tool serves to facilitate broader and more consistent use of data across the college's decision-making processes.

B. Actions That Capitalize on Strategy Forum Participation

- The Engaging in Systematic Planning (ESP) action project was a result of CVTC leadership's determination during the 2014 Strategy Forum that a realignment of strategic planning processes was needed.

- The CVTC Team attending the Strategy Forum focused their efforts during the retreat to formulate a draft action plan for the action project designed to address the need for a more systematic approach to strategic planning at the department level.

- The ESP action project team was able to build on the foundation created during the 2014 Strategy Forum to implement a process for aligned departmental planning across the college.

Actions That Capitalize on Action Projects

- CVTC has been working on three action projects in the last three years which are intended to bring about lasting and sustainable institutional change. They are the Assessment of Student Learning action project, the Credit for Prior Learning Project, and the Engaging in Systematic Planning action project.

- Over the past three years, the Assessment of Student Learning project team has overseen the revision of the college's Core Abilities (CLO's) and the mapping of program outcomes and course outcomes to those CLO's. The full assessment of all course outcomes is still far from fully realized but the action project team is working on the implementation of a process through which course curricula will be reviewed and refreshed in an ongoing five-year cycle.

- Through the Credit for Prior Learning action project, CVTC has been building a comprehensive process for the assessing and awarding of credit for prior learning, a process still being more fully integrated into the admission processes. The alternative options for student completion of course competencies has already had an increased success rate for students attempting to receive credit through prior learning assessments. Faculty are developing course-specific competency assessments to be used for CPL evaluations. These tools are either fully or partially formulated in over twenty courses.

- Scheduled for completion in 2016, the Engaging in Systematic Planning action project (referenced above under B) is serving to bring planning at the department and division level into effective alignment with the established institutional planning processes.

C. Commitment to Active Engagement in AQIP

CVTC has demonstrated commitment to the AQIP Pathway process through the submission and content of a Systems Portfolio in the Baldridge Option format in 2013 and a Systems Portfolio Addendum reporting the current efforts to advance quality systems processes as of fall 2015. College representatives participated in a Strategic Forum in 2014 and used that experience as an opportunity to formulate the action project which has redesigned the college's department-level planning processes. The recent engagement in three action projects and multiple other institutional initiatives tied to the Systems Appraisal Feedback report that are documented in the Quality Highlights Report and discussed by a wide range of stakeholders during the CQR visit, attest to CVTC's active engagement in the AQIP Pathway.

VI. TEAM RECOMMENDATION

A. Affiliation Status

1. Recommendation for Reaffirmation of Accreditation

The CQR Team recommends the Chippewa Valley Technical College receive Reaffirmation of its Accreditation.

2. Recommendation for Eligibility to Select Next Pathway

The CQR Team judges that Chippewa Valley Technical College should be eligible to select its next Pathway.

Rationale:

The CQR Team found CVTC meeting Criteria 1, 2, 3, and 5 and meeting Criterion 4 "with Concerns." The CQR Team is recommending monitoring of CVTC's assessment of student learning program (Criterion 4B) because the college still lacks documented outcomes, and it is unclear if the data that will be generated by the process will be valid, comparable, and trended, and thus useful for improving student learning.

Because of CVTC's quality work on the other Criteria and the college's demonstrated commitment to quality and the AQIP Pathway, the CQR Team is confident that the college has the skills and commitment to resolve the assessment issues given the focus and guidance that comes with an interim report. In addition, the college has demonstrated its commitment to quality and its sustained ability to meet the requirements of the AQIP Pathway. Whether CVTC would choose the Open Pathway or stay in the AQIP Pathway, it appears capable of maintaining Continuous Quality Improvement and meeting Assurance standards.

3. Criterion-related Monitoring Required (report, focused visit):

Monitoring:

The team recommends a required follow-up interim report on Criterion 4, Core Component 4B.

Rationale:

The report will demonstrate that the college kept focus and momentum in the work to achieve a functional, manageable and useful assessment process for the improvement of student learning.

The interim report should contain the following:

- Detailed documentation of the assessments that have been administered up to the time of the interim report for TSAs (PLOs) and Core Abilities (CLOs) including a list of programs and courses involved in the assessments and the schedule of assessments including those planned following the date of the report;
- Several representative examples of program and course assessment plans

> including sample assessment instruments and rubrics used;

- Assessment data for both TSAs and Core Abilities;
- A detailed summary giving specific examples of how analysis of assessment data has been used at the program and course levels for targeted improvement of pedagogy and student learning.

The interim report should be received by HLC no later than February 28, 2018.

4. **Federal Compliance Monitoring Required (report, focused visit):**

Monitoring: N/A

Rationale:

B. Commission Sanction or Adverse Action

N/A

VII. EMBEDDED CHANGES IN AFFILIATION STATUS

Did the team review any of the following types of change in the course of its evaluation? Check Yes or No for each type of change.

( ) Yes   (X) No   Legal Status

( ) Yes   (X) No   Degree Level

( ) Yes   (X) No   Program Change

( ) Yes   (X) No   Distance or Correspondence Education

( ) Yes   (X) No   Contractual or Consortial Arrangements

( ) Yes   (X) No   Mission or Student Body

( ) Yes   (X) No   Clock or Credit Hour

( ) Yes   (X) No   Additional Locations or Campuses

( ) Yes   (X) No   Access to Notification

( ) Yes   (X) No   Access to Expedited Desk Review

( ) Yes   (X) No   Teach-out Arrangement

( ) Yes   (X) No   Other Change

Appendix A
Interactions with Constituencies

Planning Conference Call, May 1, 2015: Accreditation Liaison Officer/Data Update Coordinator, Director of College Effectiveness. Total Participants: 2

Planning Conference Call, September XX, 2015: Accreditation Liaison Officer/Data Update Coordinator, Director of College Effectiveness. Total Participants: 2

Meeting with President: President. Total Participant: 1

Welcome, Introductions, Overview of CVTC Mission, Vision, Values: President, Chief Information Officer, Director of Marketing and Recruitment, VP for Operations, VP for Instruction, Director of College Effectiveness Director of Finance and Budget, Human Resources Director, VP for Student Services. Total Participants: 9

Open Forum—Criteria One and Two: 7 Students from Nursing, Business Management, Liberal Arts, Human Resources, HIT, and Criminal Justice; 3 Faculty from Social Science, Truck Driving, and English (Department Chair); Registrar, Marketing Manager, Recruiter, Dean of Industry/Agriculture/Energy, Dean of General Education, Executive Director of Foundation, Director of Enrollment Services, Manager of Budget and Purchasing, VP for Student Services, VP for Operations, Human Resources Director, Director of Finance and Budget, Director of College Effectiveness, President, VP of Instruction, Director of Marketing and Recruitment, CIO. Total Participants: 27

Meeting with College Effectiveness Committee: Enterprise Application Manager, Assessment, Human Resources Manager, Budget and Purchasing Manager, Dean of Academic Development and Services, Financial Aid Manager, Director of College Professional Development, Dean of General Education, Director of Marketing and Communication, Director of College Effectiveness, Student Life Specialist, Interim Dean of Business. Total Participants: 12

Tour of Business Education Center: Director of Marketing. Total Participants: 1

Tour of Health Education Center: Dean of Health. Total Participants: 1

Lunch with Health Program Faculty and Students: 15 Students (from AODA, Medical Lab Tech, Pharmacy Tech, Respiratory Therapy, Nursing, Radiography, Diagnostic Medical Sonography, Physical Therapist Assistant), 6 Faculty (from Respiratory Therapy, Radiography, Nursing, AODA, Physical Therapist Assistant, Diagnostic Medical Sonography). Total Participants: 21

Focus Meeting—Assessment of Student Learning: 6 Faculty (from Respiratory Therapy, Nursing, Health Information Technology, Radiography, Cosmetology, Child Care Services) Interim Director of Curriculum/Instructional Design, Dean of Health and Emergency Services VP for Instruction, Dean of Industry/Agriculture/Energy, Associate Dean of Transportation, Associate Dean of Agriculture and Energy, Director of College Professional Development, Dean of General Education, Director of College , Effectiveness, 2 Research Analysts, Associate Dean of Emergency Services, Student Life Specialist, Interim Dean of Business. Total Participants: 20

Focus Meeting—Persistence and Completion: 3 Faculty (from Title III Director, Machine Tool, English/Communication), 2 Research Analysts, Director of Advising Services, Interim Dean of Business, Dean of Industry/Agriculture/Energy, Dean of General Education, Executive Director of Foundation/Alumni Association, Director of College Effectiveness, VP for Student Services, VP for Instruction, Assessment Intake, Dean of Academic Development and Services, Marketing Manager, Director of Marketing/Communication/Recruitment; Total Participants: 17

Open Forum—Criteria Three and Four: 12 Students (from Business Management, Criminal Justice, IT Network Specialist, Medical Lab Tech, Diagnostic Medical Sonography, Liberal Arts, Executive Assistant and Marketing), 12 Faculty (from EMS, Physical Sciences, Criminal Justice, Paralegal, General Education, Title III, Math, Faculty Developer, Life Sciences, Human Resources, Behavioral Sciences), VP Student Services, Dean of Health and Emergency Services, VP Instruction, Organizational Developer, Career Pathways Coordinator, Director of Enrollment Services, Dean of Industry/Agriculture/Energy, Dean of General Education, Associate Dean of Emergency Services, Associate Dean of Agriculture/Energy, Dean of Academic Development and Services, Director of Advisement and Services, Program Curriculum/Articulation Coordinator, Director of College Professional Development, Interim Dean of Business, Interim Director of Curriculum/Instructional Designer, Student Life Specialist, Director of College Effectiveness, Associate Dean of Transportation, Academic Advisor. Total Participants: 45

Dinner with CVTC Board: 6 Board Members, VP Student Services, CIO, Director of Marketing/Communication, VP Operations, President, Director of Finance and Budget, Director of College Effectiveness, Human Resources Director, VP Instruction. Total Participants: 15

Focus Meeting—Faculty and Course Evaluation; Program Review: 6 Faculty (from Mathematics, Economics, English/Communication, Nursing), Grants and Accreditation Manager, 2 Research Analysts, Interim Director of Curriculum/Instructional Design, Associate Dean of Health, Interim Dean of Business, Dean of Health/Emergency Services, Human Resources Manager, Human Resources Director, Dean of General Education, Dean/Campus Administrator River Falls, Career Pathways Coordinator, Dean of Industry/Agriculture/Energy, Associate Dean of Agriculture/Energy, Associate Dean of Transportation, Director of College Professional Development, Faculty Developer, VP Instruction, Program Curriculum/Articulation Coordinator. Total Participants: 25

Open Forum—Criterion Five: 4 Students (from Nursing, Business, Criminal Justice, Liberal Arts), 3 Faculty (from Organizational Leadership, BSCE-Government, BSCE-Ethics), Human Resources Manager, Human Resources Director, Human Resources Specialist-Certification, Human Resources Specialist-Recruitment, Executive Director of Foundation, IT-Systems Configuration Supervisor, Financial Aid Manager, Budget and Purchasing Manager, Director of Business and Industry Services, Controller, Manager of Grants and Accreditation, 2 Research Analysts, VP Operations, Assessment Intake, Student Life Specialist, Director of Academic Development Services, VP Student Services, Director of Marketing and Communication, VP Instruction, Director of College Effectiveness, President, Manager of Network Services, Director of Finance and Budget, Enterprise Applications Manager, Organizational Developer, CIO, Director of College Professional Development. Total Participants: 35

Focus Meeting—Use of Data for Planning: 3 Faculty (from Paralegal, Nursing, Industrial Mechanics), 2 Research Analysts, IT Service Desk Manager, Grants and Accreditation Manager, Marketing Manager, Dean of Industry/Agriculture/Energy, VP Instruction, Associate Dean of Agriculture/Energy, Interim Dean of Business, Associate Dean of Health, Dean of Health/Emergency Services, Budget and Purchasing Manager, Controller, Executive Director of Foundation, Director of Business/Industry Services, Campus Manager, Director of College Effectiveness, Director of Marketing/Communication, Interim Director of Curriculum/Instructional Designer, Campus Manager/Business and Industry, Business and Industry Manager. Total Participants: 25

Lunch with Students: 21 Students (from Criminal Justice, IT Networking Specialist, Human Resources, Nursing, Business Management (and Student Government), Liberal Arts, Executive Assistant, Administrative Professional, Electromechanics, Marketing and Executive Assistant, Health Information Technology), Student Life Specialist, Student Activities Specialist. Total Participants: 23

Federal Compliance: Human Resources Director, Human Resources Specialist, Director of Enrollment Services, Financial Aid Lead, Financial Aid Manager, President, Human Resources Manager, Program Curriculum/Articulation Coordinator, Interim Director of Curriculum/Instructional Design, Manager of Grants and Accreditation, Safety and Security Officer, Director of Facilities, Controller, Director of Finance and Budget, Assessment Intake. Total Participants: 16

Review of Action Projects: 4 Faculty (from Cosmetology, Business Management, EMS, General Education/Credit for Prior Learning), Student Life Director, Associate Dean of Emergency Services, Manager of Network Services, Director of College Professional Development, Enterprise Applications Manager, Dental Hygiene/Assisting Program Director, Dean of Academic Development, Recruiter, Director of Marketing/Communication, Interim Dean of Business, Registrar, Director of Advisement and Services, Dean/Campus Administrator River Falls, Dean of General Education, Director of College Effectiveness. Total Participants: 19

Focus Meeting—Scheduling and Non-traditional Learners: 13 Faculty (from Adult Education Services, Science, English/Communication, Behavioral Sciences (CPL Coordinator), Business Management, EMS, Welding, Machine Tool, Industrial Mechanics, Architectural Structural Design), Dean of Industry/Agriculture/Energy, Dean/Campus Administrator River Falls, Dean of General Education, Registrar, VP Instruction, Interim Dean of Business, Dean of Health and Emergency Services, Dean of Academic Development and Services, Total Participants: 21

Focus Meeting—Online: 15 Faculty (from English/Communication, IT Software Developer, Business Technology/Teaching Online Facilitator, Executive Assistant, Nursing, Business Management, Accounting, HIT, Mathematics, Human Resources, BSCE, CPL Coordinator), Director of College Effectiveness, Manager of Grants and Accreditation, IT Service Desk Manager, Director of College Professional Development, Interim Director of Curriculum/Instructional Design, Program Curriculum/Articulation Coordinator, Director of Marketing Services/Recruitment, E-Learning Assistant, Faculty Developer, Enterprise Applications Manager, Manager of Network Services, Dean of General Education, Dean/Campus Administrator River Falls, CIO, IT-Systems Configuration

Supervisor, VP Student Services, Registrar, Director of Marketing/Communication. Total Participants: 32

Chippewa Falls Campus Visit. Academic Advisor, Student Success Specialist, College Navigator, Campus Manager, Accreditation Liaison Officer, Director of Business and Industry Services, Faculty Electrical Apprenticeship, six students: Total Participants: 13.

Menomonie Campus Visit: Campus Manager, Academic Advisor, Accreditation Liaison Officer, Director of Industry Services, two Math faculty, one EMT faculty, two Social Science faculty, and five students. Total Participants: 14.

River Falls Campus Visit. Campus Visit. Academic Advisor and Student Success Specialist, College Navigator, Campus Manager and Dean, Associate Dean of Health, Accreditation Liaison Officer, Director of Business and Industry Services, two Nursing faculty, two general education faculty, and six students. Total Participants: 19.

Exit Meeting with President: President, CIO, VP Operations, VP Instruction, Director of Marketing/Communication/Recruitment, Director of College Effectiveness, Director of Finance and Budget, Human Resources Director, VP Student Services, Manager of Grants and Accreditation. Total Participants: 10

Appendix B
Principal Documents, Materials, and Web Pages Reviewed

HLC DOCUMENTS:
Evaluation Summary Sheet: 1686 Chippewa Valley Technical College
Institutional Status and Requirements Report: Chippewa Valley Technical College,
     9/10/2015
Higher Learning Commission Student Survey Results, Chippewa Valley Technical College
The Higher Learning Commission Action Project Directory: Chippewa Valley Technical
     College
Reaffirmation of Accreditation Recommendation for Chippewa Valley Technical College,
     January 5, 2009
Appraisal Feedback Report-Baldrige Option In Response To The Wisconsin Forward Award
     Feedback Report And Systems Portfolio Of Chippewa Valley Technical College,
     September 3, 2013

CVTC DOCUMENTS:
Reaffirmation of Accreditation Institutional Response, January 28, 2009
Wisconsin Forward Award Application, July 2012
Wisconsin Forward Award Feedback,
AQIP Systems Appraisal Baldrige Option, June 2013
Financial Statements with Supplementary Financial Information: Years Ended June 30,
     2014 and 2013
AQIP Systems Portfolio Addendum, Fall 2015
Quality Highlights Report, Fall 2015
AQIP Baldrige Crosswalk, 2015-2016
Branch Campus Report, Fall 2015
Nursing Program Self-Study, 2008
Nursing Accreditation Letter, 2009
Nursing Accreditation Letter, 2010
Nursing Accreditation Letter, 2011
Employee Handbook, May 1, 2014
Student Handbook, 2015-2016
Mission Statement, Master [Assessment] Plan, Core Abilities, and Strategic Goals Handout
Appendix C: WTCS Course Standards Policies from Educational Services Manual
     (December 2004
Conversion of CVTC Hours vs. required State Hours per Credit and Course Configuration
Accounting I Basic Course Information
Accounting I Course Outcome Summary
Accounting I, Section 402 Syllabus
Office Procedures Basic Course Information [3 credits, 48 hours]
Office Procedures Course Outcome Summary
Office Procedures 1 Basic Course Information [1 credit, 16 hours]
Office Procedures 1 Course Outcome Summary
Office Procedures 2 Basic Course Information [1 credit, 16 hours]
Office Procedures 2 Course Outcome Summary
Office Procedures 3 Basic Course Information [1 credit, 16 hours]
Office Procedures 3 Course Outcome Summary

CVTC WEBSITE (It is important to note that many of these pages are available only on the restricted access "Insder" section of the website.)

Chippewa Valley Technical College Web Page: www.cvtc.edu

Mission, Vision, Values, and Core Abilities. http://www.cvtc.edu/about-cvtc.aspx

Strategic Plan, Annual Action Plan, Fiscal Year 2016-2018. http://www.cvtc.edu/CVTC/media/Documents/About-CVTC/StrategicPlan_16-18.pdf

2015-2016 Budget. http://www.cvtc.edu/CVTC/media/Documents/About-CVTC/Budget.pdf

Grading System. http://www.cvtc.edu/CVTC/media/Documents/About-CVTC/GradingSystem.pdf

Refund Policy. http://www.cvtc.edu/CVTC/media/Documents/About-CVTC/RefundPolicy.pdf

Graduate Follow-up Report. http://www.cvtc.edu/CVTC/media/Documents/About-CVTC/Grad-Report/2013-2014-Grad-Follow-up-Report.pdf

Outcomes Based Funding. http://www.cvtc.edu/CVTC/media/Documents/About-CVTC/Outcomes-Based-Funding-Report.pdf

President's Report. http://cvtc.cld.bz/CVTC-President-s-Annual-Report-pdf

Students' Right to Know. http://www.cvtc.edu/CVTC/media/Documents/About-CVTC/Student-RTK-Document.pdf

Public Comment. http://www.cvtc.edu/Page/We-Want-Your-Feedback.aspx#We-Want-Your-Feedback

Transfer in Credits. https://insider.cvtc.edu/pages/transfer-in-credits.aspx?_ga=1.82993938.548937588.1443738305#exam

Academics. http://www.cvtc.edu/academics.aspx?_ga=1.19106748.548937588.1443738305

Programs. http://www.cvtc.edu/academics.aspx#programs

Online Degrees. http://search.cvtc.edu/Pages/results.aspx#k=online%20degrees

Continuing Education. http://www.cvtc.edu/continuing-education.aspx

Ways of Learning. https://insider.cvtc.edu/pages/ways-of-learning.aspx

Career Planning. https://insider.cvtc.edu/pages/career-planning.aspx?_ga=1.14904498.548937588.1443738305

Federal Compliance materials. http://www.cvtc.edu/about-cvtc/consumer-disclosures.aspx

Students' Right to Know: http://www.cvtc.edu/CVTC/media/Documents/About-CVTC/Student-RTK-Document.pdf

Sample Program Scorecards. http://www.cvtc.edu/CVTC/media/Documents/Academics/Program-Scorecards/Accounting.pdf; http://www.cvtc.edu/CVTC/media/Documents/Academics/Program-Scorecards/Paralegal.pdf; http://www.cvtc.edu/CVTC/media/Documents/Academics/Program-Scorecards/NursingAssocDeg.pdf; http://www.cvtc.edu/CVTC/media/Documents/Academics/Program-Scorecards/EnviroRefACHtgSrv.pdf; http://www.cvtc.edu/CVTC/media/Documents/Academics/Program-Scorecards/Cosmetology.pdf

National Specialty Accreditation. http://www.cvtc.edu/CVTC/media/Documents/Academics/Program-Accreditation/Paralegal.pdf; http://www.cvtc.edu/CVTC/media/Documents/Academics/Program-Accreditation/Nursing.pdf http://www.cvtc.edu/CVTC/media/Documents/Academics/Program-Accreditation/Nursing.pdf;

Liberal Arts Transfer Program. http://www.cvtc.edu/Page/Liberal-Arts-Transfer-Program.aspx#Enroll-(1)

Appendix C

Federal Compliance Worksheet for

Review Panels and Evaluation Teams

Effective September 1, 2014 – August 31, 2016

Evaluation of Federal Compliance Components

The panel reviews each item identified in the Federal Compliance Guide and documents its findings in the appropriate spaces below. The panel should expect the institution to address these requirements with brief narrative responses and provide supporting documentation, where necessary. If the panel finds in the course of this review that there are substantive issues with the institution's fulfillment of these requirements, it should document them in the space provided below.

This worksheet outlines the information the panel should review in relation to the federal requirements and provides spaces for the team's conclusions in relation to each requirement. The panel should refer to the Federal Compliance Guide for Institutions and Evaluation Teams in completing this worksheet. The Guide identifies applicable Commission policies and an explanation of each requirement. **The evaluation team will review the areas the panel identified for further review and will consider the panel's work in light of information gained in the on-ground visit.**

Institution under review: Chippewa Valley Technical College (CVTC)__

Panel Members: Dr. James Smith; Dr. Mercedes Fisher

Panel Recommendations for Further Review
*The panel should identify any areas that appear to require further review from the evaluation team during the on-site visit. **The team should delete this section of the report after it reviews the comments from the panel and follows up on any areas identified.***

Team Findings
*The team should identify its findings in following up on the areas identified by the panel. The team should also identify any findings it made related to Federal Compliance over the course of the visit. **The final version of the worksheet should reflect the findings of the team. It should not contain findings from the panel with which the team does not concur.***

DETAILED REVIEW OF FEDERAL COMPLIANCE

Assignment of Credits, Program Length, and Tuition

Address this requirement by completing the "Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and on Clock Hours" in the Appendix at the end of this document.

Institutional Records of Student Complaints

The institution has documented a process in place for addressing student complaints and appears to be systematically processing such complaints as evidenced by the data on student complaints since the last comprehensive evaluation.

1. Review the process that the institution uses to manage complaints as well as the history of complaints received and processed with a particular focus in that history on the past three or four years.

2. Determine whether the institution has a process to review and resolve complaints in a timely manner.

3. Verify that the evidence shows that the institution can, and does, follow this process and that it is able to integrate any relevant findings from this process into its review and planning processes.

4. Advise the institution of any improvements that might be appropriate.

5. Consider whether the record of student complaints indicates any pattern of complaints or otherwise raises concerns about the institution's compliance with the Criteria for Accreditation or Assumed Practices.

6. Check the appropriate response that reflects the team's conclusions:

    __X_ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

    ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

    ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

    ___ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

    Comments: CVTC's complaint policy allows complaints to be lodged through various measures. These include an online complaint form, by email with email addresses available in the Student Right-to-Know publication, and through the Wisconsin Technical System website. CVTC's process tracks incoming complaints, assigns responsibility for follow-up to appropriate individuals, and then tracks resolution. Discussions with CVTC administrators indicate that the increase in complaints is centered around services available on additional campuses operated by CVTC. The multi-campus review that was conducted as part of the Comprehensive Quality Review indicated that two of the three campuses should be categorized as Additional Locations, instead of Campuses. These two

locations had provided more services in the past, but reduced demand led to fewer courses and programs being offered at each location. CVTC is addressing the issue, but complaints may not decrease until students who previously received more services leave the institution. In other words, the increase in complaints is thought to be related to comparing past/present, instead of services actually being demanded.

Additional monitoring, if any: None

Publication of Transfer Policies

The institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies contain information about the criteria the institution uses to make transfer decisions.

1. Review the institution's transfer policies.

2. Review any articulation agreements the institution has in place, including articulation agreements at the institution level and program-specific articulation agreements.

3. Consider where the institution discloses these policies (e.g., in its catalog, on its web site) and how easily current and prospective students can access that information.

Determine whether the disclosed information clearly explains the criteria the institution uses to make transfer decisions and any articulation arrangements the institution has with other institutions. Note whether the institution appropriately lists its articulation agreements with other institutions on its website or elsewhere. The information the institution provides should include any program-specific articulation agreements in place and should clearly identify program-specific articulation agreements as such. Also, the information the institution provides should include whether the articulation agreement anticipates that the institution under Commission review: 1) accepts credit from the other institution(s) in the articulation agreement; 2) sends credits to the other institution(s) in the articulation agreements that it accepts; or 3) both offers and accepts credits with the other institution(s).

4. Check the appropriate response that reflects the team's conclusions:

    __X_ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

    ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

    ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

    ___ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

    Comments: The College's transfer policies are published in the Catalog in the Admissions, Financial Aid, and Satisfactory Academic Progress sections. Transfer information is also posted on their website. The Federal Compliance Worksheet completed by the College stated that CVTC has specific articulation agreements with accredited local community and technical colleges.

    Additional monitoring, if any: None

Practices for Verification of Student Identity

The institution has demonstrated that it verifies the identity of students who participate in courses or programs provided to the student through distance or correspondence education and appropriately discloses additional fees related to verification to students and to protect their privacy.

1. Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams, and earns a final grade. Consider whether the institution's approach respects student privacy.

2. Check that any fees related to verification and not included in tuition are explained to the students prior to enrollment in distance courses (e.g., a proctoring fee paid by students on the day of the proctored exam).

3. Check the appropriate response that reflects the team's conclusions:

   __X_ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

   ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

   ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

   ___ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

   Comments: The requirements for the password are strong and should bolster personal ID security. CVTC also has a PIN for students beyond the student ID which adds an extra layer of security.

   Additional monitoring, if any: NONE

Title IV Program Responsibilities

The institution has presented evidence on the required components of the Title IV Program.

This requirement has several components the institution and team must address:

- ▪ ***General Program Requirements.*** *The institution has provided the Commission with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area.*

- ▪ ***Financial Responsibility Requirements.*** *The institution has provided the Commission with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criterion Five if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)*

- ▪ ***Default Rates.*** *The institution has provided the Commission with information about its three year default rate. It has a responsible program to work with students to minimize default rates. It has, as*

necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area. Note for 2012 and thereafter institutions and teams should be using the three-year default rate based on revised default rate data published by the Department in September 2012; if the institution does not provide the default rate for three years leading up to the comprehensive evaluation visit, the team should contact Commission staff.

- ***Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.*** *The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.*

- ***Student Right to Know.*** *The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion One if the team determines that disclosures are not accurate or appropriate.)*

- ***Satisfactory Academic Progress and Attendance.*** *The institution has provided the Commission with information about policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students. In most cases, teams should verify that these policies exist and are available to students, typically in the course catalog or student handbook. Note that the Commission does not necessarily require that the institution take attendance but does anticipate that institutional attendance policies will provide information to students about attendance at the institution.*

- ***Contractual Relationships.*** *The institution has presented a list of its contractual relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for contractual relationships (If the team learns that the institution has a contractual relationship that may require Commission approval and has not received Commission approval the team must require that the institution complete and file the change request form as soon as possible. The team should direct the institution to review the Contractual Change Application on the Commission's web site for more information.)*

- ***Consortial Relationships.*** *The institution has presented a list of its consortial relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for consortial relationships. (If the team learns that the institution has a consortial relationship that may require Commission approval and has not received Commission approval the team must require that the institution complete and file the form as soon as possible. The team should direct the institution to review the Consortial Change Application on the Commission's web site for more information.)*

1. Review all of the information that the institution discloses having to do with its Title IV program responsibilities.

2. Determine whether the Department has raised any issues related to the institution's compliance or whether the institution's auditor in the A-133 has raised any issues about the institution's compliance as well as look to see how carefully and effectively the institution handles its Title IV responsibilities.

3. If an institution has been cited or is not handling these responsibilities effectively, indicate that finding within the federal compliance portion of the team report and whether the institution appears to be moving forward with corrective action that the Department has determined to be appropriate.

4. If issues have been raised with the institution's compliance, decide whether these issues relate to the institution's ability to satisfy the Criteria for Accreditation, particularly with regard to whether its disclosures to students are candid and complete and demonstrate appropriate integrity (*Core Component 2.A and 2.B*).

5. Check the appropriate response that reflects the team's conclusions:

_X__ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

___ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: Cash disbursements have been problem-free the past 9 years. The draft data released on student loans in Feb., 2015 is encouraging with a 1.8% decrease in CVTC default rates. The Title IV related disclosures are available in their entirety on the CVTC website at http://www.cvtc.edu/about-cvtc/consumer-disclosures.aspx. The materials are also available in the Student Handbook and at other locations on CVTC's website both at public locations as well as in the restricted access "my cvtc" portal.

Additional monitoring, if any: None

Required Information for Students and the Public

1. Verify that the institution publishes fair, accurate, and complete information on the following topics: the calendar, grading, admissions, academic program requirements, tuition and fees, and refund policies.

2. Check the appropriate response that reflects the team's conclusions:

_X_ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

___ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: The calendar or academic schedule is published on the website as are the various program requirements, admission procedures, and current tuition and fees. The College

Catalog contains grading policies, admission policies, procedure for tuition refund, academic appeals process and descriptions of general requirements, and all academic degrees and certificate programs. The College website contains specific links for students and consumer information.

Additional monitoring, if any: None

Advertising and Recruitment Materials and Other Public Information

The institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with the Commission and other agencies as well as about its programs, locations and policies.

1. Review the institution's disclosure about its accreditation status with the Commission to determine whether the information it provides is accurate and complete, appropriately formatted and contains the Commission's web address.

2. Review institutional disclosures about its relationship with other accrediting agencies for accuracy and for appropriate consumer information, particularly regarding the link between specialized/professional accreditation and the licensure necessary for employment in many professional or specialized areas.

3. Review the institution's catalog, brochures, recruiting materials, and information provided by the institution's advisors or counselors to determine whether the institution provides accurate information to current and prospective students about its accreditation, placement or licensure, program requirements, etc.

4. Check the appropriate response that reflects the team's conclusions:

   __X_ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

   ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

   ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

   ___ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: The institution's website contains the appropriate link with accurate information to the Higher Learning Commission with the Mark of Affiliation. The College Catalog and website indicates affiliation with specialized accreditation agencies that is accurate and complete. Recruitment materials provide accurate information to prospective students regarding program requirements.

Additional monitoring, if any: None

Review of Student Outcome Data

1. Review the student outcome data the institution collects to determine whether it is appropriate and sufficient based on the kinds of academic programs it offers and the students it serves.

2. Determine whether the institution uses this information effectively to make decisions about academic programs and requirements and to determine its effectiveness in achieving its educational objectives.

3. Check the appropriate response that reflects the team's conclusions:

   _X_ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

   ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

   ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

   ___ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

   Comments: The public sharing of program scorecards attached to each program page is a great artifact for this.

   Additional monitoring, if any: None

Standing with State and Other Accrediting Agencies

The institution has documented that it discloses accurately to the public and the Commission its relationship with any other specialized, professional or institutional accreditor and with all governing or coordinating bodies in states in which the institution may have a presence.

The team has considered any potential implications for accreditation by the Higher Learning Commission of sanction or loss of status by the institution with any other accrediting agency or loss of authorization in any state.

Important note: If the team is recommending initial or continued status, and the institution is now or has been in the past five years under sanction or show-cause with, or has received an adverse action (i.e., withdrawal, suspension, denial, or termination) from, any other federally recognized specialized or institutional accreditor or a state entity, then the team must explain the sanction or adverse action of the other agency in the body of the Assurance Section of the Team Report and provide its rationale for recommending Commission status in light of this action. In addition, the team must contact the staff liaison immediately if it learns that the institution is at risk of losing its degree authorization or lacks such authorization in any state in which the institution meets state presence requirements.

1. Review the information, particularly any information that indicates the institution is under sanction or show-cause or has had its status with any agency suspended, revoked, or terminated, as well as the reasons for such actions.

2. Determine whether this information provides any indication about the institution's capacity to meet the Commission's Criteria for Accreditation. Should the team learn that the institution is at risk of losing, or has lost, its degree or program authorization in any state in which it meets state presence requirements, it should contact the Commission staff liaison immediately.

3. Check the appropriate response that reflects the team's conclusions:

_X_ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

___ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: Program accreditation was in force at the time of this visit. CVTC also holds appropriate accreditation in many technical and health related programs.

Additional monitoring, if any: None

Public Notification of Opportunity to Comment

The institution has made an appropriate and timely effort to solicit third party comments. The team has evaluated any comments received and completed any necessary follow-up on issues raised in these comments. Note that if the team has determined that any issues raised by third-party comment relate to the team's review of the institution's compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the body of the Assurance Section of the Team Report.

1. Review information about the public disclosure of the upcoming visit, including sample announcements, to determine whether the institution made an appropriate and timely effort to notify the public and seek comments.

2. Evaluate the comments to determine whether the team needs to follow-up on any issues through its interviews and review of documentation during the visit process.

3. Check the appropriate response that reflects the team's conclusions:

_X__ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

___ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: CVTC used press releases to the local media, emails to various stakeholders, CVTC magazine, the electronic student newsletter and the CVTC website to inform the public of the opportunity to comment.

Additional monitoring, if any: None

Institutional Materials Related to Federal Compliance Reviewed by the Panel

Chippewa Valley Technical College Systems Portfolio;
2015 Self Study Student Handbook.pdf ;
Quality Highlights.pdf;
WIPFLi Independent Auditors Report,
CVTC's most recent Fact Book,
CVTC program scorecards for all academic programs;
CVTC's public website;
My CVTC the Academic Policies;
1686 20150903 Comprehensive Quality Review,
Federal Compliance Institution.pdf,
Syllabi.

Institutional Materials Related to Federal Compliance Reviewed by the Team

Chippewa Valley Technical College Systems Portfolio;
2015 Self Study Student Handbook;
Quality Highlights;
WIPFLi Independent Auditors Report,
CVTC's most recent Fact Book,
CVTC program scorecards for all academic programs;
CVTC's public website;
My CVTC the Academic Policies;
1686 20150903 Comprehensive Quality Review,
Federal Compliance Institution.pdf,
Syllabi.
Appendix C: WTCS Course Standards Policies from Educational Services Manual
      (December 2004);
Conversion of CVTC Hours vs. required State Hours per Credit and Course
      Configuration;
Course Outcome Summaries;
CVTC website http://www.cvtc.edu/about-cvtc/consumer-disclosures.aspx

Appendix 1 of Federal Compliance Worksheet

Team Worksheet for Evaluating an Institution's Program Length and Tuition, Assignment of Credit Hours and on Clock Hours

Institution under review: _Chippewa Valley Technical College_____

Part 1: Program Length and Tuition

Instructions

The institution has documented that it has credit hour assignments and degree program lengths within the range of good practice in higher education and that tuition is consistent across degree programs (or that there is a rational basis for any program-specific tuition).

Review the *"Worksheet for Use by Institutions on the Assignment of Credit Hours and on Clock Hours"* as well as the course catalog and other attachments required for the institutional worksheet.

Worksheet on Program Length and Tuition

A. Answer the Following Questions

Are the institution's degree program requirements within the range of good practice in higher education and contribute to an academic environment in which students receive a rigorous and thorough education?

_X___ Yes   ____ No

Comments: The team reviewed several courses, including 101-111Accounting I, which seemed to have abnormally high contact hours. These courses had high contact hours because they were offered with a combination of lecture and lab hours. Lab hours are two hours for each credit which resulted in the appearance of high contact.

Are the institution's tuition costs across programs within the range of good practice in higher education and contribute to an academic environment in which students receive a rigorous and thorough education?

__X__ Yes   ____ No

Comments:

B. Recommend Commission Follow-up, If Appropriate

Is any Commission follow-up required related to the institution's program length and tuition practices?

    ____ Yes   __X__ No

Rationale:

Identify the type of Commission monitoring required and the due date:

Part 2: Assignment of Credit Hours

Instructions

In assessing the appropriateness of the credit allocations provided by the institution the team should complete the following steps:

1. Review the Worksheet completed by the institution, which provides information about an institution's academic calendar and an overview of credit hour assignments across institutional offerings and delivery formats, and the institution's policy and procedures for awarding credit hours. Note that such policies may be at the institution or department level and may be differentiated by such distinctions as undergraduate or graduate, by delivery format, etc.

2. Identify the institution's principal degree levels and the number of credit hours for degrees at each level. The following minimum number of credit hours should apply at a semester institution:

    *   Associate's degrees = 60 hours

    *   Bachelor's degrees = 120 hours

    *   Master's or other degrees beyond the Bachelor's = at least 30 hours beyond the Bachelor's degree

    *   Note that one quarter hour = .67 semester hour

    *   Any exceptions to this requirement must be explained and justified.

3. Scan the course descriptions in the catalog and the number of credit hours assigned for courses in different departments at the institution.

    *   At semester-based institutions courses will be typically be from two to four credit hours (or approximately five quarter hours) and extend approximately 14-16 weeks (or approximately 10 weeks for a quarter). The description in the catalog should indicate a course that is appropriately rigorous and has collegiate expectations for objectives and workload. Identify courses/disciplines that seem to depart markedly from these expectations.

    *   Institutions may have courses that are in compressed format, self-paced, or otherwise alternatively structured. Credit assignments should be reasonable. (For example, as a full-time load for a traditional semester is typically 15 credits, it might be expected that the norm for a full-time load in a five-week term is 5 credits; therefore, a single five-week course awarding 10 credits would be subject to inquiry and justification.)

    *   Teams should be sure to scan across disciplines, delivery mode, and types of academic activities.

- Federal regulations allow for an institution to have two credit-hour awards: one award for Title IV purposes and following the above federal definition and one for the purpose of defining progression in and completion of an academic program at that institution. Commission procedure also permits this approach.

4. Scan course schedules to determine how frequently courses meet each week and what other scheduled activities are required for each course. Pay particular attention to alternatively-structured or other courses with particularly high credit hours for a course completed in a short period of time or with less frequently scheduled interaction between student and instructor.

5. **Sampling.** Teams will need to sample some number of degree programs based on the headcount at the institution and the range of programs it offers.

   - At a minimum, teams should anticipate sampling at least a few programs at each degree level.

   - For institutions with several different academic calendars or terms or with a wide range of academic programs, the team should expand the sample size appropriately to ensure that it is paying careful attention to alternative format and compressed and accelerated courses.

   - Where the institution offers the same course in more than one format, the team is advised to sample across the various formats to test for consistency.

   - For the programs the team sampled, the team should review syllabi and intended learning outcomes for several of the courses in the program, identify the contact hours for each course, and expectations for homework or work outside of instructional time.

   - The team should pay particular attention to alternatively-structured and other courses that have high credit hours and less frequently scheduled interaction between the students and the instructor.

   - Provide information on the samples in the appropriate space on the worksheet.

6. Consider the following questions:

   - Does the institution's policy for awarding credit address all the delivery formats employed by the institution?

   - Does that policy address the amount of instructional or contact time assigned and homework typically expected of a student with regard to credit hours earned?

   - For institutions with courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy also equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the timeframe allotted for the course?

   - Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

   - If so, is the institution's assignment of credit to courses reflective of its policy on the award of credit?

7. If the answers to the above questions lead the team to conclude that there may be a problem with the credit hours awarded the team should recommend the following:

- If the problem involves a poor or insufficiently-detailed institutional policy, the team should call for a revised policy as soon as possible by requiring a monitoring report within no more than one year that demonstrates the institution has a revised policy and evidence of implementation.

- If the team identifies an application problem and that problem is isolated to a few courses or single department or division or learning format, the team should call for follow-up activities (monitoring report or focused evaluation) to ensure that the problems are corrected within no more than one year.

- If the team identifies systematic non-compliance across the institution with regard to the award of credit, the team should notify Commission staff immediately and work with staff to design appropriate follow-up activities. The Commission shall understand systematic noncompliance to mean that the institution lacks any policies to determine the award of academic credit or that there is an inappropriate award of institutional credit not in conformity with the policies established by the institution or with commonly accepted practices in higher education across multiple programs or divisions or affecting significant numbers of students.

Worksheet on Assignment of Credit Hours

A. Identify the Sample Courses and Programs Reviewed by the Team (see #5 of instructions in completing this section)

Programs:
Accounting
Business Management
Early Childhood Education
Nursing
Paralegal

Course Syllabi
101-111: Accounting I
106-140: Office Procedures
106-150: Office Procedures 1
106-160: Office Procedures 2
106-167: Office Procedures 3
801-136: English Composition I
801-219: English Composition I
601-110: Principles of Heating & Air Flow
809-198: Introduction to Psychology
405-355: Auto Body Basics
102-130: Business Management
307-178: ECE: Art, Music, and Language Arts
502-310: Haircutting I
502-324: Salon Services 4

504-906: Criminal Investigations I
806-197: Microbiology
806-207: Anatomy & Physiology I
804-107: College Math
530-178: Healthcare Law & Ethics
152-106: Operating Systems
526-199: Radiography Clinical 4

B. Answer the Following Questions

1) Institutional Policies on Credit Hours

Does the institution's policy for awarding credit address all the delivery formats employed by the institution? (Note that for this question and the questions that follow an institution may have a single comprehensive policy or multiple policies.)

__X__ Yes   ____ No

    Comments: The College policy addresses the array of course configurations employed by the institution. The CVTC policy is grounded on WTCS Course Standards Policies.

Does that policy relate the amount of instructional or contact time provided and homework typically expected of a student to the credit hours awarded for the classes offered in the delivery formats offered by the institution? (Note that an institution's policy must go beyond simply stating that it awards credit solely based on assessment of student learning and should also reference instructional time.)

__X__ Yes   ____ No

    Comments: The College policy on award of credit identifies the number of minutes required for in-class work and the expectation of the time required for out-of-class work per course. The standard format for class length is 16 weeks of instruction. Compressed formats include an 8-week summer term and a five-week term. For the 5-week term, a three credit course is divided into 3 one-credit segments each with 16 hours of instruction. A student takes all three segments to achieve the instructional time and learning outcomes of the 3-credit course.

For institutions with non-traditional courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the timeframe and utilizing the activities allotted for the course?

____ Yes   ____ No

    Comments: N/A

Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

__X__ Yes   ____ No

    Comments:

2) **Application of Policies**

Are the course descriptions and syllabi in the sample academic programs reviewed by the team appropriate and reflective of the institution's policy on the award of credit? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

__X__ Yes   ____ No

    Comments: Course descriptions printed in the catalog and course syllabi were reviewed against the policy on the award of credit.

Are the learning outcomes in the sample reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit?

__X__ Yes   ____ No

    Comments: Course Outcome Summaries (the master curricular document on which course syllabi are grounded) were reviewed against the policy on the award of credit.

If the institution offers any alternative delivery or compressed format courses or programs, were the course descriptions and syllabi for those courses appropriate and reflective of the institution's policy on the award of academic credit?

__X__ Yes   ____ No

    Comments:

If the institution offers alternative delivery or compressed format courses or programs, are the learning outcomes reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit? Are the learning outcomes reasonably capable of being fulfilled by students in the time allocated to justify the allocation of credit?

__X__ Yes   ____ No

    Comments: Online courses and compressed format courses used the same course descriptions, Course Outcome Summaries, and syllabi as regular delivery or full-length courses and are reflective of the institution's policy on the award of academic credit.

Is the institution's actual assignment of credit to courses and programs across the institution reflective of its policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

__X__ Yes   ____ No

    Comments:

C. Recommend Commission Follow-up, If Appropriate

Review the responses provided in this section. If the team has responded "no" to any of the questions above, the team will need to assign Commission follow-up to assure that the institution comes into compliance with expectations regarding the assignment of credit hours.

Is any Commission follow-up required related to the institution's credit hour policies and practices?

_____ Yes   __X__ No

Rationale:

Identify the type of Commission monitoring required and the due date:

D. Identify and Explain Any Findings of Systematic Non-Compliance in One or More Educational Programs with Commission Policies Regarding the Credit Hour

N/A

Part 3: Clock Hours

Does the institution offer any degree or certificate programs in clock hours?

__X__ Yes   ____ No

Does the institution offer any degree or certificate programs that must be reported to the Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs?

__X__ Yes   ____ No

If the answer to either question is "Yes," complete this part of the form.

Instructions

This worksheet is _not_ intended for teams to evaluate whether an institution has assigned credit hours relative to contact hours in accordance with the Carnegie definition of the credit hour. This worksheet solely addresses those programs reported to the Department of Education in clock hours for Title IV purposes.

Complete this worksheet **only if** the institution offers any degree or certificate programs in clock hours OR that must be reported to the U.S. Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs. Non-degree programs subject to clock hour requirements (an institution is required to measure student progress in clock hours for federal or state purposes or for graduates to apply for licensure) are not subject to the credit hour definitions per se but will need to provide conversions to semester or quarter hours for Title IV purposes. Clock-hour programs might include teacher education, nursing, or other programs in licensed fields.

For these programs Federal regulations require that they follow the federal formula listed below. If there are no deficiencies identified by the accrediting agency in the institution's overall policy for awarding semester or quarter credit, accrediting agency may provide permission for the institution to provide less instruction provided that the student's work outside class in addition to direct instruction meets the applicable quantitative clock hour requirements noted below.

Federal Formula for Minimum Number of Clock Hours of Instruction (34 CFR §668.8)

1 semester or trimester hour must include at least 37.5 clock hours of instruction
1 quarter hour must include at least 25 clock hours of instruction

Note that the institution may have a lower rate if the institution's requirement for student work outside of class combined with the actual clock hours of instruction equals the above formula provided that a semester/trimester hour includes at least 30 clock hours of actual instruction and a quarter hour include at least 20 semester hours.

Worksheet on Clock Hours

A. Answer the Following Questions

Does the institution's credit to clock hour formula match the federal formula?

   __X__ Yes   ____ No

      Comments:

If the credit to clock hour conversion numbers are less than the federal formula, indicate what specific requirements there are, if any, for student work outside of class?

Did the team determine that the institution's credit hour policies are reasonable within the federal definition as well as within the range of good practice in higher education? (Note that if the team answers "No" to this question, it should recommend follow-up monitoring in section C below.)

   __X__ Yes   ____ No

      Comments:

Did the team determine in reviewing the assignment of credit to courses and programs across the institution that it was reflective of the institution's policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

   __X__ Yes   ____ No

      Comments:

B. Does the team approve variations, if any, from the federal formula in the institution's credit to clock hour conversion?

   ____ Yes   ____ No

N/A There were no variations from the federal formula in the institution's credit to clock hour conversion.

C. Recommend Commission Follow-up, If Appropriate

Is any Commission follow-up required related to the institution's clock hour policies and practices?

   ____ Yes   __X__ No

Rationale:

Identify the type of Commission monitoring required and the due date:

   N/A

APPENDIX D
Multi-Campus Reports

Multi-Campus Reviewer Form

After conducting the electronic and on-site portions of the Multi-Campus Evaluation, the assigned peer reviewer completes a Multi-Campus Reviewer Form. Peer reviewers should complete a separate template for each campus reviewed as part of a Multi-Campus Evaluation. The reviewer then e-mails completed forms to the rest of the evaluation team, who then discuss and integrate the findings into the final comprehensive evaluation report in the Assurance System.

After the visit, the team chair should ensure that HLC receives a copy of all Multi-Campus Reviewer Forms, as they cannot yet be uploaded into the Assurance System. The completed forms should be sent to **finalreports@hlcommission.org**. The Multi-Campus Report from the institution and the Multi-Campus Reviewer Forms become part of the institution's permanent file and are shared as appropriate with future evaluation teams.

Instructions

A Multi-Campus Reviewer Form should be no more than five pages. The Form begins with a brief description of the campus and its operations to provide the context for the on-site team's deliberations.

For each review category, provide 2-3 evidence statements that make clear the team's findings in relationship to the Criteria and Core Components. Check one of the following for each category:

- The evidence indicates that the institution fulfills the expectations of the review category. (The reviewer may cite ways to improve.)

- The evidence indicates that there are concerns related to the expectations of the review category.

This form does not request a recommendation from the reviewer(s). Instead, the full evaluation team is expected to include a discussion of the evidence related to the Multi-Campus Evaluations in its deliberations about the oversight, management, and educational quality of extended operations of the institution. The team will incorporate evidence on extended operations into the final team report. Further, the full team may determine that a pattern of concern exists across multiple categories of a single campus or more than one campus and may result in a recommendation for additional monitoring or sanction.

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Name of Institution: Chippewa Valley Technical College

Name and Address of Branch Campus: Chippewa Falls Campus 770 Scheidler Road

Chippewa Falls, WI 54729

Date and Duration of Visit: 10/19/2015, 8 AM - 11:30 AM

Reviewer(s): Robert Spohr

1. Campus Overview

Provide a brief description of the scope and operations of the campus. Include information about consortial or contractual arrangements, if applicable.

The Chippewa Falls location is a stand-alone building owned by CVTC. The location is well-maintained, and offers a wide-variety of courses for students who plan to earn a credential at the main campus in Eau Clair. Chippewa Falls also offers adult education services, but does not meet the four criteria to be considered a campus. The site is permenant, offers courses in educational programs leading to a degree, certificate, or other recognized educational credential, has its own faculty and administrative or supervisory organization (site administrator and three faculty), but does not have its own budgetary and hiring authority. CVTC should have Chippewa Falls reclassified as an additional location.

2. History, Planning, and Oversight

Provide 2-3 evidentiary statements on the effectiveness of the institution's planning, governance and oversight processes at the campus and in relationship to the broader systems of the institution, particularly as they relate to enrollment, budgeting, and resource allocation at the institution.

Evidentiary Statements:

CVTC has a strategic plan that pertains to this location. This location does not have its own strategic plan, but planning at the location does align to the institution's plan. This location is controlled by full-time administrators and a few full-time faculty members permenently assigned to this campus.

Chippewa Falls provides many services, but the resource allocation and budgeting processes do not provide the autonomy needed for this location to be considered a campus. This location has a budget, but does not have the authority over the budget. This location also lacks hiring authority over human resources.

Judgment of reviewer(s) (check one):

☐ The evidence indicates that the institution fulfills the expectations of the category.

☒ The evidence indicates that there are concerns related to the expectations of the category.

3. Facilities and Technology

Provide 2-3 evidentiary statements on the institution's facilities and technology at the campus and their suitability to the needs of the students, staff and faculty, as well as the educational offerings. Consider, in particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (site, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text

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purchasing services; security; handicapped access; and other (food or snack services, study and meeting areas, etc.).

Evidentiary Statements:

The technology offered at the Chippewa Falls location is both plentiful and updated. Students did request a quiet space for studying, but quiet spaces are available. sufficient parking is available, as is public transit.

The facility is well-maintained and comfortable, with a large space for students to congregate. Classrooms are well-deisgned, with updated technology. Administrative and faculty spaces are available, visible, and private when needed.

Judgment of reviewer(s) (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

4. Human Resources

Provide 2-3 evidentiary statements on appropriateness of faculty and staff qualifications, sufficiency of staff and faculty for the campus, and the processes for supporting and evaluating personnel at the campus. Consider the processes in place for selecting, training, and orienting faculty at the location, as well as the credentials of faculty dedicated to the campus and other faculty.

Evidentiary Statements:

Since Chippewa Falls is currently considered a campus, it does not possess the human resources that are expected at a campus location. Student Services are available, but many have to occur online with an employee at the Eau Claire campus.

Faculty and administrators indicate that they do have the support services needed to perform their duties effectively and efficiently. Appropriate credentials are in place, but the process for selecting and training faculty is managed by the main campus in Eau Claire.

Judgment of reviewer(s) (check one):

☐ The evidence indicates that the institution fulfills the expectations of the category.

☒ The evidence indicates that there are concerns related to the expectations of the category.

5. Student and Faculty Resources and Support

Provide 2-3 evidentiary statements on the student and faculty services and academic resources at the campus, as well as the processes to evaluate, improve, and manage them. Consider, in particular, the level of student access (in person, by computer, by phone, etc.) to academic advising/placement, remedial/tutorial services, and library materials/services. Also, consider the level of access to admissions, registration/student records, financial aid, and job placement services, as well as attention to student concerns. Finally, consider the resources needed by faculty to provide the educational offerings.

Evidentiary Statements:

Chippewa Falls offers academic tutoring and Adult Basic Education services. Diversity and disability services are not available at the location, but can be accessed online. Peer assisted tutoring is available, as is online tutoring.

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Online advisement is available, and an advisor will come to the location if needed. The locaiton does have a dedicated Navigator, who helps students during the initial admissions processes (application, testing, and financial aid). The Navigator also helps with transition from GED to college courses.

Most library resources are available online, and students can request books to be sent to off-campus sites. On-site proctored testing is available,The resources that are on-site would be more than sufficient for an additional location, but do not seem to be appropriate for campus status.

Judgment of reviewer(s) (check one):

☐ The evidence indicates that the institution fulfills the expectations of the category.

☒ The evidence indicates that there are concerns related to the expectations of the category.

6. Educational Programs and Instructional Oversight

Provide 2-3 evidentiary statements on the institution's capacity to oversee educational offerings and instruction at the campus. Identify whether the institution has adequate controls in place to ensure that information presented to students is ample and accurate. Consider consistency of curricular expectations and policies, availability of courses needed for program and graduation requirements, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns.

Evidentiary Statements:

Faculty indicated that professional development is available as needed. Students indicated that faculty at this location are always available when needed. Students did indicate that not all courses are available at this location, with most having to go to another location or campus to take the classes they need.

Adequate controls for the curriculum are in place. Faculty dedicated to this site work with faculty on the main campus to ensure the content is consistent at each additional location. Besides meetings, CVTC also uses master syllabi to ensure that content is comparable across the institution.

Judgment of reviewer(s) (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

7. Evaluation and Assessment

Provide 2-3 evidentiary statements on the institution's processes to evaluate and improve the educational offerings of the campus and to assess and improve student learning, persistence, and completion sufficiently to maintain and improve academic quality at the campus. Consider, in particular, the setting of outcomes, the actual measurement of performance, and the analysis and use of data to maintain/improve quality. Identify how the processes at a campus are equivalent to those for assessment and evaluation on the main campus.

Evidentiary Statements:

This location is using the same common assignment assessment in composition one, as are other locations and campuses. This assessment is new having just been started fall 2015 semester. Faculty indicated that they look at department level pass rates, One assessment being used is the required Wisconsin apprentice exam, that all apprentice students must pass.

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Faculty indicate that both formative and summative assessemnt are required. 200 level courses are required to complete a common research assignment. Most English faculty have taken the university composition courses to align CVTC's course to it.

New and adjunct faculty are monitored each semester. Support groups are available for adjuncts, as are mentors for new faculty. Training is available for all adjuncts, and full-time faculty share resources with adjunct faculty. A professional development plan is required for full-time faculty. This is required every three years, and includes a meeting with a Dean and classroom visits.

Judgment of reviewer(s) (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

8. Continuous Improvement

Provide 2-3 evidentiary statements that demonstrate that the institution encourages and ensures continuous quality improvement at the campus. Consider in particular the institution's planning and evaluation processes that ensure regular review and improvement of the campus and ensure alignment of the branch campus with the mission and goals of the institution as a whole.

Evidentiary Statements:

This location particpates in the same quality improvement initiatives as the main campus in Eau Claire. Quality improvement is led by the main campus, with little input from employees at this location.

CVTC participates in Quality Matters to ensure all online courses are of sufficient rigor and quality. Meetings with students and employees indicated that the location has little input into quality improvement efforts. Instead of being involved in quality improvement, information is "brought back" by the administrator in charge. CVTC should consider getting off-campus locations more involved in quality improvement efforts.

Judgment of reviewer(s) (check one):

☐ The evidence indicates that the institution fulfills the expectations of the category.

☒ The evidence indicates that there are concerns related to the expectations of the category.

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Multi-Campus Reviewer Form

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After the visit, the team chair should ensure that HLC receives a copy of all Multi-Campus Reviewer Forms, as they cannot yet be uploaded into the Assurance System. The completed forms should be sent to **finalreports@hlcommission.org**. The Multi-Campus Report from the institution and the Multi-Campus Reviewer Forms become part of the institution's permanent file and are shared as appropriate with future evaluation teams.

Instructions

A Multi-Campus Reviewer Form should be no more than five pages. The Form begins with a brief description of the campus and its operations to provide the context for the on-site team's deliberations.

For each review category, provide 2-3 evidence statements that make clear the team's findings in relationship to the Criteria and Core Components. Check one of the following for each category:

- The evidence indicates that the institution fulfills the expectations of the review category. (The reviewer may cite ways to improve.)

- The evidence indicates that there are concerns related to the expectations of the review category.

This form does not request a recommendation from the reviewer(s). Instead, the full evaluation team is expected to include a discussion of the evidence related to the Multi-Campus Evaluations in its deliberations about the oversight, management, and educational quality of extended operations of the institution. The team will incorporate evidence on extended operations into the final team report. Further, the full team may determine that a pattern of concern exists across multiple categories of a single campus or more than one campus and may result in a recommendation for additional monitoring or sanction.

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Name of Institution: Chippewa Valley Technical College

Name and Address of Branch Campus: Menomonie Campus, 403 Technology Drive East Menomonie, WI 54751

Date and Duration of Visit: 10/19/2015, 4 PM - 6:30 PM

Reviewer(s): Robert Spohr

1. Campus Overview

Provide a brief description of the scope and operations of the campus. Include information about consortial or contractual arrangements, if applicable.

The Menomonie location is a stand-alone building owned by CVTC. The location is well-maintained, and offers a few courses each semester for students who plan to earn a credential at the main campus in Eau Clair. Menomonie does not meet the four criteria to be considered a campus. The site is permenant, offers courses in educational programs leading to a degree, certificate, or other recognized educational credential, has its own faculty and administrative or supervisory organization (site administrator and two faculty, one non-credit, the other tutors), but does not have its own budgetary and hiring authority. CVTC should have Menomonie reclassified as an additional location.

2. History, Planning, and Oversight

Provide 2-3 evidentiary statements on the effectiveness of the institution's planning, governance and oversight processes at the campus and in relationship to the broader systems of the institution, particularly as they relate to enrollment, budgeting, and resource allocation at the institution.

Evidentiary Statements:

CVTC has a strategic plan that pertains to this location. This location does not have its own strategic plan, but planning at the location does align to the institution's plan. This location offers a few credit courses each semester, but is more focused on workforce training. This location does have an administrator, who is responsible for all operations.

Very few services are provided in Menomonie. The resource allocation and budgeting processes do not provide the autonomy needed for this location to be considered a campus. This location has a budget, but does not have the authority over the budget. This location also lacks hiring authority over human resources.

Judgment of reviewer(s) (check one):

☐ The evidence indicates that the institution fulfills the expectations of the category.

☒ The evidence indicates that there are concerns related to the expectations of the category.

3. Facilities and Technology

Provide 2-3 evidentiary statements on the institution's facilities and technology at the campus and their suitability to the needs of the students, staff and faculty, as well as the educational offerings. Consider, in particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative

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offices (site, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text purchasing services; security; handicapped access; and other (food or snack services, study and meeting areas, etc.).

Evidentiary Statements:

The technology offered at the Menomonie location is limited and dated. There is a large area available for students to eat and study. Sufficient parking is available, as is public transit.

The facility is well-maintained and comfortable. Classrooms are well-deisgned, with the technology needed for learning. Administrative and faculty spaces are available, visible, and private when needed.

Judgment of reviewer(s) (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

4. Human Resources

Provide 2-3 evidentiary statements on appropriateness of faculty and staff qualifications, sufficiency of staff and faculty for the campus, and the processes for supporting and evaluating personnel at the campus. Consider the processes in place for selecting, training, and orienting faculty at the location, as well as the credentials of faculty dedicated to the campus and other faculty.

Evidentiary Statements:

Since Menomonie is currently considered a campus, it does not possess the human resources that are expected at a campus location. Few Student Services are available at this location, with most having to occur online with an employee at the Eau Claire campus.

Faculty and administrators do not seem to have the support services needed to perform their duties effectively and efficiently. Technology support seems to be an issue that is not always available when needed. Appropriate credentials are in place, but the process for selecting and training faculty is managed by the main campus in Eau Claire.

Judgment of reviewer(s) (check one):

☐ The evidence indicates that the institution fulfills the expectations of the category.

☒ The evidence indicates that there are concerns related to the expectations of the category.

5. Student and Faculty Resources and Support

Provide 2-3 evidentiary statements on the student and faculty services and academic resources at the campus, as well as the processes to evaluate, improve, and manage them. Consider, in particular, the level of student access (in person, by computer, by phone, etc.) to academic advising/placement, remedial/tutorial services, and library materials/services. Also, consider the level of access to admissions, registration/student records, financial aid, and job placement services, as well as attention to student concerns. Finally, consider the resources needed by faculty to provide the educational offerings.

Evidentiary Statements:

Menomonie offers academic tutoring, with one faculty member providing all tutoring. Diversity and disability services are not available at the location, but can be accessed online. Peer assisted tutoring is available, as is online tutoring.

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Online advisement is available, and an advisor will come to the location if needed. The locaiton does have a dedicated Navigator, who helps students during the initial admissions processes (application, testing, and financial aid). The Navigator also helps with transition from GED to college courses.

Most library resources are available online, and students can request books to be sent to off-campus sites. On-site proctored testing is available. Although some resources are available, students did not seem to know that any resources were available.

Judgment of reviewer(s) (check one):

☐ The evidence indicates that the institution fulfills the expectations of the category.

☒ The evidence indicates that there are concerns related to the expectations of the category.

6. Educational Programs and Instructional Oversight

Provide 2-3 evidentiary statements on the institution's capacity to oversee educational offerings and instruction at the campus. Identify whether the institution has adequate controls in place to ensure that information presented to students is ample and accurate. Consider consistency of curricular expectations and policies, availability of courses needed for program and graduation requirements, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns.

Evidentiary Statements:

Faculty indicated that professional development is available as needed. Faculty indicated that they have never been denied the opportunity for professional development. As with other locations, students indicated that faculty at this location are always available when needed. Students also indicated that very few courses are available at this location, with all having to go to another location or campus to take the classes they need.

Adequate controls for the curriculum are in place. Faculty dedicated to this site work with faculty on the main campus to ensure the content is consistent at each additional location. Besides meetings, CVTC also uses master syllabi to ensure that content is comparable across the institution.

Judgment of reviewer(s) (check one):

☐ The evidence indicates that the institution fulfills the expectations of the category.

☒ The evidence indicates that there are concerns related to the expectations of the category.

7. Evaluation and Assessment

Provide 2-3 evidentiary statements on the institution's processes to evaluate and improve the educational offerings of the campus and to assess and improve student learning, persistence, and completion sufficiently to maintain and improve academic quality at the campus. Consider, in particular, the setting of outcomes, the actual measurement of performance, and the analysis and use of data to maintain/improve quality. Identify how the processes at a campus are equivalent to those for assessment and evaluation on the main campus.

Evidentiary Statements:

This location is using the same common assignment assessment in composition one, as are other locations and campuses. This assessment is new having just been started fall 2015 semester. Faculty indicated that they look at department level pass rates.

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Faculty indicate that both formative and summative assessemnt are required. 200 level courses are required to complete a common research assignment. Most English faculty have taken the university composition courses to align CVTC's course to it.

Faculty indicated that administration may be moving too far into dictating "how to teach." In light of academic freedom, forcing faculty to teach a certain way in the classroom is not considered an acceptable practice. It is well within the role of the institution to use evaluation and assessment to ensure that the right things are being learned. However, CVTC might gain more faculty cooperation in the implementation of active learning if it did took a more collaborative approach to embedding a variety of instructional strategies in the classroom.

New and adjunct faculty are monitored each semester. Support groups are available for adjuncts, as are mentors for new faculty. Training is available for all adjuncts, and full time faculty share resources with adjunct faculty. A professional development plan is required for full-time faculty. This is required every three years, and includes a meeting with a Dean and classroom visits.

Judgment of reviewer(s) (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

8. Continuous Improvement

Provide 2-3 evidentiary statements that demonstrate that the institution encourages and ensures continuous quality improvement at the campus. Consider in particular the institution's planning and evaluation processes that ensure regular review and improvement of the campus and ensure alignment of the branch campus with the mission and goals of the institution as a whole.

Evidentiary Statements:

This location particpates in the same quality improvement initiatives as the main campus in Eau Claire. Quality improvement is led by the main campus, with little input from employees at this location.

As in Chippewa Falls, instead of being involved in quality improvement, information is "brought back" by the administrator in charge. CVTC should consider getting off-campus locations more involved in quality improvement efforts.

Judgment of reviewer(s) (check one):

☐ The evidence indicates that the institution fulfills the expectations of the category.

☒ The evidence indicates that there are concerns related to the expectations of the category.

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Multi-Campus Reviewer Form

After conducting the electronic and on-site portions of the Multi-Campus Evaluation, the assigned peer reviewer completes a Multi-Campus Reviewer Form. Peer reviewers should complete a separate template for each campus reviewed as part of a Multi-Campus Evaluation. The reviewer then e-mails completed forms to the rest of the evaluation team, who then discuss and integrate the findings into the final comprehensive evaluation report in the Assurance System.

After the visit, the team chair should ensure that HLC receives a copy of all Multi-Campus Reviewer Forms, as they cannot yet be uploaded into the Assurance System. The completed forms should be sent to **finalreports@hlcommission.org**. The Multi-Campus Report from the institution and the Multi-Campus Reviewer Forms become part of the institution's permanent file and are shared as appropriate with future evaluation teams.

Instructions

A Multi-Campus Reviewer Form should be no more than five pages. The Form begins with a brief description of the campus and its operations to provide the context for the on-site team's deliberations.

For each review category, provide 2-3 evidence statements that make clear the team's findings in relationship to the Criteria and Core Components. Check one of the following for each category:

- The evidence indicates that the institution fulfills the expectations of the review category. (The reviewer may cite ways to improve.)

- The evidence indicates that there are concerns related to the expectations of the review category.

This form does not request a recommendation from the reviewer(s). Instead, the full evaluation team is expected to include a discussion of the evidence related to the Multi-Campus Evaluations in its deliberations about the oversight, management, and educational quality of extended operations of the institution. The team will incorporate evidence on extended operations into the final team report. Further, the full team may determine that a pattern of concern exists across multiple categories of a single campus or more than one campus and may result in a recommendation for additional monitoring or sanction.

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Name of Institution: Chippewa Valley Technical College

Name and Address of Branch Campus: River Falls Campus, 500 South Wasson Lane, River Falls, WI 54022

Date and Duration of Visit: 10/19/2015, 12:30 PM - 3:30 PM

Reviewer(s): Robert Spohr

1. Campus Overview

Provide a brief description of the scope and operations of the campus. Include information about consortial or contractual arrangements, if applicable.

The River Falls Campus is a stand-alone building owned by CVTC. The location is well-maintained and offers a wide variety of courses each semester for students who plan to earn a credential at River Falls or the main campus in Eau Clair. River Falls does meet the four criteria to be considered a campus. The site is permenant, offers courses in educational programs leading to a degree, certificate, or other recognized educational credential, has its own faculty and administrative or supervisory organization (including support staff, administrators, and support staff), and its own budgetary and hiring authority.

2. History, Planning, and Oversight

Provide 2-3 evidentiary statements on the effectiveness of the institution's planning, governance and oversight processes at the campus and in relationship to the broader systems of the institution, particularly as they relate to enrollment, budgeting, and resource allocation at the institution.

Evidentiary Statements:

CVTC has a strategic plan and River Falls has a plan that is aligned to the CVTC plan. The River Falls Campus offers numerous credit courses each semester, with the largest program being nursing. This location has its own administration and support staff.

According to River Falls administration, this location has budget authority. River Falls faculty and administration also have hiring authority.

Judgment of reviewer(s) (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

3. Facilities and Technology

Provide 2-3 evidentiary statements on the institution's facilities and technology at the campus and their suitability to the needs of the students, staff and faculty, as well as the educational offerings. Consider, in particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (site, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text purchasing services; security; handicapped access; and other (food or snack services, study and meeting areas, etc.).

Evidentiary Statements:

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The technology offered at the River Falls campus is the same as the main campus. The River Falls campus is on a rotation with main campus, getting updated technology the year after the main campus. Webex is available everywhere. River Falls has a new Mac Lab. IT support is not stationed on campus, but response is good. Sufficient parking is available, as is public transit.

The facility is well-maintained and comfortable. Classrooms are well-deisgned, with plenty of updated technology needed for learning. Administrative and faculty spaces are available, visible, and private when needed.

Students at River Falls have access to dorms, athletic facilities, and the library at the University of Wisconsin River Falls campus that is within walking distance.

Judgment of reviewer(s) (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

4. Human Resources

Provide 2-3 evidentiary statements on appropriateness of faculty and staff qualifications, sufficiency of staff and faculty for the campus, and the processes for supporting and evaluating personnel at the campus. Consider the processes in place for selecting, training, and orienting faculty at the location, as well as the credentials of faculty dedicated to the campus and other faculty.

Evidentiary Statements:

The River Falls campus has one student success specialist, numerous full-time faculty members, numerous adjunct faculty, a Navigator, and peer tutors. A tutor from the Eau Claire campus comes in every other Friday to meet with students.

Faculty and administrators seem to have a tremendous amount of support services available to them. Technology support was described as "fantastic." All faculty and staff have the appropriate qualifications.

Judgment of reviewer(s) (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

5. Student and Faculty Resources and Support

Provide 2-3 evidentiary statements on the student and faculty services and academic resources at the campus, as well as the processes to evaluate, improve, and manage them. Consider, in particular, the level of student access (in person, by computer, by phone, etc.) to academic advising/placement, remedial/tutorial services, and library materials/services. Also, consider the level of access to admissions, registration/student records, financial aid, and job placement services, as well as attention to student concerns. Finally, consider the resources needed by faculty to provide the educational offerings.

Evidentiary Statements:

The River Falls campus has a program assistant who runs the front office to make it a one-stop shop. Staff is trained to help students get transcripts and verify financial aid, and can bring in financial aid assistance for complex problems. Advisors are present on campus, as is a Navigator. Textbooks can be shipped to River Falls or to students' homes. Library resources are available online, and books can be shipped to campus.

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River Falls has an early alert system. A tutor works with both ESL students and nursing students. Warning students get letters and calls about not making academic progress. Staff checks midterm grades of at-risk students. Success plans are required for students coming off of dismissal.

Two faculty, who have worked for other colleges, stated that CVTC could be a model for how to support faculty.

Judgment of reviewer(s) (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

6. Educational Programs and Instructional Oversight

Provide 2-3 evidentiary statements on the institution's capacity to oversee educational offerings and instruction at the campus. Identify whether the institution has adequate controls in place to ensure that information presented to students is ample and accurate. Consider consistency of curricular expectations and policies, availability of courses needed for program and graduation requirements, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns.

Evidentiary Statements:

CVTC follows an approval process to teach courses: the certification officer in Eau Claire reviews documents. Wisconsin requires faculty to be certified, and they must take six credits every five years.

Faculty indicated that professional development is available as needed. Students indicated that faculty at this location are always available when needed. Students throughout the campus talked about how helpful faculty on all off campus sites are, but this was really stressed at the River Falls campus.

Adequate controls for the curriculum are in place. Faculty dedicated to this site work with faculty on the main campus to ensure the content is consistent at each additional location. Besides meetings, CVTC also uses master syllabi to ensure that content is comparable across the institution.

Judgment of reviewer(s) (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

7. Evaluation and Assessment

Provide 2-3 evidentiary statements on the institution's processes to evaluate and improve the educational offerings of the campus and to assess and improve student learning, persistence, and completion sufficiently to maintain and improve academic quality at the campus. Consider, in particular, the setting of outcomes, the actual measurement of performance, and the analysis and use of data to maintain/improve quality. Identify how the processes at a campus are equivalent to those for assessment and evaluation on the main campus.

Evidentiary Statements:

This campus is using the same common assignment assessment in composition one, as are other locations and campuses. This assessment is new having just been started fall 2015 semester. Faculty indicated that they look at department-level pass rates.

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Faculty indicate that both formative and summative assessemnt are required. 200 level courses are required to complete a common research assignment. Most English faculty have taken the university composition courses to align CVTC's course to it.

Faculty meetings occur on campus, as do course meetings to discuss course goals and objectives. Common assessments, tied to competencies, are being created, but are not availalbe. Early adopters (50%), started this semester. Courses within programs have been mapped, and a common course set-up is used. Master courses that fulfill all quality matters criteria are used by all faculty. Most of this started in spring 2015. All faculty submit syllabi through WIDS each semester.

New and adjunct faculty are monitored each semester. Support groups are available for adjuncts, as are mentors for new faculty. Training is available for all adjuncts, and full time faculty share resources with adjunct faculty. A professional development plan is required for full-time faculty. This is required every three years, and includes a meeting with a Dean and classroom visits.

Judgment of reviewer(s) (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

8. Continuous Improvement

Provide 2-3 evidentiary statements that demonstrate that the institution encourages and ensures continuous quality improvement at the campus. Consider in particular the institution's planning and evaluation processes that ensure regular review and improvement of the campus and ensure alignment of the branch campus with the mission and goals of the institution as a whole.

Evidentiary Statements:

This campus does engage in continuous improvement, and having more full-time employees assigned here helps it work. Full-time faculty at River Falls work with full-time faculty on the main campus to ensure alignment. River Falls engages in the same CQI initiatives as the Eau Claire Campus does.

While this category is fulfilled, it was clear from all visits that the off-campus sites (all of them that were visited) could have more involvement in CQI and AQIP at CVTC. It was difficult to get a grasp on CQI efforts and how involvment happens, but it seems that much of the effort is top-down, either by choice or due to a lack of engagement by employees, especially those who are not on the main campus.

Judgment of reviewer(s) (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

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STATEMENT OF AFFILIATION STATUS WORKSHEET

INSTITUTION and STATE: Chippewa Valley Technical College WI

TYPE OF REVIEW*:* Comprehensive Quality Review

DESCRIPTION OF REVIEW: A multi-campus visit will be conducted in conjunction with the Comprehensive Quality Review to CVTC-Menomonie (403 Technology Drive East, Menomonie, WI 54751), CVTC-Chippewa (770 Scheidler Road, Chippewa Falls, WI 54729), and CVTC-River Falls (500 South Wasson Lane, River Falls, WI 54022).

DATES OF REVIEW: 10/19/2015 - 10/21/2015

☐ No Change in Statement of Affiliation Status

Nature of Organization

CONTROL: Public

RECOMMENDATION:

DEGREES AWARDED: Associates, Certificate

RECOMMENDATION: no change

Conditions of Affiliation

STIPULATIONS ON AFFILIATION STATUS:
Prior Commission approval is required for substantive change as stated in Commission policy.

RECOMMENDATION: no change

APPROVAL OF NEW ADDITIONAL LOCATIONS:
Prior Commission approval required.

RECOMMENDATION: no change

APPROVAL OF DISTANCE EDUCATION DEGREES:
Approved for distance education courses and programs. The institution has not been approved for correspondence education.

RECOMMENDATION: no change

ACCREDITATION ACTIVITIES:

AQIP, Comprehensive Quality Review: 10/19/2015
A multi-campus visit will be conducted in conjunction with the Comprehensive Quality Review to CVTC-Menomonie (403 Technology Drive East, Menomonie, WI 54751), CVTC-Chippewa (770 Scheidler Road, Chippewa Falls, WI 54729), and CVTC-River Falls (500 South Wasson Lane, River Falls, WI 54022).
AQIP, Systems Appraisal: 06/01/2019
AQIP, Systems Appraisal: 06/01/2023

RECOMMENDATION:

Interim report on assessment: 02/28/2018

Summary of Commission Review

YEAR OF LAST REAFFIRMATION OF ACCREDITATION: 2008 - 2009

YEAR FOR NEXT REAFFIRMATION OF ACCREDITATION: 2015 - 2016

RECOMMENDATION: 2023-2024

ORGANIZATIONAL PROFILE WORKSHEET

INSTITUTION and STATE: 1686 Chippewa Valley Technical College WI

TYPE OF REVIEW: AQIP: Comprehensive Quality Review

DESCRIPTION OF REVIEW: A multi-campus visit will be conducted in conjunction with the Comprehensive Quality Review to CVTC-Menomonie (403 Technology Drive East, Menomonie, WI 54751), CVTC-Chippewa (770 Scheidler Road, Chippewa Falls, WI 54729), and CVTC-River Falls (500 South Wasson Lane, River Falls, WI 54022).

☒　No change to Organization Profile

Educational Programs

Programs leading to Undergraduate	<u>Program Distribution</u>
Associates	34
Bachelors	0

Programs leading to Graduate	
Doctors	0
Masters	0
Specialist	0

Certificate programs	
Certificate	27

Recommended Change:

Off-Campus Activities:
In State - <u>Present Activity</u>
Campuses:
CVTC-Chippewa - Chippewa Falls, WI
CVTC-West - Eau Claire, WI
CVTC-Gateway - Eau Claire, WI
CVTC-Menomonie - Menomonie, WI
CVTC-River Falls - River Falls, WI

Additional Locations:
Diesel Education Center - Eau Claire, WI
Truax Center - Eau Claire, WI

CVTC-Neillsville Center - Neillsville, WI

Recommended Change:

Out Of State - <u>Present Activity</u>
Campuses: None.

Additional Locations: None.

Recommended Change:

Out of USA - <u>Present Activity</u>
Campuses: None.

Additional Locations: None.

Recommended Change:

Distance Education Programs:
<u>Present Offerings:</u>
Certificate 52.0411 Customer Service Support/Call Center/Teleservice Operation Certificate in Customer Service Representative Internet

Certificate 11.0201 Computer Programming/Programmer, General Certificate in Web Development 2 Internet

Associate 52.1401 Marketing/Marketing Management, General Marketing Internet

Associate 52.0301 Accounting Accounting Internet

Associate 52.0401 Administrative Assistant and Secretarial Science, General Administrative Professional Internet

Associate 52.0201 Business Administration and Management, General Business Management Internet

Associate 52.1001 Human Resources Management/Personnel Administration, General Human Resources Internet

Certificate 11.0201 Computer Programming/Programmer, General Certificate in Web Development 1 Internet

Certificate 52.0213 Organizational Leadership Certificate in Leadership Internet

Certificate 11.0201 Computer Programming/Programmer, General Certificate in .NET - VB/ASP Internet

Certificate 11.0201 Computer Programming/Programmer, General Certificate in Java Internet

Certificate 11.0201 Computer Programming/Programmer, General Certificate in Web Multimedia Internet

Certificate 52.0301 Accounting Certificate in Small Business Accounting Internet

Certificate 52.1401 Marketing/Marketing Management, General Certificate in Small Business Marketing Internet

Certificate 52.1999 Specialized Merchandising, Sales, and Marketing Operations, Other Certificate in Retail Merchandising Internet

Certificate 11.0301 Data Processing and Data Processing Technology/Technician Certificate in Software Specialist Internet

Certificate 52.1804 Selling Skills and Sales Operations Certificate in Professional Selling Internet

Certificate 11.0201 Computer Programming/Programmer, General Certificate in Database Analysis & Development Internet

Certificate 52.1401 Marketing/Marketing Management, General Certificate in Marketing Management Internet

Certificate 52.0401 Administrative Assistant and Secretarial Science, General Certificate in Records & Information Management Specialist Internet

Recommended Change:

Correspondence Education Programs:
Present Offerings:
None.

Recommended Change:

Contractual Relationships:
Present Offerings:
None.

Recommended Change:

Consortial Relationships:
Present Offerings:
None.

Recommended Change: