

QUALITY CHECKUP REPORT

Wisconsin Indianhead Technical College

Shell Lake, Wisconsin
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The Higher Learning Commission
A commission of the North Central Association

QUALITY CHECKUP TEAM MEMBERS:

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Background on Quality Checkups conducted by the Academic Quality Improvement

Program

The Higher Learning Commission's Academic Quality Improvement Program (AQIP) conducts Quality Checkup site visits to each institution during the fifth or sixth year in every seven-year cycle of AQIP participation. These visits are conducted by trained AQIP Reviewers to determine whether the institution continues to meet The Higher Learning Commission's *Criteria for Accreditation*, and whether it is using quality management principles and building a culture of continuous improvement as participation in the Academic Quality Improvement Program (AQIP) requires. The goals of an AQIP Quality Checkup are to:

1. Affirm the accuracy of the organization's Systems Portfolio and verify information included in the portfolio that the last Systems Appraisal has identified as needing clarification or verification (System Portfolio Clarification and Verification), including review of distance delivery and distributed education if the institution is so engaged.
2. Review with organizational leaders actions taken to capitalize on the strategic issues and opportunities for improvement identified by the last Systems Appraisal (Systems Appraisal Follow Up);
3. Alert the organization to areas that need its attention prior to Reaffirmation of Accreditation, and reassure it concerning areas that have been covered adequately (Accreditation Issues Follow Up);
4. Verify federal compliance issues such as default rates, complaints, USDE interactions and program reviews, etc. (Federal Compliance Review); and
5. Assure continuing organizational quality improvement commitment through presentations, meetings, or sessions that clarify AQIP and Commission accreditation work (Organizational Quality Commitment).

The AQIP peer reviewers trained for this role prepare for the visit by reviewing relevant organizational and AQIP file materials, particularly the organization's last *Systems Appraisal Feedback Report* and the Commission's internal *Organizational Profile*, which summarizes information reported by the institution in its *Annual Institutional Data Update*. The Quality Summary Report provided to AQIP by the institution is also shared with the evaluators. Copies of the Quality Checkup Report are provided to the institution's CEO and AQIP liaison. The Commission retains a copy in the institution's permanent file, and will be part of the materials reviewed by the AQIP Review Panel during Reaffirmation of Accreditation.

Clarification and verification of contents of the institution's *Systems Portfolio*

In the team's judgment, the institution presented satisfactory evidence that it met this goal of the Quality Checkup. The institution's approach to the issue, documentation, and performance were acceptable and comply with the Commission's standards and AQIP's expectations.

Wisconsin Indianhead Technical College (WITC) launched the "One College" initiative in 2007. The purpose of this initiative was to align all processes, planning and procedures under one college as opposed to disparate campus processes. As addressed in the Systems Portfolio, this initiative was a major cultural shift for the College. Each of the four campuses hires personnel, prepares budgets, enrolls students, evaluates staff and faculty, and strategically plans with a unified process. The result is greater efficiency, more collaboration among the campuses; similar experiences for students from campus to campus and more consistent services. This cultural shift was evident talking with faculty, students and staff. Conversations went from "them" to "us" and from "campus" to "college-wide". The AQIP pathway nicely complements the "One College" initiative.

WITC has improved its effort to measure effectiveness. The College has a greater understanding of how to use data to inform decisions and evaluate plans and processes. A department of Institutional Effectiveness was created to assist with this development. The College Effectiveness Scorecard is used to aid WITC in determining the success of its strategic planning efforts. The scorecard contains and tracks efforts on three factors: Success (FTE), Satisfaction (various surveys) and Effectiveness (budget and resources). A current Action Project is focused on working with all divisions of the College to establish metrics that will align with the five College sustainability goals.

Through its membership in the HLC Assessment Academy, the College developed a long-term assessment plan to measure student learning through its general education goals. Program and course outcomes are also evident in their faculty-driven assessment process.

WITC maintains a robust program review process. A handbook was developed to inform and guide the programs in the gathering of information and writing the report. These plans specifically address collaboration across the campuses and with student services. The reports are reviewed and used to inform decisions on budgeting, resources, professional development and student learning. The College is able to benchmark program review results with other institutions in the statewide system.

The strategic plan serves as a map and guidebook for WITC. The strategic plan and mission are tied to all processes and actions of the College. Listening sessions are held regularly by the leadership to check the pulse of the College and gather input. There are multiple avenues for the employees and students to become involved in the planning through the committee structure. External stakeholders are provided an opportunity for feedback on the strategic plan.

Review of the organization's quality assurance oversight of its distance education activities.

In the team's judgment, the institution has presented satisfactory evidence that its distance education activities are acceptable and do comply with the Commission's standards and expectations.

The College provides adequate distance education access and support. Faculty receive training in how to teach courses online. Students have access to an online orientation. The technology is appropriate to support the online platform.

WITC would benefit from acknowledging scheduling issues when canceling face-to-face classes due to low enrollment and only offering those courses to students online. Students who registered for the normal delivery method are affected by the on-line only delivery.

Review of the organization's quality assurance and oversight of distributed education (multiple campuses)

In the team's judgment, the institution has presented satisfactory evidence that its distributed education activities (operation of multiple campuses) are acceptable and comply with Commission's standards and expectations.

Reviews of three of the four campuses revealed that all campuses provide adequate services for faculty and students. Each campus is fully equipped with student one-stop offices so that students can receive the same service, regardless of which campus they are located on. Faculty and staff also have full services and support for academic and student services processes.

Review of specific accreditation issues identified by the institution's last Systems Appraisal

In the team's judgment, the institution presented satisfactory evidence that it met this goal of the Quality Checkup. The institution's approach to the issue, documentation, and performance were acceptable and comply with Commission and AQIP's expectations.

No accreditation issues were indicated in the last WITC Systems Portfolio.

Screening of Criteria for Accreditation and Core Components

The following section identifies any areas in the judgment of the Quality Checkup Team where the institution either has not provided sufficient evidence that it currently meets the Commission's *Criteria for Accreditation* (and the core components therein) or that it may face difficulty in meeting the *Criteria* and core components in the future. Identification of any such deficiencies as part of the Quality Checkup

affords the institution the opportunity to remedy the problem prior to Reaffirmation of Accreditation. Items judged to be “Adequate but could be improved” or “Unclear or incomplete” during the Checkup Visit screening will not require Commission follow-up in the form of written reports or focused visits. However, Commission follow-up will occur if the issues remain apparent at the point of reaffirmation of accreditation.

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

In the team’s judgment, the institution presented satisfactory evidence that it met this goal of the Quality Checkup. The institution’s approach to the issue, documentation, and performance were acceptable and comply with Commission and AQIP’s expectations.

In the Quality Checkup Visit team’s opinion WITC met the criteria for accreditation. The College was able to demonstrate commitment to quality educational opportunities for its students. The assignment of credits, program length and tuition are in alignment with the Wisconsin state system and Commission requirements. Information necessary for students to raise concerns and complaints are evident in the College catalog, student handbook and on the WITC website. Students feel comfortable approaching

faculty and staff with issues. Transfer policies are published in the catalog and on the website.

Review of the institution's approach to capitalizing on recommendations identified by its last Systems Appraisal in the Strategic Issues Analysis.

In the team's judgment, the institution presented satisfactory evidence that it met this goal of the Quality Checkup. The institution's approach to the issue, documentation, and performance were acceptable and comply with Commission and AQIP's expectations.

WITC formed a communication Action Project in response to improve intra and inter campus communication.

WITC created an Office of Institutional Effectiveness and an Action Project to address assessment opportunities in a more correlated and efficient manner. The use of the College Connection (internal portal) to allow access to all forms of assessments and examples of best practices shows the commitment of the College to benefit from the Appraisal recommendations.

WITC continues its efforts to improve its benchmarking procedures. The College benchmarks surveys with similar institutions across the country as well as the state schools. Finding avenues to compare metrics from other efforts within the College would also be useful information.

Review of organizational commitment to continuing systematic quality improvement

In the team's judgment, the institution presented satisfactory evidence that it met this goal of the Quality Checkup. The institution's approach to the issue, documentation, and performance were acceptable and comply with Commission and AQIP's expectations.

WITC has demonstrated it is maturing into an institution that reflects continuous quality improvement. Guided by its strategic plan and the "One College" initiative, WITC is positioning itself to be an educational leader. *Washington Monthly* ranked WITC 4th in the nation of top community colleges. As mentioned earlier, the College uses its three-year strategic plan as a living document that directs its actions. Along with the newly formed Department of Institutional Effectiveness, the College is learning to use data to provide information on its quality improvement direction.

The Quality Improvement Steering Committee (QISC) was created to review division strategic plans and materials. This group receives campus input from internal and external stakeholders. The QISC is made up of representatives from all factions of the College; faculty, managers, office and tech support, support staff, custodians, and students. Feeding into the QISC are the Emerging Issues Committee and the AQIP Committee. The Emerging Issues Committee provides an opportunity for stakeholders to bring

challenges, concerns or opportunities that are not currently a part of the College strategic plan and goals to the attention of the leadership. If the issue is deemed significant, it will be elevated to the QISC for review. The AQIP Committee manages the Action Plans and serves as the coordinating group for the Systems Portfolio.

Other AQIP Considerations or Concerns

WITC has made great strides in using data to inform decisions. So much so that it gathers a tremendous amount of information. The College has an opportunity to narrow its focus to the data that is most important for its successful operations. WITC has developed a scorecard that directs its focus on the strategic plan's goals. This framework may serve as a focal point for the day-to-day data that helps inform the College as it moves through its continuous planning process.

The College began efforts in using benchmarks for many of its functions: National Community College Benchmarking Project, Community College Student Engagement Survey, Noel Levitz Student Satisfaction Survey and inter-system comparisons. However, the College may benefit by developing benchmarking groups outside of its sister schools that provide specific information on how the College compares with competing, comparable and aspiration institutions. WITC depends on the groups pre-selected by the various vendors in order to make comparisons. This limits the information the College uses to make its comparisons.

The Wisconsin State System is moving to performance based funding in 2014. The state is currently writing definitions for persistence, retention and graduation. WITC is encouraged to determine its own definitions so it can use metrics to inform its College Scorecard and its efforts to measure the effectiveness of the strategic plan.

Although the College developed its general education assessment plan and timeline through the HLC Assessment Academy, it may benefit from a reconsideration of the six-year assessment cycle. The length of time to assess each general education goals is extended far beyond the reach of its students to benefit from improvements to the curriculum.

It should be noted that the team was impressed with the campus culture WITC has developed. Students told the team they were proud to be a student at WITC. Students were comfortable going to any faculty or staff member with concerns or to ask for help. The student support system is holistic – everyone gets involved in helping students learn. The sense of community was palpable. External stakeholders expressed their pride and appreciation of WITC's connection to the local workforce. According to students, the College has earned its national ranking.

Federal Compliance Worksheet for Evaluation Teams

Effective for visits beginning January 1, 2013

Evaluation of Federal Compliance Components

The team reviews each item identified in the Federal Compliance Guide and documents its findings in the appropriate spaces below. Generally, if the team finds in the course of this review that there are substantive issues related to the institution's ability to fulfill the Criteria for Accreditation, such issues should be raised in appropriate sections of the Assurance Section of the Team Report or highlighted as such in the appropriate AQIP Quality Checkup Report.

This worksheet outlines the information the team should review in relation to the federal requirements and provides spaces for the team's conclusions in relation to each requirement. The team 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 worksheet becomes an appendix to the team's report.**

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 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 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:

WITC informs students via the college catalog, student handbook and website as to their rights and responsibilities. The complaint process is presented in table form by the type of complaint along with the associated contact information. Academic appeal and complaint processes are also published in the student handbook planner.

In another section of the website, the College provides students with information on consumer protection categories and easily accessible complaint forms.

The College presented three years of complaint data. WITC uses this information to make changes to policy, process and procedures.

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 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 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:

WITC has a stated policy on credit for prior learning that defines the criteria for acceptance: to regionally accredited institution, 2.0 GPA (3.0 for negotiated high school credits) and time limits when necessary that are department specific. The credit for prior learning policy is listed on the internal and public college website as well as in the College catalog.

Transfer and acceptance of credits information is available on the College website. The University of Wisconsin System website provides transfer information that is linked from the WITC website for students' easy access. The College's policy for accepting credits from other institutions is located in the College catalog.

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. The team should ensure that 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 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 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:

WITC follows the common practice of providing students upon registration with a student identification number. Students are asked to use a personal username and password to participate in distance learning courses. Plagiarism tools are available to faculty to establish source identification. Test proctoring requires personal identification prior to taking any exams.

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.*

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- **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 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 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:

WITC has been in good standing in its Title IV responsibilities as verified in the *Annual Audited Financial Statements for Year Ended June 30, 2012* report. The default rates have climbed from 5.3% to 10.1% over the last three years. The institution is currently establishing a plan to correct this problem.

The campus and surrounding city crime statistics are updated annually and listed in the student handbook and on the College website. It is important to mention that the College (all campuses) has had no reported crimes over the last three years.

The College provides students with information regarding consumer information that includes a report on diversity, gainful employment and a net price calculator. Information on programs, staff and faculty are in the College catalog and website. Disability and counseling information is also available.

Information regarding student satisfactory progress is presented on the College website and in the student handbook. Attendance requirements are at the discretion of the instructor. The student handbook clearly articulates the College's expectations.

WITC does not engage in any contractual or consortial relationships.

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 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 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:

WITC publishes information and policies on the College website, student handbook and the College catalog. The team found no issues or concerns.

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 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 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 website is ripe with program information for students and potential students. The accreditation status information is easy to locate. Materials appear to be accurate. Printed materials and marketing brochures were reviewed and found to be accurate.

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 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 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:

WITC has a regularly scheduled program review cycle. Program information and instructions are accessed through the College website and program review handbook. Reports are available on the website.

WITC's website provides intuitional, program and course outcomes for each program. The program and divisional deans review student learning outcomes. If improvements are needed, the program faculty meet to determine the best course of action. The College provided evidence that it "closes the loop" on its academic assessment process.

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.

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 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 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:

WITC's programs have been certified and are in compliance. Eleven programs are currently in good standing with their accrediting agencies. WITC has a well documented Program Accreditation schedule.

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 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 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 team viewed the third party public disclosures and found them to be in compliance with the Commission requirements. The Commission did not receive any third party comments.

Additional monitoring, if any: None

Institutional Materials Related to Federal Compliance Reviewed by the Team

Provide a list of materials reviewed here:
College catalog – hard copy and website

Student Handbook
New Employee Orientation
WITC Policy: G-142 Employee Performance Development
Behavioral Intervention Team Charter
WITC Emergency Procedures Manual
Employee Performance Process for Instructors Handbook
WITC Fact book
Prospective Student Packet – letters, brochures, program overview sheets, scholarship information, assessments and Federal Student Aid information
Experience Success Booklet – lists all programs
Program brochures
Marketing material – Career Impact Magazines
Campus Security information documents
WITC complaint log
Noel-Levitz Report – 2012
CCSSE Report – 2013
Graduate Survey Results brochure
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Program portfolios for 2009-10 latest program review
Employee Performance Process Instruction Manual for each staff classification
Syllabi from Accounting, Marketing, Nursing, Medical Terminology, Dental Assistant, Automotive, Communications, Computer Programming, Early Childhood, Human Services, and EMT covering on-line, in class, web enhanced, and practicums

Appendix

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

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?

Yes No

Comments: WITC has college wide outcomes that are measured in a consistent process. WITC tenants (values) are linked to their Strategic Planning process and flow throughout all of their planning committees and processes campus wide. The College has made a concerted effort to incorporate and follow these tenants.

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?

Yes No

Comments: The tuition and costs were found to be in the range of good practices. Students commented to the team that they felt they were getting a good value from WITC.

B. Recommend Commission Follow-up, If Appropriate

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

Yes

No

Rationale:

WITC's tuition practices and program lengths are consistently followed across all campuses and made clear in the college catalog and college website.

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 Reviewed: Accounting, Marketing, Nursing, Medical Terminology, Dental Assistant, Automotive, Communications, Computer Programming, Early Childhood, Human Services, and EMT.

Dental Assistant Program – Course numbers, 31-508-306 - Clinical
Medical Terminology – Course Number, 106-131 – Independent Study (62106)
Medical Transcription 2 – Course Number, 10-106-149 – Independent Study (62108)
Management of Safety – Course Number, 10196137 – In Class
ECE: Practicum I – Course Number, 10-307-174 – In Class
Income Tax Accounting - Course Number, 10-101-123 – Online
Database Concepts and SQL – Course Number, 10-152-100 – Online
Advanced Java – Course Number, 10-152-107 – Online
Introduction to Human Services – Course Number, 10-520-101 – Classroom
Speech – Course Number, 10-801-198, In Class
Emergency Medical Technician- Course Number, 30-531-330 – In Class/Online
Nursing Fundamentals – Course Number, 10-543-101 – In Class, web enhanced
Marketing Principles – Course Number, 104-102 – In Class
Automotive Fundamentals – Course Number, 31-404-366 – In Class, Blackboard web enhanced

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.)

Yes

No

Comments:

WITC was consistent in awarding credits across all delivery methods. When applicable WITC followed outside accreditation requirements in a consistent manner, i.e., nursing.

Program requirements are clearly stated in the college catalog.

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.)

Yes

No

Comments:

Grading rationale and requirements to achieve success in the courses are clearly stated in the College catalog, College website and on course syllabi. Instructional time is accounted for in the awarding of credit.

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:

Syllabi and course outlines provide clear guidelines for student achievement.

Catalog descriptions are consistent with course syllabi and links from the webpage to the courses.

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.)

Yes No

Comments:

WITC meets state regulatory requirements for all programs.

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.)

Yes No

Comments:

WITC's syllabi are appropriate and consistent with the stated institution 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?

Yes No

Comments:

WITC assessment of courses is consistent and outcomes are appropriate for the courses and programs.

WITC has regularly scheduled meetings of faculty to review learning outcomes and with the “One College” initiative faculty have more contact with content experts across all campuses.

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?

Yes

No

Comments:

WITC syllabi from alternative delivery courses were consistent and appropriate for institution policy.

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?

Yes

No

Comments:

WITC alternative delivery courses have consistent and appropriate learning outcomes specific to the courses and programs reviewed.

WITC stated learning outcomes are capable of being fulfilled by the students.

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?

Yes

No

Comments:

WITC follows the appropriate policies for the award of credit.

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

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

Part 3: Clock Hours

Instructions

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?

Yes

No

Comments:

WITC adheres to the standard credit to clock hour mandated by the Wisconsin Technical System. This standard complies with the formula.

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.)

Yes

No

Comments:

WITC has credit hour policies that are within the range of the federal definition. The College has defined policies for its offerings: classroom, on-campus laboratory, individualized/independent instruction, occupational experience, on-the-job experience, and instructor-coordinated experience. These are guided and approved by the Wisconsin Technical System.

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?

Yes

No

Comments:

WITC has defined assignment of credit to courses for all levels of course offerings.

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

Yes

No

(Note that the team may approve a lower conversion rate than the federal rate as noted above provided the team found no issues with the institution's policies or practices related to the credit hour and there is sufficient student work outside of class as noted in the instructions.)

C. Recommend Commission Follow-up, If Appropriate

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

Yes

No

Rationale: The College complies with all guideline and policies with regard to credit hour and program credit assignment. The Wisconsin Technical System sets the standards and approves the institution's offerings.

Identify the type of Commission monitoring required and the due date: None needed.