Waukesha County Technical College – Quality Program Summary

Quality Philosophy
A cross-section of college leaders – 14 representatives from administration, faculty, professional, and support staff – serve as the Quality Advisory Team (a guidance team for the quality improvement efforts at the college). The College President serves with other leaders from the professional unions and several internal quality advisors and facilitators to provide a complete view of the organization. The mission of the Quality Advisory Team is to advocate and model the behaviors that reflect Quality principles. The vision is to ensure that WCTC incorporates processes and systems that reflect our Quality values throughout the entire college community.

WCTC’s Quality process began long before its adoption of AQIP as an accreditation option. Efforts first began in 1983 and a consistent focus has served as the foundation of 25 years of training, application, and results that are remembered as hills and valleys on the college’s quality journey. Using the philosophy of W. Edwards Deming as its guide, WCTC’s continuous improvement practices have faced challenges of improvement head on – challenges related to teaching, learning, and a myriad of administrative processes. Since its inception, the Quality process at WCTC has remained focused on three central principles:

- Customer Focus
- Continuous Improvement
- Personal Empowerment

WCTC affirmed its commitment to quality by creating the Center for Quality and Innovation in the mid-1990’s. It is staffed with full and part-time instructional and support staff. The center provides professional facilitation services to stakeholders across the college to support on-going improvement. The work of this Center includes college-wide efforts as well as service to the wider external community served by WCTC.

Some specific examples of typical services include:
- Training staff and students in quality-related topics, e.g., Appreciative Inquiry, Quality at Work, Facilitator Training, and specialized workshops related to continuous improvement of teaching and learning;
- Developing and facilitating various process improvement and action project teams;
- Facilitating college processes and special initiatives such as Student Outcomes Assessment and Strategic Planning;
- Using quality methods and tools to gather and display data to strengthen and assess learning;
- Working within WCTC to assess and measure key work processes using Value Stream Mapping;
- Collaborating with county, state, and national groups in quality and student outcomes assessment topics;
- Delivering seminars and presentations in public and professional settings;
- Facilitating local, state and regional planning activities as non-profit groups create vision, mission, values, and plans to guide their work.

One concrete example of WCTC’s on-going commitment to quality has been an extraordinary redesign of the performance appraisal systems used to conduct the annual review of employees. Since a systems thinking approach requires that the structures/methods used by the organization should cause desired behaviors, the new designs are based on a commitment to continuous performance improvement – the key behavioral mindset the organization hopes to reinforce. While previous generations of systems used at the college have depended on a traditional top-down evaluation design, the new performance improvement systems are based on the belief that employees want to do their best and to share responsibility for their own development and the assessment of it. This self-directed approach changes the role of the supervisor from evaluator to facilitator/coach, and emphasizes the use of feedback from various customer sources for continuous improvement. Instructors, for example, receive feedback from students, peers, and employers in addition to their immediate supervisors during an initial formative conference as part of the TIS (Teacher Improvement System). Using a Plan, Do,
Study, Act (PDSA) planning form, they design and test four separate improvement activities. Depending on the results of each PDSA experience, the instructors will integrate appropriate changes into their teaching practices. Support staff members also take a customer-focused approach in their development planning meeting -- SSPDI (Support Staff Professional Development and Improvement). Meeting with the supervisor, staff members discuss their key responsibilities and the impact on key customers; they set goals, they document the goals accomplished, improvements made, and the results or benefits to their customers. In the newly designed Leadership Development and Assessment Process (formerly NDIS), leaders will write up to seven goals that are specifically aligned with the College’s strategic goals and objectives. In addition, leaders discuss, plan, and document their strengths and areas for improvement in eight leadership behaviors that are based on the organizational values [reference Circle of Values p. 3]. All of these performance improvement systems are based on a continuous improvement mindset and a belief that all college employees contribute to the aim of the system – student learning.

The continuous improvement performance appraisal systems used at WCTC produce an improving compliance result as shown below:

![WCTC Performance Improvement Systems](image)

Members of the college community – whether or not they can quote the lexicon of quality jargon related to AQIP accreditation processes – clearly expect all of the college stakeholders to apply quality improvement principles to teaching and learning as well as administrative work processes. Everyone expects alignment of the college’s quality practices with all work processes and special initiatives. Because CQI is such a strong part of the culture since 1987, people’s expectation of themselves and one another is that we attend seriously to continuous improvement practices. This organizational family does care about the quality of life and work at WCTC.

**Mission, Vision, Goals, Circle of Values – Strategic Planning Improvements**

In the fall of 2007, WCTC undertook a strategic planning process in order to review the viability of the college’s strategic plan that was established in 2001 and then to subsequently implement an updated plan. To accomplish this work successfully, college staff, management, and administration crafted a “charge” that included guiding principles known to be essential to our college community and culture. These included:

1) A commitment to inclusiveness – everyone has the right to participate and we listen and exchange dialogue both internally and with our external communities; 2) WCTC’s continued commitment to be a student-learning centered college; 3) The utilization of trend data and research to envision the future; 4) The plan aligns with college policy (local, state, federal); 5) The work results in a developed vision, mission, values, and strategic goals; and 6) Complete the strategic plan within the 2007-08 year.
The charge of the work was predicated on an inclusive work team structure that allowed for maximum collaboration and seamless communication. The figure below highlights the WCTC Strategic Planning work group design:

![Diagram](environmental_scanning_strategic_planning_mission_vision_values_communication)

The college utilized this design based on research and best practice. Critical success factors from both indicated that such a design would allow for systemic input and analysis; consistency across the college programs; and enables a greater degree of follow-through in the implementation phase. The four work teams above overlapped membership (i.e., faculty, staff, managers, students, WCTC Board members) as members acted as “pivot points” to insure understanding and consistency among all teams and work objectives. As a result, the work teams accomplished the significant tasks as planned that included input and work sessions; interviewing 80% of the colleges’ advisory committees (400 members); environmental scanning; town hall meetings; poster sessions; a national presentation; and the actual drafting of the college’s vision, mission, strategic goals and values. In total, 500 WCTC employees participated in the strategic planning input and development.

The results of the above work processes yielded a comprehensive set of strategic planning documents that are now foundational to the direction and supporting operational work of the college.

- **WCTC Vision**: WCTC is the leader in preparing learners for success within the global economy.
- **Mission**: WCTC provides accessible career and technical education to enhance our community’s quality of life.
- **Strategic Goals**: The strategic goals are specific objectives that college teams/divisions include in their operational processes.
- **CIRCLE of Values**: A distinguishing element of the WCTC plan is the development of college values. These values are considered essential to the professional and student-learning centered culture of our college. The CIRCLE of values include: Commitment; Integrity; Relationships; Communication; Learning; and Excellence.

Presently, the WCTC strategic plan serves as a compass to the directional alignment of the academic plan, AQIP work, Board end statements, and college budget. Each division and team completes a planning template that identifies corresponding goals, sub-objectives, targets, and results. These are shared cross-divisionally in both pre-planning and result documentation meetings. Teams accomplish this work through staff meetings and divisional work sessions. Results are summarized and reported to the President’s Executive Council (PEC), and in dean and division meetings. Work is annually calibrated to accomplish goals.

**A brief history of WCTC’s AQIP Accreditation Journey**

WCTC was admitted to AQIP in August 2004 and conducted its Constellation Survey and Conversation Day (aka Vital Focus) in November 2004 and March 2005, respectively.

- A WCTC cross-functional team attended its first Strategy Forum in May 2005 and identified its first three Action Projects: Pre-Enrollment Assessment; Participative Data-Driven Decision Making; and Communication/Collaboration.
• The first Systems Portfolio, a look at our processes, results and improvements of overall systems for maintaining a quality institution of higher education, was submitted in November 2007 and the Systems Appraisal feedback report was received in March 2008. Results were analyzed and shared with the entire college community April-May 2008. Refer to the Systems Portfolio at: https://www.wctc.edu/general_info/accreditation_quality_improvement/sys_port_pdfs/sys_port.pdf

• Annual Action Project Updates are submitted to AQIP each September. To date, we have four “retired” projects (the three listed above, and Strategic Planning) and five active project teams (Data/Dashboard; Program Viability; Student Learning Evidence; Employee Engagement; and Service Learning).

• WCTC cross-functional team attended its second Strategy Forum in October 2008 and clarified current and future action project process improvements.

• The first Quality Check-Up visit will be held in February 2010 with re-affirmation of accreditation in 2010-11.

**Systems Appraisal Follow-Up**

**Process:** Upon receipt of the Systems Appraisal during spring of 2008, the President’s Executive Council, the AQIP Coordinator and the Quality Advisory Team initially read and reviewed the feedback in detail. College-wide open sessions were held to inform colleagues of the results of the Appraisal. In addition, an Executive Summary was developed and distributed college-wide explaining the Issues Affecting Future Institutional Strategies and the major strengths and opportunities for improvement indicated in each category.

The Quality Check-Up Team (with members from the Quality Advisory Team) analyzed the Appraisal and responded to feedback with clarification and improvement suggestions. The Check-Up Team conducted a phone conference with one of the Appraisal writers to clarify some of our questions about the feedback. This information is being used to work with the Category Leads as we update our Portfolio.

**Actions Taken:** Feedback from the Systems Portfolio and work accomplished at our second Strategy Forum resulted in five new AQIP Action Project teams as follows: Student Learning Evidence; Program Viability & Health; Data/Dashboard; Employee Engagement; and Service Learning.

The AQIP Coordinator and the Vice President of Strategic Effectiveness and Advancement held nine two-hour meetings with each of the Category teams to review the feedback in detail and respond to the feedback for each specific process, result, and improvement question.

Please refer to the WCTC website at https://www.wctc.edu/general_info/accreditation_quality_improvement/portfolio.php to review documentation of the current state and action taken on each Systems Portfolio question where an Opportunity for Improvement was indicated by the feedback in the Appraisal. This matrix is being used as Category teams work to continually update the Portfolio in preparation for its next AQIP submission.

**Accreditation Issues**
The systems appraisers found no accreditation issues for WCTC. In the systems appraisal, the reviewers wrote: The Systems Appraisal team concluded that Waukesha County Technical College has presented evidence that it complies with each of the Five Criteria for Accreditation and each of their Core Components.

**Summary of Issues Affecting Future Institutional Strategies**
The Systems Appraisal Feedback outlined seven strategic issues, as shown below. In addition to a written summarized response, detailed information on the college’s current activities and plans for improvement will be discussed during the Quality Check-Up Visit as well as documented in the Systems Portfolio matrix,
specifically in categories 1 (Helping Students Learn), 3 (Understanding Students’ and Other Stakeholders’ Needs), 4 (Valuing People), 5 (Leading and Communicating), 7 (Measuring Effectiveness, and 8 (Planning Continuous Improvement).

**Issue #1**  WCTC would benefit from better defining their processes, developing systemic strategies of applying a consistent process for measuring the effectiveness of programs and courses. The College recognizes that it would also benefit from establishing benchmarks based upon historical data and comparative data from other institutions. It is suggested that WCTC needs to look beyond number of students served for a measure of effectiveness to fully determine student satisfaction. (Helping Students Learn; Understanding Students’ and Other Stakeholders’ Needs; Measuring Effectiveness.)

WCTC uses the Wisconsin Technical College System scorecards from the Quality Review Process (QRP) for measuring and benchmarking quantitative indicators of program effectiveness (as described in 1P8 of the Systems Portfolio). For example, the 2008 QRP of the Computer Support Specialist Associate of Applied Science degree program resulted in a complete overhaul of the curriculum and course sequencing and was integral to the early work of the Program Viability Action Project Team (see next paragraph). In addition, we now have two years of benchmarking comparative data from our participation in the National Community College Benchmarking Project. WCTC is one of few technical colleges in Wisconsin that employs three individuals who facilitate extremely comprehensive self-studies of program effectiveness on a cyclical calendar. These year-plus-long self-studies concentrate on the qualitative aspects of program effectiveness in order to enhance and augment the scorecard review. They include several discussions with faculty and usually include student interviews that focus on both program and specific course effectiveness, employer focus groups, in-depth curriculum reviews and two meetings with external program advisory committees.

Upon receiving the Systems Appraisal feedback, WCTC formed an action project team focused on developing a better prescribed process for program discontinuance. As this team met and discussed its charter, they decided to approach program effectiveness from a more positive, continuous improvement perspective. The team redefined its focus to include both Program Viability and Program Health. Some of the resulting indicators align with QRP and Perkins indicators already in use to measure the effectiveness of programs and courses, but additional indicators have also been identified. The team is collaborating with both the QRP and Perkins college teams to align processes. During spring and fall 2010, three programs are being pilot-studied to test a Program Viability/Program Health process as part of our PDSA process improvement cycle.

**Issue #2**  Data gathering processes and information based upon student input seems limited or older than 3-5 years. As WCTC develops and improves their assessment and data gathering process it is critical that they deliberately identify strategies to gather student input and feedback. It is also suggested that WCTC does not rely solely upon one size fits all surveys such as Noel Levitz but ensures some customization based upon their students, institution, and programs. (Helping Students Learn; Understanding Students’ and Other Stakeholders’ Needs; Measuring Effectiveness)

WCTC recognizes the need to improve its process for data gathering and usage to make more informed decisions. One of the college’s first action project teams, Data-Driven Decision Making, is now in its follow-up iteration, Data/Dashboard. WCTC is instituting an improved data system that will allow for dashboard creation based on aligned data available through our Banner system. A primary advantage of this COGNOS system is that data will be “pushed to” users rather than users being required to mine the data themselves. A systematic series of data rich reports will be provided on a regular basis for staff to use in decision making and process improvements. The cross-functional team has been working in collaboration with staff from Information Technology to define commonly used data elements.
Regarding WCTC’s strategies for obtaining student feedback in addition to Noel-Levitz, depending on the event (e.g. during courses, End-of-Course, student services surveys, program reviews and/or strategic planning), WCTC gets immediate feedback through on-going Classroom Assessments (CATS) to determine if students understand what is taught during any given class meeting; end of course evaluations; focus groups of students and employers during program reviews (QRPs), student and community focus groups during strategic planning; and student government and other public comments at Board of Trustee meetings. Individual instructional groups use various additional techniques to gather regular feedback from students. Departments such as Cooperative Education, Distance Education, Corporate and Community Training, and Associate Degree Nursing, for example, use targeted questions and interview techniques to review the specific content and to gain direct feedback on delivery of their offerings based on students’ experiences. During fall 2009, the college administered its second Noel-Levitz Student Satisfaction Inventory and now has comparative data to analyze and act on.

Based on feedback as described in the paragraphs above, needs are identified and prioritized. As part of our Center for Quality and AQIP ongoing process improvement work, teams and committees are formed to make improvements as needed.

Issue #3 Prospective and current students of WCTC would benefit from an educational planning process that links career interests with programs as well as determining the level of student preparedness for career programs. Implementing mandatory placement assessments for all students and gathering that data for analysis will also benefit the institution in determining student needs in academic support areas. (Helping Students Learn; Understanding Students’ and Other Stakeholders’ Needs; Measuring Effectiveness)

WCTC’s pre-enrollment assessment measures course preparedness, not program preparedness. Because this is an open-entry institution, the decision to apply to a program is ultimately the student’s. Currently, WCTC’s Career Center provides two hour workshops to assist prospective students in their career decision making process and program choice. In addition, our counselors and associate deans give advice, but students are not required to take the advice – this is, by state statute, the mission of the technical college. We are an open-entry, open-exit institution. Potential students meet with program counselors to discuss their desire to be admitted to a program and may meet with a career counselor, attend the workshop described above, and be tested in the Career Center. Again, though, this is by the student’s choice after hearing the advice of the WCTC counselor/advisor.

The implementation of mandatory course placement has been in place for Written Communication for two years now and Reading for one year. Mandatory placement for Math courses will be the next step in the process. It is anticipated that this will be operational within a year or two. College Advancement staff and the Dean of General Education annually review students’ success rate in relation to pre-enrollment assessment results. Preliminary analysis for the Written Communication course demonstrates that student success has improved. Data has shown that a better percentage of students who did not initially place into Written Communication and took a remedial preparation course were successful when eventually taking Written Communication.

A new effort that is being piloted at WCTC this semester (fall 2009-10) is administering the Student Strengths Inventory© (SSI), an evidence-based assessment platform for predicting post-secondary student outcomes. It is intended to help us develop data-driven evidence-based student success solutions. The College views benefits of the Student Strengths Inventory as follows:

- When combined with past academic achievement, the SSI can help institutions more accurately identify at-risk students.
The SSI can be used to inform the development and implementation of comprehensive student support efforts on campus.

When administered early in the first year, the SSI can be used to provide specific support services to students based on identified need.

The first cohort group completing this assessment includes 300 students to determine their levels of risk for success. Depending on the assessment results, students at higher risks for success will be contacted by program counselors and followed through graduation for retention and performance to test the effectiveness of this process.

**Issue #4**

WCTC does not appear to have completely embraced a systems view of its institution in its culture. Having a systems view will allow for better collaboration between academic departments, student services and other non-academic departments. The systems view will also provide for a more efficient coordination of services and resources and improved collaboration.

(Helping Students Learn; Valuing People; Leading and Communicating; Measuring Effectiveness; Planning Continuous Improvement)

Recent organizational changes have focused on aligning administration, instruction, strategic effectiveness and student services in order to provide an even better systems view of our institution. This change has widened the scope of responsibility for two vice presidents so that all of instruction and administrative support reports to one vice president; and all of student services and all other instructional and strategic support areas report to another vice president. Flattening the organization in this way allows for more direct staff contact and support from high level vice presidents.

In another effort to take a more systemic view, all department operational plans are directly aligned to the college’s newly defined Strategic Plan. As a matter of fact, the college has recently instituted a new Leadership Development and Assessment Process for all managers and professional staff in which individual goals must be aligned with college strategic goals and follow-up will include assessment of how staff makes improvements that result in the college being closer to fulfilling its strategic plan.

Since the early-1980s WCTC has had its Center for Quality and Innovation which was intentionally developed align college systems and promote collaboration. Our recent journey into AQIP has enhanced this work with action project teams working on process improvements that have been identified via college-wide conversations, strategy forums, and other staff feedback. Our AQIP teams and other committees (even employee-applicant interview screening committees) are cross-representational and cross-functional so that all perspectives are heard.

**Issue #5**

The College would benefit by holding consistent “all college” meetings to discuss progress in their continuous quality improvement initiatives, information from data gathered, and planning for future action projects. The results from Conversation Day suggest a positive model for further meetings. (Valuing People; Leading and Communicating; Planning Continuous Improvement)

Since the success of Conversation Day has been apparent, our current college president has instituted an annual All College Day in-service meeting in addition to the annual All-Staff End-of-Year Breakfast and Recognition event. Having two events every year that are all-staff inclusive contribute positively to improvements in Leading & Communication as well as Valuing People categories. There are two additional instructional inservices and at each of these aforementioned events, quality improvement initiatives and results are highlighted and discussed. At least once per year at the All College Day event, table activities are facilitated so that a designated process improvement is discussed and worked on collaboratively.
Besides All-College Day events, there are several other large gatherings of colleagues centered around information and improvements particular to cross-college groups working on specific topics, e.g. Budget meetings for all managers and support personnel; monthly Learning Leadership Team (all managers and instructional support personnel); twice yearly Strategic Planning and Goal report meetings (all managers and instructional support personnel; and monthly Management Operational Opportunity meetings for training and development purposes).

**Issue #6**  
In 3P6 it is noted that WCTC has implemented a student complaint procedure. How formal this procedure is and how well documented the actions taken on the complaints is not noted. As this is a Federal Compliance requirement it is critical that WCTC can produce documentation at the time of their Check-up visit of the adequacy of the process in place. (Understanding Students’ and Other Stakeholders’ Needs)

All information and documentation regarding Student Complaints are included in the Federal Compliance packet and will be further discussed during the Check-up Visit.

**Issue #7**  
The team has consistently noted that the results presented do not match the data expected based upon the prescribed processes for that category, and that the connection between these results and measures of effectiveness are not readily apparent. It is strongly suggested that WCTC ensure that evidence for all areas required for accreditation is in place for the check-up review visit team. (Measuring Effectiveness)

An area that we know we need to improve (and, we are working on it) is how we measure effectiveness and show results of processes within the college. It’s not that this isn’t done, and done well, by pockets of the college, and certainly within the institutional research arm of the institution. The improvement is needed in creating a more user-friendly process for accessing the data so that it can be more useful in making and reporting improvements. The Data/Dashboard action project team is working in collaboration with Information Technology and College Advancement to develop a clear and usable dashboard system for more seamless access to data.

Two clear examples of excellent uses of data and resulting process improvements are as follows:

**Parking:** WCTC has experienced a tremendous surge in enrollment this academic year much like many other academic institutions. Our institutional research coordinator assesses parking availability every semester and provides reports to administrators and managers so that they can make decisions regarding the situation. This fall semester, in particular, parking was a big issue. Once data was analyzed, administration worked with the local municipality’s police department to suspend issuing of parking tickets to those parked illegally (on roadways, grass, etc.) for about eight weeks into the semester to wait until the natural remedy of students dropping classes made parking more available. Campus television monitors and portal announcements were used to alert students to where parking spots were open and exactly when ticketing would begin. While many students are dissatisfied with the parking situation on campus (as documented by this year’s Noel Levitz survey results), the college’s proactive efforts were a positive step.

**Room Utilization:** Classroom and lab utilization data is collected, analyzed and reported to instructional managers and administration every semester. Prior to this fall 2009-10 semester, the Business division staff used this data to make a process improvement decision in their course scheduling. By changing class start times to all begin on the hour (rather than staggered as it had been in the past), the division was able to offer more sections of courses in high demand by students.
<table>
<thead>
<tr>
<th>Project Title</th>
<th>AQIP Category</th>
<th>Team Composition</th>
<th>Project Status</th>
<th>Summary</th>
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<tbody>
<tr>
<td>Pre-Enrollment Assessment*</td>
<td>One</td>
<td>V.P., Dean, Associate Deans, Professionals, Faculty, Support</td>
<td>Retired (12/05-12/08)</td>
<td>Mandatory pre-enrollment assessment is now tied to course placement in Writing, Reading, and Math classes so that students are placed in classes where their readiness to learn is appropriately matched to the content and delivery methods of the course. Work continues in the hands of the process owners. Some faculty have anecdotally reported the first cohort of students that were placed in Written Communications are more prepared for success. Data has shown that a better percentage of students who did not initially place into Written Communication and took a remedial preparation course were successful when eventually taking Written Communication.</td>
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<tr>
<td>Data Driven Decision Making*</td>
<td>Seven</td>
<td>V.P., Dean, Directors, Associate Dean, Professionals, Faculty, Support</td>
<td>Retired (11/05-5/08)</td>
<td>Designed and trained users in a tested decision making process (Kepner-Tregoe) that seeks input from all stakeholders - at every level. The goal is that decisions will be based on open access/understanding of a common set of data to continuously improve WCTC processes. The “data” work of this team moved to the current Data/Dashboard team. While the team developed a process and trained staff, there is not consistent implementation across the college.</td>
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<td>Collaboration/Communication in College Community*</td>
<td>Four, Five</td>
<td>V.P., Dean, Director, Associate Dean, Professionals, Faculty, Support Staff</td>
<td>Retired (12/05-5/08)</td>
<td>Developed three plans focused around perceived communication and trust issues: Technology; Involvement; and Face-to-Face Communication. Internal portal now houses college-wide shared information about meeting agendas, minutes, and a wide variety of other pertinent information. Staff are encouraged to attend all-College Day events, regular in-service activities, as well as serve on teams and attend more professional development workshops. Departments were encouraged to develop Communication Plans as part of their operational planning process and manager/supervisor evaluation process expects accountability for providing more development opportunities for staff. The Technology and Involvement segments of this work have been successful. The use of the Communication Plans and leaders’ behavior improvements in developing their staff is still to be measured and success to be determined.</td>
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<td>Strategic Planning</td>
<td>Eight</td>
<td>Board Member, President, V.P., Dean, Associate Dean, Faculty, Students, Professionals, Support Staff</td>
<td>Retired (8/07 – 8/08)</td>
<td>Completed a comprehensive Strategic Planning process aligned to other college planning processes. Developed a new Mission, Vision, Circle of Values, Strategic Goals and Essential College Objectives to guide the institutional as well as division/department operational plans. One of the greatest successes of this project was wide staff involvement in development of plans. The process was shared at various national conferences to show that including large numbers of stakeholders works well to establish high levels of involvement and commitment.</td>
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<tr>
<td>Service Learning</td>
<td>One, Two, Nine</td>
<td>Directors, Dean, Associate Deans, Faculty, Professionals, VISTA Volunteer</td>
<td>Active (9/08 – Present)</td>
<td>Team is developing a systematic approach to supporting and encouraging service learning. Long-range goal is to have at least one service learning (SL) opportunity for students in each instructional program at the college. Major accomplishments during year one were obtaining grant funding to hire a VISTA volunteer to assist with the project and involving faculty in sharing examples and processes to implement SL into course requirements.</td>
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<td>Employee Engagement***</td>
<td>Four, Five</td>
<td>President, V.P., Dean, Associate Deans, Director, Professionals, Faculty, Support Staff</td>
<td>Active (9/08 – Present)</td>
<td>Developed an employee engagement process matrix analyzing how to strategically move from the current state to the future state where employees feel more engaged at work. Strategies identified include: (1) Encourage events to celebrate employee contributions; (2) Support productive relationships that foster trust and collaboration; (3) Engage people beyond their daily work in cross-college activities; (4) Recognize, on an ongoing basis, individual contributions; and (5) Commit to using quality tools that improve work processes. For two years, all College Day In-service keynote speakers have focused on Employee Engagement and follow-up work is proceeding with supervisors so that they can incorporate best practices into their own leadership processes.</td>
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<tr>
<td>Data/Dashboard***</td>
<td>Seven</td>
<td>V.P., Dean, Associate Deans, Professionals, Faculty, Support Staff</td>
<td>Active (9/08- Present)</td>
<td>Project goal is to work with the Information Technology staff to create a college data dashboard with defined elements that can be measured, reported and shared across the college to internal and external stakeholders.</td>
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<td>Student Learning Evidence**</td>
<td>One</td>
<td>V.P., Dean, Associate Deans, Professionals, Faculty, Support Staff</td>
<td>Active (9/08 – Present)</td>
<td>The goal of this project is to develop a systematic process to collect, store and retrieve direct evidence of student learning. First year accomplishments include hiring of a dedicated Curriculum/Assessment Specialist; advisory committee-instructor alignment of Critical Life Skills to be assessed within each program; early work on collecting current state information on student learning evidence; and steps to directly tie assessments to program outcomes.</td>
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<td>Program Viability**</td>
<td>One, Seven</td>
<td>Dean, Associate Deans, Professionals, Faculty, Support Staff</td>
<td>Active (9/08 - Present)</td>
<td>Team is developing a standardized process to assess the viability (i.e. the state of health) of all programs on a continuous basis. Project grew from Systems Appraisal feedback noting the lack of a clear process for discontinuing programs. Team involved all full-time faculty and instructional managers in developing 12 agreed-upon indicators of program health. These indicators will be reviewed by department stakeholders so that the need for improvement can be determined and addressed early on. This transparent process between faculty and instructional managers should result in consensus from stakeholders to determine if a program should be revised or discontinued.</td>
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*These Action Project topics were selected as a result of the 2005 Conversation Day process  
**These Action Project topics were selected as a result of 2007 Systems Portfolio Appraisal feedback  
***These Action Project topics were selected as a result of the 2008 Strategy Forum II participation