Category One—Helping Students Learn

1P1 Determining common objectives WCTC’s common student learning objectives were originally identified as Critical Life Skills (CLS) in 1985 using a collaborative academic and employee team. Since 1985, the CLS have been reviewed and validated regularly using feedback from advisory committees, updates from Cooperative Education employer/supervisors, and discussions among faculty and deans and associate deans. The CLS are incorporated into individual course curriculum using the Worldwide Instructional Design Systems (WIDS) application, and are linked to the specific program outcomes and competencies where they are assessed.

The CLS were formally reviewed and affirmed with faculty in 2008-09. The 2008-09 project included two components: to determine how the CLS are assessed in student cooperative education experiences, and a major review of which specific CLSs are valued in each major. All advisory committees and faculty department groups were involved, and provided input into this process. Radar charts for each program were produced to display the results and the data were used for analysis.

In 2008-09, faculty also reviewed the specific CLS that they had identified for their courses. Over the past two academic years, 2009-10 and 2010-11 the work on determining which CLS will be assessed and how performance data and information will be collected has continued.

In 2011-12 a college-wide review of the CLS will be initiated through the work of an AQIP action project team that will also serve as an outcome of the College’s new Academic Master Plan (AMP) which was developed last year (111). The current configuration of the CLS (Figure 1-1) is categorized across four broad areas of Communication, Analytical, Group Effectiveness and Personal Management skills.

Figure 1-1 Critical Life Skills

<table>
<thead>
<tr>
<th>Communication Skills</th>
<th>Analytical Skills</th>
<th>Group Effectiveness Skills</th>
<th>Personal Management Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>Problem Solving</td>
<td>Conflict Resolution</td>
<td>Career Development</td>
</tr>
<tr>
<td>Writing</td>
<td>Critical Thinking</td>
<td>Social Responsibility and</td>
<td>Career Securing</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>Science and Technology</td>
<td>Effective Citizenship</td>
<td>Study Skills</td>
</tr>
<tr>
<td>Communication</td>
<td>Professional and Personal Ethics</td>
<td>Teamwork</td>
<td>Stress Management</td>
</tr>
<tr>
<td>Public Communication</td>
<td>Mathematics</td>
<td>Valuing Diversity</td>
<td>Coping with Change</td>
</tr>
<tr>
<td>Reading</td>
<td>Information Seeking</td>
<td>Effective Relationships</td>
<td>Time Management</td>
</tr>
</tbody>
</table>

1P2 Determining specific program objectives Program outcomes are developed through occupational analyses, typically involving the Developing a Curriculum–DACUM process. A DACUM involves a facilitated discussion among professionals in the target occupation who identify the primary duties, tasks, knowledge, skills, personal traits and tools used on the job.


The DACUM results are then aligned with applicable national accreditation, statewide curriculum and certification requirements. Finally, the faculty and academic leaders work with advisory committees made up of employers, graduates and occupational experts to analyze the results. They then agree upon program outcomes, which include local business and industry expectations and standards.

Program outcomes are created for each program with CLS embedded throughout the curricula, which forms the framework for the faculty to develop course competency learning outcomes, objectives, and activities.

Formative and summative assessment activities are then routinely aligned with program outcomes and course competencies to measure students’ knowledge, skills and attitudes.

At a faculty in-service held November 2009, faculty revisited and revised program outcomes. During the 2010-11 academic year, faculty continued to revisit these end-of-program learning outcomes to determine where and how they would assess that students achieved the program outcomes. The program outcomes were also shared with advisory committees to verify the relevancy and pertinence of the outcome to the business or industry in which the occupational job resides.

There is a growing trend in the Wisconsin Technical College System (WTCS) to develop statewide curriculum that creates a majority of common program outcomes that are standard across the colleges to enhance consistent transfer among technical...
colleges and other higher education institutions. When using statewide curricula, each technical college designs course learning plans, objectives, activities and assessment processes. This process allows the technical colleges to offer consistent learning opportunities and ease of transfer with the resulting goal to benchmark results with one another.

1P3 Designing new programs and courses The research and development activities conducted before a new program is implemented are carried out according to procedures and standards established by the College and the WTCS Board. The program development process has a fully developed timeline that has been flowcharted and occurs annually every fall in alignment with budget and curriculum deadlines.

WCTC monitors the demand for new programs and courses by gathering input from advisory committees, professional organizations, other employers, legislators, students, and citizens. In addition, census data, workforce projection data from the Department of Workforce Development (DWD), and employment, certification and licensing data compiled by professional organizations are studied to anticipate both emerging and changing workforce needs. Faculty and staff also research technological changes within occupational areas to identify opportunities for new programming and scan for new programs being developed nationwide.


The ability to offer technical certificates helps technical colleges respond quickly to their district workforce needs and helps the colleges continue to be the place of choice for occupational training. WCTC is moving towards the development of more certificates which students can build upon to complete an associate degree. The WTCS also authorizes technical colleges to offer Advanced Technical Certificates (ATC) consisting of 9-12 credits of coursework, six in occupational content beyond what is offered in any approved associate of applied science degree (AAS) program. An ATC is an acknowledged credential designed for professionals with work experience or students who have already completed some training in a degree program.

In response to employer and student demand for educational opportunities structured via career pathways, WTC districts may also seek to create embedded credentials within existing approved AAS degrees and/or short term, one- or two-year technical diplomas. This Embedded Technical Diploma includes a set of courses taken from the program curriculum of an already approved degree that taken together provides the learner with a set of industry recognized specific occupational skills and abilities that prepare them for employment.

Once new programs and certificates are approved for development, WCTC uses the WIDS performance-based instructional design model in order to assure consistency in design and rigor in new and revised courses. This model incorporates a five-phased approach: analysis, design, development, implementation, and evaluation.

Through the School-to-Work initiative each of the high schools in Waukesha County has developed career pathways from high school courses to technical college programs. This grant-funded federal initiative assists students to identify career pathways.

1P4 Designing academic programming Responsive academic programming design occurs through feedback from faculty who are current in their field, advisory committee input, the Quality Review Process (program evaluation) and/or informal discussions with graduates and employers.

One way that WCTC anticipates and monitors employment market trends is by participating in regional economic initiatives such as those sponsored by the Milwaukee 7, a consortium of business and civic organizations focused on promoting job growth in the seven counties in Southeast Wisconsin. In addition, regular employment market trend analyses are performed by the College Advancement (CA) department as programs are being investigated or updated.

Program offerings based on employment market needs are balanced with student interest. Located on the WCTC campus, the Workforce Development Center houses nine county agencies that are resources for employers and job seekers (9P1, Figure 9-2). Information from these agencies directly contributes to the development and modification of WCTC programs and courses. In addition, ongoing information from hundreds of cooperative education employers, corporate and community training clients, and dozens of active memberships on area service and civic organizations provide feedback about changing needs of employers in WCTC’s district.

One of WCTC’s recent AQIP action projects was to develop a standardized process of assessing program viability (PV). The intent is to assess and measure the “health” of all programs on a continuous basis. The PV AQIP team worked with all full-time faculty and instructional managers to develop 12 agreed-upon indicators of program health. The data for each indicator will be reviewed by department stakeholders during an annual check-up discussion.
1P5 Determining student preparation Program-admitted students enrolled at WCTC take Compass, a nationally normed course placement exam. In addition, all students who wish to enroll in general education courses that have prerequisite required scores need to take the section of the Compass test related to the courses. The dean, associate dean and faculty, in cooperation with CA, determine the necessary placement scores for the individual courses based on comparative data from like institutions. Those students who score below the necessary placement scores are required to take a program readiness course.

An AQIP action project team designed an effective method to determine student readiness. This process was implemented beginning with writing classes during spring semester 2008. A placement score has been determined based on the current success of students in Written Communication. Those not reaching the desired score take a remedial general college course, Introduction to College Writing, before being allowed to enroll in Written Communication. Faculty developed a more basic course to assist students who needed remediation before beginning the Introduction to College Writing level.

In 2009, a mandatory reading level was implemented for most of the general education courses. Since that time some occupational programs have added a minimum reading score for the initial course that a student needs in a program. This requires that students register for the Intro to College Reading and Student Success concurrent with the start of their program. There was a significant problem with students completing this reading course and so in 2011, the entire course was revamped. Data has not yet been collected for student success in this newly redesigned course.

Also beginning spring semester 2011, mandatory placement in math courses began. To set appropriate placement scores, faculty did individual tracking of students and the CA department analyzed the resulting data. It is too early to determine the success of this endeavor.

Currently, science faculty are designing a process to assist students to be more successful in the science courses. Many of WCTC students come with little background or success in the science area. The goal is to have this process defined for implementation fall of 2012.

WCTC operates Adult Basic Education (ABE), General Education Diploma/High School Equivalency Diploma (GED/HSED), and English as a Second Language (ESL) cluster of programs to prepare students for success. The Test of Adult Basic Education (TABE) is used to assess, establish learning goals, and measure progress for students in ABE, GED and HSED programs. Students with limited English capability enrolled in GED preparation in Spanish, take SABE (Spanish Adult Basic Education). Those students enrolled in ESL are pre-assessed by completing the BEST—Best English Skills Test.

1P6 Communicating to students The initial information available for prospective students to understand the expectations of program, course and credential/license requirements can be found in the catalog (http://www.wctc.edu/books/catalog/), website (www.wctc.edu), student handbook, individual program flyers, course syllabi, other printed material, and then aligned with the student orientation sessions that are held at the college prior to the start of the semester. Program specific open house sessions are also held throughout the school year and these provide prospective high school students and their parents the ability to explore the opportunities for learning that are available at the College. In addition, course and program specific information is communicated in course syllabi and by instructional staff.

The responsibility of helping students make decisions is carried out by the Student Services department. This department is involved in many activities such as career exploration, student recruitment and program orientations. Students have access to counseling and advising as well as pre-enrollment assessment to help them determine which program to enter. Admissions, student support and registration services also aid in the communication process of this information because program advisors and counselors meet one-on-one or in small program-specific groups with students.

In 2008, the College began researching a counseling/advising model. Prior to that time, WCTC used a counseling model. After extensive research, in December of 2009, the College hired five advisors with an additional advisor a year later. A new counseling and advising center opened in August of 2010 allowing the group to work collaboratively for student success.

It was determined that the advisors would work with prospective, new and continuing students providing the following services:
- Program selection
- Facilitate the enrollment process
- Provide program advising sessions
- Develop academic plans
- Complete graduation audits
- Serve on advisory and department meetings
• Assist with transfer to four-year institutions.

The counselor’s role in this new model is to:
• Work with students who receive an early alert from faculty
• Work with students in crisis
• Provide workshops in classes and to the students, in general.

WCTC partners with area high schools to coordinate programs such as Youth Options, transcripted credit and advanced standing. The Youth Options program allows qualified high school juniors and seniors to take postsecondary courses at WCTC while still in high school. Transcripted credit courses are an agreement between a high school and WCTC in which students may receive both high school and WCTC credit for specific classes. This information is available through the WCTC resources indicated above as well as through area high school counselors.

1P7 Helping students select programs WCTC is an open access institution that allows students to self-select programs of study. The College has processes to assist students in career selection which include:
• Open houses and individualized visits offer opportunities to attend information sessions, tour facilities, learn about specific programs, and visit with faculty, staff and counselors.
• The Career Center offers various career exploration courses; career consultants help students get started using the computerized career planning systems including WisCareers which assist students discover occupations that relate to skills, interests and work values and also access outlook, salary and training information.
• College counselors, academic advisors, associate deans, program faculty, and other staff meet with students to discuss their interests and career choices.

The strong working relationship between WCTC and the high schools in Waukesha County is a direct outcome of a number of partnerships including the School-to-Work consortium. Approximately 4400 high school students enroll in 36 transcripted WCTC credit courses while in high school each year. Over the past ten years, over 40% of Waukesha County high school graduates who transition directly to WCTC, and enroll in program courses, have previously earned transcripted credit. Their program selection has often been made during their high school years due to their involvement in transcripted program classes in the high school.

Career Pathway Programs have been developed at all of the technical colleges as part of a federal initiative. Career Pathways are designed to guide students from high school to the technical college, to the workplace, and/or a four-year college. A statewide team has developed a website for use by students, parents, and guidance counselors; this site includes information about 79 Career Pathways in 16 occupation clusters and provides descriptions of required and recommended high school coursework associated with each occupational area (www.wicareerpathways.org).

1P8 Underprepared students WCTC is using a web-based Student-Strengths Inventory (SSI) for students participating in the College’s orientation program. The intent of administering the inventory to incoming students is to implement a systemic, evidence-based approach to increasing student success at the College using the information gathered from the inventories to increase academic performance and student retention. Students who score below the 40 percentile in academic engagement, social comfort, resiliency, campus engagement, academic self-efficacy, and educational commitment are referred to the counselors to discuss the results of the inventory. The students are given additional resources, to develop a plan for success. The SSI is part of a national higher education research initiative. WCTC was invited as the only two-year college to participate in this retention improvement project.

In addition to the SSI initiative, counselors designed, developed and began delivering a course fall, 2011, which uses the Skip Downing On Course textbook that focuses on soft skill development for work, career and life success. The course is intended for students of all ages but is specifically recommended for underprepared students.

As part of the Student Service retention initiative, and in order to assist underprepared students, counselors conducted seven workshops linked directly to WCTC’s CLS. Students were not required to participate; however, initial results showed better than expected attendance. In 2010-11, 238 students attended the workshops, which included topics such as Time Management, Study Skills, Exploring Careers, Valuing Diversity, Self-Concepts, Navigating Change, and Stress Management.

1P9 Addressing differences in students’ learning styles In most cases, faculty primarily detect and assess differences in student learning styles. To enhance faculty members’ skills in addressing differences in learning styles, coursework is required for certification (1P11). The Teaching Methods and Educational Psychology certification courses include units on learning style differences and address such differences through course construction, delivery options, and learner-centered activities.

Learning style preference information is shared with new faculty at WCTC’s New Teacher Boot Camp (two-day faculty orientation). Specifically, the Boot Camp curriculum includes an online survey that provides participants with information about
Waukesha County Technical College

how learners can optimize their own learning capacities. The Visual, Aural, Read/Write, Kinesthetic (VARK) provides information about student learning preferences and teaches students how to adapt to their own talents as they study.

Students are referred to the Learning Place for learning differences that were previously identified in the K-12 system and confirmed in WCTC classes. In addition, WCTC identifies other students with learning style differences within various workshops or courses offered by the College. For example, College Success is an optional course designed to help students develop the skills and habits necessary to be more successful. The course addresses learning styles and assists the students in developing academic skills and goals in consideration of their personal learning styles.

**1P10 Addressing special needs of student subgroups** WCTC addresses the special needs of many student subgroups as evidenced below:

<table>
<thead>
<tr>
<th>Student Subgroup</th>
<th>Response to Special Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disabled</td>
<td>Reasonable accommodations and support services in compliance with federal law</td>
</tr>
<tr>
<td>High School Non-completers</td>
<td>Individualized and classroom instruction when preparing for the GED and the HSED</td>
</tr>
<tr>
<td>High School At-Risk</td>
<td>Credits earned that will apply to graduation requirement or work toward GED/HSED</td>
</tr>
<tr>
<td>Adult High School</td>
<td>High school diplomas awarded from high school last attended by taking approved adult secondary education classes</td>
</tr>
<tr>
<td>Limited English Proficiency</td>
<td>ESL classes and labs to develop more proficient English skills in listening, speaking, reading and writing</td>
</tr>
<tr>
<td>Displace Homemaker/Non-traditional Occupation</td>
<td>Career exploration and assessment, college preparation, job readiness, mentoring, and financial assistance</td>
</tr>
<tr>
<td>Dislocated Worker</td>
<td>Assistance with paperwork and program and course selection</td>
</tr>
<tr>
<td>Incarcerated</td>
<td>Adult Basic Education (ABE) and GED/HSED instruction</td>
</tr>
<tr>
<td>Seniors</td>
<td>Numerous non-credit classes for a reduced fee</td>
</tr>
<tr>
<td>General population</td>
<td>Credit and non-credit classes</td>
</tr>
<tr>
<td>Professionals and business</td>
<td>Additional training needed for improvement</td>
</tr>
<tr>
<td>Minorities</td>
<td>Mentors provided through Multi-Cultural Diversity Center</td>
</tr>
</tbody>
</table>

In addition, faculty, staff and students are assisted in understanding the globalization of education, training, and the workforce through the integration of global impacts and priorities via the work of the Internationalizing the College committee.

**1P11 Defining effective teaching and learning** WCTC defines, documents, and communicates the College’s expectations for effective teaching and learning through several defined processes. Central to effective teaching and learning is development of the curriculum. WCTC uses a standardized performance-based instruction design and development process and system called WIDS which is a software application that provides a framework and model for creating and implementing curriculum built on sound instructional design principles. A critical part of this process is the design and development of authentic performance assessments and scoring guides that require students to demonstrate application of their knowledge and skills.

Effective student learning is also assessed and documented through the licensure and accreditation exams students take for specific programs. Throughout the College, a variety of rigorous course and program summative assessments provide evidence of the skills students have learned. Some departments, for example, use portfolio demonstrations to provide students the opportunity to create displays that document the skills they have acquired. Local employers are invited to review students’ work and provide feedback which allows for continuous improvement of the courses. In addition, Blackboard software enables WCTC students to develop electronic portfolios in both traditional and distance learning courses.

In addition to the design and development of the curriculum, WCTC begins communication of the College’s expectations for effective teaching and learning at the time of hire and through the interview process. Potential hires are required to complete a teaching lesson as part of the hiring committee’s selection process. Candidates demonstrate effective teaching methodology that is evaluated by the committee members before being hired.

Effective teaching is determined and documented through the implementation of the annual Teacher Improvement System (TIS), WCTC’s system for continuous quality improvement in instruction. The February 2008 Systems Appraisal Feedback Report noted WCTC’s performance improvement systems as a significant strength of the College in part due to the continuous improvement philosophy of the processes (2007 Portfolio 1P6 and 4P6).
In 2010, an AQIP action project team was formed to address student success in online classes and course quality. The key process improvements that were identified by the team include:

- Improve pre-assessment process for new online students;
- Develop an advising process for online students;
- Clearly identify delivery mode at registration;
- Develop best practices for student engagement;
- Create a continuous education program for online and hybrid course instructors.

Some of the strategies implemented in the 2010-11 year include:

1P12 Course delivery systems Although WCTC offers most courses in a traditional 16-week semester, the college also offers other types of delivery and course options. The modes of delivery commonly used include:

- Individualized labs (computer-aided instruction and teacher-directed instruction);
- On-line courses (using the Blackboard platform);
- Hybrid course delivery which is a blend of online work and traditional classroom;
- Interactive television (shared programs across Wisconsin technical colleges);
- Independent study;
- Accelerated classes;
- Program lab courses;
- Clinical, co-operative education and internships in workplace settings;
- Study abroad tours.

The type of delivery is based on factors including occupational requirements, student needs, corporate and community needs, faculty availability, facilities and equipment. Balance between the student and institutional needs are determined by budgets and continuous assessment of student and employer needs.

New faculty hired at more than 50 percent time attend a two-day New Teacher Boot Camp that focuses on effective teaching and then is followed with 24 additional hours of in-service (Boot Camp and Beyond) throughout the first year. The additional 24 hours is a recent addition and improvement to the Boot Camp now in its tenth year. The additional time focuses on learning about the college, additional instruction information, policies and procedures, and provides an opportunity to develop a cohort of teachers from various divisions across WCTC.

In addition, an instructor who is new to teaching is assigned a cooperating teacher for his/her first teaching semester. The new teacher and cooperating teacher are involved in a give-and-take process to enable the new teacher to develop effective skills.

Another component of the College’s documentation and support for effective teaching and learning is the WTCS certification requirements that are part of the ongoing professional development opportunities required for all faculty and academic administrators at WCTC. Required certification courses include Teaching Methods; Educational Psychology; Educational Evaluation; Guidance and Counseling; Educational Diversity; Course Construction; and the Philosophy of Vocational Technical and Adult Education. Faculty are required to complete these requirements if they have not already met the intended learning outcomes from previous work experiences or through education. Furthermore, all faculty need to be recertified every five years which includes completing six credits, or professional work experience that is comparable to six credits.

WCTC requires completion of an online course for instructors that are new to online learning. The Successful Online Teaching course is offered before the start of each semester and provides a learning opportunity for instructors to experience online learning from the student perspective and highlights best practices in teaching and student engagement for distance education.

In addition to the opportunities mentioned, ongoing professional development activities are provided in the College’s Teaching Innovation Center (TIC) and at faculty in-service sessions at the beginning of each semester.
• An Online Learning and Technology Advisory team was established by faculty to provide leadership and feedback to the distance learning support team. The team has set up an online environment to share best practices through discussion forums and resource sharing.
• Improvements in web-based registration information provided to prospective online students.
• Course repeat policies updated to provide specific guidelines for online courses.

The strategies that are planned for implementation in 2011-12 are:
• Develop advising/counseling strategies to help students assess readiness for online learning.
• Improve use of the Early Alert referral system to effectively steer at risk online learners to an advisor or counselor early in the semester.
• Pilot a required online orientation course for all new online learners.
• Develop and share college-wide online student and teacher roles and responsibilities guidelines and rubric to clearly communicate standard expectations.
• Create hiring guidelines for new online instructors to ensure knowledge and technical skill levels.

The recommendations developed by the AQIP team have been assigned to key advocates charged with implementing strategies and assessing improvements. Advocates will utilize sub-teams that consist of cross-functional college staff members who have expertise in the process areas. Periodic status meetings are being conducted by the Executive Vice President to monitor project progress.

1P13 Ensuring current and effective programs and courses All instructional programs undergo a formal evaluation every five years as part of continuous improvement efforts. The Quality Review Process (QRP) ensures that programs are up-to-date and effective through a uniform process across the technical college districts which allow individual districts the flexibility to tailor program reviews to their own needs.

The QRP at WCTC has four stages:
Stage 1: Self-study phase/analyze scorecard
Stage 2: Review phase/identify what needs improvement
Stage 3: Study phase/what actions should be taken to improve programming
Stage 4: Adjust phase/implement and monitor the improvement plan

The February 2008 Systems Appraisal Feedback Report noted WCTC’s Quality Review Process as a significant strength of the College in part due to the continuous improvement philosophy of the College (2007 Portfolio 1P8).

http://www.wctc.edu/general_info/accreditation_quality_improvement/sys_port_pdfs/c4p.pdf (7P1). If the QRP provides data that suggests major curriculum improvement is needed, the Curriculum Modification process (Figure 1-3) is followed. Other methods that are utilized to ensure currency and effectiveness of curriculum include student feedback, graduate/employer follow-up surveys, input from program advisory committee, and regular review of curriculum by program faculty.

WCTC also employs an Instructional Development/Assessment Specialist (IDAS) who assists faculty in developing new curriculum or making revisions. The IDAS ensures that curriculum is performance-based and meets the WCTC curriculum standards. A thorough review is conducted using a Curriculum Development Assessment Checklist to objectively assess that the curriculum follows the performance-based learning model. The IDAS also reviews and provides feedback to faculty about how assessment tools can be effectively used to measure the exit student learning outcomes (CLS, program outcomes, and course level competencies).

**Figure 1-3 Curriculum Modification Process**

<table>
<thead>
<tr>
<th>Process</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>External/internal stakeholders provide input through an annual review of program curriculum and courses</td>
<td>Advisory Committees, Associate Deans, faculty and students</td>
</tr>
<tr>
<td>Recommendations for change are reviewed and program curriculum modification and course curriculum changes are finalized</td>
<td>Associate Dean and faculty</td>
</tr>
<tr>
<td>Instructional areas impacted by program modifications consult and approve changes</td>
<td>Division Deans and Associate Deans</td>
</tr>
<tr>
<td>Curriculum Modification Forms are completed and sent to Academic Technology &amp; Curriculum or College Advancement for submission to the WTCS for approval</td>
<td>Associate Dean, Academic Technology &amp; Curriculum, College Advancement</td>
</tr>
</tbody>
</table>

In addition, the College receives Perkins Strengthening grants which are used to improve and update course and program...
Waukesha County Technical College

Curriculum update project for many programs.

For rollta, course evaluation data, advisory

access and or action plans via the TIS.

Another d

establish

year

1P14 Changing and discontinuing programs and courses Each program advisory committee reviews the program outcomes and required courses annually for relevancy to the current and predicted workplace. If the advisory committee recommends changes in the program outcomes, the faculty and associate dean review the courses and curricula and make any needed adjustments to develop and accomplish the new outcomes.

In addition to advisory committee recommendations, the QRP may also trigger course and program changes. In the QRP, programs must identify and pursue action projects which typically include a curriculum update project for many programs.

Deans and associate deans monitor enrollments at the program and course level. If a dean notices a declining trend, he/she will consider the enrollment numbers in conjunction with student satisfaction survey data, course evaluation data, advisory committee feedback and financial concerns. If those factors indicate that a program is in decline, the dean works with the Vice President of Learning and may discontinue a program permanently. Another option is program suspension, which gives faculty and staff time to work on a restructuring plan.

A recent improvement based on feedback in the 2008 Systems Appraisal resulted in an AQIP team on Program Viability (PV). The team has designed a review process that will be piloted during Fall, 2011 and identified 12 different factors that reflect viability. The intent of this team was to identify measures to be monitored on a yearly basis so that intervention could occur earlier in the process. The 12 indicators of PV are: enrollment, fiscal feasibility, job potential, monetary compensation, social/community quality of life, graduate student satisfaction, number of graduates, job placement, retention, skill outcome assessment, employer satisfaction and transferability.

According to the HLC reviewers upon receipt of the 2011 Annual Update of this project, “The process diagram/flow chart that the team developed in 2010 was revised further to guide a consistent approach for the annual review conversations across the college. It outlines the annual timeline for review, names the resource staff who should be included in the viability discussions, lists the actual plan components (Conduct Kick-Off Meeting to discuss PV process; Demonstrate Sharepoint site with clarification of data definitions; Assess/Analyze data using the discussion guide provided by the team; Develop the action plan using SMART goals; and Share the plan with stakeholders using the College’s common Communication Matrix to identify stakeholders and plan the communication deployment and feedback loop). The PV deployment is based entirely in the plan/do/study/act and adjusts process improvement cycle used at WCTC.”

“The team is to be commended for investing time to create standardized data definitions along with a matrix and other data collection tools….the team employed Continuous Quality Improvement principles by testing the waters with pilot programs, analyzing the results, and making needed adjustments.” This team is now retired and a new team is being chartered to actualize the 2011 pilot study using Sharepoint. Three programs will use the twelve indicators and process developed by the original team to determine what changes need to be made before the PV process is adopted for all 60+ programs within WCTC.

1P15 Addressing learning support needs As a means of directly assessing student needs the college administered the Noel-Levitz Student Satisfaction Inventory (SSI) during November 2009 (Figure 1-12). The SSI is administered every three years. The WTCS determined that they wanted the same instrument used for all 16 technical colleges so a cohort could be established for ranking purposes.

Another direct measure of student learning support needs is the college’s student course feedback form. Each semester, feedback is solicited from all students taking credit courses at WCTC. The information is gathered and qualitative feedback is reviewed by both associate deans and individual faculty for improvement. Faculty utilize this feedback to develop further assessment and or action plans via the TIS.

In order to provide students with the best education, WCTC has several different programs, initiatives and functional areas that support learning for both students and faculty (Figure 1-4).

Category 1: Helping Students Learn

October 2011

WCTC’s program effectiveness is also validated by external accrediting bodies. A complete list of these is provided at the following link: http://www.wctc.edu/general_info/accreditation_quality_improvement/faq.php

curriculum. Additional benchmarks used by WCTC to measure program effectiveness include the Perkins Postsecondary Performance Indicators:

- technical and academic skill attainment
- degree attainment
- retention or transfer
- job placement
- nontraditional participation and completion

http://www.wctc.edu/general_info/accreditation_quality_improvement/faq.php

1P14 Changing and discontinuing programs and courses Each program advisory committee reviews the program outcomes and required courses annually for relevancy to the current and predicted workplace. If the advisory committee recommends changes in the program outcomes, the faculty and associate dean review the courses and curricula and make any needed adjustments to develop and accomplish the new outcomes.

In addition to advisory committee recommendations, the QRP may also trigger course and program changes. In the QRP, programs must identify and pursue action projects which typically include a curriculum update project for many programs.

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A recent improvement based on feedback in the 2008 Systems Appraisal resulted in an AQIP team on Program Viability (PV). The team has designed a review process that will be piloted during Fall, 2011 and identified 12 different factors that reflect viability. The intent of this team was to identify measures to be monitored on a yearly basis so that intervention could occur earlier in the process. The 12 indicators of PV are: enrollment, fiscal feasibility, job potential, monetary compensation, social/community quality of life, graduate student satisfaction, number of graduates, job placement, retention, skill outcome assessment, employer satisfaction and transferability.

According to the HLC reviewers upon receipt of the 2011 Annual Update of this project, “The process diagram/flow chart that the team developed in 2010 was revised further to guide a consistent approach for the annual review conversations across the college. It outlines the annual timeline for review, names the resource staff who should be included in the viability discussions, lists the actual plan components (Conduct Kick-Off Meeting to discuss PV process; Demonstrate Sharepoint site with clarification of data definitions; Assess/Analyze data using the discussion guide provided by the team; Develop the action plan using SMART goals; and Share the plan with stakeholders using the College’s common Communication Matrix to identify stakeholders and plan the communication deployment and feedback loop). The PV deployment is based entirely in the plan/do/study/act and adjusts process improvement cycle used at WCTC.”

“The team is to be commended for investing time to create standardized data definitions along with a matrix and other data collection tools….the team employed Continuous Quality Improvement principles by testing the waters with pilot programs, analyzing the results, and making needed adjustments.” This team is now retired and a new team is being chartered to actualize the 2011 pilot study using Sharepoint. Three programs will use the twelve indicators and process developed by the original team to determine what changes need to be made before the PV process is adopted for all 60+ programs within WCTC.

1P15 Addressing learning support needs As a means of directly assessing student needs the college administered the Noel-Levitz Student Satisfaction Inventory (SSI) during November 2009 (Figure 1-12). The SSI is administered every three years. The WTCS determined that they wanted the same instrument used for all 16 technical colleges so a cohort could be established for ranking purposes.

Another direct measure of student learning support needs is the college’s student course feedback form. Each semester, feedback is solicited from all students taking credit courses at WCTC. The information is gathered and qualitative feedback is reviewed by both associate deans and individual faculty for improvement. Faculty utilize this feedback to develop further assessment and or action plans via the TIS.

In order to provide students with the best education, WCTC has several different programs, initiatives and functional areas that support learning for both students and faculty (Figure 1-4).

Category 1: Helping Students Learn

October 2011

WCTC’s program effectiveness is also validated by external accrediting bodies. A complete list of these is provided at the following link: http://www.wctc.edu/general_info/accreditation_quality_improvement/faq.php

1P14 Changing and discontinuing programs and courses Each program advisory committee reviews the program outcomes and required courses annually for relevancy to the current and predicted workplace. If the advisory committee recommends changes in the program outcomes, the faculty and associate dean review the courses and curricula and make any needed adjustments to develop and accomplish the new outcomes.

In addition to advisory committee recommendations, the QRP may also trigger course and program changes. In the QRP, programs must identify and pursue action projects which typically include a curriculum update project for many programs.

Deans and associate deans monitor enrollments at the program and course level. If a dean notices a declining trend, he/she will consider the enrollment numbers in conjunction with student satisfaction survey data, course evaluation data, advisory committee feedback and financial concerns. If those factors indicate that a program is in decline, the dean works with the Vice President of Learning and may discontinue a program permanently. Another option is program suspension, which gives faculty and staff time to work on a restructuring plan.

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Figure 1-4 Examples of How WCTC Supports Learning

<table>
<thead>
<tr>
<th>Support Area &amp; Goal</th>
<th>Target User</th>
<th>Numbers Served</th>
<th>Activities</th>
</tr>
</thead>
</table>
| Learning Place      | Underprepared students; those needing course specific help, and special needs students | 2,995 students | • Offer student success courses/workshops.  
• Provide tutoring focused on general education, e.g.; English, social science, math, science.  
• Provide course and individual tutoring in reading, writing and math for under-prepared students. |
| Library             | Faculty and staff | 310 faculty/staff per year; 13,528 circulation transactions | • Provide library skills sessions.  
• Maintain reserve materials.  
• Provide inter-library loan services.  
• Provide research help.  
• Maintain web site that allows students to access online research. |
| Speech Lab          | Students     | 1,521 students | • Assist students in preparation of public speaking assignments.  
• Tape and critique speeches |
| Special Needs       | Students with documented disabilities and faculty assistance with those students | 412 students | • Define academic needs.  
• Assist faculty to modify curriculum or delivery to accommodate students’ disabilities.  
• Provide academic accommodations: testing, alternative media, classroom accommodations, and adaptive or assistive technology. |
| Counselors/Advisors | Students     | 516 students with academic warnings; 250 students in crisis | • Provide academic advising and personal counseling  
• Advise students on scheduling  
• Provide instruction during pre-enrollment and orientation.  
• Perform individual services: Early Alert; Crisis Intervention; Career Counseling; Advocacy for Student Needs; Transfer Agreements. |

The WCTC Student Government Association (SGA) has a key role in identifying institutional level student needs. The President of SGA sits on the WCTC District Board of Trustees and presents monthly reports about successes and concerns related to student issues.

Additional support services that help students succeed in the learning environment include several open computer labs with technical support staff, childcare center, fitness center, bookstore, and food service.

Faculty learning support needs are met in various ways. WCTC provides many learning opportunities to help faculty members master the technologies available to them. The Teaching Innovation Center (TIC) is a teacher-designed resource center that provides faculty with access to state-of-the-art computing technology and teaching and learning information and support. The IDAS assists faculty with curriculum design and using the WIDS format. Via the instructor’s TIS, a faculty member in need of coaching can receive the help of a cooperating teacher in a formal mentorship arrangement. New faculty attends an intensive teacher Boot Camp where they learn and practice technological and pedagogical skills related to active learning methods. The Boot Camp process continues throughout the new faculty’s first year of teaching. During this time they meet regularly as a group and are introduced to all of the divisional areas. Additionally, faculty who are new to teaching or new to the technical college setting are assigned a mentor during their first year at WCTC.

Instructors are encouraged to participate in the Instructor Occupational Competency Program (IOCP). This experience provides instructors with short- term, (paid) temporary work experience in business and industry in order to gain first-hand
exposure to current trends and technologies in their fields.

The College receives feedback on in-services and workshops as each occurs. WCTC Human Resource Services staff reviews this feedback for opportunities for improvement and to determine if WCTC is meeting the needs of faculty and staff. New topics for workshops and in-service activities and speakers stem from this feedback and analysis.

1P16 Aligned co-curricular goals College Student Learning Evidence (SLE) steering and division teams (1P18) collaborate to ensure that the CLS curricular goals align with the co-curricular goals and activities of student organizations, student government, students leadership programs, counselor retention workshops (1P8) and service learning initiatives. Representatives from the Student Services area also serve on the SLE Steering Team and have a division/department team as well.

WCTC currently has 17 student organizations that are directly associated with academic programs along with 4 other college wide organizations. The functions of these organizations are tied to program goals and WCTC’s CLS.

Figure 1-5 Student organizations linked to programs

<table>
<thead>
<tr>
<th>Architectural Club</th>
<th>Delta Epsilon Chi (DECA)</th>
<th>Electronics Technology Club</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dental Hygiene Club (SADHA)</td>
<td>Education Club</td>
<td>Industrial Maintenance Technician Club</td>
</tr>
<tr>
<td>Fire Service Organization</td>
<td>Hospitality and Culinary Club</td>
<td>Medical Assistant Club (MAC)</td>
</tr>
<tr>
<td>Interior Design Club</td>
<td>Kappa Theta Rho (Law Enforcement Club)</td>
<td>Surgical Technologist Club (SCRUB)</td>
</tr>
<tr>
<td>Metal Fabrication/Welding Club</td>
<td>Nursing Club</td>
<td>Barber/Cosmetology</td>
</tr>
<tr>
<td>Technical Association of the Graphic Artists</td>
<td>Dental Assisting Club</td>
<td></td>
</tr>
</tbody>
</table>

In addition there are four college-wide student organizations: Campus Crusade for Christ, Diversity Club, Gay, Lesbian or Whatever (GLOW), Phi Theta Kappa (PTK) and Student Government Association (SGA).

The SGA offers students the chance to develop leadership skills as elected officers with the recognized voice of the student body. Officers and members are responsible for managing the student activity fees and leading efforts to enhance the campus environment. In addition, student government sponsors speakers that address diversity, life skills and experiences that align with the WCTC CLS effort.

The Student Life Office coordinates the Leadership Education and Development Program designed to introduce student leaders to concepts vital in becoming effective leaders and successful professionals.

During 2008-10, an AQIP action project team worked to implement service learning through the Campus Compact by acquiring a grant to bring a VISTA volunteer to WCTC. The VISTA coordinates the service learning program. WCTC had 1700 students engaged in community service for a total of 20,000 hours in 2009-2010. The numbers remained consistent for 2010-11. Some of the projects that were coordinated through clubs and classroom include: technology students assisting nonprofits in network implementation; carpentry and masonry students remodeled a four-plex to become ADA compliant, as well as organizing various fund raisers for nonprofits. WCTC received national honors by being named to the President’s Higher Education Honor Roll for service learning work completed in 2009-2010 and 2010-11.

Culture change has occurred with WCTC’s service learning initiative. By aligning co-curricular goals directly into instructional programs, students receive direct service and related occupational experience as part of their service learning participation. WCTC’s commitment to service learning is further demonstrated by the fact that it created a new position, Assistant Director of Student Development, to sustain the service learning focus and work with faculty on college funded curriculum projects to infuse service learning directly into course content.

1P17 Meeting learning and development expectations WCTC employs two main strategies to determine graduate preparation. First, to evaluate how well graduating students have mastered program outcomes and CLS, the College uses
summative assessments. The summative assessments include clinical experiences, portfolios, successful completion of co-ops, capstone projects, demonstrations, licensures/certifications and testing.

The second strategy is the Graduate Follow-up Survey conducted six months after graduation and again three years post graduation. The 2009-10 Graduate Follow-up Report finds that:

- 96% of respondents were satisfied or very satisfied with their education.
- 90% of the graduates were employed which is below WCTC's norm of 92-95%. This is because 9% of the respondents reported that they were still seeking employment in the current depressed job market much higher than the 5-7% graduate unemployment seen in recent years.
- Median annual salary (full time employment) of graduates employed in the field was $33,254 for a third consecutive year.
  The average salary was $36,000.

Additional information on this report is included in 1R5.

**1P18 Designing student assessment** WCTC measures student performance and learning via the Student Learning Evidence (SLE) process. The SLE process integrates the concepts of student development, quality, and continuous improvement.

An AQIP team was formed in September 2008 to reinvigorate the SLE process on campus, which included defining a process for college-wide SLE and developing a process to document SLE. The team designed the process which began in the fall of 2010 when teams were formed in each division to lead the assessment process. The goals of the team were to:

- Provide internal and external stakeholders multiple opportunities to view evidence of student learning
- Conduct improvement conversations occur regularly at all learning levels
- Develop a systematic process to collect, store and retrieve direct evidence of student learning
- Evaluate the process

**Figure 1-6 Student Learning Evidence and Continuous Improvement Planning**

Figure 1-6 shows the team overlap, collaboration and sharing of best assessment practices through the structure of WCTC’s SLE teams. Detailed minutes of the six division teams and the SLE Steering team document the ongoing improvement which is supported by other WCTC departments including Instructional Development, College Advancement, Academic Technology, and the Center for Quality and Innovation. The meeting records and all other pertinent documents are shared openly via WCTC’s portal. The work performed has already begun to pay dividends by sharing best practices in documenting student Technical Skills Attainment (as required by Perkins IV) across departments and divisions.

Some of the accomplishments of this team include: (1) 1½ days in-service were devoted to SLE training, which included sharing best practices by faculty from each division and extended to sharing each month at the SLE Steering Team meetings; (2) Each division and department established assessment goals and documented progress. Goals were set for 2011-12 for each
department; and (3) Alignment of assignments, tests and syllabi in multi-section courses occurred between adjunct and full-time faculty so that outcomes were consistent.

The SLE Steering Team is working with the SLE Division Teams to determine and plan a schedule for the ongoing review of CLS and the data collected about the assessment of the CLS across courses, programs and co-curricular activities.

Since the 2007 Systems Portfolio, all programs identified the CLS taught in each of their courses including an analysis that all 23 CLS were taught and assessed in each program. As part of a continuous improvement effort, WCTC is creating new rubrics and reviewing and updating existing rubrics used to validate the assessment of CLS in programs.

SLE asks and answers the questions of what students should know and be able to do and how faculty and staff assess students in achieving their learning goals. Assessments are course-embedded and may be summative or formative of student achievement. Some of the direct assessment techniques used by faculty include portfolios, projects, team presentations, licensure exams, lab evaluations, clinical observations, simulations, tests and quizzes.

Assessment is also measured post-enrollment through indirect measures such as graduate follow-up surveys, transfer rates, retention rates, focus group feedback, exit interviews, and licensure and accreditation pass rate results. Outcome assessment plays a critical role in instruction at WCTC. It is not only important because of the accreditation standards in place by Higher Learning Commission, but also because it lends credibility regarding what is taught and how students learn. This assessment increases active involvement in learning as well as a sense of being a “learning community” between faculty and students.

Figure 1-7 graphically depicts a systems view of learning at WCTC through its SLE process.

**1R1 Measures of students’ learning and development** WCTC measures course level competencies, program outcomes and college-wide CLS. The College is in various stages of collecting and analyzing these measures. WCTC regularly measures academic and technical student performance in Carl Perkins Career and Technical Education (CTE) Act reporting structures for defined student cohorts. In particular, faculty review portfolios, comprehensive projects and exams, employer internship evaluations, clinical evaluations, capstone courses, simulations/skills demonstrations, case studies, reports, national/state licensure and/or certification exams, presentation/demonstrations, scenario and tests, papers, quizzes, projects, online discussions.

One of the ways WCTC measures and documents student learning is to specifically analyze how students are performing in cooperative education experiences. For example, to improve and pilot a better process, the co-op and culinary departments worked together to document and clarify goals and performance evaluations for students during their co-op semester.

Goals are jointly developed among the student, employer and instructor that demonstrate application of program-related learning outcomes and CLS. Upon completion of the co-op experience, students self-assess their progress, the employer assesses progress and the instructor works with students to analyze both assessments. This process was piloted in the 2009-10 academic year and has been expanded to all other program areas offering co-operative education experiences.

WCTC closes the loop by providing this feedback immediately to the students, faculty members and associate deans. Instructional staff can then use this information to better prepare the students for the workplace. Associate deans use the information to improve co-op placements, to provide feedback to advisory committees, and to review and improve course scheduling during the co-op semester.

**1R2 Performance on common learning objectives** CLS are being measured by instructors in individual courses and across programs. A sub-team of SLE has investigated and guided the purchase of a new reporting tool, Folio 180, on a pilot basis. This tool will enable the College to improve its data collection and analysis of performance on common learning objectives.

The Technical Skills Attainment (TSA) initiative (1R3) reports on the Perkins indicators and the development of a reporting and tracking system for these purposes provides a means for recording the achievement of students’ program-specific learning outcomes. Currently, this information is documented in the WTCS Client Reporting system as the number of CTE concentrators who pass technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during each reporting year.
Flow Chart Student Learning Evidence (SLE) 

a Systems View of Learning at WCTC

**Program and Course Development**
- External Standards
- Review DACUM or Other Design Information Skill Requirements
- Establish and/or Maintain Program Outcomes and Critical Life Skills
- Program Offering Book

**Student Learning**
- Strategies
  - Classroom
  - Service Learning
  - Student Clubs and Organizations
  - Clinicals, Coops and Practicums
  - Online and Hybrid

**Direct Student Learning Evidence**
- Direct Measures
  - Performance-Based Tests
  - Paper/Pencil Tests
  - Clinical Evaluations
  - Lab Evaluations
  - Coop Internship Evaluations
  - Portfolios
  - Licensure Exams
  - Certification Exams
  - Pre/Post Tests
  - Beyond Classroom Tests

**Student Learning Evidence (SLE) Reporting**
- Federal Perkins Report
- State: TSA & Client Reporting
- Accreditation Reporting HLC and other external accrediting bodies
- Internal Report for ongoing improvement

**Technology Tools to Support Learning**
- Blackboard
- Image Now
- Electronic QRP
- OIS
- Banner & CAPP

**WIDS - Instructional Design and Development Model that Aligns Program Outcomes, Course Competencies and CLS to Direct Measures of Student Learning**
1R3 Assessing and documenting direct measure of student learning  In addition to Wisconsin’s statewide curriculum initiative, the WTCS has developed a process for obtaining data about program graduates to provide information to improve the teaching and learning processes, as well as to meet the requirements of Carl D. Perkins IV legislation and funding. Through Wisconsin’s TSA initiative, assessments are being developed which objectively measure a student's attainment of industry-recognized skills upon graduation.

Through the development of performance assessment rubrics, portfolios, artifacts, performance and outcome referenced tests; the WTCS institutions are beginning to collect direct measures of learning data. The TSA initiative is focused on industry-aligned skill sets in which students will know they are acquiring skills that have value and portability.

A schedule has been developed for each program area, and is being implemented across the state over the next several years. The following chart describes the process.

1R4 Evidence of meeting stakeholder requirements  The program outcome results vary from one program to another. Some WCTC health-related programs, such as dental hygiene, nursing, etc., have very detailed direct result sheets where faculty check off course-level competencies as students demonstrate each of the skills required. They also have licensure exams which are after graduation and demonstrate direct measure of mastering program and learning outcomes.

Results of Nursing graduates meeting the needs of stakeholders is reflected by the fact that WCTC graduates consistently score above national average (88%) on NCLEX exam. The May 2011 class had 100% pass rate. In addition, nursing assistant graduates consistently score above national average on Pearson Vue exam. Allied Health graduates have scored above national average on Board or Certification Exams at 100% pass rate for Dental Hygiene, Health Information Technology, Surgical Technologist, and Medical Assistant.

In the 2010 Employer Follow-up Study, 256 employers of WCTC graduates were surveyed with a 42% response rate indicating overall satisfaction with graduate skills (Figure 1-8). The employer evaluation of graduate skills is an indirect measure of the evidence that students have acquired the knowledge and skills required in the workplace.
Employers further demonstrated satisfaction with WCTC graduates in Figure 1-9 as follows:

Figure 1-9: Employer Satisfaction with Graduates’ Technical College Education
WCTC also uses completion/graduation as an indicator of success in measuring the achievement of knowledge and skills required by stakeholders. Figure 1-11 shows that the number of associate degree and technical diploma graduates has increased over a three-year period while the number of GED/HSED graduates has remained constant.

**Figure 1-11 Increasing graduates**

<table>
<thead>
<tr>
<th>Year</th>
<th>Associate Degree</th>
<th>Technical Diploma</th>
<th>GED/HSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>530</td>
<td>942</td>
<td>313</td>
</tr>
<tr>
<td>2008-09</td>
<td>582</td>
<td>927</td>
<td>421</td>
</tr>
<tr>
<td>2009-10</td>
<td>609</td>
<td>1093</td>
<td>480</td>
</tr>
</tbody>
</table>

1R5 Performance results for learning support processes WCTC supports services collaborate with instructional program areas to ensure student success in the classroom and to meet the individual academic goals. Figure 1-12 shows WCTC results for learning support as reported via the 2009-10 Noel Levitz SSI.

**Figure 1-12 Noel-Levitz SSI Results – Learning Support Services**

<table>
<thead>
<tr>
<th>Item</th>
<th>Satisfaction</th>
<th>Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2009 WCTC</td>
<td>Vs. 2006 WCTC</td>
</tr>
<tr>
<td>Library resources and services are adequate.</td>
<td>5.92</td>
<td>+.22</td>
</tr>
<tr>
<td>Counseling services are available if I need them.</td>
<td>5.42</td>
<td>+.17</td>
</tr>
<tr>
<td>Computer labs are adequate and accessible.</td>
<td>5.92</td>
<td>+.41</td>
</tr>
<tr>
<td>The equipment in the lab facilities is kept up to date.</td>
<td>5.94</td>
<td>+.24</td>
</tr>
<tr>
<td>There are adequate services to help me decide upon a career.</td>
<td>5.55</td>
<td>+.27</td>
</tr>
<tr>
<td>Tutoring services are readily available.</td>
<td>5.58</td>
<td>+.40</td>
</tr>
<tr>
<td>This campus provides online access to services I need.</td>
<td>5.96</td>
<td>+.14</td>
</tr>
<tr>
<td>The assessment and course placement procedures are reasonable.</td>
<td>5.64</td>
<td>+.36</td>
</tr>
<tr>
<td>Academic support services adequately meet the needs of students</td>
<td>5.62</td>
<td>+.37</td>
</tr>
<tr>
<td>The variety and number of Internet courses meets my needs.</td>
<td>5.26</td>
<td>+.75</td>
</tr>
</tbody>
</table>

Library resources and services are adequate.
In addition, the WCTC Library acquires resources which support programs, courses and student and faculty learning. The Library sponsors orientation and instructional workshops for students, faculty, and staff. To provide enhanced service to its patrons, the Library subscribes to the interlibrary loan services, as well as referring to outside resources, and partnering with WISPALS Library Consortium members, the Library Council of Southeastern Wisconsin, and the WTCS Library Directors for resource sharing, database access, cost sharing, and shared automation.

Recent advancements that are a direct result of patron input through instructional classes and patron satisfaction surveys include:

- The college library eBook collection has expanded to 5,500 titles.
- A “chat service” was added to the Library website to provide immediate online assistance to students and staff, which has been well received and utilized.
- A pickup service feature of Voyager was activated to assist customers in ordering items while searching catalogs. Items ordered can be picked up or delivered to staff offices.
- Established an ongoing free paperback book exchange at the request of customers.
- Patron electronic at-home or at-desk access to a wide range of professional journals, abstracts, magazines, and scholarly articles.

Utilization Data:

- Instructional sessions for students focusing on informational research, citations, and accessing content databases have increased by 35% in the last 2 years (310 each year).
- Student participation within these sessions has increased by 33%, with 19 new WCTC teachers taking part.
- The Library has a monthly patron gate count of 9051.
- The Library houses 22,100 books, 418 available magazines, and 15 state, national and world newspapers, 29 electronic databases, as well as a state and world electronic catalog.

1R6. Helping students learn comparisons 2009-10 was WCTC’s fourth year taking part in the National Community College Benchmarking Project (NCCBP). For most metrics, the actual performance being reported is for 2008-09.

The WCTC’s graduation rate over the last four years is the IPEDS graduation rate, meaning it is First-Time, Full-Time Students (FTFT) that completed a program within 150% of expected time (Figure 1-13). While still doing well in relation to the comparison group, WCTC’s graduation rates have had a minimal decline. Still, 32.3% graduation corresponds to the 84th percentile in the NCCBP, well above the median of 18%.

Given that WCTC does not have a liberal arts transfer program, the College held its own in the area of transfer with 12% of non-graduating students transferring (20th percentile; the median transfer rate is the same as the median graduation rate, 18%). WCTC’s combined graduation and transfer rate of 44.3% (68th percentile) is solidly above average (median 38%).

![Figure 1-13 IPEDS graduation rate](image)
The NCCBP tracks persistence over two time periods: Fall to Spring and Fall to Fall. Figure 1-14 shows how WCTC has compared to the rest of the NCCBP in Fall-Spring persistence. WCTC's Fall-Spring persistence (68.6%) has improved for the last two years but still remains below average (37th percentile). Fall-to-Fall persistence (50.1%), on the other hand, is slightly above average (54th percentile) (Figure 1-15).

Comparative results from the 2010 Noel-Levitz SSI (Figure 1-16) show that satisfaction was strong in relation to our comparison group: 82nd percentile in meeting expectations, 89th in overall satisfaction, and 95th in re-enrolling.
NCCBP looks at three indicators of student performance in classes. First, Course Retention is retention in courses -- the percent of enrolled students that do not withdraw. Second, Completer Success is the number of students that finish the class by earning a grade of C or better. And third, is Enrollee Success, which is the number of students who enrolled in a class and completed with a C or better. The difference between completer and enrollee success is that enrollee success includes students who withdrew from the class in the denominator, while completer success does not.

In Figure 1-17, referencing retention and success in all credit courses, WCTC has alternated in a narrow range between 87.8% (2008) and 89.1% (2007, 2009). WCTC was on the high end of this range, and so the College’s percentile rank went from 37th percentile in 2007-08 to 46th percentile in 2008-09. WCTC excels in completer success rates, although this has been trending downward slightly. In 2009, 89.1% of students who completed a course received a successful final grade (88th percentile).
Because there is a sizable number of a withdrawal, the enrollee success rate (79.4%) is lower than the completer success rate, but still good at the 82nd percentile. In all, 65% of students in credit courses receive "A" or "B" grades, which fall at the 95th percentile within the NCCBP.

**111 Recent improvements in Helping Students Learn**

WCTC’s SLE initiative has been a recent and significant improvement that the College began work on in earnest after the original AQIP SLE action project was retired in 2010. Moving SLE from project status into a part of the College's daily operations has already brought about a cultural shift in faculty attitudes and involvement in moving the measurement of student learning forward. The creation of the SLE Steering team and the SLE Division teams provides a structure and level of accountability for continuing this work (1P16; Figure 1-6).

A recent improvement is in the Student Services area. The newly remodeled Enrollment Center serves as a "one-stop shop" for students and features streamlined services for admissions, registration, and financial aid including the new Advising & Counseling Center (1P6).

The Student Services Division now brings all of the services together that support students enrolled at the College and includes Admissions, Registration, Financial Aid, Recruitment, Advising, Counseling, Career Services, Student Development, Student Life, and Special Services. The Learning Place is also in this division, and provides academic support to WCTC students.

Additional improvements at the College include expansion of the Quality Review Process (QRP) into the Cooperative Education, Student Services, Global Education Trade Center and Facilities Services areas. The information gathered from these QRPs has provided important information to WCTC about how services and resources for students can be most effectively and efficiently managed. In the Global Education and Trade Center, for example, responsibilities and services have been divided between direct student contact/support for international students and international business and workshops. A new International Education Coordinator, now in the Student Services division, works directly with exchange students.

A new process was implemented this year for updating the College’s new Academic Master Plan (AMP), which included input from stakeholders at all levels of the College. This new approach will provide important input for creating a dynamic plan that aligns with the institutions’ Strategic Goals.

AMP input was obtained from all full-time faculty, staff and administration to determine what academic goals were important. Sixteen hundred individual goals were identified. The team working on this project then categorized the individual ideas into four broad themes: Teaching and Learning, Educational Offerings, Learner Success and Relationships with Stakeholders. The Vice President of Learning then presented the plan to each instructional department to gain support and feedback. At the Deans/Associate Deans retreat in June 2011, the instructional managers reviewed each theme and identified process improvements teams either currently working or to be developed. An implementation timeline was created. In 2011-12, four new cross-functional faculty/staff teams have been chartered to begin process improvement (911).

**112 Selecting improvement processes for Helping Students Learn**

Continuous improvement underlies WCTC’s culture and has been a part of the College since the early 1980’s. As such the infrastructure at the institution provides staff the opportunities for cross-functional teams to work together with quality-trained facilitators. WCTC has a Center for Quality and Innovation that serves the college community for improvement projects at every level of the organization.

Participation in AQIP has also provided WCTC with the opportunity to continue to work on quality initiatives. By attending the Strategy Forums, the College further clarifies its improvement needs. For example, at the last Strategy Forum WCTC attended, Student Learning Evidence was identified as a priority improvement category.

WCTC also participates in the WTCS QRP which is built on a quality improvement philosophy. Through the QRP process, WCTC sets specific improvement targets as part of the WTCS Scorecard Indicators. During the self-study phase of QRP, internal teams use scorecard data along with other qualitative information to determine processes to improve within each instructional or service area. One such measure included in the QRP indicators is course completion. The results show data that quantifies the intended outcome for students working toward degree attainment.

In addition, WCTC will be using the Perkins Indicators and the WTCS TSA initiative for selecting program learning outcome measures. Additional improvement projects and patterns or trends for selecting specific targets are likely to be evident from this work as the College moves through the three phase process of the TSA to track and report the achievement of the program outcomes for occupational specific areas. WCTC implemented a new Advising Counseling Model in January 2010 (1P6).