Category 5: Leading and Communicating

5P1 Defining and reviewing mission and values  College strategic planning is a systematic process that begins with review of the College’s mission, vision, and values by the entire College community (i.e., all employees). This was last accomplished in 2007-09 through a College-wide action plan and implemented through wide organizational involvement (8P1) by deploying College employee teams. WCTC’s defined practice is to involve all stakeholders including Board of Trustees in the development and review stages, resulting in final review and approval by the Board.

The mission, vision, and values are reviewed annually by the Presidents’ Executive Council (PEC) and at the Board of Trustees annual summer retreat. They are currently in effect through 2014. The mission statement is well-aligned with the statutory requirements of the Wisconsin Technical College System (WTCS) and Chapter 38 of the Wisconsin State Statutes: to disseminate knowledge in alignment with the needs and practices of the Wisconsin workplace, staying current with occupational trends and technology.

5P2 Setting aligned directions  WCTC leaders set directions in alignment with mission, vision and values through systematic planning processes to meet students’ and other key stakeholders’ needs. Students are WCTC’s number one priority and guide the development of all planning, programs, and processes. Category 8 describes planning processes at WCTC in greater detail. Key leadership committees and teams are shown in Figure 5-1. The majority of these teams and committees meet bi-weekly or monthly and provide reports to the District Board, PEC and Learning and Leadership Team (LLT) as required and/or needed. This reporting provides the opportunity for feedback and input in order to be in alignment with College strategic directions and goals. Student, key stakeholders and staff feedback are analyzed regularly to maintain WCTC’s commitment to being a student-learning centered college. Teams are empowered to be innovative and to capitalize on what’s going well and to improve on issues that need work.

WCTC leadership expects that teams work on continually improving processes to achieve goals that are directly aligned with the College’s mission, vision, values and goals. For example, management employees, through their professional improvement obligations, are expected to identify significant measurable performance goals and demonstrate how these individual goals align and support the Strategic Plan, corresponding department plans, and the WCTC mission, vision, and values. In fact, leader behaviors are identified as WCTC values: Commitment, Integrity, Relationships, Communication, Learning, and Excellence (WCTC Circle of Values).

Structurally, the Vice President for Strategic Effectiveness and Advancement (SEA) is responsible for providing overall leadership and collaboration for strategic planning and to assess and monitor the institution’s effectiveness in achieving its mission and goals. She also leads accreditation and other continuous improvement efforts. In addition, the VP provides leadership for corporate and community training, and external programs/grants, in partnership with academic programs and student services. Establishing a position at this level, with these responsibilities, cements the College’s commitment to alignment of mission, vision, values, and students’ and other key stakeholders’ needs and expectations.

5P3 Incorporating students and key stakeholder needs  Consistent with WCTC’s empowerment philosophy, leaders at every level of the College are encouraged to seek future opportunities to build and sustain a learning environment. WCTC works through external partnerships with business, industry, government and community-based organizations regularly to seek input about their initiatives and needs. Those needs develop into College opportunities. Gathering this information takes the form of environmental scanning done during several venues including the following: 5-year comprehensive QRPs, bi-annual instructional program advisory committee meetings, student and graduate satisfaction/follow-up surveys, employer satisfaction surveys, community group listening and feedback sessions, and employee feedback sessions. All of this feedback from students and key stakeholders become the foundation for updating of WCTC’s strategic plan.

The president and senior administrators are involved in regional economic development forums that provide direction for new and expanded academic programming and funding opportunities. WCTC’s culture of continuous improvement, empowerment, and customer service has created an environment where staff engages in ongoing environmental scanning and benchmarking external best practices.

WCTC brings speakers to the College for faculty and staff in-service days at least twice per year. Getting new ideas from national leaders often creates an incubator for future opportunities. Within the past five years, WCTC has heard from speakers from the Gallup organization and the Ritz-Carlton, who addressed employee engagement and another who addressed values and servant-leadership. Results from these speakers include a College-wide focus on employee engagement, understanding economics of education and the labor market trends, and continual work to improve as a student-learning centered College.

5P4 Seeking future opportunities  WCTC leaders engage employee project teams to focus on future opportunities that enhance student learning, as well as sustain the critical elements of CLS, emerging academic content, and leading-edge technical training.
Strategies that are employed include pursuing researched-based, forward-focused opportunities such as National Science Foundation grants, U.S. Dept of Labor and State of Wisconsin grant opportunities. These grant endeavors are directly linked to the College’s program development cycle (based on the academic master plan and strategic plan) and growth potential of existing programs. In addition, WCTC’s participation in the Continuous Quality Improvement Network (CQIN) provides an opportunity to review, on-location, the best practices of world-class organizations and implement new ideas as appropriate for the College (5R3).

Leaders also encourage and facilitate teams to visit/review cutting-edge state and national programs (i.e., research) that embody a high level of quality and have future implementation potential at WCTC. For example the WCTC Library is transforming itself into an “Information Commons.” To best see, experience, and evaluate the service and structural components of a quality “info commons,” the WCTC Library team traveled to the national award winning UW-Milwaukee Info Commons to study these elements. Central to the teams’ deliberations are how this future opportunity cultivates new aspects of student engagement and learning within an info commons setting.

Seeking future opportunities to enhance a focus on students and learning also include regularly scheduled interactions with College advisory committees, regional business and industry alliances, and state-of-the-art businesses. Strategic discussions with these entities help to guide the College to continue to innovate and cultivate a continuing focus on being student-learning centered.

5P5 Decision making With the exception of policy development and organizational structure, decision making is decentralized at WCTC, keeping it as close as possible to the department or functional area most affected. Strategic direction is provided by the President, her Executive Council, LLT, Deans, and Directors when setting parameters. The three VPs are responsible for the major operational decisions in their respective areas.

The committees and teams outlined in Figure 5-1 are a dynamic network that connects the District Board, faculty, administration, and staff to facilitate communications, carry out recommendations and often results in decisions with transparency and accountability.

**Figure 5-1 Leadership and Communication Teams**

<table>
<thead>
<tr>
<th>Team</th>
<th>Membership</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>President’s Executive Council (PEC)</td>
<td>President, VP Executive, VP Learning, VP Strategic Effectiveness &amp; Advancement, Chief Financial Officer, Associate VP Human Resources Director, Manager of Development &amp; Policy Analysis</td>
<td>To review and implement District Board policy and to provide leadership in major processes of the College, especially planning and implementation activities. To ensure uniform implementation of policy, effective and efficient management of resources, and overall accomplishment of the College’s mission and vision.</td>
</tr>
<tr>
<td>Learning &amp; Leadership Team (LLT)</td>
<td>President, VPs deans, directors, associate deans, and coordinators representing the learning areas of the College</td>
<td>To provide leadership in the major processes of the College: planning, budgeting, human resources, technology, enrollment management, academic issues, facilities planning, advancement and research.</td>
</tr>
<tr>
<td>Continual Communication Team</td>
<td>College President, WCTEA President, WCESP President, AWP President, College President, VP Executive, VP Learning, VP Strategic Effectiveness &amp; Advancement, Associate VP Human Resources/Labor Relations</td>
<td>To collaborate on issues facing the College working environment and share advice using a consensus building approach to curb escalation of labor relation issues.</td>
</tr>
<tr>
<td>Management Operational Opportunities Forum</td>
<td>Non-represented management and human resources staff</td>
<td>To provide a forum for management employees to discuss administrative decisions and activities; opportunities for sharing among colleagues; provide ongoing training to managers on various issues and topics.</td>
</tr>
<tr>
<td>Deans</td>
<td>VP Learning, five instructional/academic division deans, Dean of Corporate and Community Training and Associate VP of Student Services</td>
<td>To develop and align academic programs, corporate and community training and student services; focus on student learning and assessment and collaboration on staffing, facilities, and equipment to ensure effective teaching and learning across the College.</td>
</tr>
</tbody>
</table>
A cross-functional/cross-representational action project team (retired action project 5/2008) designed a decision making process that allows for input based on interpreting a common set of data and access to information for stakeholders at all levels. This process is based on Kepner-Tregoe (K-T) principles. The K-T process is utilized in departments throughout the College for determining data elements for a variety of data-based decisions. The K-T process uses data to clarify the purpose of the decision, evaluate all possible alternatives, assess involved risks, and come to a final and well-analyzed decision. A specific example of using K-T process is included in 4P2.

5P6 Using data for decision-making Leaders use information and results from end-of- the-year accomplishment reports prepared by departments and divisions in their decision-making process to assess and monitor progress made towards achieving strategic goals and directions. Each unit reports its accomplishments organized by each strategic goal and updates measures of productivity and quality used to monitor performance and improvement.

As they are using performance data and supporting information to monitor their improvement, the unit performs a gap analysis to determine if identified goals and objectives have been met. If the goals are met, the unit documents results and identifies next steps. If the goal has not been met, then the unit must make necessary data-based adjustments within the goal objective and/or target benchmark. From there, that data-based decision is communicated to the division staff and others directly affected by the decision. The decision is then communicated to the Dean/Director for approval. If the new decision involves facilities, programs, or substantive budget and/or personnel considerations, the Dean then advances the decision point to the PEC and Board for their review and consideration.

5P7 Communication processes Communication occurs throughout the College between and among all institutional levels by a variety of methods. The fact that the organization is relatively flat and most staff members are well known to one another assists in accomplishing this goal. However, WCTC does employ a variety of communication tools that facilitates communication between and among levels within the organization. As a result, communication occurs through various media through all levels and in all directions according to examples shown in Figure 5-2.

### Figure 5-2 Key Communication Tools

<table>
<thead>
<tr>
<th>Communication Tool</th>
<th>Purpose</th>
<th>Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portal</td>
<td>One-stop, electronic information resource; announcement source</td>
<td>All Employees/Current Students</td>
</tr>
<tr>
<td>E-mail</td>
<td>Specific electronic information source</td>
<td>All Employees</td>
</tr>
<tr>
<td>Department, Team &amp; Committee meetings</td>
<td>Collaborate with department or internal committees for process improvements</td>
<td>Department staff, team and/or committee members</td>
</tr>
<tr>
<td>In-service/Spring Spotlight/Management Forums</td>
<td>Communicate perspectives on key College-wide issues; provide professional development</td>
<td>Faculty; Support Staff; Non-represented staff</td>
</tr>
<tr>
<td>Minutes</td>
<td>Communicate key meeting topics</td>
<td>Interested staff</td>
</tr>
<tr>
<td>AQIP Improvement Teams</td>
<td>Communication and results</td>
<td>Interested staff, participants</td>
</tr>
<tr>
<td>District Board Meetings</td>
<td>Communicate key meeting topics</td>
<td>Staff; concerned public</td>
</tr>
<tr>
<td>One-on-one with supervisor</td>
<td>Continuous communication</td>
<td>Supervisor and direct reports</td>
</tr>
</tbody>
</table>

Category 5: Leading and Communicating
Advisory meetings | Communicate program/curriculum updates; conduct environmental scans; collect advice and feedback | Department staff, occupational employers and other external Stakeholders

Various College publications | Communicate College information | Internal staff/external public

President’s Perspective | Monthly president’s communiqué - key issues | All Employees

College Newsletter | Communicate key and new College efforts | All staff/external stakeholders

AQIP Updates/Listening and Feedback Sessions | Discuss and collect feedback to improve College processes; developing action projects | All employees/external public

Employee Orientation | Communicate College procedures to new employees | All new full and part-time Employees

Faculty Boot Camp | Communicate instructional procedures and methods | New faculty, deans, and associate deans

On-going Faculty Workshops | Communicate instructional procedures and improve teaching methods | New faculty, deans, and associate deans

Faculty Portfolio Showcase (Pilot) | Faculty share best teaching and learning practices | Faculty, VPS, all staff

Informal discussion | General discussion – “Grapevine” | All employees

WCTC Employee Engagement AQIP Action Project Team | To help ensure that communication feedback loops are included in College operations. | All employees

WCTC Communication Matrix | Provides a matrix to WCTC employees to help guide and determine communication processes and feedback loops necessary for any project. | All employees

As mentioned in 5P4, WCTC is part of the national organization, CQIN, and sent a team to the 2011 Summer Institute. The team developed a new communication tool that is being piloted during 2011-12 titled College Conversations. This project emanates from the Employee Engagement Action Project Team. The purpose is to provide two-way conversation forums for staff at all levels on targeted topics of interest, currency and importance. These forums will be held in face-to-face formats and are in direct response to WCTC’s Employee Climate Survey results demonstrating the need for improved communication among staff. The Conversation process is in development at this time and will be measured for effectiveness by feedback collected and analyzed by the Employee Engagement team. In addition, all teams and departments have been encouraged to use the Communication Matrix (also developed by the AQIP Employee Engagement team) to deploy information while making certain that the people involved and affected by the decision are included early in the process. An example of a completed Communication Matrix is in Figure 4-13.

5P8 Communicating shared mission, vision and values The mission, vision, and values are published in a variety of media including, but not limited to, the Student Handbook, College Catalog, Website, and on posters hung in various locations around campus. In addition, divisions and departments have published their own mission and vision statements that support the overall College statements in their operational plans. The mission, vision, and values are deepened through an alignment of targeted professional development (i.e., College in-service and other all-college gatherings) with annual College initiatives. This reinforcement is achieved through careful alignment and integration of media, initiatives, and continuing expectations.

As such, performance expectations are communicated through one-on-one supervisor/employee meetings as well as more generally in job descriptions and during employee orientations. In 2010 WCTC implemented a new Leadership Development and Assessment Process (LDAP) to provide feedback and improvement areas for division managers and leadership at WCTC. The LDAP requires that the supervisor and the employee develop a clear set of professional and personal goals that are not only aligned to the mission, vision and values of the College, but are reviewed during mid-year and again at year end to assess progress. The LDAP is meant to be a coaching and development tool for managers and leaders to improve attainment of the Colleges’ desired results. Each employee has his/her own improvement plan that is agreed upon between the employee and the supervisor (4P10).

Staff is offered professional development opportunities (4P8) and is encouraged to participate in continued education and external community involvement. Renewal of certification for academic staff requires ongoing education to equal six college credits every five years.

5P9 Developing leaders WCTC is committed to providing training and development opportunities to assist in the professional and personal growth of all staff members and to enhance their skills, talents, and competence in contributing toward the College achieving its mission and goals. At the unit/division level, employee leadership advancement is a main
component of the employees' LDAP. Employees develop their own leadership/professional growth plan that is then reviewed and championed with their supervisor. For the entire College, the Human Resources department is charged with organizing and publicizing leadership development opportunities. Candidates from within the College may either self-nominate for participation or may be recommended by their supervisor or other senior leader.

Examples of leadership development opportunities include:

- **Wisconsin Leadership Development Institute (WLDI)** – State sponsored formal leadership program designed to provide training for current and future organizational leaders in post- secondary education.
- **Area Chamber of Commerce Leadership Programs** – Local leadership programs exposing WCTC employees and other area leaders to community involvement and leadership opportunities.
- **Great Support Staff Retreat** – This two-day retreat provides support staff with the opportunity to broaden their perspectives by learning and working with support staff from other technical colleges.
- **National Institute for Staff and Organizational Development (NISOD)** – Faculty are nominated by their Dean and Associate Dean to attend this conference. WCTC rotates through two divisions each year to recognize an outstanding faculty member. NISOD provides best teaching practices and creative application of educational delivery.
- **Summer Workshops on Assessment** – Alverno College in Wisconsin is known as a national premier assessment driven institution that provides 3 or 5 day workshops for educators featuring designing assessment methods in the classroom.
- **Instructor Occupational Competency Program** – Provide interested faculty the opportunity to work in the field they are teaching to learn new techniques and processes.

Some other development activities include faculty and staff in-services, generous tuition reimbursement for employees to attend four-year colleges/universities, tuition prepayment for WCTC courses, technology training, Covey, Crucial Conversations, Deming, and Appreciative Inquiry training. In addition, staff has the opportunity to attend local, state and national conferences and is encouraged to show leadership by serving as presenters in their areas of expertise. Often staff members have opportunities to exercise leadership abilities by serving as leaders and facilitators of special internal teams. Section 4P8 has additional information about professional development opportunities.

Staff share leadership knowledge through team and committee work, the President’s Perspective newsletter, at in-service best practice showcases, via the internal portal, at Board meeting presentations and throughout division and department meetings.

**5P10 Succession planning** The College works to ensure that the mission, vision, and values are passed on during succession. WCTC is making sure that the right new employees when openings occur. The College has developed a document entitled, “Characteristics of a WCTC Employee” that is used during the screening process of all hires. This team-developed document opens with quotes from, first, the vision and, then, the mission of WCTC so that all prospective applicants are aware of the College’s commitments. This document is available on WCTC’s website and lists the characteristics as:

- Has a positive attitude
- Is customer service oriented
- Demonstrates an appetite for learning
- Is comfortable with technology
- Adapts to new and changing situations
- Supports his/her team’s goals
- Values diversity (appreciates the benefit of different people/different views)
- Is enthusiastic
- Respects others
- Takes risks; is willing to make a mistake and learn from it
- Demonstrates integrity
- Strives for excellence
- Values open, honest communication

One of WCTC’s strategic goals is to develop and implement a dynamic human resource plan that ensures a diverse and highly qualified workforce. To this end, the Human Resources department has developed a Workforce (Succession) Planning process to address the challenges of maintaining necessary staff levels as seen in the 2007 System Portfolio and identified as a
significant strength (2007-5P8).  
http://www.wctc.edu/general_info/accreditation_quality_improvement/sys_port_pdfs/c5p.pdf

**5R1 Leading and communicating performance measures** Measures of leading and communicating that are collected regularly and the processes to analyze them include:

- Participation attainment in various leadership programs by employees (results analyzed by HR specialist).
- Employee achievement of leadership and community involvement awards and accomplishments (results analyzed by PEC and recognized at annual End-of-Year All-College Breakfast celebration).
- 2008, 2011 PACE results (results analyzed by College Advancement, Employee Engagement Team, PEC, and Quality Advisory Team (QAT) with reports made to the Board of Trustees).
- Leading and communicating measures are included in employee LDAPs. These measures are evaluated and analyzed for advancement during mid-year and end-of-year reviews.
- On-going staff feedback/listening sessions as part of Systems Portfolio development process (analyzed by HLC reviewers, PEC, and QAT).
- Piloting 360 input loop with unit/divisional leaders. Staff is invited to provide anonymous feedback to leaders regarding their leadership and communication (results analyzed by individual participant and supervisor).

As of 2008-09, the College also made another improved advancement by having every unit address internal and external communication within their strategic plans. These results were presented as part of the units’ “End-of-Year” accomplishment annual report. The PEC reviews these reports and with the unit addresses any gaps and if necessary provide support to determine future strategies that improve leading and communicating measures (Figure 8-5).

**5R2 Leading and communicating results** In March 2010, WCTC hosted its first AQIP visit from two Higher Learning Commission (HLC) quality reviewers. The reviewers met with several of the AQIP action teams, leadership, faculty, and staff to learn about WCTC quality journey and areas for improvement. The four day event culminated in a very successful outcome from the reviewers. The consistent theme heard throughout the visit was documenting how the improvement leads to changes…whether it was an AQIP team or process that the College was embarking. These inputs from the reviewers have been incorporated into the AQIP teams and additional focus has been placed on providing increased time for feedback and results.

Leadership: Of the six people who attended WLDI within the last year, one was promoted from an instructor to an Associate Dean. Two have taken leadership roles on AQIP Action Project Teams and the other three have served on various teams and committees that they had not previously been part of. One individual participated in the Waukesha County Chamber Leadership program. One instructor received the WTCS Professional Development Scholarship. Two support staff were selected to attend the Great Support Staff Retreat. Three faculty attended the NiSOD conference and 11 participated in the Alverno College Summer Institute. In 2010, 13 faculty participated in the Instructor Occupational Competency Program and during 2011, 14 faculty participated.

**Awards and Accomplishments:** Each year the College celebrates the awards and accomplishments of its employees at an annual End-of-the Year Celebration Breakfast. Staff are encouraged to submit notable awards and other accomplishments for publication in a booklet shared with all employees. During 2010–11, nine individuals submitted information about rewards they had received from both education and non-education-related organizations; fourteen staff members achieved advanced degrees or certificates furthering their education; twelve staff members were appointed to various boards or task forces for national, state, and or local organizations; nineteen staff members made presentations at national and state conferences; and five staff members published articles and workbooks.

**LDAPs:** Leading and communicating measures are included in employee LDAPs (5R1). Results are assessed as follows:

- **M – Meets Expectations** (Accomplished major aspects of the goal and the position requirements)
- **D – Developing** – Partly meets expectations (Accomplished some, but not all, of the goals and position requirements)
- **U – Unacceptable** – Did not adequately accomplish major requirements or goals of the position
Actual results are part of each individual manager’s personnel file and are discussed for improvement with the supervisor. Feedback is collected and reviewed at the mid- and end-of-year performance evaluations.

**PACE Results:** As the College analyzed its results comparison in Leading and Communicating measures from the 2008 vs. the 2011 PACE results, there was improvement in every survey items as follows in Figure 5-3.

### Figure 5-3 PACE Results for Leadership and Communication

#### Leadership Measures

<table>
<thead>
<tr>
<th></th>
<th>2008 Mean Results</th>
<th>2011 Mean Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The extent to which decisions are made at the appropriate level at this institution.</td>
<td>3.68</td>
</tr>
<tr>
<td>2.</td>
<td>The extent to which administrative leadership is focused on meeting the needs of students.</td>
<td>3.46</td>
</tr>
<tr>
<td>3.</td>
<td>The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone.</td>
<td>3.80</td>
</tr>
<tr>
<td>4.</td>
<td>The extent to which I receive appropriate feedback for my work.</td>
<td>3.56</td>
</tr>
<tr>
<td>5.</td>
<td>The extent to which my supervisor actively seeks my ideas.</td>
<td>3.62</td>
</tr>
<tr>
<td>6.</td>
<td>The extent to which work outcomes are clarified for me.</td>
<td>3.37</td>
</tr>
<tr>
<td>7.</td>
<td>The extent to which my supervisor helps me to improve my work.</td>
<td>3.57</td>
</tr>
<tr>
<td>8.</td>
<td>The extent to which this institution has been successful in positively motivating my performance.</td>
<td>3.25</td>
</tr>
</tbody>
</table>

#### Communication Measures

<table>
<thead>
<tr>
<th></th>
<th>2008 Mean Results</th>
<th>2011 Mean Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The extent to which information is shared within the institution.</td>
<td>2.78</td>
</tr>
<tr>
<td>2.</td>
<td>The extent to which open and ethical communication is practiced at this institution.</td>
<td>2.94</td>
</tr>
<tr>
<td>3.</td>
<td>The extent to which I receive adequate information regarding important activities at this institution.</td>
<td>3.37</td>
</tr>
<tr>
<td>4.</td>
<td>The extent to which positive work expectations are communicated to me.</td>
<td>3.46</td>
</tr>
<tr>
<td>5.</td>
<td>The extent to which I receive timely feedback for my work.</td>
<td>3.56</td>
</tr>
<tr>
<td>6.</td>
<td>The extent to which unacceptable behaviors are identified and communicated to me.</td>
<td>3.42</td>
</tr>
<tr>
<td>7.</td>
<td>The extent to which there is an opportunity for all ideas to be exchanged within my work team.</td>
<td>3.45</td>
</tr>
<tr>
<td>8.</td>
<td>The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs.</td>
<td>3.56</td>
</tr>
</tbody>
</table>

*Ratings on a 5-point Likert scale (with 5 being high)*

**Feedback sessions:** Ten feedback/listening sessions were held and attended by approximately 125 staff members who provided input into the development of various Systems Portfolio categories.

**Individual feedback:** Piloting 360 input loop with unit/divisional leaders. Staff is invited to provide anonymous feedback to leaders regarding their leadership and communication. Qualitative results and follow-up discussions validated the PACE quantitative results shown above.
5R3 Comparing results for leading and communicating  WCTC’s performance results for leading and communicating compare very well, in fact, exceeding comparable results of other higher education organizations. Considering the mean comparisons in table in Figure 5-4, WCTC exceeds the national PACE mean in each of the documented 16 measures. The national PACE mean includes a norm base of 60 community colleges across North America. In addition, the primary benchmarks for the College are with its peers within the WTCS. As part of the WTCS “Client Reporting system,” virtually all major College functions are measured and compared to other state technical colleges. These primary comparisons are supplemented by external accrediting agencies, such as IPEDS, PACE, and the NCCBP (see comparison results in Figure 7-4). Comparisons are analyzed by the WCTC’s College Advancement unit and communicated through reporting structures (i.e., LLT and other management meetings; open College communication forums, etc.) to the PEC, Deans, Associate Deans, and staff.

Outside of higher education, WCTC’s membership in the CQIN affords the College the opportunity to learn from and benchmark continuous quality improvement measures (i.e., leading and communicating) at a high strategic level with not only national colleges, but with businesses and corporations (i.e., IT, health care), city governments, and community non-profits who serve as learning partners at CQIN institutes. In particular, related leading and communicating measures examined over the last three years at CQIN national meetings include: 1) developing leadership capacity; 2) succession planning; 3) organizational communication processes; 3) employee engagement; 4) communicating organizational culture. In each case, the College has advanced its knowledge and supporting processes with the information and measures provided by the noted participating entities.

5I1 Recent improvements  As outlined in 5P7, WCTC is in the process of improving communication by developing College Conversation forums on topics important to the staff. This process was created by the 2011 WCTC CQIN team which is a subteam of the Employee Engagement Action Project team. The forum concept was developed with a “pre” “during” and “post” plan in accordance with the PDSA model. Feedback collected will inform the team whether to continue the Conversations and how to improve them. WCTC anticipates that these Conversations will improve communication and show in future PACE results.

Another improvement example demonstrates WCTC regular and routine use of the “Plan-Do-Study-Act” model (PDSA). An example of a recent PDSA improvement is as follows:

**Process Improvement:** Nursing unit NLN (National League of Nursing) testing and advisory scheduling processes

- **Plan:** A WCTC quality improvement facilitator worked with the Associate Dean of Nursing to guide the nursing advisory committee and unit support staff to create an improved process for both the implementation of NLN testing and the advisor scheduling process.

- **Do:** A stakeholder meeting was held to discuss and analyze what was successful in the past, as well as addressing challenges. A “block-flow” chart was developed that identified tasks within processes, persons responsible for the tasks, and task timelines. A flow chart was then completed denoting the new, improved process.

- **Act:** The unit team used the improved process at the beginning of the semester.

- **Study:** The unit team is in process (summer) of analyzing the result of the new process and are making necessary changes based on what they have learned.

5I2 Selecting specific processes to improve in Leading and Communicating  After receiving the results of the 2011 PACE survey, WCTC developed a leadership and communication plan that centered on result presentation, College-wide discussion, and action steps that provide for leadership and accountability in PACE result/recommendation implementation. Informational meetings were held to review the independent analysis and follow-up with discussion among those in attendance. PACE presentation copies and report copies were also placed in each division office for employees who were unable to attend the several College-wide presentations. Units also had the opportunity to have the VP SEA and/or the PACE coordinator present findings and discuss recommendations at the unit level. Many did and this allowed for more of a personal approach to the content, presentation, and resultant discussion with recommendations from employees.

From these meetings, the resulting input (i.e., employee recommendations for improvement) was categorized as: 1) communication networking; 2) faculty involvement; and 3) professional development. The QAT in collaboration with the PEC have worked during the summer of 2011 to either expand current teams or develop new ones to work on improvements. As of this writing, WCTC has surveyed its staff inviting them to serve on new process improvement teams during 2011 and has had an overwhelming response of 80 different individuals volunteering to serve on a variety of new and existing teams. As mentioned before, improving communication is an ongoing priority of the College. Faculty volunteers for teams will now be more widespread than ever before and a new professional development team is being formed to review existing staff and faculty professional development plans.