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for Waukesha County Technical College’s System Portfolio

Criterion One – Mission and Integrity
The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Core Component 1a.
The organization’s mission documents are clear and articulate publicly the organization’s commitments.

• The College has well-defined mission, vision, and values that emphasize career and technical education as well as workforce development and student learning. (Organizational Overview, Figure O-1)
• WCTC’s commitment to being student-learning centered is stated explicitly in the college mission and through the Board’s “End Statements” which are part of the Board’s policy governance process. (8P2, Figure 8-2)
• WCTC ensures that its objectives are in alignment through the College’s strategic planning process in accordance with State Statute 38.001 regarding the mission and purpose of the Wisconsin Technical College System. (5P1)
• The mission, vision and values were reviewed and revised in an inclusive process resulting in a new 2009-14 Strategic Plan. (8P1)
• The College uses a variety of processes and media to communicate its mission, vision, and values, both internally and externally. (5P8)

Core Component 1b.
In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

• Quality, diversity, and respect are embedded within WCTC’s core values. (O-Introduction, Figure O-1)
• The WCTC Board has developed Ends Statements which describe the benefits or long-term results that are desired for students and other customers and define the expectations of the college in meeting its mission. WCTC’s first Ends Statement reads that “Students will obtain the critical life skills as well as the occupational and technical skills needed to achieve their educational goals at an affordable cost.” (Figure 8-2)
• Of the Critical Life Skills anchored throughout WCTC program outcomes and course competences, those of Professional and Personal Ethics, Social Responsibility and Effective Citizenship, and Valuing Diversity demonstrate WCTC’s commitment producing learners that will make a positive impact in society. (1P1, Figure 1-1)
• The Global Education and Trade Center at WCTC provides workshops and seminars as well as optimizing relationships with credit courses in the Business Division to give students and other stakeholders exposure and instruction in global business and diversity. (2P1, 2P2)
• A newly developed Multicultural Resource Center for international and other diverse students has been created and housed in the College Center developed with direct input from students. (3P1)
• Because WCTC’s mission focuses on career and technical education, the College has various student markets as well as stakeholder groups that result in a wide variety of interaction between WCTC and these groups. (3P3, Figure 3-1)
• The College vision statement describes WCTC as the “leader in workforce development preparing learners for success within the regional and global economy,” which stresses that all students must be prepared to live and work in a diverse and global society. (Figure O-1)

Core Component 1c.
Understanding of and support for the mission pervade the organization.

• WCTC maintains its stewardship in the community through numerous community and business partnerships and, according to its mission of workforce development and enhancing our community’s quality of life, by, for example:
  o Participating on numerous boards and community organizations. (9P5)
  o Providing community services and avocational or self-enrichment activities and non-credit courses. (2P1)
  o Conducting Environmental Scans with advisory committees as well as Town Hall meetings and surveys with the population-at-large to meet business and community needs.

needs during Strategic Planning and mission/vision/goals revisions. (8P1)

- All regular WCTC faculty, staff and administrators participated in revision of WCTC's mission, vision, and values. This occurred collaboratively within the College during staff in-services, college conversations, and during other strategic planning activities. (5P1, 8P1)

- As part of unit strategic action plans, divisions and departments create their own vision, mission, and core responsibility statements that are aligned with the college's vision and mission and carry out WCTC's core values. (8P3)

- WCTC leadership expects that team processes to achieve goals align directly 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 goal and demonstrate how these individual goals align and support the Strategic Plan, corresponding department plans and WCTC missions, vision, and values. (5P)

- Structurally, the Vice President for Strategic Effectiveness and Advancement 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, leads accreditation and other continuous improvement efforts. The VP also provides leadership for community and corporate 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. (5P2)

- WCTC determines the appropriateness of potential partnerships on the relationship's alignment with the College’s mission, vision and strategic goals. Examples of partnerships that align with and support the mission include educational institutions, global education and trade partners, educational associations, community groups and service organizations.(9P)

**Core Component 1d.**
The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

- The College uses a shared governance model with responsibilities balanced between its district board and the Wisconsin Technical College System board. Board policies and practices at both the local and state levels document the boards’ focus on WCTC’s mission. (O-Introduction)

- The district board “Ends Statements” defines WCTC’s expectations for meeting its mission. All college staff works to achieve these Ends while carrying out the mission, vision, values, and college strategic goals. The College adopts administrative policies and procedures that define and operationalize the daily work of WCTC. (O-Introduction, Figure 8-2)

- WCTC leaders set directions in alignment with mission, vision, and values through systematic planning processes to meet students’ and other stakeholders’ needs. (5P1, 8P1)

- Internal leadership development is a priority for the College and is demonstrated via a variety of leadership opportunities. (5P9)

- In order to effectively plan for the growing number of faculty and staff retirements, WCTC has developed a Workforce Succession Planning procedure. (4P5, 5P10)

**Core Component 1e.**
The organization upholds and protects its integrity.

- The activities of the College are consistent and aligned with its mission, vision, and core values. WCTC abides by applicable local, state, and federal laws and regulations while implementing clear and fair policies regarding the rights and responsibilities of its students and other stakeholders. (5P2)

- WCTC’s core value of Integrity guides the practice of honest, accountable, and ethical behavior in fulfilling our stewardship to our community. (O-Introduction, Figure O-1)

- WCTC ensures ethical practices for employees and district board members through a code of ethics and policies and procedures. (5P, 4P7)

- Students are expected to abide by a prescribed Code of Conduct. (5P2)

- Of the Critical Life Skills anchored throughout WCTC program outcomes and course competences, those of Professional and Personal Ethics, Social Responsibility and Effective Citizenship, and Valuing Diversity demonstrate WCTC’s commitment producing learners that will make a positive impact in society. (1P1, Figure 1-1)
Criterion Two – Preparing for the Future

The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill the mission, improve the quality of its education, and respond to future challenges and opportunities.

Core Component 2a.
The organization realistically prepares for a future shaped by multiple societal and economic trends.

- WCTC’s planning process incorporates extensive environmental scanning with internal and external constituencies. (8P1)
- The Environmental Scanning task force interviewed over 400 constituents, held Town Hall meetings and received input from a community survey in its most recent strategic planning efforts. (8P1)
- Strategic partnerships and relationships help WCTC achieve its goal to “… shares expertise among faculty, departments, colleges, K-12 districts, the business community and governmental entities to provide a variety of learning and enrichment opportunities that meet the needs of students, employers and community members” in order to support changes at the College via advice of members of advisory committees who keep us aware of needs, current trends, and emerging trends. (Figure O-1, 2P1, 2R4, 9P2)
- 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. (5P3)
- The WCTC president is on the board of directors of the Waukesha Economic Development Corporation (WCEDC), the agency charged with advancing economic development in the county. (9P5)
- The College president participates in the Milwaukee 7, a regional economic effort being advanced in southeastern Wisconsin, as well as the Waukesha County Business Alliance group. (9P5)

Core Component 2b.
The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

- WCTC was the first technical college in Wisconsin to receive a Aaa bond rating and has maintained this since 1996. (6R5)
- Wisconsin Technical Colleges, by State Statute, Chapter 38, have District Boards with the authority to levy property taxes in order to provide an adequate resource base for educational programs, facilities, equipment, and staff. WCTC’s mill rate is one of the lowest of the 16 Wisconsin Technical Colleges. (O-Introduction, 6R5)
- WCTC’s human resources are one of its greatest assets. The College protects this asset by providing professional development and training to maximize employees’ skills and talents. (4P8, Figure 4-2, 4P9)

Core Component 2c.
The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

- The Quality Review Process (QRP) ensures that programs are up-to-date and effective through a uniform process across the technical college districts which produces scorecards used by faculty and staff to plan improvements. (1P13, 7P1)
- The WCTC AQIP action project team on Program Viability has designed a review process of identified measures to be monitored annual so improvements and interventions could occur quickly. The work of this team provides a framework that allows administration to select a program offering mix that maximizes the College’s success in achieving the goals of its Strategic Plan. (1P14, 7P6).
- Organizational information is collected, analyzed, benchmarked and provides evidence that performance meets expectations. (7P1, 7P2, 7P4, 7I1, Figure 7-4)
- WCTC’s strategic planning, mid- and end-of-year progress assessment reporting processes ensure that unit and department analyses of key monitoring data are aligned with College goals and key initiatives. Employees collect, analyze and report relevant measures that reflect their key activities.
• to meet the community’s educational and training needs and other institutional goals and objectives. (7P6, 8.R2)
• WCTC uses Quality Teams to make process improvements based on a Plan-Do-Study-Act cycle throughout the college. (5I1, 9P7, 9I1)

Core Component 2d.
All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.
• WCTC’s District Board has developed End Statements that describe the benefits or long-term results that are desired for its students and other customers and define the expectations of the College in meeting its mission. (8P2, Figure 8-2)
• Every unit in the College develops strategic action plans including activities, responsible parties, resource requirements, indicators or success and a target completion date. Units create their own vision mission and core responsibility statements that are aligned with the college’s vision and mission. (8P3)
• Alignment of planning documents throughout the College is the result of rigorous design and deployment practices related to annual planning habits. (8P4, Figure 8-2)
• Systematic planning has been reorganized to ensure that the Colleges’ strategic plan along with the academic master plan drives the budget cycle. (8P6, Figure 8-3)

Criterion Three – Student Learning and Effective Teaching
The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Core Component 3a.
The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.
• WCTC identified 23 Critical Life Skills clustered into four topics: Communication Skills, Analytical Skills, Group Effectiveness Skills, and Personal Management Skills that are necessary for students’ development and personal success. These core abilities were developed based on input from faculty, staff, students and employers. (1P1, Figure 1-1)
• Critical Life Skills for each program and course underwent comprehensive review by faculty and industry-specific advisory committee members in 2008-09. (1P1).
• Each academic program at WCTC has occupational-specific learning outcomes unique to the individual program. These are developed with input from industry advisory committee members, faculty, and other academic leaders. They are clearly communicated in the College Catalog, on the website, and via advising. (1P2, 1P6)
• WCTC measures student performance and learning via the Student Learning Evidence process which integrates concepts of student development, quality, and continuous improvement. (1P18)
• WCTC’s Student Learning Evidence process incorporates a system’s view of learning including program and course development, student learning, direct student learning evidence, and follow-up feedback to close the loop. (Figure 1-7)
• WCTC assesses students’ educational goals and assists them with career selection using the newly created counseling/advising model. (1P6, 1P7)

Core Component 3b.
The organization values and supports effective teaching.
• 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 (Bootcamp 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. (1P11)
• Instructors are responsible to ensure the academic integrity of the courses they teach and use the methods that work best for the instructor and best suit the learning styles of their students. They attend specific teaching certification courses to address differences in learning styles. (1P9)
• The selection process for new instructors incorporate behavior-based interviews which include a teaching demonstration.(4P2)
• The College provides a variety of professional development opportunities designed to improve
pedagogy and encourage innovative teaching. WCTC has an internal Teaching Innovation Center (TIC) that provides workshops and one-on-one assistance to faculty and staff on technology and teaching/learning strategies. (1P11)

- Faculty is encouraged to participate in a variety of professional development activities. (Figure 4-2)
- The Teaching Improvement System (TIS) is designed to help students learn through instructors’ continuous improvement. (4P10)

Core Component 3c.
The organization creates effective learning environments.

- WCTC courses are delivered in a variety of ways to accommodate out students’ needs for flexibility and their varying learning styles. Classes are offered in traditional classroom settings, but also accelerated; interactive television; distance learning using the Blackboard Academic Suite Course Management System to on-line learning; shared programming with other colleges; etc. (O1,1P12)
- Appropriate technological support is available to every program to foster the integration of new technology into instruction. Classrooms are equipped with advanced technology to accompany other teaching methods including “smart carts” that provide video projection, Internet connected computers, DVD/VCR units, and document cameras. Other examples of technology used to create effective learning environments include podcasting, Camtasia and Macromedia Breeze. (O1)
- The College uses simulators for students to get hands-on practical application through advanced technology, e.g., human patient simulators, driving simulators, and “Sim City.” (O1)
- Developed a new counseling/advising model for improved retention and student success. (1P6, 6R2)
- Counselors have designed an Early Alert System so that faculty can identify students who are struggling academically or personally. Counselors serve as case managers to special population and special service students, displaced workers, and others. (Figure 1-4)

Core Component 3d.
The organization’s learning resources support student learning and effective teaching.

- New facilities opened centralize learning support services including a one-stop shop for admissions, registration and financial aid; the Library; a food service cyber- café, student life, and large computer lab. (O6)
- There are excellent computer opportunities to support student learning at WCTC. Approximately 70 computer labs with wireless network access house an average of 18 computers per lab. There is a 90-computer open lab that has a student help desk and is open 80 hours per week. There is web-based network storage available to every student for course-related file storage as well as individual web-based student email accounts. (O1)
- Learning support services are available through the Academic Foundations Division in The Learning Place which helps students build the skills necessary for success in college-level courses. (Figure 1-4)
- There are a variety of administrative and support service processes that reinforce Helping Students Learn such as Counseling and Advising; Library, Omni-Tech computer lab; child care services; international programs, student clubs and student government, bookstore, career center, etc. (Figure 6-2)
- WCTC has a long history of bringing prestigious in-service speakers/facilitators to the College to enhance faculty’s teaching effectiveness. (5P3)
- The College has specialized labs targeted to certain occupational areas (e.g., criminal justice, EMT, child care center/learning lab, nursing and allied health careers) where students can get staff assistance/tutoring with homework/test preparation, etc. (O1)

Criterion Four – Acquisition, Discover, and Application of Knowledge
The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Core Component 4a.
The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

- WCTC’s mission and vision statements emphasize that student learning is at the core of the organization. One of the College’s Strategic Goals for 2009-14 is “…offering services and
eductional opportunities focused on student learning.” (O-Introduction, Figure O-1)

- As a student-learning centered college, WCTC seeks to place learning first in every policy, program, and practice. The College supports an atmosphere of freedom and confidence for teaching and learning. A climate that celebrates intellectual freedom, inquiry, reflection, respect for intellectual property and respect for differing and diverse opinions both for students and staff exists. (O1)

- The Critical Life Skills (common student learning objectives) were developed and validated with input from faculty, students, and advisory committees to prepare students for the essential life skills needed to succeed in the workplace. (P1)

- All employees, in every category, have individual professional growth and improvement plans and have the opportunity to participate in various learning options, e.g., timeshare courses on campus; external college courses and tuition reimbursement plans for advanced degrees; instructor occupational competency experiences; a variety of leadership development programs. (4P8, Figure 4-2, 4P9, 4P10, 5P9)

- 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 through the faculty’s first year of teaching. (P15)

- WCTC provides many opportunities to help faculty members master the technologies available to them. The Teaching Innovation Center is a teacher-designed resource center that provides faculty with access to state-of-the-are computing technology and teaching and learning information and support. (P15)

- Instructors are encouraged to participate in the Instructor Occupational Competency Program to gain first-hand exposure to current trends and technologies in their fields. ((P13)

- The College supports effective teaching and learning through the WTC certification requirements that are part of the professional development opportunities required for all faculty and academic administrators of WCTC. (P11)

- WCTC has a Corporate and Community Training department that provides customized training and technical assistance to the local business and industry community. (2P1, 9P2)

**Core Component 4b.**

The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

- The College has clustered 23 Critical Life Skills into four skill areas: Communication Skills, Analytical Skills, Group Effectiveness Skills, and Personal Management Skills. In so doing, WCTC believes that by integrating these skills throughout each student’s program curriculum, student will develop and demonstrate an interdependent role in society and the workplace. (O1, P1, Figure 1-1)

- All associate degree students are required to complete 21 credits of General Studies in the areas of social and behavior science, communication, math and/or science. (O-1)

- Students’ program requirements including general studies requirements are communicated via the college website, program brochures, student portal, and other printed materials. Individual course outcome expectations and critical life skills are incorporated into curriculum via the Worldwide Instructional Design System (WIDS). (P1, P6)

- WCTC counselors designed, developed and deliver seven workshops linked directly to WCTC’s Critical Life Skills each year. The topics include Time Management, Study Skills, Exploring Careers, Valuing Diversity, Self-Concepts, Navigating Change, and Stress Management. (P8)

- As a student-learning centered college, WCTC seeks to place learning first in every policy, program, and practice. The College supports an atmosphere of freedom and confidence for teaching and learning. A climate that celebrates intellectual freedom, inquiry, reflection, respect for intellectual property and respect for differing and diverse opinions both for students and staff exists. (O1)

**Core Component 4c.**

The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

- Students at WCTC are prepared to live and work in a diverse world. Valuing Diversity is one of WCTC’s core critical life skills. 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. (Figure 1-1, P10)
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- The College has a support network for the recruitment and retention of multicultural students. [Link](http://www.wctc.edu/student_services/multicultural_resource_center/index.php) A new Multi-Cultural diversity center was created as a location where students of all ethnic backgrounds can meet, network and host student functions. (3P1, 6R2)
- WCTC’s minority student population is about two times greater than the diversity of its service area population. (Figure O-2)
- WCTC has the only associate of applied science degree program in Wisconsin in Global Business. [Link](http://www.wctc.edu/books/catalog/)
- One of WCTC’s key organizational services other than instruction is the Global Education and Trade Center. (O2, 2P1, 9P5)
- The College’s Quality Review Process monitors currency and relevancy of courses and programs. Part of the 5-year review also includes meetings with the advisory committee to review the impact of international business on their industry. Technology and equipment reviews are also part of the self-study and improvement plan for each program. (1P13)
- Technology is central to all institutions in the Wisconsin Technical College System and WCTC is no exception. Staying current and proactive about the future of technology in the workplace is a unique feature of colleges in the WTCS and is intended to prepare students to work and thrive in a technological society. (Figure O-1, O6)

**Core Component 4d.**
The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.
- As a student-learning centered college, WCTC seeks to place learning first in every policy, program, and practice. The College supports an atmosphere of freedom and confidence for teaching and learning. A climate that celebrates intellectual freedom, inquiry, reflection, respect for intellectual property and respect for differing and diverse opinions both for students and staff exists. (O1)
- The Student Handbook, the Students Code of Conduct, as well as each course syllabus outline WCTC’s expectations for students regarding academic integrity, attendance, diversity, and behavioral expectations. (3P6)
- As part of the Critical Life Skills expectations for all students, Professional and Personal Ethics, Social Responsibility, and Effective Citizenship are integrated throughout students’ experiences at WCTC. (Figure 1-1)
- WCTC has a VISTA volunteer guiding its recent 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. (1P16)
- One of WCTC’s core values is Integrity; faculty, staff, and district board members embrace honesty, accountability and ethical conduct in fulfilling our stewardship commitment to our students and community. Ethical practices are ensured through a code of ethics and by appropriate policies and procedures. These practices encompass the acquisition, discovery and application of knowledge. (Figure O-1, 4P7)

**Criterion Five – Engagement and Services**
As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

**Core Component 5a.**
The organization learns from the constituencies its serves and analyzes its capacity to serve their needs and expectations.
- WCTC engages in extensive environmental scanning through advisory committees, occupational summits, and community conversations as part of its strategic planning process to understand trends and needs of its stakeholders and other constituencies. (2P2, 8P1)
- Corporate and Community Training relies on information gathered through a variety of sources including regional labor demand, feasibility studies, advisory committee input and environmental studies. (2P1, 2P2)
- The College uses continuous quality improvement processes through its Center for Quality and Innovation and collaborates with various constituents to make improvements. (1I2,4I2, 9I2)
- The College’s Quality Review Process monitors currency and relevancy of courses and programs. Part of the 5-year review also includes meeting with the advisory committee to review the impact of international business on their industry. (1P13)
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- WCTC students complete course evaluations, have opportunities to provide ongoing feedback on services (e.g., counseling, library, food service, etc.) and participate in a college-wide student satisfaction inventory every three years. (Figure 1-12, 1R5, 3R2, Figure 3-3, 6R3, Figure 6-3)

Core Component 5b.
The organization has the capacity and the commitment to engage with its identified constituencies and communities.
- WCTC has two Strategic Goals that emphasis its relationships with identified constituencies and communities: Collaborative Partnerships and Community and Business. (O-Introduction)
- WCTC has numerous relationships with its constituencies and communities through collaborative partnerships, advisory committees, chambers of commerce, rotary, and service club memberships, other educational institutions, economic development forums, and business and industry. (O9, Figure O-2, Figure 3-2, 5P3, 9P2, Figure 9-2, 9P5)
- WCTC is committed to engagement with its students through a variety of professional development, critical life skills, clubs and organizations, service learning and networking opportunities, and social activities. (1P16, 3P2, 3P3, Figure 3-1, 3P4, Figure 3-2)

Core Component 5c.
The organization demonstrates its responsiveness to those constituencies that depend on it for service.
- Non-instructional processes center primarily on economic development services provided to business, industry, and the local community; development and support of small businesses; and personal enrichment. In general, they contribute to the economic development and enhanced quality of life for citizens of the region by providing professional development training, self-enrichment and educational programs as well as technical assistance. (2P1)
- WCTC creates and builds relationships by pursuing partnerships that provide opportunities for high school students to interact with the College, for graduates to advance their education through articulation agreements, for innovations with business and industry and for the community to benefit from activities with the College in accordance with one of WCTC’s strategic goals focused directly on Collaborative Partnerships. WCTC is recognized as a leader in developing partnerships in all areas of the district. (9P1)
- The College District Board has developed End Statements that describe long-term results that are desired for WCTC constituencies and expectations of the college in meeting its mission. (Figure 8-2)
- WCTC ensures that partnership needs are met. (9P6, Figure 9-3, Figure 9-5).

Core Component 5d.
Internal and external constituencies value the services the organization provides.
- For nearly 20 straight years, at least 95% of WCTC graduates have been satisfied or very satisfied with the education they received. (O-Introduction)
- WCTC collects information and feedback from its internal employees and has improved its results in leadership and communication measures. (5R2, Figure 5-3)
- WCTC scores on the PACE employee survey indicate a healthy campus climate. (4R2, Figure 4-8, Figure 4-9, Figure 4-12)
- WCTC has had a long-standing customer service target that asserts students and other customers will state that experiences with WCTC were a good use of their time and money. Maintaining student and customer satisfaction is a priority; a variety of student and other customer surveys routinely assess customer needs and satisfaction. (7I2)
- Partnerships with key stakeholder groups demonstrate confidence and value in the services provided by WCTC. (Figure 9-5)
- When employers of WCTC graduates are asked, "Would you hire a WCTC graduate again?" 90% said "yes," 3% said "maybe," and 0% said "no." (1R4, Figure 1-10)