Category One: Helping Students Learn

1C1 Common student learning objectives
As a student-learning centered college, WCTC seeks to place learning first in every policy, program, and practice. WCTC strives to support an atmosphere of freedom and confidence for teaching, learning, and the expression of truth. WCTC students will be uniquely suited for tomorrow’s world. They will possess a work ethic that enables them to demonstrate an interdependent role in society and the workplace. Since 1985, WCTC has been committed to this end.

Input was solicited from faculty and staff, students, and employers in order to identify and define the skills necessary for students’ development and for achieving occupational and personal success. These 23 Critical Life Skills (CLS) enable students to:
• function responsibly in their community,
• function productively in the workplace,
• apply learning,
• cope with change,
• build effective relationships.

Figure 1-1 shows the CLS grouped into four clusters: Communication Skills; Analytical Skills; Group Effectiveness Skills; and Personal Management Skills. Each of the 23 CLS is further defined by process (application), knowledge and skills needed, and attitudes necessary to demonstrate competency. WCTC has made significant progress in integrating the CLS across the curriculum and in the co-curricular activities and services provided to students.

In addition to the CLS, each program has identified occupational-specific learning outcomes unique to the individual program. These are addressed in 1P1.

1C2 Aligning learning with mission
WCTC ensures that its student learning expectations, practices and development objectives align with the mission and vision (O1) of the college through its strategic, academic, and operational planning processes. A new three-year Academic Master Plan (www.wctc.edu/web/general/sys_port/academic_master_plan.pdf) provides a systematic approach to address new programs, expansion of existing programs, program renovation, new certificates, program suspension/discontinuance, new contract training deliverables and expansion of existing contract services.

All programs and courses follow a five-year design, implementation, and assessment cycle. The educational design process is well defined by the WTCS. This framework, illustrated in Figure 1-2, identifies the education design aid codes and programs. Careful consideration is given to assure statewide curriculum and accreditation standards are also aligned with the mission and vision.

1C3 Key instructional programs and methods
Wisconsin State Statute 38.001 defines the mission and purpose of the Wisconsin Technical College System (WTCS) as follows: to establish less than baccalaureate level post-secondary educational opportunities. This is a shared responsibility between the WTCS and each of the 16 Wisconsin technical colleges.

WCTC offers 85 Associate of Applied Science degrees, Technical Diploma, Apprenticeship and Advanced Technical Certificate programs. Programs are grouped in eight Centers of Excellence as shown in Figure 1-3. According to branding research, WCTC is overly defined by its industrial-related occupational programming.

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>

Category One: Helping Students Learn
Figure 1-2 WTCS/WCTC Educational Framework

<table>
<thead>
<tr>
<th>Program Type (WTCS Aid Code)</th>
<th>Course Level Numbering</th>
<th>Function in Program</th>
<th>Credit Requirements (Minimum-Maximum)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate of Applied Science Degree (10)</td>
<td>100</td>
<td>Technical Studies General Studies Electives TOTAL CREDITS</td>
<td>36-49 21-30 0-6 60-70</td>
</tr>
<tr>
<td>Technical Diploma</td>
<td>300</td>
<td>Occupation Specific Occupation Support/General Education TOTAL CREDITS</td>
<td>70-100% 0-30%</td>
</tr>
<tr>
<td>• Less than one year (30)</td>
<td></td>
<td></td>
<td>2-25</td>
</tr>
<tr>
<td>• One year (31)</td>
<td></td>
<td></td>
<td>26-54</td>
</tr>
<tr>
<td>• Two year (32)</td>
<td></td>
<td></td>
<td>55-70</td>
</tr>
<tr>
<td>General/Adult Occupational Adult (42, 47)</td>
<td>400</td>
<td>All Non-Credit Aidable</td>
<td>Requires course approval at WTCs</td>
</tr>
<tr>
<td>Apprenticeship (50)</td>
<td>500</td>
<td>Paid-related instruction</td>
<td>400 hours</td>
</tr>
<tr>
<td>Adult Avocational (60)</td>
<td>600</td>
<td>Non -aidable</td>
<td>Flexible; can offer any course that falls within our mission</td>
</tr>
<tr>
<td>Adult Basic Education (73-78)</td>
<td>700</td>
<td>Developmental, Remedial, ELL, High School Diploma, GED &amp; HSED</td>
<td>These are not post-secondary offerings</td>
</tr>
<tr>
<td>Customized Training/Technical Assistance</td>
<td></td>
<td>Designed for a particular business/organization to meet specific needs</td>
<td>N/A</td>
</tr>
<tr>
<td>Certificates</td>
<td></td>
<td>Instruction for persons currently employed. Response to changing needs of business/industry</td>
<td>9-12 9+</td>
</tr>
<tr>
<td>• Advanced Technical Certificates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• WCTC Technical Certificate</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Centers of Excellence were created to increase the profile of a wider number of academic areas for which the College does not always get credit. For many years, the academic programs were grouped in only three areas: industrial, business, and service/health. By creating the Center of Excellence concept, the College was able to group the academic programs under eight different areas that are clusters that people often do not associate with WCTC. In addition, WCTC provides additional educational experiences that assist with other occupational and personal learning needs. These include Adult Basic Education, English Language Learners, personal enrichment, and professional certifications.

Courses are delivered in a variety of formats including:
- Traditional face-to-face instruction
- Independent study
- Traditional with web-based enhancement
- Accelerated
- Web-based (online courses)
- Cooperative education
- Interactive television (ITV)
- Shared programs with other WTCS districts
- Telecourses

WCTC has responded to changing student needs by increasing the use of distance learning methods and by adopting emerging technologies. WCTC uses the Blackboard Academic Suite Course Management System for online learning. This system is fully integrated with the student administrative system. This integration allows Blackboard resources to be used as needed by faculty and students. Instructors can post grades, handouts, or messages for students to access from home or from on-campus labs.

Appropriate technological support is available to every program to foster the integration of new technology into instruction. The Pewaukee campus classrooms are equipped with multimedia technology that includes video projection equipment, Internet connected computer, DVD/VCR units, and document cameras.

Examples of other advanced technology being used for teaching and learning are podcasting, Camtasia, and Macromedia Breeze. All faculty teaching between half and full time have a computer. Equipment is up-to-date and replaced according to an aggressive district-wide plan.

An example of advanced technology used in the classroom is the 2007 acquisition of three Human Patient Simulators and a lab facility that provides...
<table>
<thead>
<tr>
<th>Center of Excellence</th>
<th>Associate of Applied Science Degree &amp; Technical Diploma</th>
<th>Apprenticeships and ATCs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Business</strong></td>
<td>Accounting, Administrative Assistant, Business Management, Financial Planning, Global Business, IT-Computer Support Specialist, IT-Network Specialist, IT-Programmer/Analyst, Management Development (Supervisory Management), Marketing, Office Assistant, Real Estate, Retail Management</td>
<td>IT-Network Technologies ATC, IT-Oracle/Database Technologies ATC, IT-Project Management ATC, JAVA Programming ATC, Lean Manufacturing ATC, Linux Administrator ATC</td>
</tr>
<tr>
<td><strong>Electronics &amp; Engineering</strong></td>
<td>Automation Systems Technology, Computer Hardware Technician, Electrical Engineering Technology, Electronics, Mechanical Design Technology, Mechanical Engineering Technology, Network Telecommunications Technician</td>
<td></td>
</tr>
<tr>
<td><strong>Hospitality &amp; Culinary</strong></td>
<td>Culinary Management, Food Service Production, Hotel and Restaurant Management</td>
<td></td>
</tr>
<tr>
<td><strong>Nursing &amp; Allied Health</strong></td>
<td>Central Service Technician*, Clinical Laboratory Technician*, Dental Assistant, Dental Hygienist, Electroneurodiagnostic Technology*, Health Information Technology, Health Unit Coordinator, Medical Assistant, Medical Coding Specialist, Medical Transcription, Nursing Assistant, Nursing-Associate Degree, Pharmacy Technician*, Phlebotomy Technician, Physical Therapist Assistant*, Practical Nursing, Radiography*, Surgical Technology</td>
<td></td>
</tr>
<tr>
<td><strong>Printing &amp; Graphics</strong></td>
<td>Graphic Design, Printing, Print Media</td>
<td></td>
</tr>
<tr>
<td><strong>Protective Services</strong></td>
<td>Criminal Justice-Law Enforcement, Emergency Medical Technician, Fire Protection Technician*, Fire Service Certification</td>
<td></td>
</tr>
</tbody>
</table>

* Shared program. Students take courses offered by another technical college at WCTC via distance technology

health careers students the opportunity to practice hands-on scenarios in preparation for dealing with real patients.

WCTC provides excellent student computing opportunities. There are approximately 70 computer labs with an average of 18 computers per lab. The labs have wireless network access. WCTC also has a 90-student workstation open lab for student and community access. This lab is open 80 hours per week. There is a student help desk available in this lab to assist users. Web-based email accounts are also available for students. There is also web based network storage available to every student for course-related file storage.

The WCTC library has a general use computer lab for student and community access. It also has an instructional computer lab where students can receive hands-on training related to accessing library resources. The library resources are available 24/7 through remote electronic access. The resources available include research databases, email reference services, online catalogues, and electronic reserves.

**IC4 Preparing students for a diverse world and accommodating learning styles**

WCTC has adopted specific initiatives that prepare students to live in a diverse world. One initiative is the implementation of the Critical Life Skills (CLS). For example, the goals of the CLS...
related to Valuing Diversity seek to ensure that students are successful in the following areas:

- Defines basic universal human needs.
- Describes situations in which individual differences are acknowledged or ignored.
- Works effectively with others of differing backgrounds.
- Differentiates behaviors, which contribute positively to the valuing of others.
- Formulates an approach to life, which incorporates a positive belief in others, and openness to differences.
- Modifies personal behavior to acknowledge differing needs of others and makes full use of human resources.

Each associate of applied science degree program includes at least one Sociology course that emphasizes diversity. A new statewide course, Race, Ethnicity & Diversity, is now available and being taught in specific program majors at WCTC.

The College has a support network for the recruitment and retention of minority students; a multicultural counselor and a multicultural recruiter provide support for student success.

WCTC has the only independent associate of applied science degree program in Wisconsin in Global Business. The College has a long-standing committee “Internationalizing the College,” that assists faculty, staff, the community and especially students in the globalization of education, training, and enrichment programs through advocacy, provision of resources, and assessment of progress.

In addition to international themes in courses, the Student Development area offers programming to promote and increase awareness of cultural diversity through speakers and events. Each year the College highlights a different country or area of the world and sponsors an International Week where many activities and celebrations occur.

The college sponsors a growing number of opportunities for cultural exchange for students and instructors including Fulbright scholarships, student exchanges and a sister-state relationship with the German state of Hessen. For example, recent opportunities in Culinary/Hospitality, Interior Design and Nursing programs have allowed students to travel to Europe and South America to learn first-hand about these professions as they exist in other countries. Every other year Culinary students take a cruise to learn about this growing sector, as well. More than 95% of the employees on a cruise ship come from a country other than the United States.

Introducing faculty to the concept of learning styles assists them to understand diverse learning needs. All new faculty -- full-time and those teaching more than half-time -- attend WCTC Boot Camp prior to teaching. Part of the curriculum is to introduce faculty to learning styles, define their own and help them to teach to different styles. Some examples of agenda items covered during Boot Camp include: (1) Foundations of Adult Learning; (2) Facilitating Active Learning; (4) Classroom Assessment Techniques; (5) WCTC Video-- “How Do I Know I’ve Learned;” and (6) Learning Design and Multiples Intelligences.

In addition, new faculty and faculty working on certification renewal have opportunities to learn not only about the cultural differences in students but also about the diversity of learning capacities and styles that students bring to the classroom. The WTCS education certification course called Teaching Methods introduces faculty to learning styles and how they might apply this in the classroom. The Diversity in Education course focuses on the diverse learning needs and diversity as it affects technical college students.

1C5 Create a climate of intellectual freedom
WCTC creates a climate that celebrates intellectual freedom, inquiry, reflection, respect for intellectual property, and respect for differing and diverse opinions both for students and staff.

Support of college faculty is assured in the WCTC faculty master contract which states: “The freedom of every educator to present the truth as he/she understands it in relation to his/her area of competence, consistent with course outline is essential to the purpose of our College and society . . . The spirit of the College, developed and sponsored under progressive administrative leadership, encourages the teaching, investigating and publishing of finding in an atmosphere of freedom and confidence.” As part of recent labor negotiations, an academic team worked to define issues related to the ownership of curriculum materials and other intellectual property rights. The result of their work is incorporated into the newest faculty master contract.

Instructors are responsible to ensure the academic integrity of the courses they teach. The
College has standard course competencies to ensure standard delivery. Individual faculty exercises the freedom to deliver instruction and to adapt to individual student learning styles, and to bring job related experiences bringing relevance to student learning.

The Academic and Student Code of Conduct states “WCTC desires to provide a learning environment free of threats, danger, illegal harassment and disruption. It is important the conduct of all be governed by a reasonable set of rules, which are ...used by the College for educational purposes.” Students are provided the Student Handbook, which contains the policies and procedures. The Academic Ethics Code of Conduct encourages and promotes positive learning and ethical student behavior.

**Processes**

**1P1 Common student learning objectives**

Common student learning objectives were originally identified as the CLS (1C1) 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 program associate deans. These CLS are incorporated into individual course curriculum design using the Worldwide Instructional Design Systems (WIDS).

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 (see Figure 1-4).

The DACUM results are then aligned with 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 of the occupational analyses and agree upon program outcomes that are include local business and industry expectations and standards. Program outcomes are created for each program with CLS embedded throughout the curricula and form the framework for the faculty to develop course competencies through learning outcomes, learning objectives, and learning activities.

Formative and summative assessment activities are then routinely aligned with program outcomes and course competencies.

**Figure 1-4 The DACUM Process**

1. Assemble expert incumbent workers
2. Review job description
3. Brainstorm areas of job responsibility
4. Identify specific job tasks
5. Prioritize tasks based on criticality, frequency, and training needed.
6. Create general areas of competency
7. Identify general knowledge and skills required
8. Identify necessary facilities, tools, equipment, and supplies
9. Identify emerging technologies

There is a growing trend in Wisconsin technical colleges 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 customizes additional program outcomes and all course learning plans, objectives, activities, and assessment processes to meet the needs of its local service area.

**1P2 Design of new programs and courses**

WCTC uses a robust process to develop programs and courses that respond to changing labor market trends and student needs. 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. WCTC monitors the demand for new programs and courses by gathering input from its customers and stakeholders including advisory committees, professional organizations, other employers, legislators, students, and citizens. In addition, census data, workforce projection data from the Department of Workforce Development, and employment, certification and licensing data compiled by professional organizations are studied to anticipate both emerging and changing workforce needs. Also, faculty and staff research technological changes within occupational areas to identify opportunities for new programming; they also scan for new programs being developed nationwide.

When potentially viable programs, certificates and courses are identified, academic staff submits the concepts for inclusion in the Academic Master