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
Plan. Next, a concept proposal is developed to initially explore the viability of each new program and certificate in consideration of the factors listed in Figure 1-5.

**Figure 1-5 New Product Proposal Criteria**

1. Testimony of need by stakeholders
2. Preliminary analysis of job and earning potential
3. Analysis of comparable training/competition
4. Relation to WTCS goals and other Wisconsin technical colleges
5. Projected enrollment, FTEs
6. Fiscal feasibility: cost projections, potential for resource re-allocation
7. Potential for external funding, partnerships, shared programming

The deans study the proposals and rate them using a rubric for evaluating and prioritizing new products for formal development. The prioritized list is used by College Advancement department to create a new product development schedule. This schedule helps to dovetail new program development activities with efforts to obtain grant funding for new initiatives.

Once a program is scheduled for development, WCTC requests the WTCS to move forward with the formal development process. This systematic process has been established to ensure the consistency of program development throughout the WTCS (Figure 1-6).

**Figure 1-6 New Program Development Process**

1. Develop a proposal and timeline
2. Establish partnerships with employers and other education providers to assess need; seek collaboration and support
3. Benchmark other similar programs
4. Conduct labor market research (survey, focus groups, secondary data)
5. Draft program outcomes
6. Assess student interest, enrollment projections and revenue
7. Determine development and ongoing costs
8. Conduct an occupational analysis (e.g., DACUM)
9. Identify career ladder and transfer opportunities
10. Develop curriculum
11. Seek formal approval from local and state boards at various phases of the process

The process ensures that resources are optimized throughout the 16 technical colleges. During the development process, in-depth research is conducted to ensure there are adequate employment opportunities for program graduates, while anticipating the workforce needs for emerging occupations. The process ensures collaborative communication among personnel within the College, among technical colleges that might already have the approved program, and with WTCS office staff.

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 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. ATCs often include evidence of prior related coursework or work experience. ATC development follows the WTCS process described in Figure 1-7.

**Figure 1-7 Advanced Technical Certificate Development Process**

1. Identify the need for short-term, advanced training, targeted at specific occupational skills
2. Research the skill set, benchmark other education providers
3. Develop certificate and course outcomes
4. Obtain employer and advisory committee input regarding the proposed certificate
5. Plan for flexible scheduling and instructional delivery, if appropriate
6. Develop an evaluation plan for the offering
7. Submit the formal Request for Advanced Technical Certificate to the WTCS
8. Develop curriculum
9. Offer the certificate and monitor student enrollment, satisfaction, progress and completion

WCTC recognizes the importance of balancing educational market issues with student needs in designing responsive academic programming. Usually, the appropriate format (associate of applied science degree, diploma, certificate or advanced technical certificate) of a potential
offering is evident, based on the complexity of the education expected by employers and the demographics and needs of targeted students; but occasionally additional research is needed to determine the most appropriate format and delivery method (e.g., traditional versus accelerated; classroom versus alternative delivery). Feedback about preferred learning modalities is sought directly from current and prospective students using surveys and structured interviews when redesigning programs and courses and when developing new programs. This occurs through the formal program development and quality review processes (QRP, 1P8) and on an ad hoc basis when the needs for scheduling and delivery improvements are suggested.

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. The analysis phase determines the nature and scope of the curriculum development; the design phase is used to establish the learning outcomes and learning plans; the development phase builds performance assessments, including scoring guides, and to amplify learning plans by identifying, selecting, or delivering learning objects and materials; the implementation phase ensures that the curriculum is delivered as intended; and the evaluation phase designs a plan for evaluating the effectiveness of the curriculum and modifies the curriculum as needed to ensure that student learning needs are being met. A central curriculum bank has been developed to house WIDS curricula as it is developed for new and revised courses.

1P3 Required student preparation
By statutory mission, WCTC is an open-entry institution with no general admissions requirements in most programs. There are two processes for WCTC student preparedness assessment.

Primarily, most full-time students enrolling at WCTC take the Compass, a nationally normed course placement exam. Currently program staff including the dean, associate dean and faculty determines the necessary placement scores for their program. Those students that score below the necessary placement scores are recommended to take a program readiness course in the Learning Place, an academic skills development lab, for additional help. Currently, about 75% of those students referred for remediation choose to receive that help.

Through more research and data analysis, WCTC recognized that the Compass is a course placement indicator rather than an appropriate predictor of program success. As such, an AQIP action project team has been working for 1 ½ years to design an effective method to determine student readiness. The screening process will predict course success that is aligned to the Compass assessment. This will allow all students to be at a minimum required level, no matter what their program. This process will be 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 will take a remedial general college course, Introduction to College Writing. Faculty has developed a progression of courses to assist students at any level.

The next step is that WCTC will establish mandatory prerequisite placement scores for reading, math and some science courses. Therefore, the purpose of this student preparation process is to ensure that WCTC students are successful in their course completion and their transition to baccalaureate level coursework.

Secondly, WCTC operates an Adult Basic Education (ABE), General Education Diploma/High School Equivalency Diploma (GED/HSED), and English Language Learners (ELL) program. 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 enrolling in GED preparation in Spanish, take SABE (Spanish Adult Basic Education). Those students enrolling in ELL are pre-assessed by completing the BEST – Best English Skills Test. In addition, some instructional programs (e.g. Criminal Justice, Nursing) have specific entrance requirements such as physical examinations, immunizations, background checks and others.

1P4 Communicating expectations 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, website (www.wctc.edu).
student handbook, individual program flyers, course syllabi, and other printed material. The responsibility of helping students make decisions is carried out by the Student Services Department. This department is also involved in other activities. For example, they
• respond with the appropriate materials when information requests are received
• provide individual and group tours
• plan and implement career exploration nights and open house
• plan and implement targeted events for special populations
• give presentations for students at WCTC’s other campuses
• visit high schools
• are involved in community events; i.e. Fiesta of Waukesha
• belong to Southeastern Wisconsin Educational Consortium; thus, they are involved in college fairs in the area for business and industry
• plan and implement orientations
• plan and implement high school counselor informational sessions
• provide counseling and advising
• provide pre-enrollment assessment (Compass)

WCTC partners with area high schools with 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 a Wisconsin technical college, while they are 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 above-mentioned WCTC resources as well as through area high school counselors.

The dean of student services meets with the instructional deans and the VP of Learning and Students Services every other week throughout the year keeping strong ties and open communication between the units in order to best serve students.

1P5 Helping students select programs
WCTC helps students select programs of study in various ways. Most students self-select their programs. The College hosts events that provide career and program information to parents and students. Career Exploration Nights are targeted to prospective students and their parents while college fairs and individual program visitations are designed more for students only. 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. College counselors, associate deans, program faculty, and other professional are available to meet with students to discuss their interests and career choice.

To help students determine program choices that meet their needs, interests, and abilities, WCTC provides services through a Career Center. Adult students can enroll in a Life Planning Course that helps students focus on personality, interests, skills and work values. Career Consultants are available to help students get started using the computerized career planning systems including Discover and WisCareers which can help students discover occupations that relate to skills, interests and work values and also access outlook, salary and training information.

Approximately 2700 high school students enroll in 37 transcripted WCTC credit courses while in high school each year. Over the past three years, an average of 43% of Waukesha County high school graduates who transition directly to WCTC, and enroll in program courses, have previously earned transcripted credit. Their selection of a program has often been made during their high school years because of their involvement in transcripted program classes in the high school.

Discrepancies between the necessary and actual preparation of students is addressed during the pre-enrollment assessment phase of the admissions process (1P3).

1P6 Documenting effective teaching and learning
WCTC determines and documents effective teaching and learning by using the standardized performance-based instructional design and development process, WIDS (1P2). 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 (1P11, 1P13). 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.

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. Based on the foundations of continuous improvement and on WCTC's quality philosophy, the system focuses on self-direction (continuous improvement), trust (personal empowerment), coaching, and customer feedback (customer focus). The teacher is involved in gathering feedback (information about classroom teaching and related activities) from four different customer groups (sources of feedback) including students, peers, employers, and self. For each of the four feedback areas, instructors complete a separate improvement project and document the results in a summative conference with their respective associate deans.

1P7 Effective course delivery system
Although WCTC offers many 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 Blackboard software)
- Interactive television (shared programs across Wisconsin technical colleges)
- Independent study
- Accelerated classes
- Podcasting
- Clinical, co-operative education, and internships in workplace settings
- Study tours abroad

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

1P8 Monitoring curricular currency and effectiveness
At WCTC, all instructional programs undergo a formal evaluation as part of continuous improvement efforts. Program reviews/evaluations follow a model that integrates the Quality Review Process (QRP) developed by the WTCS into WCTC's evaluation model. This model is the primary method used to ensure currency and effectiveness of the curriculum.

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

During a program QRP, WCTC conducts a focused study of the current curriculum. When needed, a DACUM may be performed to review currency in meeting students' and employers' needs.

The QRP is designed to ensure a uniform process across the technical college districts while allowing individual districts the flexibility to tailor program reviews to their own needs. The WTCS staff has developed 10 state-level scorecard Indicators. These are areas that have consistent data available annually on a statewide basis. The statewide scorecard allows colleges to compare similar programs across the state. This assists the program in benchmarking as well as in seeking best practice information from high performers. For occupational programs, the WTCS indicators are:

- course completion (overall, special populations, and minority student)
- second-year retention
- third-year retention
- graduation rate (3-year and 5-year)
- job placement rate
- job placement rate for related employment
- nontraditional gender enrollment

A threshold level has been established for each indicator that is the lowest acceptable level of performance. The target level represents an attainable performance goal. Averaging the scores of the four highest and lowest performing colleges in the WTCS obtain targets and thresholds. A sample scorecard for the WCTC
Real Estate Associate of Applied Science is shown in 7P5, Figure 7-5.

Colleges are allowed to add up to eight college level indicators to the scorecard and each program may create two unique indicators. Currently WCTC is using these indicators:
- program enrollment (headcount and FTE)
- number of program graduates
- graduate satisfaction
- job seeking success rate
- graduate median monthly salary
- number of job postings (full-time and part-time)

Additional measures used by the college in the Perkins Postsecondary Performance Indicators:
- skill attainment
- degree attainment
- retention or transfer
- job placement

Faculty and staff improve their education programs to achieve better student learning and to improve services by creating an improvement plan that guides improvement activities and by annually reviewing progress made toward achievement goals.

If the QRP provides data that suggests that major curriculum improvement is needed, the Curriculum Modification process (see Figure 1-8) is followed. A formal process defined by the WTCS is used when a decision is made to discontinue or suspend a program.

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 Specialist who assists faculty in developing new curriculum or making revisions. The Instructional Development Specialist ensures that curriculum is performance-based and meets the WCTC curriculum standards.

1P9 Determining student and faculty needs
As a means of directly assessing student needs the college administered the Noel-Levitz Student Satisfaction Inventory (SSI) during November 2006. The plan is to administer the SSI every other year into the future. 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.

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 1-9).

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 this learning environment include several open computer labs with technical support staff, childcare center, fitness center, bookstore, and food service. Clearly, the College is committed to offering support for learning by accommodating personal and academic student needs.

Faculty academic 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 Instructional Development Specialist 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. Faculty who are new to teaching or new to the technical college setting are assigned a mentor during their first year at WCTC (See 4P6).

Instructors are encouraged to participate in the Instructor Occupational Competency Program. 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.
### Figure 1-10 Student Organizations

<table>
<thead>
<tr>
<th>Student Organization</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architectural Club</td>
<td>Further development/awareness of students in the Architectural Drafting/Construction Technology</td>
</tr>
<tr>
<td>Business Professionals of America</td>
<td>Prepare students for the business workforce through the advancement of leadership, citizenship, academic, and technological skills</td>
</tr>
<tr>
<td>Dental Assisting Club</td>
<td>Advance the careers of dental assistants and to promote the dental-assisting profession to enhance the delivery of quality dental healthcare to the public</td>
</tr>
<tr>
<td>Dental Hygiene Club (SADHA)</td>
<td>Understand the importance of the Dental Hygienist in community service and continuing education</td>
</tr>
<tr>
<td>Education Club</td>
<td>Promote Early Childhood Education at WCTC and in the community</td>
</tr>
<tr>
<td>Electronics Technology Club</td>
<td>Provides a H.A.M.M. radio for anyone who wants to use it. Field trips to the electronics industry sites.</td>
</tr>
<tr>
<td>Fire Service Organization</td>
<td>Further firefighter education; provide fire safety information; networking</td>
</tr>
<tr>
<td>Hospitality and Culinary Management Association (HCMA)</td>
<td>Promote professionalism among club members; develop knowledge of the Hospitality/Culinary Industry; develop club and industry interaction</td>
</tr>
<tr>
<td>Industrial Maintenance Technician Club (IMT-C)</td>
<td>Promote industrial maintenance through leadership, organization, and community service</td>
</tr>
<tr>
<td>Interior Design Club</td>
<td>Works to offset costs for field trips, guest speakers, and community service projects. Goal is to develop teamwork, leadership, and camaraderie</td>
</tr>
<tr>
<td>Kappa Theta Rho (Law Enforcement Organization)</td>
<td>Awareness of police responsibilities; obtain education in law enforcement procedures; and promote a cooperative learning environment</td>
</tr>
<tr>
<td>Mechanical Design &amp; Drafting Club</td>
<td>Develop working environment, establish teamwork, and contribute to learning by meeting goals</td>
</tr>
<tr>
<td>Medical Assistants Club (MAC)</td>
<td>Develop leadership skills, foster teamwork and citizenship, promote career education, and develop community service and other activities</td>
</tr>
<tr>
<td>National Technical Honor Society (NTHS)</td>
<td>Recognizes those students with a 3.0 GPA or above in a one- or two-year technical diploma program</td>
</tr>
<tr>
<td>Nursing Club</td>
<td>Offer students an opportunity for support, service, information, teamwork and leadership opportunities</td>
</tr>
<tr>
<td>PHI THETA KAPPA (PTK)</td>
<td>The International Honor Society of the Two-Year College provides fellowship, community service</td>
</tr>
<tr>
<td>Students in Free Enterprise SIFE</td>
<td>Leadership and teamwork, while learning principles of free enterprise</td>
</tr>
<tr>
<td>Surgical Technologists Club SCRUB</td>
<td>Develops teamwork and collegiality among members. Provides opportunities for field studies, education and community involvement</td>
</tr>
<tr>
<td>Technical Association of Graphic Artists (TAGA)</td>
<td>Dedicated to assist students in pursuing careers on the Graphic Arts and Printing; provide members with practical publishing opportunities.</td>
</tr>
<tr>
<td>Wisconsin Marketing and Management Association WMMA</td>
<td>Serve its international membership; provides leadership and networking opportunities</td>
</tr>
</tbody>
</table>

The college provides multiple in-service training opportunities each year for faculty where the primary emphasis has been training and staff development activities. A committee of faculty and administrators establish the agenda for these events.

**1P10 Aligning curricula and co-curricular goals**

*Student Organizations*

WCTC currently has eighteen student organizations that are directly associated with academic programs on campus. Students have a range of clubs and organizations to enhance their learning.

The functions of these organizations are tied to WCTC’s CLS (1C1). The faculty and staff advisors are expected to provide learning and leadership opportunities in their clubs that directly correlate to these CLS. There is also an expectation that organizations will engage in a number of community service activities throughout the year. Examples include volunteering in charitable events, fund raising for scholarships, and service at campus health fairs.

*Leadership Programs*

The Student Life Office coordinates a series of leadership workshops. These are open to all students. Some of the topics have included the following:

- Dynamics of Diversity & Cultural Values
- Servant Leadership
- Project Management
- Etiquette Tips
• Team Motivation
• Appreciative Inquiry
• Communicating with Style
• Conflict Resolution
• Emotional Intelligence
• Ethics and Leadership

Student Government Association
The Student Government Association 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 over $450,000 in student activity fees and lead efforts on behalf of the student body to enhance the campus environment. Some of these enhancements include:
• Coordinating and providing substantial financial support to all student organizations
• Engaging in a variety of community service events and promoting citizenship
• Developing and planning entertainment, leadership and diversity events for students
• Serving as the student voice on administrative committees to help make decisions on policies that affect the student body
• Communicating information to students

1P11 Determining assessment processes
Following WCTC’s 2000 NCA accreditation visit, the College appointed a steering team comprised of faculty, academic administrators, and student services staff to institute a formal Student Outcomes Assessment (SOA) process. Each instructional unit chartered an SOA division team to review and document the competencies and assessment practices of every credit course within their programs.

This allowed instructional units to reach consensus about their most important competencies. It allowed faculty to work together on common approaches to update and review curriculum and co-curricular activities and to review current assessment practices for revision and/or updating. Documentation communicates a whole-program view to stakeholders including students, advisory committees, area employers, and colleagues.

1P12 Preparation of graduates
WCTC’s primary means of determining how well students are prepared for employment is through the Graduate Follow-up Survey conducted six months after graduation and again three years after that. The 2005-06 Graduate Follow-up Report dated July 27, 2007 finds that:
• 96% of respondents were satisfied with their education. However, an unprecedented 56% of these were “very satisfied,” resulting in the highest average satisfaction ever recorded.
• 85% were employed six months after graduation, 78% of them in jobs related to their WCTC education
• 95% of respondents in the job market were employed six months after graduation
• Median annual salary (full-time employment related to program) for graduates
  o Obtaining new jobs after graduation: $31,280
  o Obtaining new jobs while enrolled at WCTC: $31,176
  o Continuing in previously-held jobs: $32,579
  o Completing a short-term Technical Diploma in Nursing and Allied Health: $24,941; in Protective Services: $38,000
  o Completing a 1 or 2 year Technical Diploma: $31,588
  o Receiving an Associate of Applied Science degree $32,735

WCTC’s 2004-05 Follow up of Employers Survey had very favorable opinions of WCTC graduates (1R1 through 1R3).

Additional measures used to assess student performance include pass rates/scores on licensure exams, employer satisfaction data and dialogue with advisory committees.

1P13 Measures of student performance
WCTC measures student performance and learning continuously through the SOA process. The SOA process integrates the concepts of student development, quality, and continuous improvement. SOA includes three major assessment components: pre-enrollment assessment, during-enrollment assessment, and post-enrollment assessment (Figure 1-11).

Pre-Enrollment Assessment asks and answers some very critical questions: How prepared are WCTC students for the learning process? Can the college help students be better prepared as they enter courses or programs of learning? Will better preparation increase their success? Are students likely to reach their long-term learning goals? Pre-enrollment assessment activities occur before students enter programs/courses. Students are assessed, as appropriate, in a variety of ways...
Figure 1-11 WCTC Student Outcomes Assessment Plan (The "Bicycle Chart")
prior to enrollment. Some examples include: ACT, ASSET, or COMPASS assessments; proficiency testing; transcript reviews; interviews with counselors; vocational assessment workshops; and standardized test instruments which are administered in the program.

**During-Enrollment Assessment** asks and answers the questions of what students should know and be able to do and how the faculty and staff can assess and help students achieve their learning goals. During-enrollment assessment occurs while students are enrolled in a course or as capstone assessments at the conclusion of all program courses. Assessments are course-embedded and may be summative or formative; some provide an evaluation of instructional methods as well as student academic achievement. Some of the direct during-enrollment assessment techniques used by faculty include portfolios, projects, team presentations, licensure exams, lab evaluations, clinical observations, simulations, tests and quizzes. Assessment activities are reviewed on a regular basis and reports on assessment activities are shared among the college instructional divisions. The college uses WIDS to provide the framework and process to identify student expectations at the course level. WIDS software includes nearly 100 choices of assessment strategies complete with scoring rubrics to provide a range of assessment techniques suited to various learning styles.

**Post-Enrollment Assessment** is the continuous cycle of improvement of the learning process. These improvement opportunities are expressed after the learning has taken place and are indirect measures. Examples of such assessment activities include graduate follow-up surveys, employer follow-up surveys, transfer rates, retention rates, focus group feedback, exit interviews, and licensure and accreditation pass rate results. Programs or departments work with the College Advancement unit to conduct program reviews using QRP on a cyclical basis (1P8). As part of these reviews, assessment activities typically include curriculum reviews, self-studies, advisory committee input, student feedback, and on-site evaluation by an external team of reviewers.

**Results**

**1R1-3 Results and Evidence of Learning**

WCTC has two types of exit learning outcomes: CLS and program outcomes. One method used to determine common student-learning objectives is the development of a program outcome matrix for SOA. The outcome assessment identifies areas in which student learning can be improved and to provide evidence of areas where programs are strong. 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 with how and what is taught and what students learn. This assessment increases active involvement in learning as well as a sense of being a “learning community” between faculty and students. When students are made aware of assessment, they become more actively interested in the process of learning itself, which leads to student satisfaction and may improve course completion rates. Incorporated into the program outcomes matrix is the development of the assessment of CLS, moving toward a transcript in this area.

Approximately four years ago, 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. Beginning fall 2007, as part of a continuous improvement effort, WCTC is reviewing and updating rubrics used to validate the assessment of CLS in all programs.

Program outcomes are another domain where direct outcome measures exist. One program outcome is program completion; WCTC has graduated increasing numbers of students in recent years (see Figure 1-12).

**Figure 1-12 Graduates by Program Type**