2C2 Alignment with mission and vision
WCTC ensures that its other distinctive objectives are in alignment through the College’s strategic planning process, described in category 8.
Planning begins with the District Board and President’s review of the Wisconsin State Statute 38.001. Next, WCTC’s vision and strategic goals are evaluated for alignment with the Wisconsin Technical College System (WTCS) vision.

WCTC’s organizational structure also helps ensure that its distinctive objectives are aligned with the college and statutory mission. Each department has a mission statement that is aligned to the college mission and reflects the explicit and other distinctive objectives of the College. In 2005, WCTC determined that offering an athletic program did not directly support its primary or distinctive objectives; subsequently, collegiate and intramural basketball and baseball were eliminated.

Continuous quality improvement and the Center for Quality and Innovation are directly aligned with the WCTC’s core value of Quality – We value educational and professional excellence through continuous improvement and innovation as we respond to changing community needs.

2C3 Support in helping students learn
The College has a commitment of quality and excellence to its students pre, during, and post-enrollment. To honor that commitment, programming and services that are delivered to support other distinctive objectives help prepare students to succeed in college and entry level employment; partnerships with business and industry enhance their learning experiences and aid retention; and articulation agreements and partnerships with other post-secondary institutions create opportunities for students and graduates to continue their lifelong learning.

Processes
2P1 Determining other distinctive objectives
WCTC’s other distinctive objectives are determined by Wisconsin State Statute 38.001 and through the internal strategic planning process (8P1).

The establishment of strategic goals, initiatives and distinct objectives supporting the college’s statutory mission and the District Board’s vision, mission, values and ends is a collaborative process. It involves stakeholders from administration, instruction and support staff. Also included are students and stakeholders such as advisory committees, employers, employees and organization leaders, legislators and community action groups, educational partners and citizens at large.

In addition, WCTC affirmed its commitment to quality by creating the Center for Quality and Innovation, staffed with full and part-time instructional and support staff. The work of the Center for Quality and Innovation includes college-wide efforts as well as service to the wider community served by WCTC.

Within WCTC:
• Train staff and students in Quality-related topics – Appreciative Inquiry, Quality at Work, Facilitator Training and specialized workshops related to teaching and learning
• Develop and facilitate various process improvement teams or local improvement projects
• Facilitate college process efforts such as Students Outcomes Assessment and Strategic Planning
• Provide on-going coaching throughout WCTC in Quality-related processes (Teacher Improvement System, Support Staff Process for Development and Improvement)
• Link trained facilitators to serve as guides at team, task force, or occasional meetings
• Apply problem-solving processes to resolve conflicts
• Use quality methods and tools to gather and display data and to strengthen and assess learning
• Model free flow of information between individuals and groups
• Grow leadership at all levels
• Improve services and processes using customer feedback
• Assist with planning activities (design and document group plans)

Throughout the Community:
• Collaborate with Waukesha County, state, and national groups in quality and student outcomes assessment topics
• Deliver seminars and presentations in public and professional settings
• Facilitate local, state and regional planning activities as non-profit groups create vision, mission, values, and plans to guide their work
2P2 Communicating expectations
The communication of expectations regarding other distinctive objectives occurs during WCTC’s annual planning processes. Strategic goals and key initiatives are integrated into annual college-wide strategic action plans (SAPs, 8P3). As part of this process, units develop action plan objectives that support strategic goals and key initiatives, identify responsible parties, establish timelines and measures of success to be used to verify accomplishment over a one to three-year time frame. All SAPs are published electronically and shared with the college community and presented to the District Board for final approval. Each staff member is expected to develop an annual professional development plan which supports the goals of the college and his or her respective units (4P6). Departments are required to prepare a mid-year and year-end report of their progress and accomplishments in reaching their SAPs.

2P3 Determining faculty and staff needs
Faculty and staff needs requiring new or expanded institutional support for primary and other distinctive objectives are reviewed and addressed during WCTC’s annual planning process. Through this two phase operational planning process, college academic units first prepare SAPs outlining new educational initiatives, new teaching and learning strategies, facility improvements, new equipment and related instructional resource requirements. In support of this phase, academic units routinely collect and review feedback from students, program advisory committees, and employers to ensure SAPs address ongoing needs as well as new and emerging opportunities. Various surveys (graduate follow-up, employer satisfaction, end-of-course, staff climate surveys, etc.) are also used to collect feedback from all college constituencies to further identify faculty and staff needs and guide planning efforts. Some departments hold formal planning “retreats.”

In phase two, each college support unit prepares its plan outlining activities, strategies, staffing, professional development, resource and budget requirements needed to support both learning-related and other distinctive objectives planned by the academic units in phase one. The conclusion of phase two is a second college-wide SAP presentation by college support units to review activities and ensure alignment of all college SAPs.

2P4 Evaluating and reviewing objectives
Other distinctive objectives are assessed and reviewed by departmental staff teams that are responsible for identifying and implementing annual action plans, assessing progress at mid-year, reporting results at the end of the year and ongoing review and revision of longer term action plan items that may span multiple planning cycles. Unit strategic action plan items may be modified by members of the President’s Executive Cabinet. College-wide review of the SAPs occurs as a result of the two phase process used to ensure alignment of planning between both academic and support units as described under 2P3.

2P5 Measuring accomplishments
Examples of measures that are regularly collected and analyzed to monitor performance of other distinctive objectives related to our statutory mission are listed in Figure 2-1 and samples are presented in 2R1-3. Other measures of both Adult Basic Education (ABE) and Adult Secondary Education (ASE) collected but not presented are:
- One-Year Reading, Math and Writing Gains
- Pre-Post-Testing
- Two, Three and Five (ABE only) Year Postsecondary Course Transition
- Minority Five-Year Postsecondary Program Transition
- One-Year Goal Attainment
- Retention
- One-Year GED Progress (ABE only)
- Two-Year GED Attainment (ASE only)
- Two-Year High School Credential (ASE only)

In addition to ongoing quantitative monitoring of ABE results, an in-depth qualitative self-study and on-site review is conducted every five years. This review uses 52 standardized indicators to assess how program services align with and support students’ ability to attain their goals and identify ways to improve these services (Figure 2-8 through Figure 2-11).

Community usage of the RTA Education Center, seminar participation at the Global Business Center and a variety of performance measures for the Tiny Tech Child Care Center is annually monitored. Enrollment is also monitored for certificate courses offered by the Small Business Center.

To supplement monitoring transfer agreements, WCTC assesses four-year college transfer as part of its annual graduate follow-up study and through
special studies of National Student Clearinghouse data. In addition, external partnerships demonstrate positive results such as monetary and in-kind donations made to the WCTC Foundation, private, federal and state grants awarded.

A final Annual Assessment Report that summarizes results of department strategic action plan accomplishments is compiled and presented to the WCTC District Board each year. (8R1, Figure 8-5).

Figure 2-2 WCTC Student Demographics

![Figure 2-2 WCTC Student Demographics](image)

Results

2R1 Result for accomplishing other objectives

Results indicate that WCTC is successfully meeting its other distinctive objectives by serving the educational and career needs of a diverse learner population (Figure 2-2 and Figure 2-3). Although the college has a small minority population, it surpasses the percentage of minorities in the district (note Waukesha County column in Figure 2-2).

Figure 2-3 Basic Skills/Disadvantaged/Disabled Students Served

<table>
<thead>
<tr>
<th>Service</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Skills</td>
<td>3,617</td>
<td>3,642</td>
<td>3,260</td>
<td>2,872</td>
<td>2,720</td>
<td></td>
</tr>
<tr>
<td>Academic Disadvantaged</td>
<td>4,646</td>
<td>4,806</td>
<td>4,466</td>
<td>4,540</td>
<td>4,211</td>
<td></td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>1,727</td>
<td>2,076</td>
<td>2,113</td>
<td>2,195</td>
<td>2,047</td>
<td></td>
</tr>
<tr>
<td>Disabled</td>
<td>4,646</td>
<td>4,806</td>
<td>4,466</td>
<td>4,540</td>
<td>4,211</td>
<td></td>
</tr>
</tbody>
</table>

From 2002–2007, enrollments at WCTC continued to be strong across all academic and occupational areas. Overall enrollments over a five-year period are down as part of planned reductions in Vocational Adult/Personal Enrichment course offerings (Figure 2-4).

WCTC is an active partner with district high schools offering numerous opportunities for students to seamlessly transition from high school to WCTC and then on to 4-year baccalaureate institutions (2+2+2 articulation). In cooperation with 21 high schools, WCTC supports 117 transcripted credit agreements allowing students to receive college credit for approved courses taken in the high school. In 2006-07, 2,879 high school students took WCTC courses through partnership agreements, the highest enrollment of transcripted credits of all 16 Wisconsin technical colleges.

WCTC offers four paths for area residents to complete their high school education. In 2004-05, 469 students attained their high school diploma through WCTC’s Adult High School (64), External High School Diploma (55), GED (39) or High School Equivalency Diploma (111) programs. Historically, the number of students attaining a diploma through WCTC is within the top 25 percent of the 16 Wisconsin technical colleges.

Figure 2-4 Enrollment (Headcount) by Category*

<table>
<thead>
<tr>
<th>Enrollment Category</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate of Applied Science Degree</td>
<td>6,517</td>
<td>6,874</td>
<td>6,774</td>
<td>6,934</td>
<td>6,742</td>
<td>6,919</td>
</tr>
<tr>
<td>Technical Diploma</td>
<td>2,275</td>
<td>2,675</td>
<td>2,766</td>
<td>2,735</td>
<td>2,506</td>
<td>3,230</td>
</tr>
<tr>
<td>Apprentice</td>
<td>482</td>
<td>447</td>
<td>441</td>
<td>418</td>
<td>432</td>
<td>423</td>
</tr>
<tr>
<td>Basic Skills</td>
<td>3,617</td>
<td>3,642</td>
<td>3,260</td>
<td>2,872</td>
<td>2,720</td>
<td>3,806</td>
</tr>
<tr>
<td>Vocational Adult</td>
<td>19,034</td>
<td>16,718</td>
<td>13,926</td>
<td>13,304</td>
<td>13,915</td>
<td>15,123</td>
</tr>
<tr>
<td>Personal Enrichment</td>
<td>1,761</td>
<td>1,917</td>
<td>2,841</td>
<td>2,563</td>
<td>2,219</td>
<td>2,483</td>
</tr>
<tr>
<td>HS Transcripted Credit</td>
<td>2,089</td>
<td>2,125</td>
<td>2,423</td>
<td>2,716</td>
<td>2,295</td>
<td>2,879</td>
</tr>
</tbody>
</table>

*Some students take courses in multiple categories