**Category Five: Leading and Communicating**

**Context for Analysis**

**5C1 Leadership and communication systems**

WCTC is one of 16 post-secondary technical colleges in the Wisconsin Technical College System (WTCS). The WTCS operates under a shared governance model between the governor-appointed WTCS board and the 16 technical college district boards of trustees (O1).

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

<table>
<thead>
<tr>
<th>Team</th>
<th>Membership</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>President’s Executive Cabinet</td>
<td>President, VP Learning &amp; Student Services, VP Strategic Effectiveness &amp; Advancement, VP Administrative Services (open), Chief Financial Officer, Human Resources Director, Manager of Development &amp; Policy Analysis</td>
<td>To review and implement District Board policy and to provide leadership in major processes of the college, especially planning and implementation activities. To ensure uniform implementation of policy, effective and efficient management of resources, and overall accomplishment of the college’s mission and vision.</td>
</tr>
<tr>
<td>College Leadership Team</td>
<td>All of the above plus unit directors and rotating dean and associate dean representatives</td>
<td>To provide leadership in the major processes of the college: planning, budgeting, human resources, technology, enrollment management, academic issues, facilities planning, advancement and research.</td>
</tr>
<tr>
<td>Continual Communication Team</td>
<td>College President, WCTEA President, WCCESSU President, VP of Learning &amp; Student Services, VP of Strategic Effectiveness &amp; Advancement, Director of Human Resources</td>
<td>To work together and share advice using a consensus building approach to curb escalation of labor relation issues.</td>
</tr>
<tr>
<td>Management Forum</td>
<td>Non-represented management and professional staff</td>
<td>To provide a forum for management employees to discuss administrative decisions and activities; opportunities for sharing among colleagues.</td>
</tr>
<tr>
<td>Deans</td>
<td>VP of Learning &amp; Student Services, four instructional/academic division deans, and Dean of Student Services</td>
<td>To steer academic programs and student services; focus on student learning and assessment, staffing, facilities, and equipment.</td>
</tr>
<tr>
<td>Division/Department Teams</td>
<td>Division and department administration, faculty, &amp; staff</td>
<td>To carry out division and department goals, processes and procedures.</td>
</tr>
<tr>
<td>Quality Advisory Team</td>
<td>Cross-functional team representing SOA, CLS, AQIP, Strategic Planning, and Negotiations</td>
<td>To advocate and model behaviors which reflect quality principles; ensure that processes and systems reflect WCTC’s quality values throughout the college.</td>
</tr>
<tr>
<td>Negotiations Teams</td>
<td>Teams representing faculty (WCTEA), support staff (WCCESSU), and administration</td>
<td>To develop mutually agreed upon labor contracts. JITs research specific issues and recommend changes.</td>
</tr>
<tr>
<td>Accreditation Steering Team</td>
<td>Cross-functional</td>
<td>To implement continuous accreditation efforts; serve as review team for action project progress reports.</td>
</tr>
<tr>
<td>Action Project Teams</td>
<td>Cross-functional representation depending on purpose of project</td>
<td>To accomplish the following: (1) Improve/enhance student learning through appropriate pre-enrollment assessment and placement. (2) Design a decision making process that uses data to drive participative decision-making. (3) Design open, two-way communication strategies to provide access to information to all stakeholders, at every level, to use in the continuous improvement of WCTC processes.</td>
</tr>
<tr>
<td>Instructional and Service Unit QRP Teams</td>
<td>Department faculty and/or staff; evaluation coordinator; related staff and service providers.</td>
<td>To monitor and self-assess the quality of academic programs or service units; establish improvement plans and monitor progress.</td>
</tr>
</tbody>
</table>
WCTC is locally governed by the appointed WCTC District Board which has authority to operate in Waukesha County and small sections of Racine, Jefferson, and Dodge counties. Policy governance allows the District Board to delegate direct leadership responsibility to the college president, Dr. Barbara Prindiville. Prindiville began her tenure in August, 2006 and is only the fifth president in the rich history of the college which began in 1923.

After getting to know the college, its people, processes, procedures, and culture, Dr. Prindiville, a strong proponent of Systems Thinking, is currently in the process of re-designing the college’s Organizational Chart. This evolving plan is designed to guide the college to a strong future of thinking both systemically and systematically. The current organizational chart, which shows WCTC’s formal leadership structure, is attached at the end of the Organizational Overview. There have been two major changes to WCTC’s leadership plan. One is combining Learning and Student Services under one Vice President. Second, new positions for VP – Strategic Effectiveness and Advancement and VP – Administrative Services have been created.

Figure 5-1 shows the major leadership and communication teams currently meeting at WCTC to build and enhance the strong foundation based in the college’s value statement: “Collaboration – We value open communication and teamwork to create a collaborative learning and working environment.” (WCTC Mission, Vision, Values Statement)

5C2 Aligning leadership practices
WCTC’s leadership system aligns with practices and views of the District Board and senior leaders through strategic planning processes and regular reports to the District Board and the College Leadership Council. The planning process branches out to include alignment of academic, master facility, budget, technology and operational planning. Strategic plans and goals set direction throughout the college, whether committee work, action projects, or other activities.

As a component of the Policy Governance model, the District Board established End Statements (Figure 8-1) that describe the benefits or long-term results that are desired for students and other customers. The Ends define WCTC’s expectations for meeting its mission. All college staff are expected 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 workings of WCTC. District Board members participate in additional oversight activities through national and state boards. These include, but are not limited to, Wisconsin State Chair to American Community College Trustee (ACCT), committee member and/or chair of WTCS Board Association, and past board member of ACCT. In addition, WCTC’s president meets monthly with the other 16 WTCS presidents and the state director.

5C3 Ethics, equity, social responsibilities
The integration of the college values – Collaboration, Integrity, Learning, Quality, and Respect (O1) – into college work is expected of all staff. These values were developed and defined collaboratively by college-wide planning sessions with participation from administration, faculty, and support staff. Integrity directly addresses honesty, accountability and ethical conduct resulting in the college’s stewardship to taxpayers and the community.

WCTC adheres to Administrative Policy: Human Resources HUM-300 – Code of Ethics for Employees which establishes ethical standards of conduct, prevents conflicts of interest, improves standards of public service and strengthens the faith of the public in college employees. District Board members abide by a Code of Conduct according to Board Policy 1.8 which has its basis in Wisconsin State Statutes Chapter 19, General Duties of Public Officials and Chapter 946, Crimes Against Government and its Administration. These include proper use of authority and appropriate decorum when acting as District Board members.

Students follow an Academic and Student Code of Conduct (2007-08 Student Handbook) as well as specific policies and procedures to enable WCTC to provide a learning environment free of threats, danger, illegal harassment, and disruption. These are accessible through WCTC Administrative Policy STU-400-Student Rights. This policy covers equal educational opportunity for students as well as compliance with all federal and state laws, executive orders, or administrative directives or codes that deal with discrimination, affirmative action, fair employment, or any other student rights issues.

WCTC’s Five Year Affirmative Action/Civil Rights Compliance Plan (2005-2010) establishes policies...
and related activities to monitor and encourage continuous improvement within the scope of affirmative action and equal opportunity for staff and students. This compliance plan is available to all interested parties via the WCTC website www.wctc.edu. In addition, the Affirmative Action Policy Statement, and Equal Opportunity Education and Employment Policy prevent harassment of students and/or employees. These are published in the college catalog, the schedules of classes and in the Student Handbook.

Further demonstrating WCTC’s commitment to modeling and promoting cultural diversity, the College has the only independent Global Business associate of applied science degree program in Wisconsin and has a long-standing committee, Internationalizing the College (1C4). In addition, the WCTC Global Education & Trade Center prepares the business community and workforce for the realities of a global economy. Over the last 20 years, staff have helped thousands of local companies find solutions to their import and export challenges. The Wisconsin Department of Commerce, the Wisconsin Department of Agriculture and the Japan External Trade Organization (JETRO) maintain outreach offices on the WCTC campus; together with WCTC they represent the region’s largest technical training source for international trade.

The college maintains its stewardship in the community through numerous partnerships and memberships. WCTC is viewed by the community as an educational partner and leader in economic development. As such, WCTC has a representative on the area Chambers of Commerce as well as many of the service clubs including Kiwanis, Lions, Rotaries, etc. Often, WCTC representatives are leaders within those organizations either sitting on board of directors or as officers. These representatives serve as conduits between community partners and the college. WCTC is strongly tied to community service, social responsibility, and community involvement through its mission to be “the leader in workforce development for Waukesha County;” its vision to “building a better community one learner at a time through education, partnerships, and technology;” and one of its strategic goals to “maximize and expand external partnerships and external collaboration.”

### Processes

#### 5P1 Setting directions

WCTC leaders set directions in alignment with mission, vision and values through systematic planning processes (5C2) to meet students’ and other key stakeholders’ needs. Category 8 describes planning processes at WCTC in greater detail.

Aside from proven statistical methods for measuring enrollment, retention, assessment and stakeholder satisfaction, WCTC’s president has her own barometer that’s easy to remember but is a continuing challenge for any higher education institution: Regarding students… Do we get them? Do we keep them? Do they learn? and, Are they satisfied? Students are WCTC’s number one priority and guide the development of all planning, programs, and processes.

Key leadership committees and teams are shown in Figure 5-1. The majority of these teams and committees meet bi-weekly or monthly and provide reports to the District Board, President’s Executive Cabinet and College Leadership Team as required and/or needed. This reporting provides the opportunity for feedback and input in order to be in alignment with college strategic directions and goals. Student, key stakeholders and staff feedback are analyzed regularly to maintain WCTC’s commitment to being a student-learning centered college. Teams are empowered to be innovative and to capitalize on what’s going well and to improve on issues that need work.

With the new organizational reporting structure, the president has created a senior leadership position, Vice President of Strategic Effectiveness and Advancement. This VP 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, lead 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 Building and sustaining learning environment**

Consistent with WCTC’s empowerment philosophy, leaders at every level of the college are encouraged to seek future opportunities to build and sustain a learning environment. WCTC works through external partnerships with business, industry, government and community-based organizations regularly to seek input about their initiatives and needs. Those needs develop into college opportunities. Gathering this information takes the form of environmental scanning done during 5-year comprehensive QRPs, bi-annual instructional program Advisory Committee meetings, student and graduate satisfaction/follow-up surveys, employer satisfaction surveys, community group listening and feedback sessions, and employee feedback sessions.

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 engage in ongoing environmental scanning and benchmarking external best practices.

WCTC brings speakers to the college for faculty and staff in-service days at least twice per year. Getting new ideas from national figures often creates an incubator for future opportunities. Within the past five years, WCTC has heard from such notables as:
- James Autry – Defining Organizational Values
- David Crockett – Student Retention (Noel Levitz)
- Will Dagget – Assessment
- Steve Gilbert – Teaching, Learning, and Technology
- Mark Milliron – League for Innovation and NISOD
- Terry O’Banion – Student Learning
- Mark Pogue – Gallup Organization – Strengths Based Development
- Nancy Stetson – Appreciative Inquiry in Education
- Vincent Tinto – Student Retention

Results from these speakers include a college-wide focus on retention including a retention QRP scorecard indicator for each academic program, a continued focus on assessment including an AQIP action project on pre-enrollment assessment improvements, and constant work to improve as a student-learning centered college.

**5P3 Decision making**

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

The committees and teams outlined in 5C1 are a dynamic network that connects the District Board, faculty, administration, and staff to facilitate communications and carry out recommendations and decisions.

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**Figure 5-2 AQIP Action Team Deployment Plan for Data-informed Decision Making**

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Details</th>
<th>Completion Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design Curriculum</td>
<td>Customize decision making model; develop case studies</td>
<td>July 1, 2007</td>
</tr>
<tr>
<td>Share plan with leaders &amp; managers</td>
<td>Team representatives share plan at various meetings including Leadership Council, Accreditation Steering Team, Deans, Management Forum, two union Executive Committees.</td>
<td>October 1, 2007</td>
</tr>
<tr>
<td>Pilot training on a representative sample of all staff</td>
<td>Develop a pre- and post-assessment to monitor systematic decision making; modify training module based on feedback loop from Accreditation Steering Team, facilitators, leaders, and pilot group.</td>
<td>December 1, 2007</td>
</tr>
</tbody>
</table>
| Implement first round of training | • Faculty (Adjunct instructors invited)  
• Support staff  
• Non-represented/professional staff | • January 2008  
• March 2008  
• Winter/Spring 2008 |
| Follow-up | • 6-month check up on use of model  
• Share experiences about use—consider panel discussion | Ongoing |
| Ongoing training | • Provide new employee training-second semester of employment  
• Adjunct instructor option  
• Provide refresher opportunities | Multiple times throughout each year |
One of the areas that WCTC is focusing on for improvement is to base decision-making on common, reliable data. As a result of WCTC’s AQIP participation and Vital Focus process, participative data-informed decision making is one of the College’s top priorities. A cross-functional/cross-representational action project team is designing a decision making process that allows for input based on interpreting a common set of data and access to information for stakeholders at all levels. This team is in the process of developing curriculum for college-wide training of a customized decision making process based on widely used Kepner Tregoe (K-T) principles. The K-T process uses data to clarify the purpose of the decision, evaluate all possible alternatives, assess involved risks, and come to a final and well-analyzed decision. Training will begin with a pilot group in fall 2007 with roll-out for all staff beginning spring 2008 (Figure 5-2).

5P4 Using information and results
Leaders use information and results from end-of-the-year accomplishment reports prepared by departments and divisions in their decision-making process to assess and monitor progress made towards achieving strategic goals and directions. Each unit reports its accomplishments organized by each strategic goal and updates measures of productivity and quality used to monitor performance and improvement.

By function, the information needs for various leaders differ widely. Figure 7-1 outlines the variety of key institutional measures and WCTC reports used across the college. The development of the individual reports occurred as leaders asked for information to be able to monitor work done in their functional area.

Continuous improvements are expected as a result of the data-driven decision making process that is being implemented (5P3).

5P5 Communicating among institutional levels
Communication occurs throughout the college between and among all institutional levels by a variety of methods. The fact that the organization is relatively flat and most staff members are well known to one another assists in accomplishing this goal. Section 5C1 outlines various college leadership teams and defines the importance of WCTC’s core value of Collaboration highlighting communication and teamwork.

Communication occurs through various media through all levels and in all directions according to examples shown in Figure 5-3.

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**Figure 5-3 Key Communication Tools**

<table>
<thead>
<tr>
<th>Communication Tool</th>
<th>Purpose</th>
<th>Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portal</td>
<td>One-stop, single sign-on electronic information</td>
<td>All Employees/Current Students</td>
</tr>
<tr>
<td></td>
<td>resource; announcement source</td>
<td></td>
</tr>
<tr>
<td>E-mail</td>
<td>Specific electronic information source</td>
<td>All Employees</td>
</tr>
<tr>
<td>Department, Team &amp; Committee meetings</td>
<td>Collaborate with department or internal</td>
<td>Department staff; team and/or</td>
</tr>
<tr>
<td></td>
<td>committees for process improvements</td>
<td>committee members</td>
</tr>
<tr>
<td>In-service/Spring</td>
<td>Communicate perspectives on key college-wide</td>
<td>Faculty; Support Staff; Non-</td>
</tr>
<tr>
<td>Spotlight/Management Forums</td>
<td>issues; provide professional development</td>
<td>represented staff</td>
</tr>
<tr>
<td>Minutes</td>
<td>Communicate key meeting topics</td>
<td>Interested staff</td>
</tr>
<tr>
<td>District Board Meetings</td>
<td>Communicate key meeting topics</td>
<td>Staff; concerned public</td>
</tr>
<tr>
<td>One-on-one with supervisor</td>
<td>Continuous communication</td>
<td>Supervisor and direct reports</td>
</tr>
<tr>
<td>Advisory meetings</td>
<td>Communicate program/curriculum updates; conduct</td>
<td>Department staff; occupational</td>
</tr>
<tr>
<td></td>
<td>environmental scans; collect advice and</td>
<td>employers and other external</td>
</tr>
<tr>
<td></td>
<td>feedback</td>
<td>stakeholders</td>
</tr>
<tr>
<td>Various college publications</td>
<td>Communicate college information</td>
<td>Internal staff/external public</td>
</tr>
<tr>
<td>President’s Perspective</td>
<td>Monthly president’s communiqué - key issues</td>
<td>All Employees</td>
</tr>
<tr>
<td>College Newsletter</td>
<td>Communicate key and new college efforts</td>
<td>All staff/external stakeholders</td>
</tr>
<tr>
<td>AQIP Updates/Listening and</td>
<td>Discuss and collect feedback to improve college</td>
<td>All employees/external stakeholders</td>
</tr>
<tr>
<td>Feedback Sessions</td>
<td>processes; developing action projects</td>
<td></td>
</tr>
<tr>
<td>Employee Orientation</td>
<td>Communicate college procedures to new employees</td>
<td>All new full and part-time</td>
</tr>
<tr>
<td></td>
<td></td>
<td>employees</td>
</tr>
<tr>
<td>Faculty Boot Camp</td>
<td>Communicate instructional procedures and methods</td>
<td>New faculty and associate deans</td>
</tr>
<tr>
<td>Informal discussion</td>
<td>General discussion – “Grapevine”</td>
<td>All employees</td>
</tr>
</tbody>
</table>
5P6 Communicating shared expectations
The mission, vision, and values are published in a variety of media including, but not limited to, the Student Handbook, College Catalog, Website, and on posters hung in various locations around campus. In addition, divisions and departments have published their own mission and vision statements that support the overall college statements in their operational plans.

Performance expectations are communicated through one-on-one supervisor/employee meetings as well as more generally in job descriptions and during employee orientations. Each employee has his/her own improvement plan that is agreed upon between the employee and the supervisor (see 4P6). Staff are offered professional development opportunities (4P4) and are encouraged to participate in continued education and external community involvement. Renewal of certification for academic staff requires ongoing education to equal six college credits every five years.

5P7 Encouraging leadership development
WCTC is committed to providing training and development opportunities to assist in the professional and personal growth of all staff members and to enhance their skills, talents, and competence in contributing toward the college achieving its mission and goals. The Human Resources department is charged with organizing and publicizing leadership development opportunities. Candidates from within the college may either self-nominate for participation or may be recommended by their supervisor or other senior leader.

Examples of leadership development opportunities include:

- WCTC Mentorship Experience - Enables staff the opportunity to work with a WCTC mentor to foster one’s personal/professional growth and goal development. – Usually 4-5 participants per year
- Wisconsin Leadership Development Institute (WLDI) – State sponsored formal leadership program designed to provide training for current and future organizational leaders in post-secondary education. – usually 2 participants per year
- Area Chamber of Commerce Leadership Programs – Local leadership programs exposing WCTC employees and other area leaders to community involvement and leadership opportunities – usually 2 participants per year
- Great Teachers Seminar - This unique three-day seminar provides instructors the opportunity to exchange innovative ideas for classroom teaching and to develop creative approaches to specific instructional problems. The seminar promotes introspection, self-appraisal, and continuous growth and inspiration in the teaching profession.
- Great Support Staff Retreat - This two-day retreat provides support staff with the opportunity to broaden their perspectives by learning and working with support staff from other technical colleges.

Some other development activities include faculty and staff in-services, generous tuition reimbursement at four-year colleges/universities, tuition prepayment for WCTC courses, technology training, Covey, Crucial Conversations, Deming, and Appreciative Inquiry training. In addition, staff have the opportunity to attend local, state and national conferences and are encouraged to show leadership by serving as presenters in their areas of expertise. Often staff members have opportunities to exercise leadership abilities by serving as leaders and facilitators of special internal teams. Section 4P4 has greater detail about professional development opportunities.

5P8 Planning for leadership succession
The College works to ensure that the mission, vision, and values are passed on during succession. WCTC is making sure that the right new employees when openings occur. The College has developed a document entitled, “Characteristics of a WCTC Employee” that is used during the screening process of all hires. This team-developed document opens with quotes from, first, the vision and, then, the mission of WCTC so that all prospective applicants are aware of the College’s commitments. This document is available on WCTC’s website and lists the characteristics as:

- Has a positive attitude
- Is customer service oriented
- Demonstrates an appetite for learning
- Is comfortable with technology
- Adapts to new and changing situations
- Supports his/her team’s goals
- Values diversity (appreciates the benefit of different people/different views)
- Is enthusiastic
- Respects others
**Figure 5-4 Key Elements of Succession Planning**

**Key Elements of Workforce/Succession Planning**

What key functions need to be performed in order to accomplish the direction set out in the College’s strategic plan?

<table>
<thead>
<tr>
<th>Key Elements of Succession Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Determine anticipated vacancies/positions</strong></td>
</tr>
<tr>
<td><strong>Analyze needs/work and performance criteria</strong></td>
</tr>
<tr>
<td><strong>Determine outcome of work/position</strong></td>
</tr>
<tr>
<td><strong>Assess current and future talent potential</strong></td>
</tr>
<tr>
<td><strong>Provide development opportunities &amp; support structure</strong></td>
</tr>
</tbody>
</table>

- Takes risks; is willing to make a mistake and learn from it
- Demonstrates integrity
- Strives for excellence
- Values open, honest communication

One of WCTC’s strategic goals is to develop and implement a dynamic human resource plan that ensures a diverse and highly qualified workforce. To this end, the Human Resources department has developed a Workforce (Succession) Planning process ([www.wctc.edu/web/general/sys_port/workforce_planning_guide.pdf](http://www.wctc.edu/web/general/sys_port/workforce_planning_guide.pdf)) to address the challenges of maintaining necessary staff levels (Figure 5-4).

**5P9 Measuring leading and communicating**

Measures of leading and communicating that are collected and analyzed regularly include:
- Participation in various leadership programs
- Leadership and community involvement awards and accomplishments
- 2004-05 Constellation Survey results
- 1996, 1999, and 2004 PACE question results
- Appreciative interview results from action projects teams on decision-making and communication improvements
- On-going staff feedback/listening sessions as part of Systems Portfolio development process

**Results**

5R1 Results for leading and communicating

Staff participation in various leadership programs and activities have impacted professional growth in all job categories. Figure 4-5 shows the positive movement in internal promotions at WCTC over the past five years.

Consistent concern exists within the college community on five areas related to employees’ work (see 4R1). Similar concerns were expressed in the form of Provocative Proposals during college-wide Conversation Day, part of the AQIP Vital Focus process. As a result, two action project teams were formed to address topics of Participative Data-Driven Decision Making and Improving Internal Communications (further described in 5I2). As part of project evaluation, customized survey instruments will be administered to measure the impact of each AQIP action team project.

Results from the AQIP facilitators’ result report for WCTC’s Constellation Survey (2004) outlines four AQIP principles that have great opportunities for improvement: Leadership, Involvement, Collaboration, and Foresight. Since that time, a new college president has been hired, WCTC is working hard at improving involvement and collaboration, and planning processes are being
addressed. In addition, a climate survey will be administered to all staff in spring 2008 to assess change in areas needing improvement.

5R2 Comparing results
The Constellation Survey results identify areas of WCTC’s relative strengths and opportunities; however, comparative results to other AQIP colleges were not provided. This would be useful for benchmarking across institutions. The college has historical PACE climate survey results which compared ratings made by classified, faculty and management staff to those of other Wisconsin and nation-wide community and technical colleges; however, the last administration of this survey was in 1999.

It is recognized that most organizations are challenged with establishing and maintaining open communication systems that satisfy staff information needs.

Improvement
5I1 Improving leading and communicating processes
Current processes for leading and communicating are related to both personal and organizational improvements. Personal improvement systems are well-defined (4P6) and depend on feedback from a wide cross-section of stakeholders.

WCTC has a 20-year history of using quality principles to affect organizational leadership practices. A commitment to using the Plan/Do/Study/Act model (2I1) allows for continuous review of current leadership processes and systems. Examples of teams that have been used to improve leadership processes include:
- Leadership Identification – Mentoring Experience Team
- Four Presidents Team (college, union, and board presidents meet to improve communication)

Currently, the AQIP action project team focusing on two-way communication is in the process of developing specific improvement targets.

5I2 Setting improvement targets
The targets are to improve performance each time college climate surveys are administered. The goal is ultimately to exceed comparative means. WCTC employees, at all levels, are well aware that there is a long history of labor relations issues and one of the College’s priorities is to improve in this area. The staff is proud of the fact, though, that throughout the labor strife historically experienced, service to students and emphasis on being student-learning centered has never faltered. In fact, an excerpt from the AQIP facilitators’ summary report for WCTC’s Constellation and Conversation Day reads: “… it is evident to the facilitators that WCTC’s greatest strengths are in two key process areas:

Supporting Institutional Operations
- Technology is up-to-date and well-supported.
- Appropriate maintenance ensures both facilities and equipment can be used effectively.

Helping Students Learn
- WCTC makes certain that students acquire the knowledge and skills required by their academic programs before awarding them credentials.
- WCTC regularly evaluates the effectiveness and relevance of its courses and programs.
- WCTC intentionally promotes excellence in teaching.
- Students have convenient access to the information and resources necessary to support their learning.
- WCTC ensures that students have easy access to the people and services they require to be successful.

In terms of the AQIP Principles of High Performance, WCTC’s greatest strengths are People, Integrity and Learning” (HLC/AQIP Summary Report 3/2005).

As a result of WCTC’s AQIP participation and Vital Focus process, it was determined that improving internal communication is a top priority. A team of individuals representing both labor unions, college administration, and other college functional areas is currently collaborating to design more open, two-way communication strategies to provide access to information to all stakeholders, at every level. The team is focusing on:
- Communication via technology
- Face-to-face communication
- Involvement.

Historically, climate survey results have been shared and discussed with all staff and the District Board. Improvement plans have been developed at the college, division, and department levels. On Conversation Day, the Constellation Survey results were reviewed and discussed. Provocative Proposals for college-wide improvement were developed that day and later prioritized by staff for implementation.