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.

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>
<tr>
<td>Implement first round of training</td>
<td>• Faculty (Adjunct instructors invited)</td>
<td>• January 2008</td>
</tr>
<tr>
<td></td>
<td>• Support staff</td>
<td>• March 2008</td>
</tr>
<tr>
<td></td>
<td>• Non-represented/professional staff</td>
<td>• Winter/Spring 2008</td>
</tr>
<tr>
<td>Follow-up</td>
<td>• 6-month check up on use of model</td>
<td>Ongoing</td>
</tr>
<tr>
<td></td>
<td>• Share experiences about use—consider panel discussion</td>
<td></td>
</tr>
<tr>
<td>Ongoing training</td>
<td>• Provide new employee training-second semester of employment</td>
<td>Multiple times throughout each year</td>
</tr>
<tr>
<td></td>
<td>• Adjunct instructor option</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Provide refresher opportunities</td>
<td></td>
</tr>
</tbody>
</table>
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.

### 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 resource; announcement source</td>
<td>All Employees/Current Students</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 committees for process improvements</td>
<td>Department staff; team and/or committee members</td>
</tr>
<tr>
<td>In-service/Spring Spotlight/Management Forums</td>
<td>Communicate perspectives on key college-wide issues; provide professional development</td>
<td>Faculty; Support Staff; Non-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 environmental scans; collect advice and feedback</td>
<td>Department staff; occupational employers and other external 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 Feedback Sessions</td>
<td>Discuss and collect feedback to improve college processes; developing action projects</td>
<td>All employees/external public</td>
</tr>
<tr>
<td>Employee Orientation</td>
<td>Communicate college procedures to new employees</td>
<td>All new full and part-time 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?

- 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) 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