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for Waukesha County Technical College’s System Portfolio

Criterion One – Mission and Integrity
The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Core Component 1a.
The organization’s mission documents are clear and articulate publicly the organization’s commitments.

- The College has well-defined mission, vision, and values that emphasize workforce development and student learning (Organizational Overview, Figure O-2).
- WCTC’s commitment to being student-learning centered is stated explicitly in the college mission and through the Board’s “End Statements” which are part of the Board’s policy governance process (1C2, (8C2, Figure 8-1).
- WCTC ensures that its other distinctive objectives are in alignment through the College’s strategic planning process in accordance with State Statute 38.001 regarding the mission and purpose of the Wisconsin Technical College System (2C2).
- The College uses a variety of processes and media to communicate its mission, vision, and values, both internally and externally (5P6).

Core Component 1b.
In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

- Quality, diversity, and respect are embedded within WCTC’s core values (Overview, Figure O-2).
- The WCTC Board has developed Ends Statements which describe the benefits or long-term results that are desired for students and other customers and define the expectations of the college in meeting its mission. WCTC’s first Ends Statement reads that “Students will obtain the critical life skills as well as the occupational and technical skills needed to achieve their educational goals at an affordable cost.” (O3) Of the 23 Critical Life Skills anchored throughout WCTC program outcomes and course competences, those of Professional and Personal Ethics, Social Responsibility and Effective Citizenship, and Valuing Diversity demonstrate WCTC’s commitment producing learners that will make a positive impact in society (1C1, Figure 1.1).
- Because WCTC’s mission focuses on workforce development and student learning, the College has various student markets as well as stakeholder groups that result in a wide variety of interaction between WCTC and these groups (3C1, Figure 3-1).

Core Component 1c.
Understanding of and support for the mission pervade the organization.

- WCTC maintains its stewardship in the community through numerous community and business partnerships and, according to its mission of workforce development and enhancing our community’s quality of life, by, for example:
  - Participating on numerous boards and community organizations (5C3)
  - Providing community services and avocational or self-enrichment activities and non-credit courses (2C1)
  - Conducting Environmental Scans with advisory committees and the population-at-large to meet business and community needs (8P1)
- WCTC’s mission, vision, and values are written and discussed collaboratively within the College during staff in-services, college conversations, and during other strategic planning activities (8P1).
- To more appropriate align with its mission focus of student-learning centeredness, the president re-organized the college work units in 2007 (4C1).
- As part of unit strategic action plans, divisions and departments create their own vision, mission, and core responsibility statements that are aligned with the college’s vision and mission and carry out WCTC’s core values (8P3).
Core Component 1d.
The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

- The College uses a shared governance model with responsibilities balanced between its district board and the Wisconsin Technical College System board. Board policies and practices at both the local and state levels document the boards’ focus on WCTC’s mission (Overview O1, 5C1).
- The district board “Ends Statements” defines WCTC’s expectations for meeting its mission. All college staff works 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 work of WCTC (Overview, O1, 5C2).
- WCTC leaders set directions in alignment with mission, vision, and values through systematic planning processes to meet students’ and other stakeholders' needs (5P1, 8P1).
- Internal leadership development is a priority for the College and is demonstrated via a variety of leadership opportunities (5P7).
- In order to effectively plan for the growing number of faculty and staff retirements, WCTC has developed a Workforce Succession Planning procedure (5P8, Figure 5-4).

Core Component 1e.
The organization upholds and protects its integrity.

- The activities of the College are consistent with its mission, vision, and core values. WCTC abides by applicable local, state, and federal laws and regulations while implementing clear and fair policies regarding the rights and responsibilities of its students and other stakeholders (4P3, 1C5).
- WCTC’s core value of Integrity guides the practice of honest, accountable, and ethical behavior in fulfilling our stewardship to our community (Overview, Figure O-2).
- College faculty is responsible to ensure the academic integrity of the courses they teach and, by contract, have the intellectual freedom to do so (1C5).
- WCTC ensures ethical practices for employees and district board members through a code of ethics and policies and procedures. (4P3, 5C3).
- Students are expected to abide by a prescribed Code of Conduct. (3P6)

Criterion Two – Preparing for the Future
The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill the mission, improve the quality of its education, and respond to future challenges and opportunities.

Core Component 2a.
The organization realistically prepares for a future shaped by multiple societal and economic trends.

- WCTC's planning process incorporates extensive environmental scanning with internal and external constituencies. (8P1)
- Strategic partnerships and relationships help WCTC achieve its goal to “Maximize and expand external partnerships and internal collaborations” in order to support changes at the College via advice of members of advisory committees who keep us aware of needs, current trends, and emerging trends. (9C2)
- WCTC is in the process of extensive environmental scanning and “town hall meetings” with stakeholders for the next strategic plan. (Figure 8-4. 8P1).
- The College monitors societal and economic trends that present key opportunities and challenges. (Overview, O8).
- WCTC’s president and vice-president of learning and student services serve on the board of the Waukesha County Economic Development Corporation. (9P1)
- WCTC’s “Bridges to the Community” initiative addresses the educational and economic development needs of the area by collaboration with corporate and community partners. (Overview, O8; )
Core Component 2b.
The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.
- WCTC was the first technical college in Wisconsin to receive a Aaa bond rating and has maintained this since 1996. According to Robert W. Baird & Co., if there was a rating higher than Aaa, WCTC would have received it based on its financial position. (6R2)
- Wisconsin Technical Colleges, by State Statute, Chapter 38, have District Boards with the authority to levy property taxes in order to provide an adequate resource base for educational programs, facilities, equipment, and staff. (Overview O1, 6R2)
- WCTC’s human resources are one of its greatest assets. The College protects this asset by providing professional development and training to maximize employees’ skills and talents. (4P4)

Core Component 2c.
The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.
- All Wisconsin Technical Colleges monitor academic programs, and developmental and adult basic education using the Quality Review Process, which produces a scorecard used by faculty and staff to plan improvements. (1P8)
- Organizational information is collected, analyzed, benchmarked and provides evidence that performance meets expectations. WCTC uses the Sungard Banner – Higher Education information management system. (7C1, 7C2, 7P1, 7P2, 7P4)
- Progress on strategic action plans is monitored twice yearly (mid- and end-of-year accomplishments). (7P5, 8R1, 8R2)
- WCTC uses Quality Teams to make process improvements based on a Plan-Do-Study-Act cycle throughout the college. (2C1, 2I1)

Core Component 2d.
All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.
- WCTC’s District Board has developed End Statements that describe the benefits or long-term results that are desired for its students and other customers and define the expectations of the College in meeting its mission. (8C2, Figure 8-1)
- Every unit in the College develops strategic action plans including activities, responsible parties, resource requirements, indicators or success and a target completion date. Units create their own vision mission and core responsibility statements that are aligned with the college’s vision and mission. (8P3)
- WCTC has a two-phase operational planning process that begins with college academic units outlining new educational initiatives, new teaching and learning strategies, facility improvements, new equipment needs and related instructional resource requirements. Following this, phase two involves college administrative and student support units outlining activities, strategies, staffing, etc. needed to support student learning and other strategic goals in alignment with the College mission. (2P3)

Criterion Three – Student Learning and Effective Teaching
The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Core Component 3a.
The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.
- WCTC identified 23 Critical Life Skills clustered into four topics: Communication Skills, Analytical Skills, Group Effectiveness Skills, and Personal Management Skills that are necessary for students’ development and personal success. These core abilities were developed based on input from faculty, staff, students and employers. (1C1, 1P1, 1R1)
• Each academic program at WCTC has occupational-specific learning outcomes unique to the individual program. These are developed with input from industry advisory committee members, faculty, and other academic leaders. They are clearly communicated in the College Catalog, on the website, and via advising. (1C1, 1P1)

• Assessment of student learning is determined by the program and course outcomes. The College has a defined Student Outcomes Assessment process that allows faculty to work together on common approaches, both formative and summative, to assess that competencies and outcomes are aligned with diverse student learning styles and are achieved. Measures of assessment are collected and analyzed throughout the student’s tenure at WCTC – pre-, during-, and post-enrollment. (1P11) (1P13)

• WCTC assesses students’ educational goals each year they register. One way the College uses this information is to assist those students who might benefit from additional career advising or those in need of other support services. (3C1)

Core Component 3b.
The organization values and supports effective teaching.

• All new faculty – full time and those teaching more than half-time – attend WCTC Boot Camp prior to teaching to assist faculty to define their teaching and learning styles in order to provide the best educational experience for students. (1C4)

• Instructors are responsible to ensure the academic integrity of the courses they teach and use the methods that work best for the instructor and best suit the learning styles of their students. (1C5)

• The selection process for new instructors incorporate behavior-based interviews which include a teaching demonstration. (4P2)

• The College provides a variety of professional development opportunities designed to improve pedagogy and encourage innovative teaching. WCTC has an internal Teaching Innovation Center (TIC) that provides workshops and one-on-one assistance to faculty and staff on technology and teaching/learning strategies. Faculty is encouraged to participate in a variety of activities such as the Instructor Occupational Competency Program; the Great Teachers Retreat; and the Wisconsin Leadership Development Institute. (1P9) (4P4)

• The Teaching Improvement System (TIS) is designed to help students learn through instructors’ continuous improvement. New faculty are paired with experienced mentor instructors. Associate deans monitor instructional effectiveness and, through the TIS, instructors are provided with support and guided direction if they need assistance with teaching/learning processes. (4P6)

Core Component 3c.
The organization creates effective learning environments.

• WCTC courses are delivered in a variety of ways to accommodate out students’ needs for flexibility and their varying learning styles. Classes are offered in traditional classroom settings, but also accelerated; interactive television; distance learning using the Blackboard Academic Suite Course Management System to on-line learning; shared programming with other colleges; etc. (1C3)

• Classrooms are equipped with advanced technology to accompany other teaching methods including “smart carts” that provide video projection, Internet connected computers, DVD/VCR units, and document cameras. Other examples of technology used to create effective learning environments include podcasting, Camtasia and Macromedia Breeze. (1C3)

• In 2007, WCTC acquired three Human Patient Simulators and a lab facility to afford health care career students the opportunity to get practice experiences before they actually go on real clinical sites. (1C3)

• Counselors work with students in one-on-one and classroom meetings for program advising and career information. Counselors have designed an Early Alert System so that faculty can identify students who are struggling academically or personally. Counselors serve as case managers to special population and special service students, displaced workers, and others. (Figure 1-9) (3P2)
Core Component 3d.
The organization’s learning resources support student learning and effective teaching.
- The College Center building was constructed to centralize learning support services including a one-stop shop for admissions, registration and financial aid; the Library; a food service cyber-café, student life, and large computer lab. (O6, 1C3, 6R1)
- There are excellent computer opportunities to support student learning at WCTC. Approximately 70 computer labs with wireless network access house an average of 18 computers per lab. There is a 90-computer open lab that has a student help desk and is open 80 hours per week. There is web-based network storage available to every student for course-related file storage. (1C3)
- Learning support services are available through the Academic Foundations Division in The Learning Place which helps students build the skills necessary for success in college-level courses. (Figure 1-9) (6C1)
- There are a variety of administrative and support service processes that reinforce Helping Students Learn and Accomplishing Other Distinctive Objectives such as Counseling and Advising; Library, Omni-Tech computer lab; child care services; international programs, student clubs and student government, bookstore, career center, etc. (Figure 6-2)
- WCTC has a long history of bringing prestigious in-service speakers/facilitators to the College to enhance faculty’s teaching effectiveness. (5P2)

Criterion Four – Acquisition, Discover, and Application of Knowledge
The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Core Component 4a.
The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.
- WCTC’s mission and vision statements emphasize that student learning is at the core of the organization. One of the College’s Strategic Goals for 2004-08 is to “Create an environment that focuses on lifelong learning.” (Figure O-2, O1)
- As a student-learning centered college, WCTC seeks to place learning first in every policy, program, and practice. The College supports an atmosphere of freedom and confidence for teaching and learning. A climate that celebrates intellectual freedom, inquiry, reflection, respect for intellectual property and respect for differing and diverse opinions both for students and staff exists. (1C1, 1C4, 1C5)
- All employees, in every category, have individual professional growth and improvement plans and have the opportunity to participate in various learning options, e.g., timeshare courses on campus; external college courses and tuition reimbursement plans for advanced degrees; instructor occupational competency experiences; a variety of leadership development programs. (1P9, 4P4, Figure 4-2), 4P6, 5P2, 5P7)
- WCTC has a Corporate and Community Training department that provides customized training and technical assistance to the local business and industry community. (O2), Figure 3-1, 9P1, 9R1)

Core Component 4b.
The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.
- The College has clustered 23 Critical Life Skills into four skill areas: Communication Skills, Analytical Skills, Group Effectiveness Skills, and Personal Management Skills. In so doing, WCTC believes that by integrating these skills throughout each student’s program curriculum, student will develop and demonstrate an interdependent role in society and the workplace. (1C1, 1P1)
• All associate degree students are required to complete 18 hours of General Studies in the areas of social and behavior science, communication, math and/or science. (1C3)

• Students' program requirements including general studies requirements are communicated via the college website, program brochures, student portal, and other printed materials. Individual course outcome expectations and critical life skills are incorporated into curriculum via the Worldwide Instructional Design System (WIDS). (1P1, 1P4)

• As a student-learning centered college, WCTC seeks to place learning first in every policy, program, and practice. The College supports an atmosphere of freedom and confidence for teaching and learning. A climate that celebrates intellectual freedom, inquiry, reflection, respect for intellectual property and respect for differing and diverse opinions both for students and staff exists. (1C1, 1C4, 1C5)

Core Component 4c.
The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

• Students at WCTC are prepared to live and work in a diverse world. Valuing Diversity is one of WCTC’s core critical life skills. Faculty, staff and students are assisted in understanding the globalization of education, training, and the workforce through the integration of global impacts and priorities via the work of the Internationalizing the College committee. (1C4)

• The College has a support network for the recruitment and retention of multicultural students. (1C4)

• WCTC has the only associate of applied science degree program in Wisconsin in Global Business. (Figure 1-3)

• The College’s Quality Review Process monitors currency and relevancy of courses and programs. Part of the 5-year review also includes meetings with the advisory committee to review the impact of international business on their industry. Technology and equipment reviews are also part of the self-study and improvement plan for each program. (1P8)

• Technology is central to all institutions in the Wisconsin Technical College System and WCTC is no exception. Staying current and proactive about the future of technology in the workplace is a unique feature of colleges in the WTCS and is intended to prepare students to work and thrive in a technological society. (Figure O2, 1C3, 6C2, 7P6)

Core Component 4d.
The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

• As a student-learning centered college, WCTC seeks to place learning first in every policy, program, and practice. The College supports an atmosphere of freedom and confidence for teaching and learning. A climate that celebrates intellectual freedom, inquiry, reflection, respect for intellectual property and respect for differing and diverse opinions both for students and staff exists. (1C1, 1C4, 1C5)

• The Student Handbook, the Students Code of Conduct, as well as each course syllabus outline WCTC’s expectations for students regarding academic integrity, attendance, diversity, and behavioral expectations. (1P4, 3P6)

• As part of the Critical Life Skills expectations for all students, Professional and Personal Ethics, Social Responsibility, and Effective Citizenship are integrated throughout students' experiences at WCTC. (1C1, Figure 1-1)

• One of WCTC’s core values is Integrity; faculty, staff, and district board members embrace honesty, accountability and ethical conduct in fulfilling our stewardship commitment to our students and community. Ethical practices are ensured through a code of ethics and by appropriate policies and procedures. These practices encompass the acquisition, discovery and application of knowledge. (Figure O2, Figure 4-2, 4P3)
Criterion Five – Engagement and Services
As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Core Component 5a.
The organization learns from the constituencies its serves and analyzes its capacity to serve their needs and expectations.
- WCTC engages in extensive environmental scanning through advisory committees, occupational summits, and community conversations as part of its strategic planning process to understand trends and needs of its stakeholders and other constituencies. (1P1,3C1, 8P1, 9P1)
- The college uses continuous quality improvement processes through its Center for Quality and Innovation and collaborates with various constituents to make improvements. (2P1)
- WCTC responds to the needs of its constituencies by providing customized training and technical assistance through Corporate and Community Training and by providing continuing education, online learning, and interactive television coursework. (1C4,3C1, 9P1)
- The College’s Quality Review Process monitors currency and relevancy of courses and programs. Part of the 5-year review also includes meeting with the advisory committee to review the impact of international business on their industry. (1P8)
- WCTC students complete course evaluations, have opportunities to provide ongoing feedback on services (e.g., counseling, library, food service, etc.) and participate in a general college-wide student satisfaction inventory every three years. (1P9, Figure 3-2, 3R2, 6R3, Figure 6-6)

Core Component 5b.
The organization has the capacity and the commitment to engage with its identified constituencies and communities.
- WCTC has numerous relationships with its constituencies and communities through collaborative partnerships, advisory committees, chambers of commerce, rotary, and service club memberships, other educational institutions, and business and industry. (Overview O4, 1P1, 1P2, 1P5, 2R1, Figure 3-1, 3P3, 9P1, 9R1)
- WCTC values building and maintaining relationships with its key constituencies and has instituted prescribed behaviors to enhance the quality of those relationships – WCTC C.A.R.E.S. (3P2, Figure3-4)
- WCTC is committed to engagement with its students through a variety of professional development, critical life skills, clubs and organizations, networking opportunities, and social activities. (1C1, 1C4, 1P9, 1P10, 3P2)

Core Component 5c.
The organization demonstrates its responsiveness to those constituencies that depend on it for service.
- WCTC is a student learning centered institution that also provides services and resources that directly support non-profit organizations, entrepreneurial business and other community education needs through its Center for Quality and Innovation, Center for Global Business, the Small Business Center, Tiny Tech (child care center) and the RTA Education Center. (2C1, 2P1, 2P5, 2R1)
- In addition to offering continuing education classes and avocational coursework, WCTC strives to provide others services that meet other needs of our community such as a Community Nursing Center, Dental Clinic, Income Tax Services, children’s events, job fairs, Learning in Retirement, and others. (Overview O2, 3P4, 9P1)
- The College District Board has developed End Statements that describe long-term results that are desired for WCTC constituencies and expectations of the college in meeting its mission. (8C2, Figure 8-1)

Core Component 5d.
Internal and external constituencies value the services the organization provides.
- For more than fifteen straight years, at least 95% of WCTC graduates have been satisfied or very satisfied with the education they received. (O3, Figure 1-14, 1-15).
• WCTC has had a long-standing customer service target that asserts students and other customers will state that experiences with WCTC were a good use of their time and money. According to the AQIP Principles of High Performance (Vital Focus process), WCTC’s greatest strengths are People, Integrity and Learning. Existing and growing partnerships with key stakeholder groups demonstrate confidence and value in the services provided by WCTC. (5I2, 7I2, 9P1)

• When employers of WCTC graduates are asked, "Would you hire a WCTC graduate again?" 90% said "yes," 9% said "maybe," and only 1% said "no." (1R3, Figure 1-17)