

Education For A Lifetime

A History of the First 75 Years of
Waukesha County Technical College

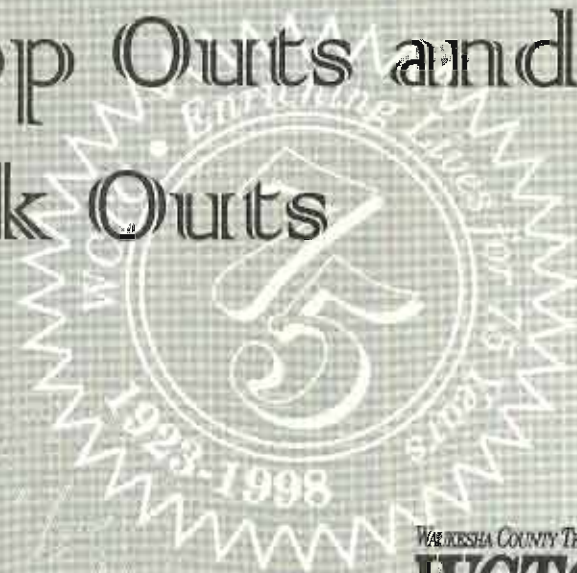
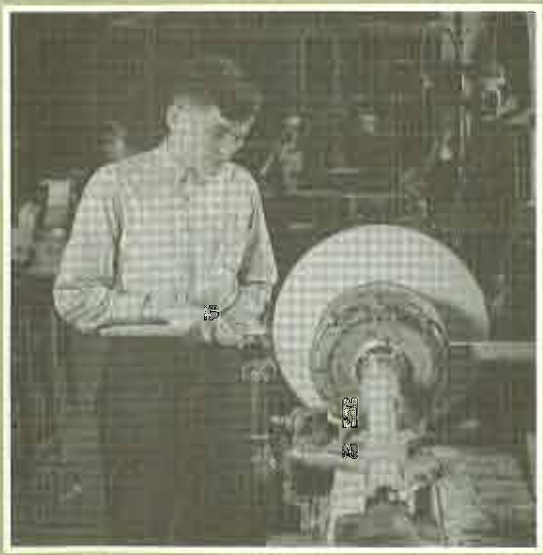


1923 - 1998



Chapter One: 1923 - 1966

Talented Poor Kids,
Drop Outs and
Kick Outs





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- Bill Wolfe



In the summer of 1921, 14-year-old Tony Natalizio earned less than 25 cents per hour working in a Waukesha foundry. "Like many kids my age," said Natalizio, "I was counted on to help support my family. I was 14, so I put away my knickers and put on long pants and went to work."

Compared with others of his era, Natalizio was the exception; he returned to school each fall, graduating from both high school and college (and eventually devoting a 43-year career to Waukesha County Technical College). Many of his peers, however, dropped out of school - never to return. During the first few decades of the twentieth century, young teens from wealthy families were often found in school. The rest were more likely to be found working ten-hour days in shops, in factories, or on farms.

Wisconsin's compulsory education law, passed in 1889, was minimal requiring only that children under age 14 attend school at least 12 weeks per year. In 1911, this situation began to change. In a message to the state legislature, Governor Francis McGovern said, "Only a small percentage of the children who attend common schools ever enter a high school, and the majority of those drop out before completing their education in a normal school or at the university. In the common schools they receive little or no instruction in the art of earning a living - the first requirement of every human being.

"There should be special instruction in both the common schools and the high schools in industrial and agricultural subjects," said McGovern. "It seems desirable that some plan be perfected whereby children under 18 years of age, at work for hire, should be kept at school part of each week for the study of the elementary principles which underlie the industrial, com-

mercial, and agricultural operations in which they are engaged, and for instruction in the duties of citizenship. Night schools, continuation schools, and trade schools may be the agencies for the accomplishment of this work."

In response, Wisconsin became the first state in the nation to pass a package of laws requiring the establishment of continuation schools in all communities with a population of more than 5,000. Employers were required to release 14- and 15-year-old workers five hours a day, six months a year, to attend these schools - a move that was unpopular with employers and parents alike. In 1915, compulsory attendance was extended to 16- and 17-year-olds, who were required to attend continuation school eight hours a week.

The 1911 package of laws also required that the continuation schools offer formal apprenticeship programs and trade and evening courses for adults. In 1917, the continuation schools became officially known as vocational schools. Each vocational school was governed by a five-member board, consisting of two employers, two employees, and the local school superintendent. This local board levied a tax to support the school; the state provided matching funds.

In 1917, the vocational school movement received another boost with passage of the Smith-Hughes Act, the first federal legislation in support of vocational education, which offered financial aid to states to help pay the salaries of teachers and administrators, as well as funds for teacher training.

According to the records of the Wisconsin Board of Vocational, Technical, and Adult Education, continuation classes were first offered by the Wauke-





left - Miss Hill and her Home Economics class.
inset - O.B. Lindholm, the school's first full-time director.

Waukesha public school district in 1916. Local records, however, indicate that the Waukesha Vocational School offered its first classes in the fall of 1919 in the YMCA building. This discrepancy may have resulted from the United States' 1917 entry into World War I. Teenage laborers would have been needed full time during these years to replace the adults who went to war.

In 1920, the newly formed Waukesha Vocational School occupied quarters in the basement of Waukesha Central High School (now Central Middle School). J.E. Worthington, principal of the high school, also served as part-time director of the vocational school. The 1920 board minutes authorized "the purchase of materials to build 20 manual training benches and 20 mechanical drawing benches, the same to be constructed by the pupils as their first project."

Hired as the school's first manual training instructor was O.B. Lindholm, a native of Chippewa Falls. In 1923, Lindholm became the school's first full-time director - a position he would hold for the next quarter-century. It is from this date - 1923 - that Waukesha County Technical College calculates its 75-year history.

The school's annual budget in 1923 was \$15,500, which included \$4,500

in federal aid. As direct-annual salary was ment at Waukesha Vocational School was 443 - half daytime "continuation" students and half evening "adult" full-time students.



tor, Lindholm's \$2,900. Enrollment was 443 - half daytime "continuation" students and half evening "adult" full-time students. There were no

"The students who attended that vocational school were not the same as most WCTC students today," said Bill Wolfe in an article in the school newsletter in 1983. Wolfe taught at Waukesha Vocational School from 1928 to 1930. "They were kids who had dropped out of school before their 18th birthday, usually because their families needed to have them work. The boys attended classes on one weekday and the girls on a different day. They were never together."

"The other six teachers were in the high school basement," said Wolfe, "but my classroom was the only one in an old ramshackle house, called the Scheets residence, located right next to the high school. It was a tumble-down place if there ever was one! We held class - arithmetic, penmanship, and spelling - in the living room of the house. Twenty-five feet outside my

"They were kids who had dropped out of school before their 18th birthday, usually because their families needed to have them work. The boys attended classes on one weekday and the girls on a different day. They were never together."

~ Bill Wolfe



window were the Northwestern Railroad tracks. The trains were always roaring by, and I had to work very hard to keep the students' attention." Wolfe's salary was \$1,350 per year.

The Great Depression

Inheriting Wolfe's general education classroom from 1930 to 1937 was a recent college graduate, Anthony Natalizio. "Each morning before the continuation students arrived, I had to clean the ashes out of the old wood-burning stove and build a fire," said Natalizio, who would lead the school from 1949 to 1973.

Natalizio, the son of Italian immigrants who had been attracted to the Waukesha area by work in its stone quarries, was born in 1907. He grew up in Waukesha's close-knit "Little Italy" and, in 1926, graduated as valedictorian of Waukesha Central High School with a full athletic scholarship to Carroll College. Natalizio graduated from college in 1930 with a degree in business and education - proudly hailed as one of the immigrant community's first college graduates.

Natalizio had continued to work in a foundry during his school years, and spent a few months after graduation as personnel director for Grede Foundry before being recruited by the vocational school. "I had a job," said Natalizio, "but it was the Depression and foundry workers were being laid off left and right. I was just 23, and the \$1,500 annual salary at the school looked pretty good."

The Great Depression influenced the evolution of vocational education in Wisconsin. Since jobs were scarce, even for adults, more teens remained

in high school. Those who did drop out remained unemployed and often got into trouble. In 1933, the state passed a law requiring full-time attendance in a high school or vocational school until age 18, unless a teenager could prove that he or she had a job. Since vocational schools did not offer a diploma or a degree, most teenagers opted to remain in high school.

As Waukesha Vocational School began to lose high-school-age students, it shifted its educational emphasis to unemployed adults. An influx of funds from the federal Works Progress Administration in the mid-1930's - earmarked for occupational training, re-training, and personal enrichment courses - signaled the beginning of full-time post-secondary, short-term trade training for adults in Wisconsin. Courses were offered in commercial, trade/industry, home economics and general subjects.

Depression-era funding also launched a growing number of new adult "hobby" courses and classes for the frugal homemaker. The school taught reading to illiterate adults and offered courses to serve the area's growing immigrant population - English as a second language and citizenship.

By 1930, Waukesha Vocational School had an enrollment of 700 and had outgrown its space in the high school basement. A new building was constructed at 222 Maple Avenue at a cost of \$68,000; programs were expanded. By 1938, enrollment had reached 1,400 and WPA labor was used to build a combination gymnasium/auditorium at a cost of \$86,000. Since no other local gym was available to adults, the new addition became very popular.



Tony Natalizio, instructor and school director 1923 - 1973.



"Each morning before the continuation students arrived, I had to clean the ashes out of the old wood-burning stove and build a fire,"

~ Anthony Natalizio



The War Years

The basic organization of Waukesha Vocational School was stable throughout the 1940's and 1950's. Times, however, were changing. By World War II, a high school diploma was the standard of success for most students. The "continuation" students served by the vocational schools often deserved their reputation as "drop outs" and "kick outs."



During the war, the demand for skilled labor increased dramatically - along with federal aid earmarked for vocational training in defense-related industries. In response, the school added or expanded a number of offerings - particularly welding. Trainees in welding and machine shop were often sponsored by employers.

After the armistice, new war-generated technologies made their way to the workplace, creating jobs that required more than manual skills. At the same time, the G.I. Bill dramatically increased the number of people attending college. By the end of the 1950's, the college degree had supplanted the high school diploma as the American standard of success.

Waukesha Vocational School, which had a long tradition of working closely with immigrants, continued to offer English and naturalization classes for displaced persons. An extremely popular course was driver's education. Also appearing in the 1950's was a state-funded home-based vocational rehabilitation program to help the physically and developmentally handicapped learn craft skills.

An article on evening school registration that appeared in the 1953 Waukesha Freeman stated: "Registrants included the old and young, brides and grandmothers, factory workers and office workers, and people with educational backgrounds that range from sixth grade to college graduate work. Some enrolled to learn a new kind of job, some to learn new techniques in their present job, and others just to relax with a hobby. Women are learning home economics in order to stretch the budget or make the home more liveable.



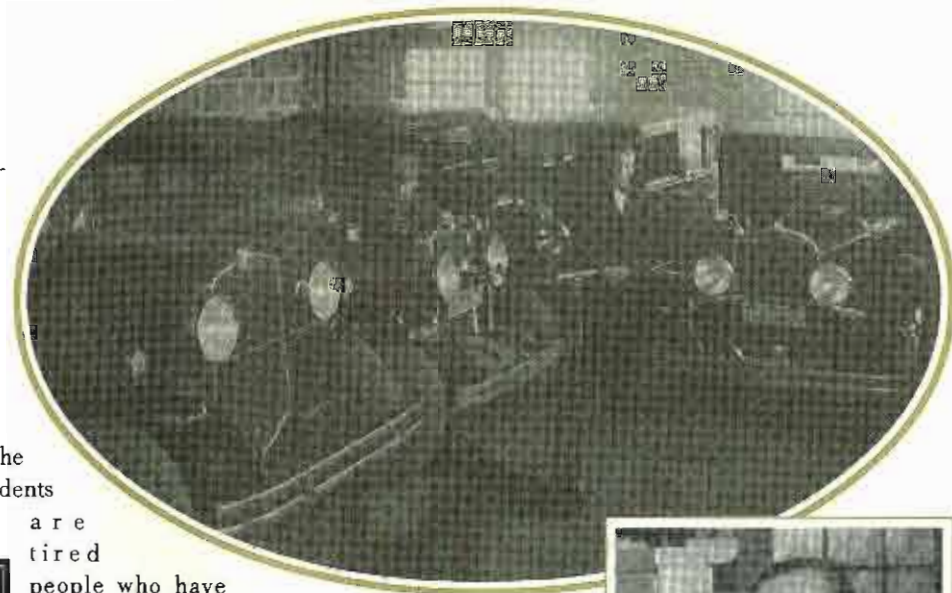
"From first-hand experience," continued the article, "this editor has learned that the vocational school is a place where interested people can go to learn interesting things. It is a place where folks, of any age group from high school up, can go and receive instruction from qualified instructors who can blend those ages into a workable unit. In addition, the teachers know that many of their students

are tired people who have done a day's work before they come to school, and that fact is taken into consideration."

O.B. Lindholm, the school's first full time director, died suddenly from a heart attack in 1949 at the age of 60. In his honor, the school's name was changed to Lindholm Vocational and Adult School - a name it would use until the early 1960's. By the year Lindholm died, the school had grown to an enrollment of nearly 2,000 students. Another 2,000 individuals used the facility for recreational purposes.

Unanimously selected by the board as Lindholm's successor was Anthony Natalizio, who had been associated with the school as both a teacher and an administrator for 19 years and would lead it for the next 26. He had been named coordinator of the trade/industry and distributive education programs in 1937 and had earned a master's degree in education from Marquette University in 1947.

Serving as members of the school's very supportive and consistent board of directors during the 1940's and 1950's were Charles Schuetze, who served from 1929 until his death in 1959; R.T. (Tom) Jones, who served from 1935 until his death in 1963; R.C. Hein, superintendent of Waukesha schools; Howard Wiles, chief research engineer at Waukesha Engine; and A.F. Litt. Succeeding Schuetze in 1959 was J.T. Atkinson. Schuetze was elected president in 1936, Jones in 1959, and Wiles in 1963.



John A.
Arnold,
Machine
Shop
Instructor.
1924 - 1959

"... the teachers know that many of their students are tired people who have done a day's work before they come to school, and that fact is taken into consideration."

~ Waukesha Freeman 1953

Lindholm Vocational School

During the 1952-1953 school year, 3,000 persons used the facilities at Lindholm Vocational and Adult School, including 911 enrolled in evening classes, 635 in day classes and 1,645 others using the school's facilities for recreational, athletic and social activities. Evening students could enroll in either trade courses or "hobby" courses. In a sharp shift from the school's early days, most of the students were now over the age of 25.

In 1953, the school maintained a staff of 49, including Natalizio as director and Lillian Henderson and Albert Goodrich as coordinators for the school's two most popular programs - home economics and trade and industry. This number also included six full-time and seven part-time day instructors and 23 "on call" instructors for evening classes. In addition, there were nine "circuit" instructors who traveled from school to school teaching apprenticeship courses. Goodrich was considered a driving force between apprenticeship programs and the various trade councils and unions.

The school purchased an adjacent lot in 1953 for \$15,000 and, in 1956, commenced construction of an 11,500-square-foot addition to the south of its 11-room Maple Street location. "The school's enrollment for the last four or five years has been held in check only by the building's capacity," stated the Waukesha Freeman.

The \$186,000 addition, which opened in 1957, included classrooms for arts and crafts, home furnishings, drafting, social studies, sewing and a double multipurpose classroom that could seat 100 people. "The new addition," stated a Waukesha Freeman article, "will serve the community's needs for the next 10 years."

The following year, enrollment skyrocketed by 800 students. "Despite the 40-percent increase in space, the school is still taxed to capacity," said Natalizio in the Waukesha Freeman. "Accordingly, enrollment will be capped at 3,000." In 1961, the school's popular gymnasium was sacrificed to create office space for instructors plus laboratories for electronics, physics, and upholstery programs.

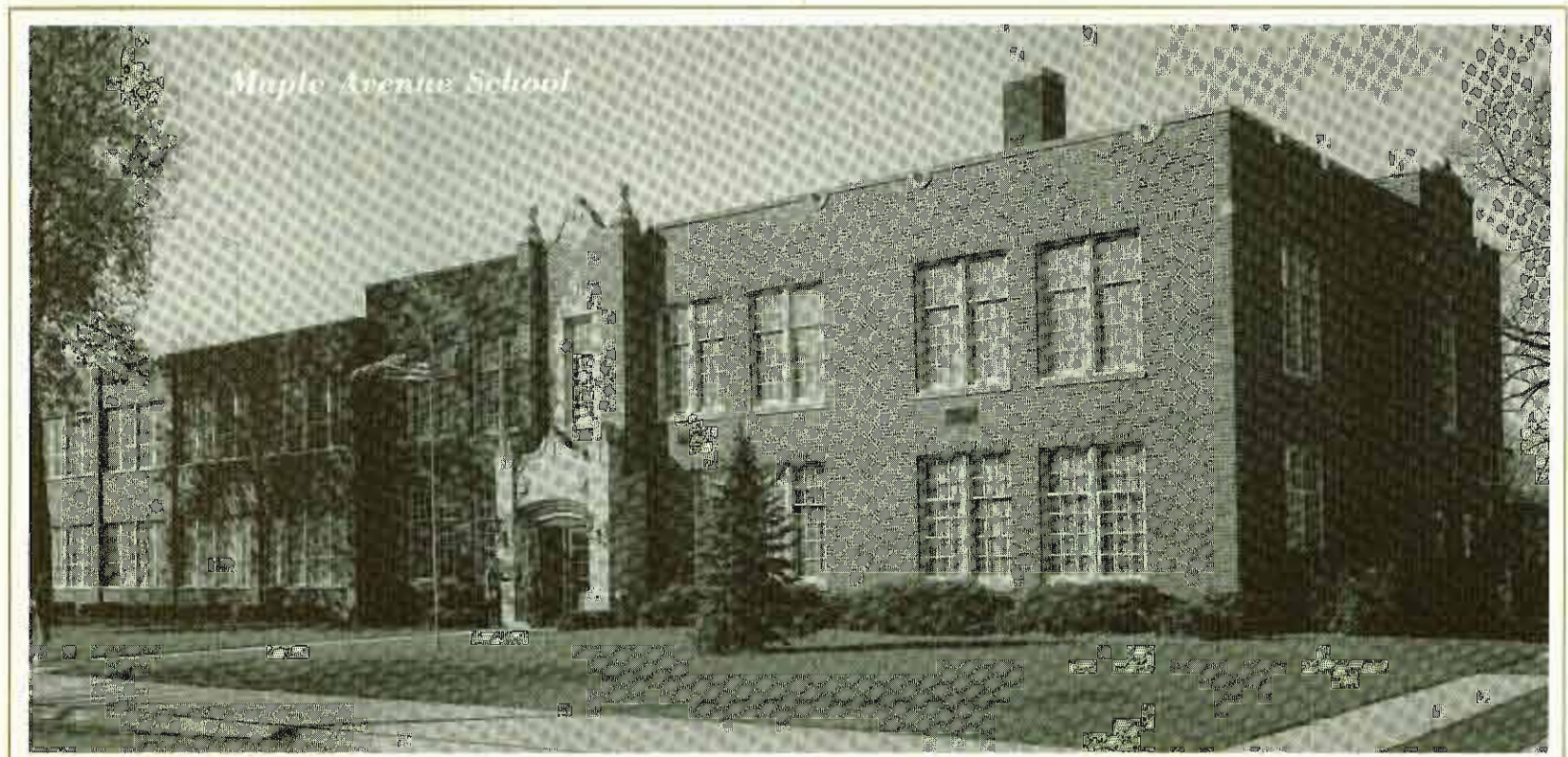


*"Caldwell, Anderson,
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Ruth Foss and . . .

*Florence Pankratz
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~ Anthony Natalizio



Of those enrolled in day and evening classes at this time, only 139 were high-school-age students. Of the remainder, 1,300 were enrolled in general improvement and continuation courses, 556 in homemaking courses, 419 in trade extension courses, 316 in commercial courses, 177 in sales clinics, 114 in general industrial subjects and 94 in apprentice training. Most popular among the 43 day courses were typing, office machines and clothing. The 50 evening courses included popular offerings in driver's education, typing and English/citizenship.

Long-term staff and instructors who joined the vocational school during the 1950's included Florence Pankratz in the registrar's office, Charles Caldwell in custodial services, and Charles Lotz in welding. In 1957, Richard Anderson was hired to succeed Leo "Pete" Peterson as the woodworking instructor. "Caldwell, Anderson, Loretta Schneider in the business office, my secretary Ruth Foss and registrar Florence Pankratz comprised my team during the years that WCTC was evolving into a degree-granting institution," said Natalizio. "I call them the 'Foundation Five'. Together, we ran the school."

Anderson, a Milwaukee native who became president of the school in 1973, had just received his bachelor's degree in industrial education from the University of Wisconsin-Stout. "I was 22 years old at the time, but I looked about 17," said Anderson. "The first time I applied for the position as woodworking and general education instructor, I was rejected. When the person they hired saw what a mess the department was in, he quit. So, Tony Natalizio called and offered the position to me. I rolled up my sleeves and accepted."

Sputnik and the Space Race

The future of education in the United States changed dramatically in 1957 when the Russians launched Sputnik, the first man-made space satellite. A similar effort by the United States was unsuccessful. "With the launch of Sputnik," said Natalizio, "the government finally realized that we needed machinists and mechanics as well as college graduates. This event marked the start of the space race."



In a 1992 speech, Anderson recalled the impact of this event: "Besides Kennedy's 'man-on-the-moon' directive, what else occurred as a result of Sputnik? In education, it identified a need for more math and science. The real long-term educational impact was the realization that there was no organized educational program to train technical workers at the post-secondary level. The result was the establishment of two-year colleges all across the United States."

In 1961, the Wisconsin Board of Vocational and Adult Education was authorized to offer the two-year collegiate associate degree as well as the one-and two-year vocational diploma programs. A high-school diploma was required to enroll in these post-secondary programs. Shortly thereafter,

Lindholm Vocational and Adult School changed its name to Waukesha Vocational, Technical, and Adult School.

In September of 1961, the school introduced its first diploma programs - a one-year technical program in business education (with an accounting, secretarial, or general-clerical major) and a one-year technical program in metals (with a machine shop or welding major). "The school is almost fully equipped to begin its new role as a junior college," stated the Waukesha Freeman.

In 1962, with daytime and evening enrollment at about 3,600, the school announced an addition that would house a library, student center, classrooms, labs for marketing, merchandising, clothing programs, and offices. Initial opposition delayed approval of this project for a few years, but, in 1965, the west wing was constructed at a cost of \$170,000. It would be outgrown by 1967.

In 1962, a two-year program in basic electricity and electronics was added. "Electronics technicians fill a need created by World War II," said an article in the Waukesha Freeman. "Before the war, engineers designed but also worked closely with skilled craftsmen on assembly. The war expanded knowledge and automation, pushing the engineers into the realm of theory and creating a gap between the engineer and the craftsman. A middleman was needed who could understand theory well enough to communicate with the former and interpret plans to the latter - the electronics technician."

Miss Bergman,
Instructor



Board of directors - Charles Schuetze, R.T. (Tom) Jones,
R.F. Lewis, O.B. Lindholm and Walter Staven.

below: Citizenship class



Also debuting in the early 1960's were a one-year program in drafting and a two-year technical program in distributive education that had been developed by West Allis realtor Michael Mike. In 1965, two-year programs were introduced in accounting, mechanical design, and real estate. By the 1966-1967 academic year, the school offered 18 one- and two-year courses - including its first health occupations program - licensed practical nurse.



In the 1965-1966 academic year, Waukesha Vocational, Technical, and Adult School met certain criteria and changed its name to Waukesha Technical Institute. In order to qualify as a "technical institute," a VTAE school was required to offer, in addition to its adult and apprentice programs, at least five associate degree programs and five one-year vocational certificate programs.

The school continued to operate from its crowded facility at 222 Maple Avenue with a budget of \$315,472 and a full- and part-time faculty of 84. Staff served 1,218 daytime students - 178 in technical and vocational training courses, plus 185 apprentices, 22 continuation students and 833 voluntary adult students - and 2,434 evening students.

"School director A.J. Natalizio anticipates almost double the number of enrollments in the technical school this year," said a 1966 article in the Waukesha Freeman, "plus a substantial increase in all but continuation students. The number of 'dropouts' and 'kickouts' has decreased sharply over the years due to a highly effective vocational program in the high schools."

Landmark Legislation

In 1965, Governor Warren Knowles signed into law the most significant piece of state legislation regarding vocational education since continuation/vocational schools were first formed in 1911. The new law reorganized the vocational school system to provide formal technical training opportunities to all of the young people of Wisconsin - regardless of whether they lived in rural, suburban or urban areas. All state property taxpayers would be assessed to pay for vocational education.

The entire state was to be subdivided into a "workable number" of VTAE Districts by the year 1970. The name of the state board was changed to the Wisconsin Board of Vocational, Technical, and Adult Education. In 1967, Waukesha Technical Institute became the Waukesha County Technical Institute.

The enactment of Chapter 292 dramatically changed the story of the school that would eventually become Waukesha County Technical College. Surrounded by larger and more powerful districts like Milwaukee and Madison, the Waukesha district would have to assert itself or risk being absorbed by its more aggressive neighbors.

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In 1962, the school had only three full-time technical instructors; four years later, there were 28 full-time and four part-time technical instructors. In another important development, occupational advisory committees comprised of people from the field were formed to provide "real world" input for each new program.

During these years, Waukesha Vocational, Technical, and Adult School adopted many of the characteristics of a community college. In 1964, the first student government was established. Student clubs and activities were organized. The first formal athletic program since the Depression years was developed. In 1964, the school held its first formal graduation.

Anderson, who had just received his master of education degree with an administration major from Marquette University, worked half-time in 1963 to establish the school's first formal guidance department and registration program and taught half-time. In 1965, he was named curriculum coordinator and R. Laurence Schoenberger was hired as guidance counselor. Schoenberger eventually became administrator of student services, vice president and executive vice president of the college.

The area served by Waukesha Vocational, Technical, and Adult School expanded dramatically during the 1960's. In 1964, the vocational school district was expanded to coincide with the city school system boundaries, which had recently been enlarged to include - to varying degrees - seven neighboring municipalities. The school lost the minimal non-resident tuition formerly paid by students from these districts, but more than compensated for this loss with a gain in tax base.

Tuition at the vocational school was free to residents of the Waukesha city school district. The cost of fees and textbooks usually amounted to less than \$50. Those who lived outside the district but within Waukesha County and were under 21 years of age had their tuition paid by the county. Adult non-district residents paid a tuition fee of \$150 per semester, plus fees and textbooks.

Waukesha County Technical College History

Chapter Two: 1967 - 1983

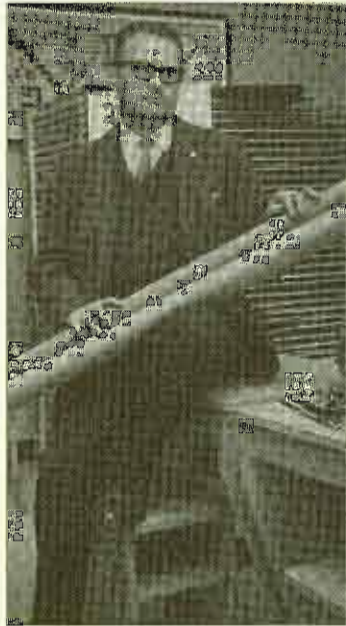


east or Famine



In 1968, Anderson delivered a speech to civic leaders predicting that enrollment at WCTI would eventually exceed by three times the enrollment at the three other area colleges - Carroll College, UW-Waukesha, and Mount St. Paul (which no longer exists).

Members of the audience laughed in disbelief, but WCTI fulfilled Anderson's prediction in just ten years.



William Pierce with blueprints for a new campus.

Following the historic 1965 legislation creating the VTAE system, the Waukesha County Technical Institute staff acted quickly to verify that the Waukesha County area met all of the criteria required to become a district center.

As a result of the charter request of the Waukesha County Board of Supervisors, in July of 1967, WCTI rose from its humble beginnings as a small city continuation school for “drop outs and kick outs” to become one of Wisconsin’s first VTAE districts. Anthony Natalizio was named district director.

Within a year, all of Wisconsin’s 68 independent vocational and technical schools had restructured themselves into 15 VTAE districts. The total number of districts reached a high of 18 in 1970 before stabilizing in 1971 at the current number of 16 districts.

At the time, Waukesha County was the fastest growing county in the state. As a result, the district easily met the state’s requirements for population, number of high school graduates, number of full-time students, equalized tax value and ability to provide adequate facilities.

The newly formed District 8 covered more than 600 square miles, comprising 46 municipalities, including all of Waukesha County and parts of Jefferson, Dodge and Racine Counties.

Under the new law, VTAE district governing boards were autonomous and consisted of seven members serving staggered six-year terms. Six members - two employers, two employees, and two “at large” - were appointed by

the county board chair. These individuals then selected a seventh “school administrator” member. One member of the original district board was the late William Pierce of Menomonee Falls, who served in this capacity for more than 25 years before retiring in 1994 as Wisconsin’s most senior technical college board member.

The modern VTAE system tapped the entire state’s property tax base for the support of vocational/technical schools. In addition, during the 1960’s the federal government tripled its support of vocational and technical education. The 1963 Vocational Education Act made federal funds available for the first time for facilities construction. In 1964, the Federal Economic Opportunity Act provided funds for Adult Basic Education. These changes at the district, state, and federal levels filled the school’s coffers and ushered in more than a decade of expansion and prosperity.

The increased geographic area covered by the district and the proliferation of attractive new degree- and certificate-granting programs caused enrollment to double in the year following formation of the new system - and to increase steadily thereafter. In WCTI’s last year as a city-wide school, its



Students register at overcrowded Maple Avenue school mid- 60’s.



James Pozza

budget was \$589,841; it doubled the following year before reaching \$2 million in 1969, \$3.3 million in 1970, and \$3.8 million in 1971.

In fall of 1966, WCTI enrolled about 950 students in day and evening occupational classes. To deal with anticipated growth, James Pozza, an experienced student services professional, was hired in 1968 as registrar to develop the interface between academic issues and student services. Under his leadership, many new processes to streamline registration were developed; Pozza retired in 1996.

By the 1971-72 school year, WCTI was serving 12,147 individuals, including 1,275 full-time day credit-course students and 925 evening credit-course students. The remaining students were enrolled in non-credit occupational and self-improvement courses. The school offered 200 courses that led to associate degrees and vocational diplomas and 300 other non-credit occupational and self-improvement classes. To meet the needs of these students, a formal counseling department was established under the direction of Stan Goran, a highly qualified counseling/student services professional. With Goran's leadership, the admissions and counseling area now employs 12 professional staff to guide students during their education.



- In 1967, WCTC bought some time by purchasing and remodeling the former Fox Head Brewery, which was located across the street from the main campus,
- and by renting space at various sites around the city.

left: Dr. Anderson with students
below - Dr. Stan Goran



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The Campus Our Students Deserve

The dramatic increase in enrollment that followed creation of the statewide VTAE system soon put a strain on the WCTI campus at 222 Maple Avenue in Waukesha. The main facility, which looked like a middle school, had been built in 1930, with additions in 1938 and



The Steele Farm - Soon to be the Pewaukee campus.

1956. A two-story addition, completed late in 1965, expanded the size of the school to 44,000 square feet.

With its new mission as a district center, it was apparent that WCTI would rapidly outgrow this new space as well. Since it was closely hemmed in by a residential neighborhood, WCTI began exploring the surrounding countryside for a new site that would offer plenty of room for future expansion. In 1967, WCTC bought some time by purchasing and remodeling the former Fox Head Brewery, which was located across the street from the main campus, and by renting space at various sites around the city.

In 1968 and 1969, after extensive review and at the recommendation of Michael Mike, WCTI purchased about 110 acres of partially wooded farmland on the outskirts of the Village of Pewaukee from the Steele family. The site, located at the intersection of highways 16 and JJ, was in an unincorporated area of Waukesha county that was annexed by the Village of Pewaukee the following year. Annexation caused initial concern among Pewaukee residents, who worried about increased traffic and the cost of providing services to the planned campus.

On April 4, 1970, Anthony Natalizio's young grandchildren helped break ground for WCTI's historic new \$7 million campus - a campus financed by a combination of state and federal funds and bonds. A bond issue of \$3.2 million was made in 1968; an additional issue of \$2.7 million was made 14 months later to make up for rising building costs and federal aid that failed to materialize.

The board made some cuts in the original plans, including classrooms, labs and a proposed auditorium. Natalizio vehemently opposed efforts to delete the Student Commons as well. "Such facilities exist on university campuses," said Natalizio, "and technical schools, as institutions of higher learning, should not be denied the facilities to serve students that are fundamental on other college campuses."

Classes were first held at the new campus almost two years later, in February of 1972. The new campus featured six low, modern buildings constructed of dark-red brick, concrete and steel, offering 216,000 square feet of space. The buildings clustered around a large, ten-foot-deep pond that serves three functions: it is an attractive landscape feature, a practical catch-basin for runoff and a secondary source of water for firefighting purposes.

Included in the complex were the Business Occupations and Administration building, the Educational Resource Center, the Health Occupations and Student Commons building, the Industrial Occupations building and a heating plant. At the dedication ceremony, the student association presented a hand-sewn flag to the school - the product of a special design competition.

"We intentionally built a campus that doesn't look like a junior high school or a warehouse," said Richard Anderson. "With these facilities, we have tried to provide an image of technical education that says we are equal in value to the best you can provide in any college."

The new facilities allowed WCTI to serve the community as host for a wide variety of events: The Santa-Ville Craft Fair, the Industrial/Technical con-

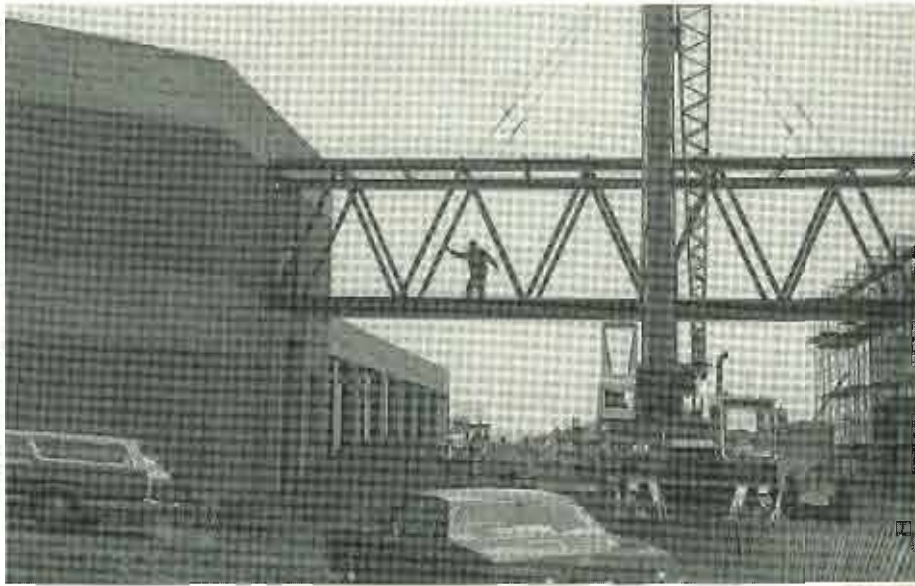


Anthony Natalizio's young grandchildren break

ground for WCTI's historic new \$7 million campus.

The new facilities allowed WCTI to serve the community as host for a wide variety of events:

The Santa-Ville Craft Fair, the Industrial/Technical contest for high school students, Corporate Capers (which raises funds for Wisconsin Special Olympics), the Job Fair, the ABC Business Skills Olympics for high school students, and the People Connection conference on health and wellness.



test for high school students, Corporate Capers (which raises funds for Wisconsin Special Olympics), the Job Fair, the ABC Business Skills Olympics for high school students, and the People Connection conference on health and wellness.

From just over 12,000 in 1972, total enrollment tripled to 36,500 a decade later in 1982. These numbers include students enrolled in both non-credit and credit courses. The number of students enrolled in courses leading to degrees or certificates increased 260 percent during the decade, from about 2,200 in 1972 to 5,700 in 1982. In 1972, WCTI held its first mid-year graduation.

With its campus complete and the demand for its services soaring, WCTI's budget increased dramatically - growing 11 to 25 percent each year throughout the decade. In 1971-72, the budget was \$4.2 million. Ten years later, it was \$20.8 million - an almost five-fold increase. In 1975, the state decreed for the first time that students in the system's post-secondary technical and adult vocational programs must pay tuition. By 1983, 54 percent of the school's budget came from the local property tax, 18 percent from state aid, 7 percent from federal and state grants, 7 percent from tuition and fees, and 11 percent from other sources.



Classes continue at Maple Avenue School while students, faculty and staff anxiously await construction completion.



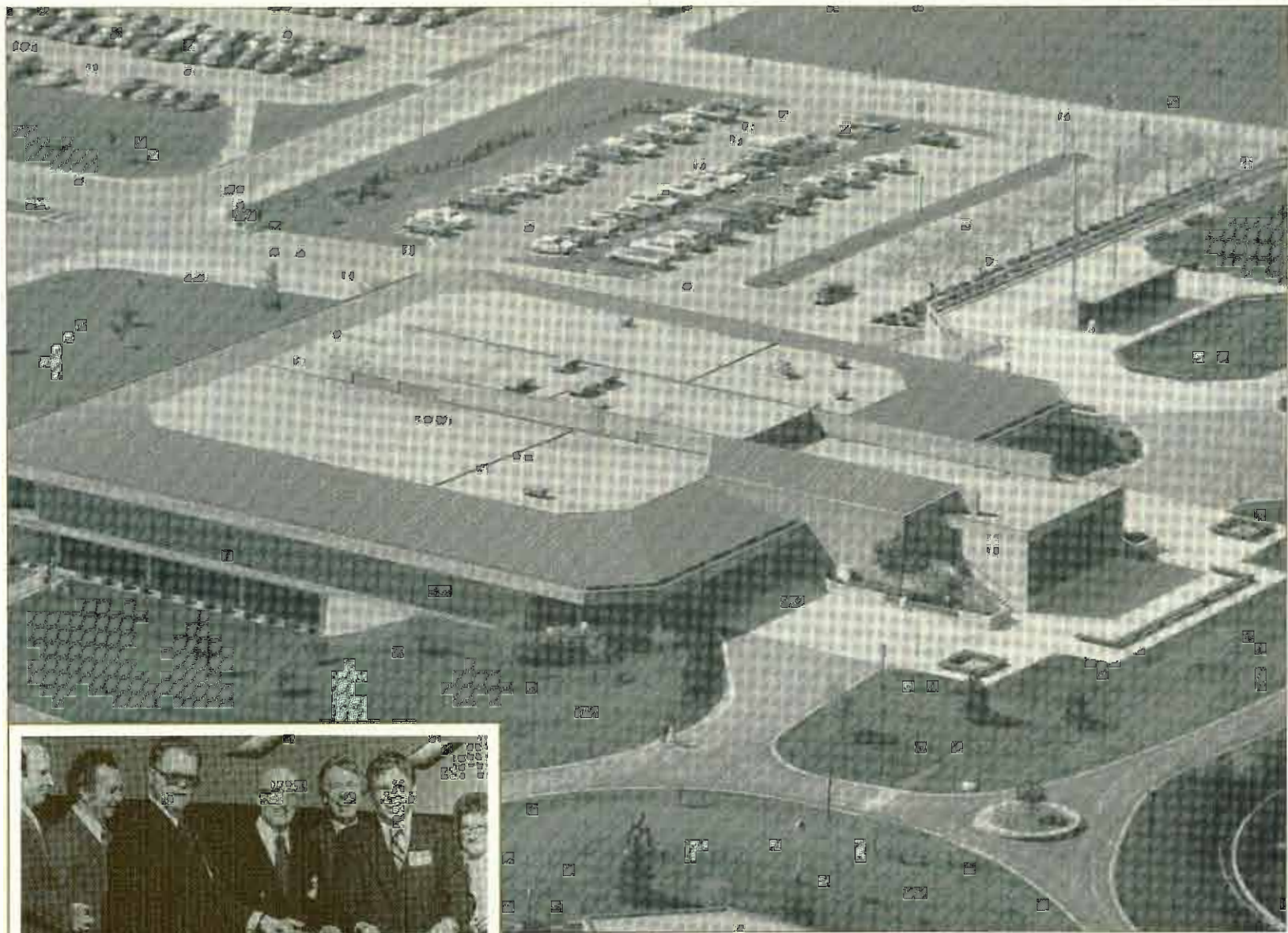
- *Natalizio vehemently*
- *opposed efforts to delete the*
- *Student Commons. "Such*
- *facilities exist on university*
- *campuses," said Natalizio,*
- *"and technical schools, as*



- *institutions of higher*
- *learning, should not be*
- *denied the facilities to serve*
- *students that are*
- *fundamental on other*
- *college campuses."*

In 1978, WCTI became the first school in the state to offer an external high school program.

In 1979, WCTI held its first annual recognition ceremony for 150 adult students who had completed adult high school, GED, and external high school programs.



Handing Over the Reins

In 1973, District Director Anthony Natalizio - who had been associated with WCTI for 43 years - announced that he would retire. Appointed to succeed Natalizio as district director was his protegee, Richard Anderson, who continues to hold this position in 1998. Anderson is only the third person to run WCTI in its 75-year history - O.B. Lindholm from 1923 to 1949, Natalizio from 1949 to 1973, and Anderson from 1973 to present. Each man came up through the ranks and learned from his predecessor, which explains the school's remarkable continuity of mission over the years. A. J. Natalizio passed away in 1995 at the age of 88.

Anderson had been named assistant director for instructional services in 1968. As Natalizio's right-hand man, he planned, organized, activated and controlled all instructional services for the district. He received a Doctor of Education from Marquette University in 1975. (In 1984, Anderson received the Eagle Dare Try Award, presented by the Instructional Services Subcommittee of the Wisconsin Vocational Technical and Adult Education Administrator's Association. In 1993, Anderson was named Educator of the Year by the Marquette University Alumni Association.)

Outreach and Adult Basic Skills

Because the new VTAE districts covered more area, they were required by the state to establish "outreach" centers that were accessible to all district taxpayers. District high schools became the site of evening centers, which concentrated on non-credit continuing education rather than degree- or certificate-granting programs. Gene Cook, who had joined the school in 1960 as an instructor, was the original administrator of the outreach program. He retired in 1991 as dean of the Business Occupations Division.



Plentiful federal funding helped establish Adult Basic Education offerings. Adult Basic Education benefits men and women whose minimal education restricts the kinds of jobs they can hold and those who are prevented from participating fully within the framework of American society by language problems or cultural differences.

The first Adult Basic Education courses were offered in Oconomowoc and at La Casa de Esperanza in Waukesha in 1967. In 1968, the program was expanded to include Menomonee Falls, Muskego and Mukwonago. By 1978, WCTI maintained 13 outreach centers throughout the district, employing 550 part-time instructors. Enrollment increased steadily from 1,200 in 1968, to 2,000 in 1973, to 3,000 in 1978. In 1998, the school maintains adult learning centers at over 15 sites, mostly area high schools and middle schools.

Also available at the main campus and at the outreach centers were adult continuing education offerings. Occupational continuing education is designed to increase skills and knowledge in specific employment areas - like office and business, manufacturing, or marketing and sales. Personal improvement courses - like watercolor painting, wood carving or decoupage - comprised less than ten percent of WCTI's continuing education offerings.

In 1970, WCTI began offering a formal program to help students with basic reading skills, which later expanded to include writing, math, and science. In 1972, the "learning center" concept found a home in a converted storefront in downtown Waukesha. An additional center opened in Oconomowoc in 1980. In 1979, The Learning Center was renamed The Learning Place, and all of its on-campus components were brought together at one location.

During the late 1960's and the 1970's, WCTI developed the third facet of its adult education program - adult high school programs. In 1969, the school began teaching adults who had not completed high school. In 1972, this program was expanded, allowing district adults who had not previously attended high school in Waukesha County to receive a Pewaukee High School



In 1970, WCTI began offering a formal program to help students with basic reading skills, which later expanded to include writing, math, and science. In 1979, The Learning Center was renamed The Learning Place, and all of its on-campus components were brought together at one location.

William Moylan observes final construction of new campus.



WCTI was growing at a phenomenal rate.

Just a few years after its move to Pewaukee, 85 percent of WCTI's occupational program offerings had waiting lists. In 1976, the school received 1,600 more applications than it could serve.

From just over 12,000 in 1972, total enrollment tripled to 36,500 a decade later in 1982.

diploma. In 1971, WCTI was authorized as an official testing center for the General Educational Development high school equivalency test.

In 1978, WCTI became the first school in the state to offer an external high school program. The external high school program is not an instructional program, but an assessment program that measures adult competence in basic academic and life skills and takes them into account in awarding a high school diploma. In 1980, WCTI began an advanced standing program that gave high school course credit for certain job skills.

In 1979, WCTI held its first annual recognition ceremony for 150 adult students who had completed adult high school, GED, and external high school programs. Within a few years, WCTI was the largest "high school" in the county, graduating 1,000 students a year in its three distinct programs. In 1998, it is one of only three external high school programs in the state.

In 1984, adult basic skills education was officially adopted by the district board as a part of the school's mission. That year, The Learning Place also introduced a new program - PATHS - a brush-up program designed to help adult students prepare to enter WCTI's vocational and technical program areas. In the 1990's, the school began providing basic skills instruction to those incarcerated at Waukesha county Jail and the Waukesha County Huber Law facility.

The Winds of Social Change

Richard Anderson was an early and fervent believer in an innovative educational concept called individualized instruction, which is characterized by stating objectives in measurable terms, progressing through the course at one's own speed and testing out of all or part of a course by demonstrating proficiency.



Becky Komp and Tiny Tech kids.

Enthusiasm for this concept was both student-oriented and economically-based. Increased use of independent study, making use of technology and - more recently - distance learning, promise to help meet increasing student requests for a more flexible delivery system. Modularized courses and 24-hour-per-day, seven-day-per-week scheduling was developed to meet corporate training needs.

Many new faculty members were hired to staff the school's rapid expansion, bringing an influx of new enthusiasm and ideas. Prior to 1967, WCTI professional staff had belonged to the same union as the Waukesha public school teachers. In 1967, faculty formed the Waukesha County Technical Educators Association, an affiliate of the Wisconsin Education Association, and developed a master contract. In 1974, support staff organized to form Local 2491 of AFSCME. Later, support staff affiliated with the WEAC and form the Waukesha County Educational Support Staff Union. In 1998, the school employs more than 1,000 dedicated instructors

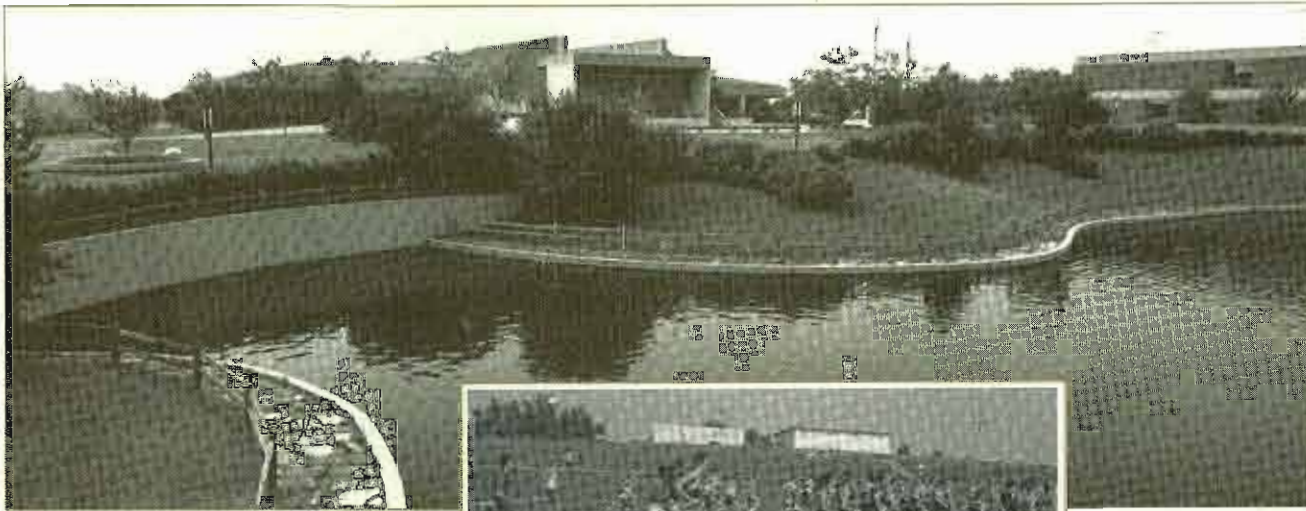
and support staff.

The United States experienced massive and permanent social change in the 1970's as the Vietnam War drew to a close and disadvantaged groups organized to demand their fair share of the American economic pie. These changes were reflected at WCTI.

In 1974, the school adopted an affirmative action plan. The following year, in cooperation with the State Division of Vocational Rehabilitation, WCTI established a Special Needs Department. By 1979, students with disabilities had been mainstreamed into all of the school's programs.

In 1976, the Women's Development Center was created to counsel women, especially displaced homemakers, on occupational and educational opportunities. People to People, a network of community-based support groups for individuals suffering from problems in their





personal lives, began in 1976 as a result of a federal Vocational Education Act grant. Tiny Tech, a child-care center for the children of students, opened in 1979.

In 1986, the STEPS Minority Youth Program, designed to help minority youth with career decisions, was introduced. In 1995, the school's innovative programs to shatter the "glass ceiling" that prevents the advancement of women and minorities in the workplace earned it a Diamond Award from the Governor's Task Force on the Glass Ceiling.

Campus Expansion: Phase Two

WCTI was growing at a phenomenal rate. Just a few years after its move to Pewaukee, 85 percent of WCTI's occupational program offerings had waiting lists. In 1976, the school received 1,600 more applications than it could serve. In addition, the school envisioned a variety of new programs. In 1977, the school purchased 20 acres of land southwest of the campus, which it planned to use for outdoor sports facilities, parking and an emergency vehicle training track.

The Pewaukee plan commission, reluctant to see prime land used for tax-exempt school purposes, denied the school a conditional use permit. When WCTI challenged this denial, the school's point of view was upheld by the Circuit Court. As a state activity, according to the court, WCTI was exempt from municipal zoning ordinances. WCTI purchased an additional 20 acres

in 1978, giving it its current campus of 133 acres. The school also operates satellite campuses at the Menomonee Falls Community Center and on East Broadway in Waukesha.

In 1977, the school commenced "phase two" of its campus development plan which would increase building space to 389,000 square feet. Included in the \$6.8 million project were a new Service Occupations building (including a gymnasium), an addition which

nearly doubled the size of the Industrial Occupations Building, construction of a four-story practice tower and outdoor areas for fire

training, remodeling of some existing buildings and additional parking. Completion of phase two was celebrated with a ribbon-cutting ceremony in November of 1979.

The gymnasium was an amenity the school had done without since 1961. Despite the lack of on-site facilities, the WCTI Owls basketball team had managed to dominate both the Wisconsin Technical College Conference and the Wisconsin Junior College Athletic Association. Coached by athletic director Wally Wiese from 1970 to 1986, the team enjoyed 14 straight seasons with more than 20 wins, 13 league titles and eight state championships. In 1975, the team reigned as NJCAA region 13 champions and went on to participate in the national tournament.

In the 1990's, about 130 students are engaged in intercollegiate athletics - men's, women's and coed. The school has also broadened its emphasis



Wally Wiese and the championship WCTI Owls.



During the 1970's, WCTI successfully pursued accreditation by the North Central Association of Colleges and Secondary Schools - a step that would allow students in its two-year associate programs to continue their education at four-year colleges or universities and would make the school eligible for additional federal funding and grants.

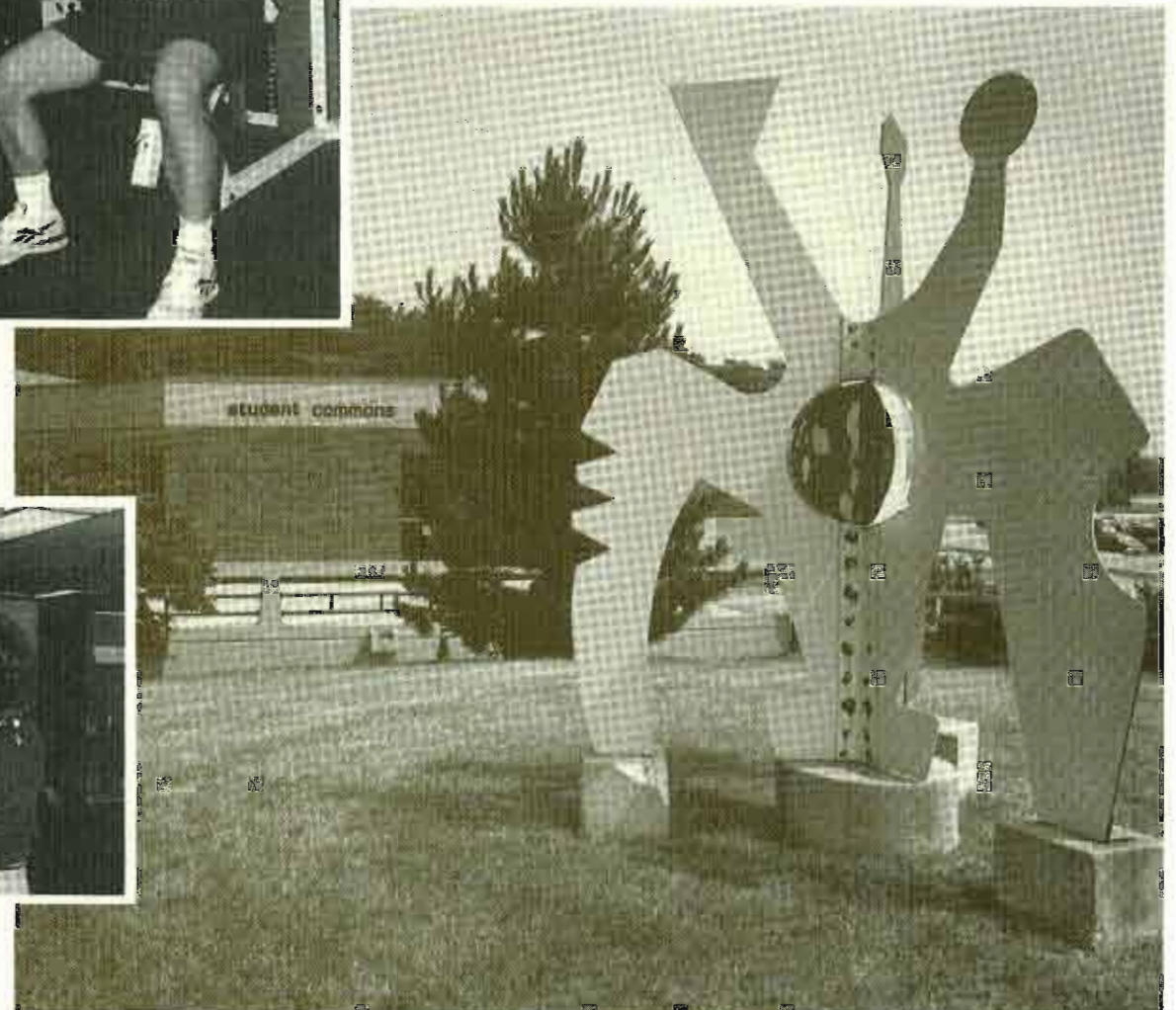
to include a comprehensive wellness program that stresses life-time fitness activities. A new state-of-the-art student fitness center opened in 1997, under the leadership of current athletic director Patty Sykes.

The first two phases of the WCTI building program were undertaken without the requirement to hold a voter referendum. In 1980, however, the state passed a law requiring that any spending on buildings or site expansion in excess of \$500,000 must be put to the voters in a binding referendum. Due to the economic recession, "phase three" of the school's expansion was put on hold in 1981-82.



A Surge of New Programs

During the 1970's, WCTI successfully pursued accreditation by the North Central Association of Colleges and Secondary Schools - a step that would allow students in its two-year associate programs to continue their education at four-year colleges or universities and would make the school eligible for additional federal funding and grants. WCTI was granted correspondent status in 1970, became a reeognized candidate in 1972, and was fully accredited in 1975.





The new campus allowed WCTI to greatly expand its list of program offerings. Under the leadership of assistant district director for instruction, James Catania, 25 new programs were added within five years. At first, this effort involved the simple packaging of existing courses into new programs. Soon, completely new programs were developed to meet the workplace needs of Waukesha County.

Program development was not haphazard, however. "We could choose to spread ourselves thin offering a large variety of programs," said Anderson, "or, we could concentrate our efforts for maximum impact in a few carefully chosen programs. At WCTC, the board and administrators chose the latter option. Even today, WCTC offers the smallest number of programs per student of the 16 districts. We continue to choose quality over quantity."

WCTI follows strict criteria when considering a new program, including job potential; the relationship of the program to the philosophy of the school; the availability of comparable training elsewhere; the relationship to state board planning; fiscal feasibility and the relationship to facility, equipment and staff; monetary compensation for trained potential employees; and the availability of federal, state, public, or private agency funding.

Employment statistics for WCTI gradu-



ates validate the worth of this planning process. Since 1978, the school has been able to claim that more than 90 percent of its graduates were employed within six months' of graduation - the vast majority in their field of training.

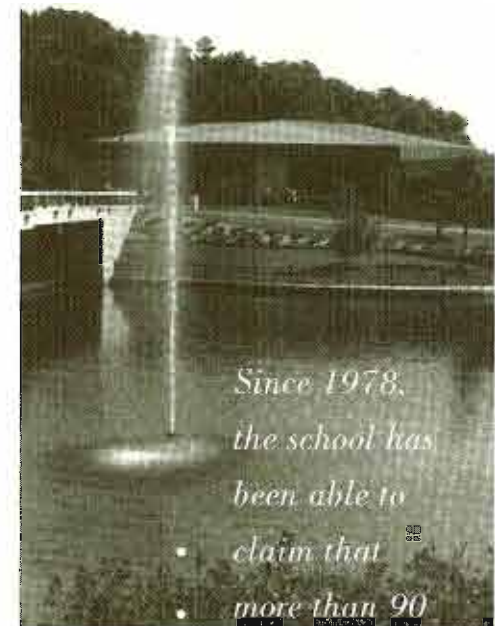
In 1968, the school offered six associate degree programs and ten vocational diploma programs. In 1969, WCTI added vocational programs for hospital operating room assistants and child care assistants. In 1970, an associate degree program in business data processing became reality when the school purchased a used IBM 360-30 from the Madison Area Technical Institute. Also added was a two-year program in machine tool operation and vocational programs for teacher aids, ward clerks and real estate assessors.

Following passage of the Occupational Safety and Health Act of 1970, the school established a two-year safety technician program. In 1972, a two-year program was added in retailing, along with one-year programs in auto body repair, auto mechanics and food preparation. In 1976, the school added a federally funded program to train special-needs students in the food service industry. Also introduced in 1972 was a two-year program in police



science, which attracted students from throughout the region. The police artist program attracted students from all over the country.

In 1974, in conjunction with Waukesha Memorial Hospital, WCTI received a federal grant for the training of paramedics and emergency medical technicians. In 1975, in conjunction with area fire departments, the school added an associate degree program in fire science technology. In 1978-79, WCTI introduced a unique associate degree in nursing so that experienced, licensed practical nurses could progress to a registered nursing status. In 1980, a regular associate degree track was added for beginning nursing students.



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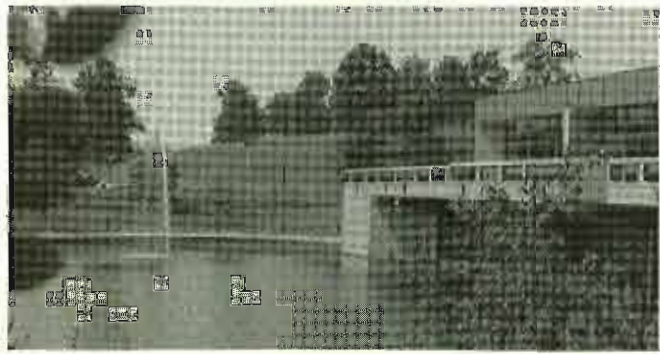
Between the late 1970's and early 1980's, almost twenty new vocational diploma and associate degree programs were added to meet the growing career needs of the residents of Waukesha County. The 1970's formed a decade of unprecedented growth and prosperity for vocational and technical education.

Between the late 1970's and early 1980's, almost twenty new vocational diploma and associate degree programs were added to meet the growing career needs of the residents of Waukesha County. Despite the new additions, WCTI's most popular program remained date processing. In 1980, the school added cooperative work experience programs designed to supplement formal classroom instruction with on-the-job experience in the field of fashion merchandising, marketing, supermarket management and retailing. In the 1990's, workplace learning is a mandatory component of all new associate degree programs.

The 1970's formed a decade of unprecedented growth and prosperity for vocational and technical education.

The "glory days" of the 1970's came to an abrupt halt, however, with the economic recession of the early 1980's. Inflation and unemployment were soaring. State and federal aid was diminishing. District residents and employers were unwilling to pay higher property taxes. In response, enrollment was capped, programs were cut, fees were initiated, outreach campuses were closed and the varsity athletic program was restructured to become self-supporting.

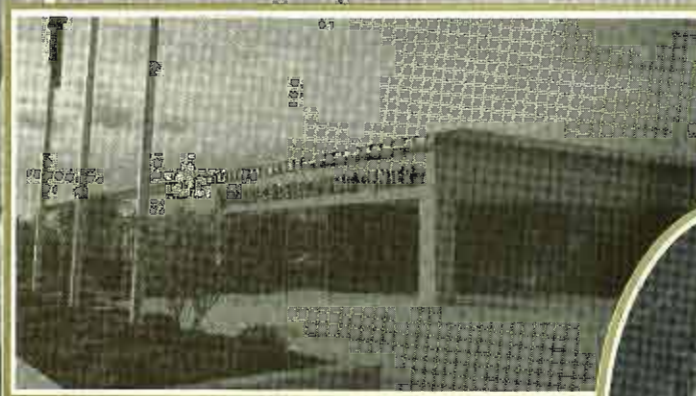
At the same time, there was an urgent need for the school's services. "It is a fact of life in the world of vocational education," said Anderson in 1982, "that the demand for vocational and technical education increases most when the economy is bad. At a time when services are most in demand, the taxpayers are in no mood to pay for them. We were facing a financial crisis of major proportions - the most serious crisis ever faced by this esteemed institution."



Waukesha County Technical College History

Chapter Three: 1984 - 1998

Rung by Rung: Constructing a Career Ladder



"The workplace and the world around us are changing every day. As a result, education has become an ongoing process. Building a career ladder begins in the K-12 system, progresses through two or four years of post-secondary school, and continues throughout one's career."

~ Dr. R. T. Anderson

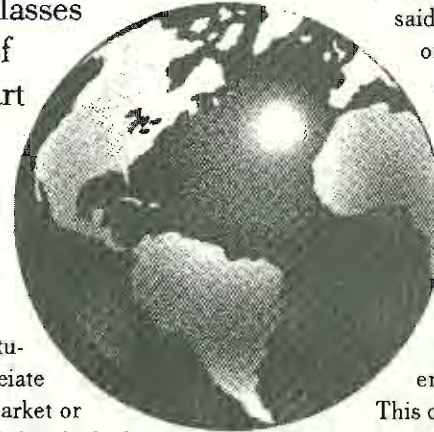


During the recession of the early 1980's, Waukesha County Technical Institute achieved record enrollment, with more than 36,000 students taking classes - most of them part time.

As usual, during economic hard times, the school was bursting at the seams - struggling to meet community demands for education and retraining without overburdening the local property tax.

Part of this enrollment increase was due to younger students who had decided that a vocational diploma or associate degree would maximize their chances in the tight job market or persons who transferred from other colleges who found they lacked the job skills a WCTI education could provide. Another part consisted of mature men and women who had been laid off or were re-entering the job market and needed to refresh their skills or acquire new ones. The majority were still employed, but recognized the need to protect their jobs by mastering the new, increasingly computerized technology of the modern workplace.

This trend toward an older, part-time student body continued full force throughout the 1980's and 1990's. In the early 1970's, when WCTI expanded to the Pewaukee campus, the "typical" student had been 20 years old, fresh out of high school and attending WCTI full time. In the early 1980's, the "typical" student was 27, holding down a job and attending school part time.



In 1998, the "typical" student is employed and 37 years old - the oldest average student age of any school in the state technical college system. The "non-traditional" student now accounts for 85 percent of the school's enrollment. In another massive shift, more than 30 percent of the students entering associate degree programs in 1998 have previously attended four-year colleges; about half of them hold baccalaureate degrees.

This redefining of the student body over the last 25 years has challenged the school's board and administrators to constantly reassess and revise its strategies for workforce development. Customer markets include four distinct groups: new workers, current workers, transitioning workers and employers.

"The workplace and the world around us are changing every day," said Richard Anderson. "As a result, education has become an ongoing process. Building a career ladder begins in the K-12 system, progresses through two or four years of post-secondary school, and continues throughout one's career - indeed, throughout one's life. Learning still takes place in the classroom and in the lab, but also at the work site, with compressed video, public TV, and the Internet providing even more options and flexibility for lifelong learners."

The needs of area employers also changed dramatically during the 1980's and 1990's. During the recession of the early 1980's, employers had laid off many younger employees and put recruitment and training programs on hold.

This decision came back to haunt them later in the decade as large numbers of experienced workers started to retire and there were not enough skilled technical employees in the pipeline to replace them. At the same time, the emergence of the global marketplace has sharply increased the competitive pressures on Waukesha County business and industry.

Finally, computerized technology, the advent of work teams and increased individual responsibility and accountability all require new skills of employees - higher levels of math and reading ability as well as greater understanding of human interaction in the workplace. The "secretary" now manages sophisticated databases and word processing programs. The "machinist" and the "auto mechanic" now operate and maintain costly and sophisticated computer-driven equipment. Nurses and restaurant workers are expected to maintain computerized records, inventory and orders. The percentage of jobs without a technical component decreases every day.

In fact, according to the Bureau of Labor Statistics, 80 percent of the jobs now being created require more than a traditional high school education but less than a baccalaureate degree. At the same time, many recent high school graduates cannot read, write or compute at much more than a ninth-grade level. As Waukesha County approaches the millennium, its employers offer an abundance of well-paying technical jobs but suffer from a severe shortage of workers with the skills needed to fill them.

Faced with the changing needs of both students and employers, state and local technical educators re-examined their strategies. WCTI formalized its strategic planning process in 1982 - a process that steered the school on a steady but flexible course through the major changes that lay ahead. The school began the intensive process of positioning WCTI, other educational institutions, and the needs of the business community as components of one seamless, integrated, educational continuum. In addition, it completely re-

vamped its organizational structure, emerged as a leader in the arena of international trade and technology, introduced customized training for area employers and began to radically revamp its curriculum to integrate life skills with job skills.

Architects of Change

In 1988, in order to more accurately represent its mission, Waukesha County Technical Institute changed its name to Waukesha County Technical College. (In 1993, the Wisconsin Vocational, Technical, and Adult Education System became the Wisconsin Technical College System.) In 1986, the school had revised its organizational structure for the first time in more than 20 years and formally adopted a philosophy of quality/value that is built around customer focus, continuous improvement and personal empowerment.

In order to implement the new strategies of the late 1980's, several major responsibility areas were reassigned. R. Laurence Schoenberger was named executive vice president, responsible for all instructional and student services and serving as chief academic officer. As vice president and chief financial officer, Craig Piotrowski oversaw all administrative services.

Diana Gonzalez filled the newly-created position of vice president of college planning and analysis. When Gonzalez left the college in the mid-1990's, this department was assigned to the president's office. In 1994, Vicki Chappell was named vice president of the new department of college development, which includes contracts and development (formerly led by retired vice president Tom Millard), marketing/communications, and direct services to business and industry. Marketing had previously been administered by William Moylan, who retired in 1993.

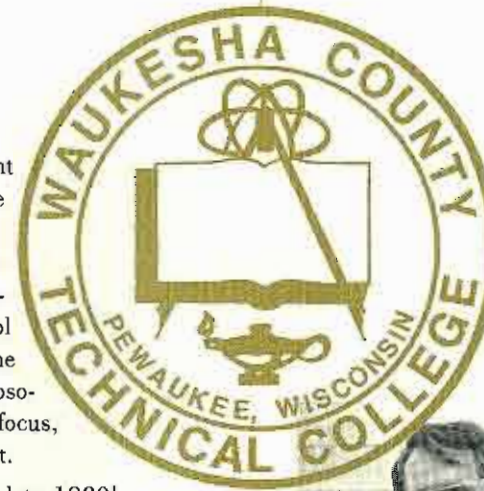
As part of this strategic realignment, the continuing education division was eliminated in 1986 and its function incorporated into the three existing occupational divisions: Business Occupations, led by Dean Lynn Revoy; Industrial Occupations, led by Dean Ronald Eigenschink; and Service and Health Occupations, led by Dean Lawson Thompson.

In 1985, general education and student services were incorporated to form a new division, the school's fourth, headed by Dean Marlina Mackie. In 1991, the academic support department was upgraded to become the fifth division, charged with providing basic skills education, literacy, work-

*In 1988, WCTI
became.....*



*Waukesha County
Technical College*



WAUKESHA COUNTY TECHNICAL COLLEGE
WCTC
KNOWLEDGE
WORKING

*top photo:
Dr. Larry Schoenberger,
Executive Vice President*



The WCTI Foundation was established as a non-profit organization to manage donations of equipment and funds from business and industry and to encourage area employers and alumni to participate in funding student scholarships.



David Bahl



Ron Bertieri



Susan Bischmann

place education and improved links with area high schools. Dean of academic support is Judy Jorgensen.

During the 1980's, the WCTC board of directors assumed its present form. The school had functioned since its creation with a board that was appointed by county officials. From time to time, elected officials and the media would raise the cry of "taxation without representation" and rally behind the cause of elected rather than appointed boards. Another perennial alternative to local control was to have the state assume full authority over the technical system, removing it as a separate taxing entity.

Administrative problems at two other VTAE districts in 1980 resurrected this sentiment. The districts resisted on the grounds that appointed boards and local governance had a better chance of ensuring business expertise as well as geographic, cultural, and gender diversity among board members. In 1974, for example, Ruth Sells, personnel director at Waukesha Bearings, had been the first woman to sit on the WCTC board. (She later became its chairperson.)



Joan Jenstead



Thomas Neill



Anita Rodriguez

In 1982, the WCTC board was expanded from seven to nine members - two employers, two employees, one school district administrator, one elected official, and three additional members - serving staggered three-year terms. In the 1970's, WCTC had been the first technical college district to establish a non-voting student membership on its board. In 1994, two more non-voting members were added to represent unionized faculty and support staff. The 1998 board includes four men and five women from throughout Waukesha County.

In 1977, the WCTI Foundation was established as a non-profit organization to manage donations of equipment and funds from business and industry and to encourage area employers and alumni to participate in funding student scholarships. Tom Millard was named part-time executive director. In 1993, the independently governed WCTC Foundation hired its first full-time director, Catherine Engel. In 1997, the structure of the Foundation was expanded and Ellen Phillips became its first president.



Kathleen Cooke



Judith Finkler



Gary Hamilton

WCTC had built its Pewaukee Campus in two phases, completed in 1971 and 1979. A planned "phase three" had been put on hold in the early 1980's. By 1991, the school was once again bursting at the seams, with waiting lists for many popular programs. The nursing program alone had a waiting list of 400. In addition, extensive remodeling was required to upgrade the facilities.

The school developed a \$25 million expansion plan which, after careful planning and an extensive public relations effort, it took to the voters in a referendum in the fall of 1991. (A 1980 change in state law required a binding referendum for any new construction over \$500,000.) The plan included renovations to existing buildings plus a health occupations building, a safety building, a child care center, and a student commons/administration building.



When the referendum was defeated, WCTC set about creatively accomplishing its goals by other means, including moving programs off campus, developing mutually beneficial alliances with industry to help fund renovations and equipment, and leasing facilities rather than

building them. The home economics program, for example, was relocated to the Waukesha Campus. The school now leases space and equipment with Hein-Werner Corporation for its auto collision repair program. A new bookstore and central receiving facility was built using bookstore revenues; the vacated space was remodeled to house the rapidly expanding hospitality and culinary arts programs. The WCTC Foundation financed relocation of the day care center to a residence hall it had built in 1989 and construction of the new Workforce Development Center.

In the period from 1984 to 1998, enrollment ranged from a low of 32,001 in 1987 to a high of 36,304 in 1991, with an average full time collegiate enrollment of 6,000. Enrollment in 1996-97 was 33,035, with 6,592 students enrolled in two-year associate degree collegiate programs, 6,550 in one- or two-year technical diploma programs, 2,296 in basic skills and personal improvement courses, and 17,597 in evening, weekend, in-plant, or quick-start courses.

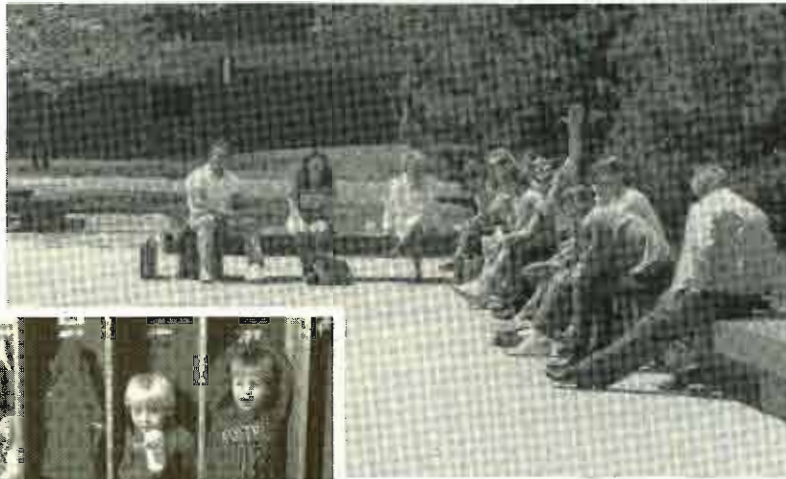
During those years, the school's budget more than doubled - from \$26.8 million in 1984 to \$55.9 million in 1996-97. WCTC continues to look for creative ways to secure outside funding in order to control its impact on the local property tax.



School to Work

In its early years, WCTC offered vocational education for "drop outs and kick outs." In its middle years, the school began to assemble its classes into certificate, diploma and associate degree programs. The 1980's and 1990's are characterized by WCTC's efforts to position itself as part of an integrated continuum of occupational education that begins in K-12, receives a solid technical base at WCTC, and continues either in the workplace or as part of a four-year baccalaureate degree program at an area college.

"There has been a change in the way we look at technical education," said Richard Anderson. "Not so long ago, the lines were clear. Educators could



look at the world of work and say, 'This is what a production worker needs to know, what a technical worker needs to know, what a workers with a baccalaureate degree needs to know.' Today, those lines are increasingly blurred. Work is done by teams. Production workers are assuming more responsibility, the number of middle managers is decreasing, and even those with a BA degree need to demonstrate some technical knowledge."



top: WCTC board meeting.
below: Ruth Sells, the first woman to sit on the WCTC board of directors.

In the early 80's, WCTC awards advanced standing to incoming students who could demonstrate general proficiencies in math and reading as well as knowledge and skills learned on the job, in the military, or, especially, in vocational classes taken in high school.

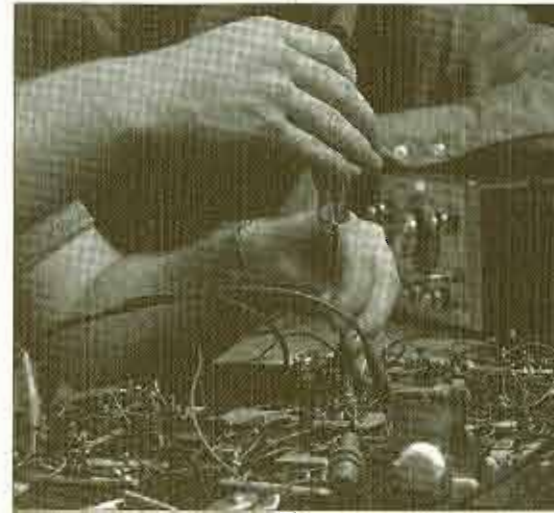
This development was fueled by the need of Waukesha area employers for skilled technicians at a time when 80 percent of the students at the largely suburban district's 17 high schools were being steered towards a baccalaureate degree - which less than half of them ever achieved. There was a pressing need to present technical education as a worthwhile and lucrative alternative to the four-year college degree which had come to symbolize success to middle America. This process had to begin in high school - or even sooner.

Under state law, it had always been possible for high school dropouts as well as enrolled juniors and seniors to enroll in courses at technical schools. In the early 1970's, WCTC administrators began meeting with their high school counterparts to look for ways to smooth this transition by "articulating," or coordinating, course requirements. In 1978, WCTC and area high schools established a committee called PAVE, Panel for Articulating Vocational Education.

In 1980, as a result of the work of the PAVE committee, WCTC announced that it would award advanced standing to incoming students who could demonstrate general proficiencies in math and reading as well as knowledge and skills learned on the job, in the military, or, especially, in vocational classes taken in high school.



In 1991, WCTC's efforts received a boost when Wisconsin passed the Education for Employment initiative, requiring public schools to relate what students learn in school to the world of work. The 1991 federal Vocational Education and Applied Technology Act provided funding to help high school districts collaborate with



technical colleges to develop "tech prep" programs offering participants college credit or advanced college standing for high school work. That year, a pilot program in protective services was taught at Waukesha North and Waukesha South High Schools - the first program in Wisconsin to link high school and technical college curricula. Two years later, Waukesha County schools initiated the current school-to-work program.

In 1998, WCTC participates in more than 50 transcribed credit agreements with 17 public and two private high schools. More than 1,000 high school students signed up for transcribed credit in ten different occupational areas, including automotive, hospitality, fashion, drafting and child care. With strong electronics programs, Oconomowoc and Mukwonago high schools, in particular, offer their students a head start on a WCTC electronics associate degree.

The state also established a Youth Apprenticeship Program for 11th and 12th grade high school students, which WCTC began offering in 1994. The two-year full-time program offers a school-to-work transition that combines academic education, occupational instruction and work-based learning. Youth apprentices can earn up to 12 credits that transfer to associate degree programs at WCTC. In 1998, WCTC youth apprenticeship programs are available in manufacturing/production technician, manufacturing/machining, health services, financial services/banking, auto technician, printing/graphic arts and drafting.

In 1994, WCTC expanded its widespread recruitment efforts to the junior high school level when it offered its first annual Career Quest program to expose junior high school students to careers in business, industry, and health service occupations. The school also sends recruiters to address area junior high school career planning classes and hosts a summer Tech Camp for junior and senior high school students.



Learning at the Earning Place



In recognition of the fact that education no longer stops on graduation day, WCTC has concentrated on forging closer relationships with area employers. According to local surveys, WCTC has been identified by many employers in the county as one of the key reasons they chose to build, expand or remain in Waukesha County. As early as 1960, WCTC had conducted an on-site supervisory training course at the Hein-Werner Manufacturing Company. In the 1970's, the school expanded its on-site offerings and established a satellite campus at the New Berlin Industrial Park.

In 1980, with state endorsement, the district began to develop customized training classes for employers - courses which were not open to general public enrollment. In 1981, the school offered courses at 20 companies. By 1998, it provides customized training for nearly 6,000 students through more than 400 contracts with business and industry. Fully subsidized by employers, these courses improve the workforce with minimum impact on the local property tax.

In 1983, the board approved a policy to allow WCTC to contract entire customized programs for specific employers or employer groups. In 1984, an 18-week electronics program was created for General Electric Medical Systems. In 1985, the school was selected as the only Wisconsin site for the specialized General Motors automotive services education program (ASEP). In 1986, WCTC created and staffed the education marketing division, headed by William Beecher, to actively sell the school's education services to Waukesha county business organizations and institutions. In 1994, this entity became known as Business and Industry Services.

In 1986, WCTC created Ready Tech, a customized three-year associate degree program for employees of Wisconsin Bell. In 1988, a five-year associate degree in su-



pervisory management was created for employees of Harnischfeger Corp. The school offered real estate license programs for Merrill Lynch Realty and nursing programs at Waukesha Memorial Hospital. In 1990, a two-year technical diploma was created for employees of Toyota, which equipped an on-campus lab with the latest Toyota vehicles and specialized tools.

In 1988, WCTC created the Career and Workplace Educational Program, which offers on-site basic skill offerings including reading, mathematics, English, English as a second language, and computer literacy. In cooperation with NaviStar International and the Steel Workers Union, the school introduced that state's first workplace learning center. In 1998, WCTC offers more than 20 on-site literacy programs for area companies.

In 1992, WCTC leased 13,000 square feet of space in the new world headquarters building of Hein-Werner to house its state-of-the-art Collision Technology Center. Hein-Werner, the world's leading manufacturer of automobile service and collision repair equipment, outfitted the center with \$250,000 of equipment; WCTC developed and implemented a new auto collision repair curriculum.



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2+2+2

2+2+2

At the other end of the lifelong learning continuum, WCTC established links with four-year colleges as well as with business and industry. Efforts to articulate the school's curriculum with baccalaureate programs, which had started the previous decade as case-by-case credit transfer agreements with a few schools, intensified during the 1980's as the school's programs were more closely coordinated with those of four-year colleges.

By 1987, WCTC credits - including general education credits - were being accepted by a wide variety of private schools, including Milwaukee School of Engineering, Marquette University, Alverno College, Carroll College, Mount Senario College, Cardinal Stritch College, Lakeland College, and Viterbo College. Articulated programs included electronic technology, electronic circuit board design, mechanical design, associate degree nursing and police science.

Because of regent policies, however, the University of Wisconsin system could not accept general education credits from WCTC - although it accepted a limited number of technical credits. This situation prevented a smooth and equitable transfer between the state's technical college system and its university system.

As a result, technical college administrators requested that a special governor's advisory committee consider merging the two-year colleges in the UW system with the technical institutions to create an independent statewide system of community and technical colleges - a step that had been recommended in 1970 by the Kellett Commission. Although this never took place, the UW system in 1990 agreed to accept 15 credits of technical college general education credits in courses like communication skills, sociology, psychology and economics. In 1991, WCTC announced a formal agreement with UW-Milwaukee to facilitate the transfer of associate degree nursing students who wished to pursue their bachelors degree in nursing.

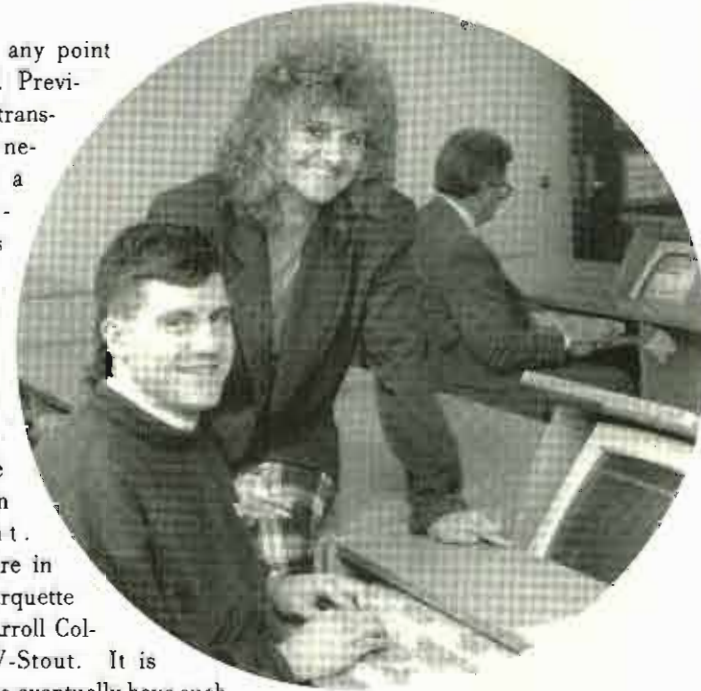
In 1996, WCTC meshed the various components of the articulation effort to form the 2+2+2 program, which allows students to transfer seamlessly and economically from high school to technical college to junior standing at a four-year college - with the option of joining the workforce with market-

able skills at any point along the way. Previously, credit transfers had been negotiated on a course-by-course basis by the student. Under the 2+2+2 program, all credits transfer in accordance with the articulation agreement.

Agreements are in effect with Marquette University, Carroll College and UW-Stout. It is WCTC's goal to eventually have such agreements for all of its associate degree programs.

Graduates of WCTC's calculus-based electronics technology and mechanical design technology associate degree programs are ensured junior-level status in Marquette University's electrical engineering and mechanical engineering programs. This agreement, reached in 1996, was the first in the state between a technical college and a four-year engineering program. A similar transfer agreement was signed to include specific high school credits combined with WCTC credits to result in junior standing in Marquette University engineering programs. This is referred to as 2+2+2. Additional agreements are now in effect for the police science and dental hygiene programs with additional programs being reviewed.

Similarly, graduates of WCTC's hospitality and tourism management and printing and publishing programs can transfer with junior standing to programs at UW-Stout. In addition, WCTC's computer programmer/analyst and microcomputer specialist graduates can move directly to junior standing in Carroll College's computer science program. It is WCTC's goal to eventually establish similar agreements for each of its 34 associate degree programs.



2+2+2 - allows students to transfer seamlessly and economically from high school to technical college to junior standing at a four-year college - with the option of joining the workforce with marketable skills at any point along the way.

In 1998, about 15 percent of WCTC associate degree graduates take advantage of this program to continue their education at a four-year college. "When I look into my crystal ball," said Anderson, "I can imagine a day when four-year colleges with established relationships with WCTC will offer junior/senior level course work on WCTC's campus."

Approaching the 2000 Millennium

In 1991, WCTC began working with Waukesha County Executive Dan Finley and the Waukesha County Board of Supervisors to plan a "one-stop-shop" that would streamline services for area employers, job seekers and workers. By 1995, this effort had evolved into the Workforce Development Center, a coalition of nine public and private agencies working together to offer a coordinated case-management approach to providing job-related services, to job seekers and employers.

Now, participating in this national model program are the AFL-CIO, Curtis & Associates, the Department of Health and Human Services, the Kaiser Group, La Casa de Esperanza, Partners for Education, the Private Industry Council, the Waukesha County Economic Development Corporation, WCTC and Wisconsin Job Service.

In January, 1995, the Workforce Development Center occupied a new \$2.3 million building on the WCTC Pewaukee campus. Technical college departments now located at the WFDC include The Community Career Center, offering skills assessment; the Employment Opportunity Center, offering permanent employment opportunities; Co-op Education, created in 1978 to offer internship sites for associate degree students, and Business and Industry Services. The new building, financed by the WCTC Foundation and built on donated land, leases space to the participating agencies.



WCTC also emerged during the 1980's as an important regional and national resource on international trade. The school joined with ten other schools around the nation to form the Community College Cooperative for International Development and began to pursue federal grant money. In 1982, the WCTC board of directors set guidelines for the school's involvement in international and intercultural education and, five years later, amended the college's mission statement to recognize the school's global perspective. An associate degree in international trade, designed primarily to train specialist in export documentation and other technical processes, made its debut in 1984 - the first in Wisconsin and only the fourth of its kind in the United States.

In the fall of 1985, WCTC established the International Trade Technical Center, funded by a grant from the U.S. Department of Education, as an exporting resource for small and medium-sized businesses. The ITTC includes the largest international trade library in Wisconsin, which is open to the public. In 1987, WCTC received

the Governor's Award for Achievement in Developing Wisconsin Exports to World Markets - the first time this award was given to an educational institution. In 1993, the school added the Organizing for Export Program to help Wisconsin companies develop and implement international marketing plans.

During the 1980's and 1990's, new occupational programs were developed and old ones dropped or expanded in response to marketplace demand, new computer technologies and the advent of distance learning. This period of time saw a dramatic shift from technical certificate and diploma

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left to right:
Dr. Anderson, Dwight York, Barbara Moebius,
International Trade Associate Dean.

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“Learning still takes place in the classroom and in the lab, but also at the work site, with compressed video, public TV, and the Internet providing even more options and flexibility for lifelong learners.”

~ Dr. R.T. Anderson



programs, typically of one-year duration or less, to two-year associate degree programs, to associate degree programs that were closely coordinated with high school and four-year college programs. In 1998, WCTC offers 36 associate degree programs, 17 technical diploma programs and several certificate and advanced technical certificate programs.

As it decentralized general education in the mid-1980's, WCTC initiated a critical life skills program which reeognized that successful modern workers must supplement their occupational skills with general education skills. A list of 23 critical life skills was developed and incorporated into all phases of all the school's associate degree programs. More traditional skills were rounded out with the addition of essential interpersonal workplace skills like problem solving, conflict resolution, teamwork, family and social relations, cultural awareness and coping with change.

In addition to the customized associate degree programs listed earlier, associate degree programs added since 1985 include the hospitality management program which, together with food preparation programs, four years later evolved into The Center for Hospitality Management and Culinary Arts Studies. An associate degree in culinary management was added in 1995.

In order to provide additional “hands-on” experience, WCTC in 1996 opened a dental hygiene clinic, located on campus, and a community nursing center, operated by Oconomowoc Memorial Hospital. The Classic Room offers practical experience for hospitality and culinary program students. In 1996, WCTC also opened a fully equipped industrial laser center. In 1992, the school offered its first several post-associate degree advanced technical certificate programs. In 1995, the Learning in Retirement Program, an affiliate of the Elderhostel Institute Network, made its debut. This effort has evolved into a college within the college managed by seniors for seniors.

The most exciting frontier facing WCTC as it celebrates its 75th anniversary is the advent and acceptance of distance learning - a concept that promises to revolutionize education. A number of factors precipitated this development. Many of the school's non-traditional students needed more flexibility in scheduling

than traditional scheduling provided. Also, area employers were asking for programs to train workers in certain technical careers where employees were needed, but not in sufficient numbers to justify a full-scale program. Finally, electronic communications technology had finally come of age.

Under the leadership of R. Laurence Schoenberger, WCTC's executive vice president of instructional and student services, the college's communication skills/social sciences department introduced distance education courses via public television in 1995. In 1998, several courses use this mode of delivery. The college also features a compressed video lab that allows real-time hookups between WCTC and other technical colleges, greatly increasing student access to programs around the state. WCTC now transmits a dental hygiene program to Blackhawk and Lakeshore Technical Colleges, and will expand the program to Gateway in 1998. Using the same technology, Blackhawk shares its physical therapy assistant program and Lakeshore offers pharmacy and radiology tech programs - programs available for the first time to Waukesha students.

The school made its debut on the Internet in 1995 and began using this medium to offer courses in business law, financial planning and real estate. It is now possible to earn an associate degree from WCTC taking all of the classes on the Internet.

In the very near future, the college plans to have as many as six associate degree programs completely on line.

“Distance learning is not likely to replace the traditional classroom,” said Anderson. “Human beings are gregarious creatures, and there are certain programs that require labs, sophisticated equipment and a group. But the option of distance learning will someday allow us to offer the students of Waukesha County all the programs they want - where they want them, when they want them, and how they want them. What's more, these programs will be available throughout the state, across the nation and around the world. Without a doubt, distance learning will play an important role in WCTC's future.”



A Message from WCTC President Richard T. Anderson:

Thank you for joining us on our voyage through WCTC's history - a history in which we are all proud to have been involved. Thanks to the contributions of hundreds of staff members working together over the past 75 years, WCTC is today recognized as one of the premier institutions of occupational and technical education in the United States.



Finding innovative means of keeping pace with the rapidly changing needs of today's and tomorrow's workforce will continue to be integral to the next 75 years of WCTC's history. We look forward to our future in Waukesha County and the State of Wisconsin - eager to meet the challenges that the new millennium will bring.





KNOWLEDGE
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