

SPRING 2020



IMPACT



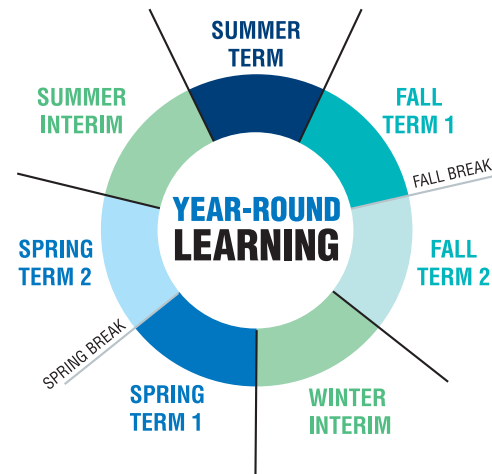
Marco Alvarez

Hands-on
Higher Ed

**Today's college students
are anything but typical**

Meet a cross-section of WCTC learners

www.wctc.edu



8 Coming soon: 8-week terms

Welcome!

A college student can start his or her academic journey at any age, at any point in time and for any reason. At Waukesha County Technical College, we have students who started their education straight from high school. Some who postponed their education due to family and work commitments. And others who are returning to classes after being downsized from a job or wanting a different career from the one in which they currently work.

Whatever the situation, WCTC welcomes students to explore the many academic possibilities available to them, and the College staff and faculty are dedicated to helping them meet their educational and career goals.

WCTC IMPACT is designed to showcase stories of how our graduates, students, instructors, and community and business partners strive to make a difference in the world around them, and how WCTC has propelled them to succeed. This semiannual publication highlights the latest happenings, changes and improvements at the College, and it shines a light on student and alumni achievement.

Enjoy the spring edition of **WCTC IMPACT**!

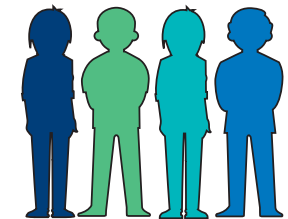


WAUKESHA
COUNTY TECHNICAL
COLLEGE

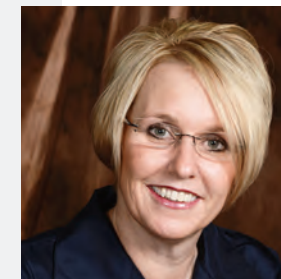
Hands-on
Higher Ed

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Meet today's WCTC students

They may not be who you think they are.



They are adults coming back to school after postponing their education to focus on family. They are career-changers and downsized employees looking to retool for the future. They are military veterans returning to civilian life who want to complete a degree. And, they are recent high school grads taking a traditional, post-secondary path.

These are just a few types of students currently attending Waukesha County Technical College; meet a few more who are in College at just the right time.

• **Stacey Rudolph** | Dental Hygiene associate degree program

Life seldom follows a linear path—something Stacey Rudolph knows all too well.

Right after high school, she began studying sculpture at the Milwaukee Institute of Art and Design but soon became fascinated with anatomy. She transferred to the University of Wisconsin-Milwaukee and earned what she calls a “mismatch of credits,” but enough for a bachelor’s degree in Psychology.

Along her academic journey, however, life events happened. Rudolph got married and had her first daughter, who was born with Down syndrome and a heart defect that would require surgery at four months old. She put school on hold to care for her baby, had a second daughter 20 months later, and in 2013, finished her degree.

Then, more change. Rudolph’s husband took a job in Seattle and the family moved. Because of the area’s higher cost of living, if they wanted to get ahead financially, they both needed jobs, she said.

“I needed to do something—and I knew psychology wasn’t it; and I always loved teeth,” she said. “I remember taking my daughter to the dentist and seeing how [the staff] were trained in dealing with kids with special needs. That was something I could do.”

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“It’s not just about getting a job; it’s about helping people. I’m genuinely interested in learning about my patients and making sure they are getting the care they need.”

— Stacey Rudolph



Jean Martinez

Continued from page 2

Rudolph applied and was accepted into a dental program in Washington, but she had to withdraw. Her family would soon be returning to Wisconsin for another new career opportunity for her husband and to be near her mother-in-law, who was diagnosed with a terminal illness.

Back home, Rudolph quickly enrolled in WCTC's Dental Hygiene program, impressed by its reputation and rigor: "WCTC's program is renowned in the state; it has an incredible pass rate. And, it's a great time to be in dental hygiene," she said, noting progressive changes happening in the field.

Rudolph immersed herself in the program, serving as vice president of the Student American Dental Hygienists' Association and as student representative for the Wisconsin Oral Health Coalition Steering Committee.

Foremost, she has been committed to her patients, getting to know them and offering high-level care. After graduation, she plans to work with underserved populations and to establish a mobile dental unit.

"It's not just about getting a job; it's about helping people," she said. "I'm genuinely interested in learning about my patients and making sure they are getting the care they need."

• Jean Martinez | Foundations of Teacher Education associate degree program

A few years ago, Jean Martinez volunteered with Junior Achievement (JA), working with grade school students to help them learn about business and economics. She vividly recalls a comment made to her by the classroom teacher: "She said, 'If you ever want a second career, you should think about teaching,'" Martinez said.

At the time, Martinez was in the middle of a lengthy banking career, having worked in various management and customer service roles. A few years later, however, she would find herself at a crossroads.

"My husband had been downsized from his position, and there were some changes going on at my work. We thought it might be a good time for us to reinvent ourselves," she said.

Martinez left the financial sector and started working part time in guest services for the Milwaukee Bucks, but she wanted to explore the field of education.

After attending a WCTC open house, she became inspired and rediscovered her passion for working with children. (Besides JA, she has volunteered in her sons' grade school classrooms, as an international English

tutor through her church and as a reading mentor at a charter school.)

With these experiences behind her, it was a natural fit to enroll in the Foundations of Teacher Education program, so in her mid-50s, she did.

"I figured if I'm going to take these classes, I'm going to take them seriously. You're never going to lose by learning," Martinez said.

The classes and practicum have prepared her well for many possibilities in the teaching field, and she has enjoyed helping children reach their "a-ha" moments—when a concept or idea is understood.

"The way things are going in Wisconsin, I could go in and be a long-term sub, I could go on and get a bachelor's degree, or I could go into a classroom as a student learning assistant. There's a lot of options open to me," she said. "This program has been wonderful, and I can't say enough about the caliber of the instructors."



• Marco Alvarez | Automotive Maintenance and Light Repair technical diploma program

When Marco Alvarez moved from Ecuador to the United States in 1991 at age 21, he was following in the footsteps of three brothers who immigrated to America a few years earlier. The promise of new possibilities and a better life is what drew him to the U.S.

His two sisters and parents soon followed, emigrating from Ecuador, and in 2015, Alvarez became a U.S. citizen.

"I like it a lot in the United States; it is a country in which you can have many different opportunities," he said, noting he has been working for a manufacturer of medical and healthcare products for more than a dozen years. "In South America, there's not as many opportunities."

His first experience at WCTC was in 2008 when he enrolled in English as a Second Language courses to improve his speaking and writing skills. Fast forward to 2019, and at the recommendation of his girlfriend's family, he decided to pursue a formal education and earn a technical diploma in Automotive Maintenance and Light Repair.

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"It has been a really good experience, my classes at WCTC. When I thought I couldn't do it [my instructors] told me, 'you should stay; you can do this.' They're always ready to help with anything."

— Marco Alvarez

Continued from page 5

“I’ve been out of school for a long time now, and I’ve always wanted to go back,” he said. “I started doing brakes and suspension work, and that inspired me to be in this program.”

As an older student, now 50, Alvarez said he’s had a few challenges with his studies, but his classmates and instructors have been a great support.

“It has been a really good experience, my classes at WCTC,” Alvarez said. “When I thought I couldn’t do it [my instructors] told me, ‘you should stay; you can do this.’ And that’s why I stayed. They’re always ready to help with anything.”

• **Sierra Winter** | IT - Web and Software Developer associate degree program

Sierra Winter took a traditional route to college, starting in the IT-Web and Software Developer program in fall 2018 after graduating from Mukwonago High School



Sierra Winter

in June that same year. Upon enrolling at WCTC, she already had 12 credits—earned through advanced placement classes and exam—that transferred into her program.

Winter’s friend, who was dual enrolled at WCTC, gave her some insight about the College and encouraged her to research information technology (IT) offerings. She checked out programs, toured the campus, met with instructors at an open house and determined it was a good fit.

“I often see the College priding itself on ‘Hands-on Higher Ed’—and for good reason. Computer science is approached differently by a few universities, as I’ve learned, and I am happy that I am experiencing WCTC’s approach,” she said. “We were coding already in my first semester and working with tools that are current and practical.”

Because of her technical acumen, Winter has thrived in IT.

In high school, she earned a Microsoft Technology Associate-Database Fundamentals certification, and she participated in a STEM outreach experience at Northwestern Mutual that involved working with its digital workplace and illustrations teams. Since last May, she’s been a college-level software engineering intern on the company’s client website team, and she has also been involved with different volunteer efforts at the company.

At WCTC, she serves as president of the BIT Connections club, was chair of the Service Learning committee, and she attended (and competed and placed in) an application development contest at the U.S. Information Technology Collegiate Conference—all of which have helped her hone her leadership and IT skills.

“My experience has been one that I don’t regret. ... The education I have received has proven to be useful and job-ready. And I have no debt!” Winter said. ■



President Kaylen Betzig to retire in December

After six years at the helm of Waukesha County Technical College, President Kaylen Betzig will retire on Dec. 31, 2020.

A staunch proponent of technical education, Betzig has devoted her career to advancing the goals of the Wisconsin Technical College System, ensuring student success and being a servant leader to those in the WCTC community—including students, faculty, staff, and business and community partners.

Betzig has spent 31 years in executive and leadership roles within the technical college system—12 at WCTC and 19 at Blackhawk Technical College. She joined WCTC as vice president of Administrative Services in 2008, was named executive vice president in 2010 and became president in 2015. Before joining WCTC, Betzig was vice president of Administrative and Student Support Services at Blackhawk, overseeing the areas of student services, information technology, marketing and recruitment, facilities, grants and research.

“It has been my privilege serving in the Wisconsin Technical College System and at the district level in numerous positions. I believe, to my core, in the work of the technical college system and have seen first-hand the impact we have on students’ lives. It has been an honor to be entrusted with their future success,” she said.

While at WCTC, Betzig recalls many highlights and accomplishments, all of which were achieved through collaboration.

During her tenure as president, she worked to maintain a balanced budget, an achievement for which she is most proud. Additionally, the College experienced many new initiatives and opportunities under her leadership, among them the alignment of strategic planning and metrics, building construction and expansion projects, and the development of alternative course delivery options—most notably the continuing work on the 8-week, year-round calendar.

Alan Karch, chair, WCTC District Board of Trustees, said WCTC and the system have benefited from Betzig’s leadership.

“Kaylen has been a strong leader for WCTC and a tremendous resource for the entire Wisconsin Technical College System,” Karch said. “On behalf of the WCTC District Board of Trustees, we thank her for her contributions and wish her well in retirement.”

The district board has hired an educational executive search firm to conduct a national search for the next College president, with the hope of hiring a successor by October. ■

Year-round academic calendar focuses on student success

8-WEEK TERMS BEGIN JUNE 2020

WCTC students' academic programs are as varied as their backgrounds. The lives they lead outside of school are often overflowing with other commitments—jobs, families, volunteering and social obligations to name a few.

Almost 80 percent of WCTC students enroll part-time, meaning they take less than 12 credits each semester. The majority take just one or two classes at a time. At this pace, it would take a student five years to complete a two-year associate degree, and that's if life goes perfectly.

Simply stated, students have lives outside of school that can make taking on a full-time course load unrealistic. WCTC's new year-round academic calendar format aims to help make earning a degree in two years more realistic for the average student. In the new calendar, most WCTC courses will be offered in an 8-week timeframe instead of the traditional 16 weeks.

"We continuously hear from our students the need for us to provide more flexibility in our academic offerings, to provide clearer maps to completion and to be able to get through their credential in a much more timely fashion," said Brad Piazza, Ph.D., WCTC vice president of Learning.

Full-time Student Sample

8-WEEK TERMS

First 8-week term

August 17 – October 9

Course 1	3 credits
Course 2	3 credits
Course 3	1 credit

Term 1 Total 7 credits

FALL BREAK

Second 8-week term

October 19 – December 11

Course 4	3 credits
Course 5	3 credits

Term 2 Total 6 credits

SEMESTER TOTAL 13 credits

Part-time Student Sample

8-WEEK TERMS

First 8-week term

August 17 – October 9

Course 1	3 credits
Course 2	3 credits

Term 1 Total 6 credits

FALL BREAK

Second 8-week term

October 19 – December 11

Course 3	1 credit
Course 4	3 credits

Term 2 Total 4 credits

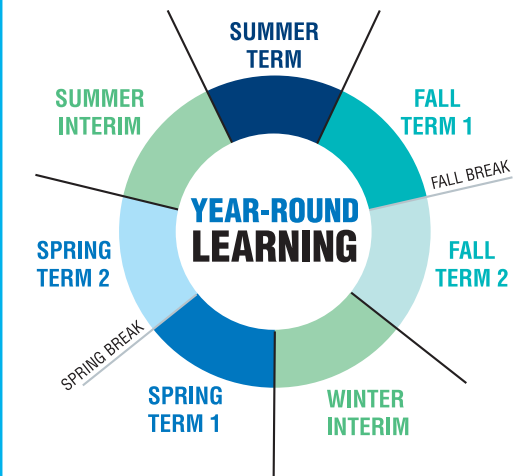
SEMESTER TOTAL 10 credits

Several WCTC programs already operate on an 8-week course model. "We've looked at five years' worth of data that compared enrollments in 8-week courses to enrollments in 16-week courses. Every semester we look at, the story is the same," said Piazza. Students are completing these shorter courses successfully at a rate 10 percent higher than in traditional courses. The withdrawal rate from these courses is also five percent lower, meaning fewer students are leaving an 8-week class before it ends.

Beginning in June 2020, WCTC will roll out this new 8-week model on an institution-wide scale. The terms may be shorter in length, but comprehensive, hands-on learning is still a top priority.

"Students can expect the amount of total class time to be the same in an 8-week course as in a traditional 16-week course," said Kim Ehlert, dean of WCTC's School of Business. "Class time may come in the form of more online work and/or longer individual class meeting times," she said, noting faculty are working to determine the best format and delivery method for individual courses.

With the new calendar, a student could continue to take two classes at a time, focusing on two in the first eight weeks of a semester and two in the second eight weeks, accumulating up to 12



credits instead of six. "This would allow a student to gain more momentum toward graduation," said Ehlert, "as they would be completing more credits in a semester."

In addition to student success, the needs of area employers play a key role in this change. By 2021, it is estimated that 40 percent of the job openings in the state of Wisconsin will be in the southeastern region, between Waukesha and Kenosha.*

"We continuously hear from our employers that they want to get our students sooner, but yet just as competent as they've been accustomed to receiving," said Piazza. "It's imperative that we play an active role in getting our students out into the workforce." ■

For academic calendar dates, details and frequently asked questions, visit www.wctc.edu/8-week.

* M7 Workforce Data Review (Manpower Group)



Dental Assistant students raise funds for cleft repair surgeries across the world

One in 700 babies is born with cleft lip and/or palate each year, a birth defect that can impede speaking, hearing, eating and breathing. Thanks to Smile Train, an international children's charity, medical professionals in more than 90 countries have been empowered to provide safe cleft repair surgery that can transform a child's life immediately.

Two decades ago, WCTC's Dental Assistant program joined that fight. Since 2000, WCTC Dental Assistant students have funded 92 cleft lip and palate surgeries for children all over the world. Their fundraising began with a bake sale and has since expanded to a wide variety of fundraisers on campus and beyond.

Last year, students raised \$1,000—enough to fund four surgeries. A generous donor tripled that donation to fund an impressive 12 cleft repair surgeries. This year, students are on track to fund at least six surgeries, with \$800 already raised and matched by a donor.

Not only does this work help improve the lives of children worldwide, but it also helps students develop a critical life skill: citizenship. "This project has encouraged students to expand their service learning knowledge in the field of dentistry," said instructor Diane Turner. "The students have learned that citizenship is not only local, but global as well."

These students put in countless hours fundraising each semester on top of an already challenging, fast-paced program. They truly embody Smile Train's mission to change the world one smile at a time. ■



SINCE 2000, WCTC
DENTAL ASSISTANT PROGRAM
STUDENTS HAVE FUNDED

92
SURGERIES

Evolving trends in healthcare shape new continuing education courses

Healthcare providers from Waukesha County and beyond consistently look to WCTC to keep their skills and knowledge fresh. While lifelong learning is always positive, continuing education in healthcare is critical when patient lives are on the line.

Nearly all healthcare professions require some form of continuing education, but the number of hours and types of courses can vary. WCTC offers an extensive list of courses to meet these needs, with topics that evolve alongside the trends of the industry.

Karen Boggio, WCTC health education outreach specialist, works closely with School of Health advisory committees to determine the needs of community partners. "We discuss needs closely with healthcare professionals, health program faculty, staff and students," said Boggio. "Courses are also developed based on research of current trends and issues in healthcare, as well as requests from course attendees."

This close relationship with community partners is one element that sets WCTC apart. "The opportunities offered by WCTC provide a viable option in terms of proximity, cost, and most importantly, the topics are timely and relevant," said Debbie Luce, director of ProHealth Care's Center for Learning

Innovation. "WCTC has a strong community presence and offers curriculum relevant to the healthcare challenges our community is experiencing."

In the fall 2019 semester, more than 400 attendees completed health-related continuing education courses at WCTC—up by 38 percent from the previous fall. The increase was due in part to some exciting new offerings, such as Reintegration to Civilian Life, Mental Health for Healthcare Professionals and Chemical Dependency for Healthcare Professionals.

Cynthia Rasmussen, retired U.S. Army Lt. Col. and current WCTC instructor, says she especially enjoys the challenge of meeting current educational needs and exceeding expectations. "I enjoy the diversity of the audience and being challenged to meet each person's needs, which can be very different," said Rasmussen. "This can lead to awesome conversations, feedback and added education for all present."

WCTC's School of Health is excited to continue expanding these offerings, with classes like Updates in Diabetic Medications and Hospice 101 added to the spring 2020 roster. ■

For more information about
continuing education credits, visit
www.wctc.edu/take-a-course.





Earn while you learn: Apprenticeships a boon to students, workforce

WCTC APPRENTICESHIPS

- Concrete Finishing (ABC)
- NEW!** Electrical and Instrumentation
- Electrician (ABC)
- Industrial Electrician
- Injection Mold Setup (Plastic)
- IT - Service Desk Technician
- Machinist
- Maintenance Mechanic/Millwright
- Maintenance Technician
- Mechatronics Technician
- Plumbing (ABC)
- Tool and Die Maker
- Welding

In 1911, Wisconsin became the pioneer for the Registered Apprenticeship system in the United States, and in 1937, Congress enacted the National Apprenticeship Act establishing the program as it is today.

Apprenticeships prepare workers for skilled trades by combining on-the-job learning with in-class instruction. They require a written contract between the apprentice, employer and State of Wisconsin, which outlines the terms—such as length of training, specific skills to be learned, number of classroom hours and apprentice wage schedules.

The Department of Workforce Development—Bureau of Apprenticeship Standards guides apprenticeships in the state. The agency works with employers and other organizations (such as Associated Builders and Contractors (ABC) of Wisconsin, for construction-related trades) along with all 16 Wisconsin technical colleges—including WCTC—for paid-related and other instruction. Currently, more than 670 students are enrolled in classes for 13 apprenticeship programs at WCTC.

Upon completing all requirements, apprentices take a trade-specific exam to earn a credential that denotes expertise in the field.

Educating a workforce

Jason Bergholte, instructor in WCTC’s Industrial Electrician apprenticeship program, says apprenticeships are appealing to students for several reasons.

“The greatest benefits for them are job security, excellent training, a bona fide education, and technical knowledge and skills attainment from on-the-job experience,” he said, noting most students thrive in the program. “There’s a very high completion rate in our apprenticeships. Our students want to succeed; they’ve got a lot of skin in the game from day one.”

Added Mike Shiels, WCTC dean of Applied Technologies, “For students, it’s an investment in their future. For employers, it’s an investment in their workforce.”

Quad/Graphics relies on apprenticeships as a pipeline for skilled workers, said Nate Butt,

production support director who oversees the program for the company’s multiple U.S. locations.

“Apprenticeship is our No. 1 source of talent acquisition, bar none. We have 101 current apprentices and last year, graduated 26,” he said.

On-the-job training is key to an apprentice’s understanding, Butt said, but so is the classroom piece. “That’s where the theory comes in. The curriculum is very structured to a specific trade.”

Quad has been fortunate to have retained many of its former apprentices—something he credits to “good mentoring, good managing and a good environment.” Now, he said, those journey-level workers help mentor the new apprentices.

Investing in people

For students Jesse Dull and Alyssa Davis, apprenticeships have provided them with new career paths after previous military, job and academic experiences.

Dull was an avionics craftsman in the Air Force, and then became an avionics mechanic for an aerospace company. He tired of frequent job-related travel, so he began working as an apprentice for a local manufacturing company before joining Quad as an Industrial Electrician apprentice. Additionally, he’s working toward an Automation Systems Technology (AST) associate degree.

“You can have all kinds of experience, but once you have that journeyman’s card (credential), it can open a lot of doors,” he said.

Davis earned a bachelor’s degree in an unrelated field, but developed an interest in machinery. She began working as a plastic injection operator at Aptar, used tuition reimbursement and started pursuing an AST associate degree at WCTC. She then shifted into an automation technician role and added the Mechatronics Technician apprenticeship.

Her bosses recognized her tenacity and encouraged Davis to follow her passion, something for which she is grateful. “If you have the drive, they are going to make it happen for you. I have a lot of loyalty to Aptar,” she said.

Needs of the future

While there has been an uptick in the number of apprenticeships in recent years, specifically in the construction area, said Kelly Tourdot, vice president of ABC of Wisconsin, scores of skilled workers will still be needed.

“Skilled crafts rank among the top five hardest roles to fill. Forty-one percent of the current construction workforce will retire by 2031—and we’re needing to replace those people,” she said. ■

For details on how to begin the apprenticeship process: dwd.wisconsin.gov/apprenticeship

For information on apprenticeship-related courses: www.wctc.edu

Culinary grad leads with learning at Oconomowoc's Twisted Fire restaurant



Kaitlin Schlee

One thing you'll notice if you drive past Twisted Fire in Oconomowoc with your windows down is how good it smells.

Follow your nose, and you'll find out that the taste is just as good. So good, in fact, that the Milwaukee Journal Sentinel named Twisted Fire one of the Milwaukee area's top new restaurants of 2019. The centerpiece of the restaurant is without a doubt the custom-built hearth, a staple for dishes across the entire menu. Appetizers, entrées, drinks and desserts are made from scratch, boasting many wood-fired flavors and fresh ingredients.

Formerly home to several other restaurants, new owner Dimitri Glavas decided to remodel the entire space for a fresh take. He brought in a modern feel with the fusion of aged wood and industrial elements in an open layout. Twisted Fire opened in late 2018, but head chef and WCTC alumna Kaitlin Schlee (Culinary Management '12) has been part of its journey since the very beginning.

Schlee joined the Twisted Fire team before the restaurant opened, helping with all stages of planning. Her input shaped decisions for plateware, kitchen design, equipment and "lists and lists and lists of all the things we would need for opening, hiring, interviewing, meeting with vendors and even the difficult task of wine tasting," chuckled Schlee. She started out as sous chef and was promoted to head chef in March of 2019. "It was definitely an easy transition becoming the head chef,

because I was already such a part of most of those big decisions."

A passion with deep roots

Schlee's passion for cooking started early. "I was always really interested in cooking as a kid," she said. "It started out with just cooking dinner for my parents, and by middle school I knew this was what I wanted to do. When I got to high school, I took every cooking class they had."

Schlee participated in the ProStart program through Watertown High School, a nationwide curriculum and mentoring program for high school students interested in food service careers. "That definitely gave me a level up from what I would have normally been able to learn at that age," she said, noting one unique experience in particular—prepping food for a live show with Food Network star Guy Fieri in Milwaukee back in 2009.

"By senior year, I had toured some bigger schools, different four-year colleges for cooking, but I also toured WCTC," said Schlee. "I thought, this place also seems to offer just what these other places have. It's closer to home, and it seems more streamlined. I could learn all of those basic important skills then get into a job faster without all the student loan debt. I'm really glad I made that choice."

Aside from the hands-on skills, Schlee's key takeaway from her time at WCTC was the connections she made. Her first real experience working on the line in

"Working in a professional kitchen while attending school gave me the opportunity to apply my skills. I'm happy to provide that experience to other students."

— Kaitlin Schlee

a restaurant was at Sanford in Milwaukee, a Milwaukee Journal Sentinel Top 30 restaurant—an opportunity she found out about through one of her instructors at WCTC.

From downtown fine dining, Schlee made her way back to Lake Country and gained valuable experience. She worked at the Union House in Genesee Depot, as well as Andrew's in the Delafield Hotel. She was also part of the team that transformed Andrew's into its swanky new iteration, I.d.

It was one of her WCTC connections once again that brought her to Twisted Fire—a former classmate who had been hired to help open the new restaurant encouraged her to come join the team.

A learning environment

Today, in her role as head chef, Schlee has a special appreciation for student employees—namely their willingness to learn. Acknowledging the opportunity she was given to work and train in a fine dining restaurant while still in school, she knew she wanted to pass that opportunity along to others. "I figured it would be nice to have a restaurant that's more of a learning environment," said Schlee. "If you don't

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WCTC students and graduates bring their culinary talents to Twisted Fire

Continued from page 15

know how to do something, someone is going to show you how to do it. If there's something you want to do more of, we can find a way to squeeze it in and move you where you want to be."

Building that learning environment is something Schlee takes seriously, because she has seen first-hand the way that students can flourish when given the right tools. "When I give them something new, they take it on as another challenge," she said. "They enjoy this, they're excited about it, and they have passion for it. That's why they're paying to go to school to learn more about it."

Twisted Fire has seen its fair share of WCTC students and alumni since opening, with six including Schlee currently employed, and the connections continue to grow. WCTC culinary instructor Jack Birren brought in the WCTC Hospitality, Baking and Culinary Club for a special dinner at Twisted Fire last

semester. "It was really fun for the students we have working here and myself because we've been in that club before," said Schlee. "Now we were going to make this coursed dinner for them and show off what we can do here. That was pretty cool."

Words of wisdom

As she looks ahead, Schlee's main goal is to stay open-minded. "This is one of those careers and industries where you just have to realize you're not going to know everything, and you're never going to stop learning new things," said Schlee. She consistently reminds her employees of the value of staying open to new ideas from others. "It's always about teamwork. The most important thing in a restaurant is giving the customer a great experience, and that obviously happens by giving the employees a great experience and giving everyone opportunities to feel like part of a team." ■

Rising autism rates create new workforce needs

Due to increased awareness and improvements in diagnostic criteria, the number of autism spectrum disorder (ASD) diagnoses is on the rise. Currently, an estimated 2.5 percent of U.S. children ages three to 17 live with ASD.* As that number grows, so does the need for professionals qualified to teach and support these individuals.

Working closely with advisory committees, WCTC identified two key issues in the field of autism support. First, Wisconsin schools are facing unprecedented teaching shortages. With the growing population of K-12 students with ASD comes the need for more educators with specialized training.

Additionally, the onus for supporting adults and very young children with ASD—and training staff to do so—often falls on community-based nonprofit agencies. These

organizations may have limited resources, but the demand for a highly trained workforce is only increasing.

With these gaps in mind, WCTC designed two programs: a nine-credit **Autism for Educators** certificate and a brand new 26-credit **Autism Technician** technical diploma. WCTC's is one of only two Autism Technician programs in the Wisconsin Technical College System. Beyond foundational skills and knowledge, the program gives students the opportunity to participate in a practical internship in a school, community or agency setting.

"What makes our programs unique is the great lengths we went to develop curriculum that meets the distinct needs of two employer groups: K-12 school districts and nonprofit behavioral clinics," said Joan Hader, associate dean in WCTC's School of

Protective & Human Services. "Outcomes for individuals with disabilities, including autism, are always improved when the people supporting them are highly educated." ■

For more information, visit www.wctc.edu/autism-tech.



* Journal of the American Medical Association



Human Services Associate program now offered fully online

Beginning this summer, WCTC is excited to introduce a new, fully online option for students in its Human Services Associate program. Online courses allow for flexibility, while an in-person practicum placement provides critical real-world experience. A daytime, hybrid option is available for students who prefer more classroom time. Graduates may choose to pursue support roles in fields like psychology or social work, or earn a bachelor's degree through one of WCTC's many transfer agreements. ■



WCTC students take second and third in welding competition

Selena Rouse earned second place (\$500 prize) and Ryan Schroeder earned third place (\$250 prize) at a student welding competition sponsored by Hastings Air Energy Control Inc. at the Wisconsin Manufacturing and Technology Show at State Fair Park. The students submitted four welds as part of the competition, and professional welders judged them based on American Welding Society Structural Welding Standards, along with assembly quality and weld cleanup. Pictured, are Schroeder and Rouse with David Bohrer, president of Hastings Air Energy Control Inc. ■

Gym renovation transforms space to multi-use center

Construction crews have been taking down bleachers and ripping out flooring as part of a renovation project for the WCTC gymnasium. The gym is being transformed into a dividable, multi-use education space to hold events for groups of 50 to 600 guests as well as graduation ceremonies and staff in-services. The project is scheduled for completion by May 12. ■

SAVE THE DATE!

Olympian Aly Raisman to speak on campus this fall

The WCTC Speaker Series is excited to announce its guest speaker for fall. Olympic gymnast and gold medalist Aly Raisman will be on campus Wednesday, Sept. 23, with doors opening at 11:30 a.m. and a moderated question-and-answer session to follow. Please visit www.wctc.edu for specifics closer to the date! ■

MEET Lorna Wilson

Alumna from Jamaica reflects on her time at WCTC

When Jamaican resident Lorna Wilson was just 15, she traveled to the United States and spent two years working toward an associate degree in Fashion Marketing at WCTC, which she received in December 1991.

She came to the U.S. as part of a scholarship program, the Cooperative Association of States for Scholarships/Central American Scholarship Program (CASS/CASP), through its Peace Scholarship initiative. While here, she lived at nearby apartments on Morris Street.

Last fall, she returned to Wisconsin to reunite with instructors and alumni at the Marketing program's 50-year celebration.

Wilson fondly recalls her time at WCTC—from January 1990 to December 1991—as the springboard to her future education and career.

"With the associate degree I earned while at WCTC, I entered the teaching profession as a pre-trained specialist," she said. "I eventually went on to pursue a bachelor's degree in Education at Northern Caribbean University in Mandeville, Jamaica."

Currently, she teaches Textile, Clothing and Fashion; Family and Resource Management; and Family and Consumer Management at Mile Gully High School in Mandeville, to students in grades eight to 11.

"Coming to WCTC impacted my career. The hands-on training I got made me marketable upon



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my return to Jamaica."

— Lorna Wilson

my return to Jamaica," she said. "I am competent in my job, and the skills I honed from WCTC carried me and stayed with me since that time. ... If I hadn't gone to WCTC, I would definitely not be in the field I am today. The classes I took at WCTC empowered and helped me choose what I really wanted to become in my future." ■



Technical Diplomas:
Aesthetician
Autism Technician
Cosmetology
Early Childhood
Education Preschool

Associate Degrees:
Baking and Pastry
Management
Culinary Management
Hospitality Management

Apprenticeships:
Electrical and Instrumentation
Industrial Electrician
Injection Mold Setup (Plastic)
Machinist
Maintenance Mechanic/
Millwright

Associate Degrees:

- Biomedical Electronics Technology
- Electrical Engineering Technology
- Electronic Systems Technology
- Manufacturing Engineering Technology
- Mechanical Design Technology
- Mechanical Engineering Technology

Automation Systems
Building Construction Trades
Firefighter/EMT
Hospitality Specialist
IT Systems Specialist
Preschool Credential
Tool and Die/CNC
Welding/Fabrication

WCTC prohibits discrimination or harassment based on any status protected by applicable state or federal law.





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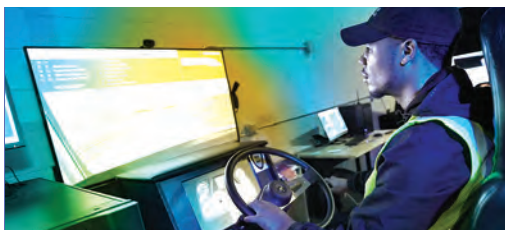
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Coming! **8-WEEK TERMS**
See page 8 inside for information.



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