Waukesha County Technical College

Academic Master Plan

2011-2014

June 30, 2011
The Academic Master Plan

Background

Purpose of Plan

The purpose of this Academic Master Plan is to provide general guidance in the form of broad themes, strategies, and activities to our academic divisions and related support services as they work to further the mission of the College. This plan is to be implemented over the three-year period 2011 – 2014, but will be a living document that is regularly reviewed and updated to ensure it continues to meet the needs of the institution and its stakeholders. The Academic Master Plan is designed to establish important initiatives and priorities for the Learning Unit of WCTC and to place them in the context of the vision, mission, values and strategic goals of our institution. This guidance will provide the foundation for a coordinated and united quest for continuous improvement in student learning.

The activities in the Academic Master Plan are college-wide initiatives that have been identified as opportunities to further college strategic goals. They are in no way meant to supplant the good work that is already being done within the instructional units.

Alignment

Guided by the College’s Strategic Plan, the Academic Master Plan will be a driving force behind the content of other master plans of the College, such as the Facilities Master Plan, the Technology Master Plan, and the Human Resource Master Plan. In turn, these master plans will guide the annual planning and budgeting processes, as well as individual goals of our faculty and staff, as they continue to contribute to the mission of WCTC. AQIP Action Projects related to instruction will be reflected in the Academic Master Plan in order to maintain alignment with this work. Each Academic Master Plan theme is aligned to an AQIP category, part of WCTC’s accreditation process commitment.

Plan Development

This Academic Master Plan was designed using broad input from our internal community of stakeholders during the fall and spring of 2010-11. Using a World Café approach, input was gathered from over 350 people representing faculty, support services, and administration on the following three questions:

- In the next three years, what should we be doing to attract and retain students with a wide range of talents and needs?
- In the next three years, what should we be doing to ensure WCTC is meeting business and industry employment needs?
- What is your image of the ideal classroom/learning environment?

In excess of 1,600 comments were captured, recorded, categorized and synthesized into the initiatives contained in this plan. A cross-functional steering team of nine individuals assisted in this work.
WCTC Mission, Vision and Values

Vision

Waukesha County Technical College is the leader in workforce development, preparing learners for success within the regional and global economy.

Mission

WCTC provides accessible career and technical education to strengthen our community through life-long learning.

Circle of Values
College Strategic Goals

Student Learning - Goal 1
WCTC attracts and retains diverse students with a range of talents and needs by offering services and educational opportunities focused on student learning.

Collaborative Partnerships - Goal 2
WCTC shares expertise among faculty, departments, colleges, K-12 districts, the business community and governmental entities to provide a variety of learning and enrichment opportunities that meet the needs of students, employers and community members.

Competent Graduates - Goal 3
WCTC provides skilled, flexible, conscientious and employable graduates by maintaining high standards and offering a variety of courses within future-focused programs that prepare learners for the changing labor market.

Employees - Goal 4
WCTC develops systems that attract and retain highly skilled, quality staff capable of responding to changing needs of students, staff, businesses and the community.

Technology - Goal 5
WCTC develops technology skills for students and staff through the use of both current and innovative technologies and strategies that are responsive to industry trends.

Facilities - Goal 6
WCTC provides a dynamic learning and work environment that is inviting, safe and flexible.

Community and Business - Goal 7
WCTC fosters and maintains valuable relationships and visibility by informing students, parents, businesses, government and community members about the value of career and technical education.
TEACHING AND LEARNING

Theme: Transform our approach to education from a “teaching college” to “learning college.”

Strategic Goal Alignment: Student Learning; Competent Graduates

AQIP Category Alignment: Helping Students Learn; Understanding Students’ and Other Stakeholders’ Needs; Measuring Effectiveness

Strategies:

TL 1. Create, document and teach curriculum with “conceptual integrity.” (Project Start: Fall 2011)
   
   a. Create a process which assists faculty in reviewing curriculum regularly for consistency and relevance (i.e. meets business and industry needs; appropriate rigor, sequencing and pre-requisites; key assessments identified). This process should be aligned with the Quality Review Process (QRP). [Team: Student Learning Evidence]
   
   b. Create a method of documentation, reporting and communication of student learning. At a minimum, this process should align with Technical Skills Attainment reporting requirements. [Team: Student Learning Evidence]
   
   c. Repackage the list of Critical Life Skills, based on past research data gathered, communicate the results, and develop a plan to integrate these skills into the curriculum. Consider cross-functional teams to assist in the integration. [Team: AQIP]
   
   d. Incorporate service learning opportunities into all degree programs and co-curricular activities.

TL 2. Employ active learning strategies in all learning events (i.e. classroom, student development activities). (Project Start: Fall 2012)

   a. Develop professional development activities on active learning strategies (i.e. learning styles, brain-based learning, experiential learning, “real-world experiences”).
   
   b. Incorporate these activities into the comprehensive professional development model.

Theme: Create flexible learning spaces with appropriate technology that provide a comfortable and safe learning environment.

Strategic Goal Alignment: Student Learning; Technology; Facilities

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1 The “learning college” places learning first and provides educational experiences for learners anyway, anyplace, anytime. The model is based on the assumption that educational experiences are designed for the convenience of learners rather than for the convenience of institutions and their staffs. (O'Banion, Terry. A Learning College for the 21st Century. Phoenix: American Council on Education/Oryx Press Series on Higher Education, 1997.)

2 The term “conceptual integrity” when it is applied to curriculum design, implies an alignment between the key elements of a curriculum: aims, teaching methods, assessment processes, and learning outcomes [Biggs, 1999]. Curricula that have conceptual integrity can be said to have alignment amongst these key elements. In other words, the elements are designed in such a way as to maximize the likelihood of students achieving the learning outcomes.


**AQIP Category Alignment:** Helping Students Learn; Understanding Students’ and Other Stakeholders’ Needs; Supporting Institutional Operations

**Strategies:**

TL 3. Develop a standard set of room designs that are safe and accommodate a variety of learning strategies. *(Project Start: Fall 2013)*

TL 4. Establish a faculty-led advisory committee which is responsible for implementing appropriate technology and support that serves course and program needs. *(Team: Academic Technology Faculty Advisory Team)* *(Project Start: Fall 2011)*

TL 5. Create gathering spaces throughout campus where learners can efficiently meet and work. *(Project Start: Fall 2013)*

**Theme:** Ensure quality education by engaging in professional and instructional improvement practices.

**Strategic Goal Alignment:** Student Learning; Collaborative Partnerships; Employees; Technology; Facilities

**AQIP Category Alignment:** Helping Students Learn; Understanding Students’ and Other Stakeholders’ Needs; Valuing People; Leading and Communicating; Measuring Effectiveness

**Strategies:**

TL 6. Develop a comprehensive professional development model for faculty and instructional staff. *(Team: Bootcamp Planning Team)* *(Project Start: Fall 2011)*

a. Create a checklist/timeline of professional development activities for probationary faculty covering topics such as teaching and learning strategies, use of technology, assessment strategies, classroom management techniques, occupational experiences.

b. Create a checklist/timeline of professional development activities for instructional staff covering topics such as teaching and learning strategies, use of technology, leadership techniques, grant-writing.

c. Develop a system of accountability, including appropriate metrics, for professional development of instructional personnel.

TL 7. Create a faculty-driven self-assessment model (FT and PT), including both process and tools, that builds upon and enhances the current Teacher Improvement System. *(Project Start: Fall 2013)*

a. Create a process which emphasizes continuous improvement, excellence and accountability, including intervention tools such as a peer mentoring program, occupational experience opportunities, or “lead teacher” concept.

b. Develop a self-assessment tool (i.e. competency matrix).
EDUCATIONAL OFFERINGS

Theme: Create a programming mix that meets the needs of our district employers, maximizes the potential for student success, and reflects the available resources (time, people, budget) of the College.

Strategic Goal Alignment: Student Learning; Competent Graduates; Facilities; Collaborative Partnerships; Community and Business

AQIP Category Alignment: Helping Students Learn; Understanding Students’ and Other Stakeholders’ Needs; Measuring Effectiveness; Building Collaborative Relationships

Strategies:

EO 1. Implement and brand an educational pathway model that allows learners of all abilities to achieve a credential(s) and meaningful employment. Ensure alignment with the system-wide ABE to Credential grant. (Project Start: Fall 2011)
   
   a. Expand and implement transitional programming that will assist learners in making the leap from adult basic education to credit programming using an “ABE to Credential” model (i.e. Prep for Success course, I-BEST model, pre-technical courses).
   
   b. Create occupational academies that provide learners with industry-recognized occupational skills as well as a stepping stone to further credentials.

EO 2. Implement a data-driven process to optimize program mix (meets maximum employer demand with limited resources). (Project Start: Fall 2013)

   a. Implement a program viability tool to be used by faculty and administration for continuous program improvement. [Team: Program Viability Team] (Project Start: Fall 2011)
   
   b. Implement an Enrollment Management process for all degree programs, to include determining a data-driven optimum program capacity for each program and a process to manage optimum enrollment levels. [Team: Enrollment Management Team] (Project Start: Spring 2012)
   
   c. Implement a data-driven program research and development process and program discontinuance process. [Team: Academic Deans] (Project Start: Fall 2013)

EO 3. Optimize use of college resources (i.e. personnel, classrooms) by reviewing scheduling process and protocols. Incorporate alternative delivery modes where appropriate.
**Current New Program Development Activity**

<table>
<thead>
<tr>
<th>Program</th>
<th>Degree Level</th>
<th>Status</th>
<th>Anticipated Start</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toyota T-TEN</td>
<td>Associate Degree</td>
<td>Approved</td>
<td>Fall 2011</td>
</tr>
<tr>
<td>Quality Management</td>
<td>Associate Degree</td>
<td>Approved</td>
<td>Fall 2011</td>
</tr>
<tr>
<td>Air Cond, Htg &amp; Refrig Technology</td>
<td>Associate Degree</td>
<td>Program Development</td>
<td>Fall 2012</td>
</tr>
<tr>
<td>Virtual Assistant</td>
<td>Associate Degree</td>
<td>Program Development</td>
<td>Fall 2012</td>
</tr>
<tr>
<td>Metal Fabrication/Welding Advanced Mfg Tech</td>
<td>Associate Degree</td>
<td>Program Development</td>
<td>Fall 2012</td>
</tr>
<tr>
<td>Hotel, Lodging, Recreation and Private Club Mgmt</td>
<td>Associate Degree</td>
<td>Program Development</td>
<td>Fall 2012</td>
</tr>
<tr>
<td>Meeting, Event, Conference and Convention Center Mgmt</td>
<td>Associate Degree</td>
<td>Program Development</td>
<td>Fall 2013</td>
</tr>
</tbody>
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**LEARNER SUCCESS**

*Theme:* Ensure learners are prepared to be successful in programs and courses.

*Strategic Goal Alignment:* Student Learning; Competent Graduates; Collaborative Partnerships; Community and Business

*AQIP Category Alignment:* Helping Students Learn; Understanding Students’ and Other Stakeholders’ Needs; Measuring Effectiveness

*Strategies:*

LS 1. Identify valid and reliable program and course entrance requirements for all degree programs as appropriate. *(Project Start: Fall 2013)*

LS 2. Create a comprehensive entrance assessment and placement model that measures college and program readiness, and appropriately places learners in first semester courses.

LS 3. Implement a mandatory new student orientation program for all degree-seeking students. The model may include college-wide and program specific orientations, as well as first semester registration. *(Project Start: Fall 2012)*
RELATIONSHIPS WITH STAKEHOLDERS

Theme: Develop collaborative relationships with community stakeholders; we are all ambassadors of the college.

Strategic Goal Alignment: Collaborative Partnerships; Employees; Community and Business

AQIP Category Alignment: Accomplishing Other Distinctive Needs; Understanding Students’ and Other Stakeholders’ Needs; Valuing People; Leading and Communicating; Building Collaborative Relationships

Strategies:

RS 1. Develop a high school counselor/instructor summer externship program that introduces counselors and teachers to the college, our divisions, programs and services, including an annual forum to link transcripted credit partners from high school to college. (Project Start: Spring 2013)

RS 2. Revitalize advisory committees across the college. (Project Start: Fall 2012)
   a. Identify best practices surrounding the use and future development of strong advisory committees.
   b. Establish metrics of a “healthy” advisory committee to be used in conjunction with program viability.
   c. Create a “How You Can Help” informational piece to share with all advisory committees (i.e. scholarships, co-ops, in-kind, learning partnerships).

RS 3. Leverage Corporate and Community Training (CCT) customer relationships to market the entire college. (Project Start: Spring 2013)
   a. Create “pathway” informational pieces for CCT customers that indicate how their current learning will articulate into credit programming.
   b. Actively engage CCT customers in WCTC using the “How You Can Help” informational piece designed as part of Strategy #2.
   c. Actively connect CCT customers to teaching opportunities at WCTC.

RS 4. Design “at-a-glance” informational piece to allow all employees to serve as ambassadors for the college within the larger community (similar to the Student Services information card). (Project Start: Fall 2011)