

addressed. In addition, a climate survey will be administered to all staff in spring 2008 to assess change in areas needing improvement.

5R2 Comparing results

The Constellation Survey results identify areas of WCTC's relative strengths and opportunities; however, comparative results to other AQIP colleges were not provided. This would be useful for benchmarking across institutions. The college has historical PACE climate survey results which compared ratings made by classified, faculty and management staff to those of other Wisconsin and nation-wide community and technical colleges; however, the last administration of this survey was in 1999.

It is recognized that most organizations are challenged with establishing and maintaining open communication systems that satisfy staff information needs.

Improvement

5I1 Improving leading and communicating processes

Current processes for leading and communicating are related to both personal and organizational improvements. Personal improvement systems are well-defined (4P6) and depend on feedback from a wide cross-section of stakeholders.

WCTC has a 20-year history of using quality principles to affect organizational leadership practices. A commitment to using the Plan/Do/Study/Act model (2I1) allows for continuous review of current leadership processes and systems. Examples of teams that have been used to improve leadership processes include:

- Leadership Identification – Mentoring Experience Team
- Four Presidents Team (college, union, and board presidents meet to improve communication)

Currently, the AQIP action project team focusing on two-way communication is in the process of developing specific improvement targets.

5I2 Setting improvement targets

The targets are to improve performance each time college climate surveys are administered. The goal is ultimately to exceed comparative means. WCTC employees, at all levels, are well aware that there is a long history of labor relations issues and one of the College's priorities is to improve in this area. The staff is proud of the fact, though, that throughout the labor strife historically experienced, service to students and emphasis on

being student-learning centered has never faltered. In fact, an excerpt from the AQIP facilitators' summary report for WCTC's Constellation and Conversation Day reads: "... it is evident to the facilitators that WCTC's greatest strengths are in two key process areas:

Supporting Institutional Operations

- Technology is up-to-date and well-supported.
- Appropriate maintenance ensures both facilities and equipment can be used effectively.

Helping Students Learn

- WCTC makes certain that students acquire the knowledge and skills required by their academic programs before awarding them credentials.
- WCTC regularly evaluates the effectiveness and relevance of its courses and programs.
- WCTC intentionally promotes excellence in teaching.
- Students have convenient access to the information and resources necessary to support their learning.
- WCTC ensures that students have easy access to the people and services they require to be successful.

In terms of the AQIP Principles of High Performance, WCTC's greatest strengths are **People, Integrity and Learning**" (HLC/AQIP Summary Report 3/2005).

As a result of WCTC's AQIP participation and Vital Focus process, it was determined that improving internal communication is a top priority. A team of individuals representing both labor unions, college administration, and other college functional areas is currently collaborating to design more open, two-way communication strategies to provide access to information to all stakeholders, at every level. The team is focusing on:

- Communication via technology
- Face-to-face communication
- Involvement.

Historically, climate survey results have been shared and discussed with all staff and the District Board. Improvement plans have been developed at the college, division, and department levels. On Conversation Day, the Constellation Survey results were reviewed and discussed. Provocative Proposals for college-wide improvement were developed that day and later prioritized by staff for implementation.