Western Technical College District Board
Planning, Policy, and Instruction Committee
CHAIR: Dave Laehn

Tuesday, November 17, 2015
1:00 – 2:30pm

Administrative Center
111 Seventh Street N • Room 408 • La Crosse, WI

AGENDA

Attachment(s)

1. **Academic 2020** – Roger Stanford | Academic Deans

2. **Travel Tips** – Lee Rasch

3. **Security | Emergency Management** – Shelley McNeely | Raj Ramnarace

4. **Policy Review**
   - A. **A0126 Board New Directions and Procedure (New)**
   - B. **B0500 Procurement (Revision)**

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Academic 2020

Pillar

Summary

2016

• Intentional Instructional Design and Delivery
• Excellence in Teaching and Learning
• Integrated and Collaborative (Academic) Support for Students
• Innovative and Relevant Product and Service Mix
• Student-focused Academic Policy

Western Technical College
www.westerntc.edu
Academic 2020

Pillar Summary

Intentional Instructional Design and Delivery

**Purpose:** To support the needs of all stakeholders in an effort to consistently and purposefully meet quality standards in instructional design and delivery.

<table>
<thead>
<tr>
<th>Desired Outcome</th>
<th>KR 1 C or Better</th>
<th>KR 2 10,000</th>
<th>KR 3 Cost/FTE</th>
<th>KR 4 Satisfaction</th>
<th>Achieve the Dream</th>
<th>Enrollment Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Program Design Summaries and Course Outcome Summaries meet or exceed minimum instructional design standards by January 2016.</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course and program information in Blackboard and on public web site are consistent with official curriculum information system (WIDS) by xxxx.</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All faculty demonstrate competence in performance-based instructional design and delivery by xxxx.</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All faculty demonstrate competence in conducting formative and summative assessment based upon the Course Outcome Summary and Program Design Summary.</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students experience a choice of career pathways that provide easy access to education resulting in employer-recognized, stackable credentials tied to specific jobs, education, and career progression (WTCS definition of career pathways)</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students experience a consistent and quality experience with Blackboard course and program interaction.</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Students demonstrate 21st Century employability skills upon completion of a credential.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
### Integrated Academic Support for Students

**Purpose:** To develop a collaborative culture supporting students on their academic and career pathway journeys. This inclusive culture involves all Western faculty and staff at all locations, encompassing all teaching and learning modalities, with the ultimate goal of fostering student success.

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<tbody>
<tr>
<td>Academic staff and faculty are accountable in their role and in the process of supporting students throughout their academic and career pathways.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Students have access to cost-effective streamlined readiness support when entering the college.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Students experience a friendly, cross-divisional, and collaborative academic support services model.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Students experience engagement with faculty throughout their academic and career pathways. - “ATD – AQIP Action Project”</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

### Excellence in Teaching and Learning

**Purpose:** To support, facilitate and deliver high quality teaching that is learner-centered, knowledge-centered, assessment-centered and community-centered.

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</tr>
</thead>
<tbody>
<tr>
<td>Academic leadership actively supports the delivery of quality and engaging learning experiences.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Faculty have access to a comprehensive faculty development catalog that addresses equity and aligns with Academic 2020 priorities and Achieve the Dream.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Faculty deliver a high-quality learning experience and embrace a culture of reflective practice through seeking out and acting upon feedback.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Students have a consistent and equitable learning environment.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
Innovative and Relevant Product and Service Mix

**Purpose:** Optimize current program review processes, available data, and market knowledge to deliver innovative and high quality programming and services consistent with the needs of the community we serve. Use the information cohesively and consistently to align the evolution of Western’s products and services with the college’s strategic objectives and key results.

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</thead>
<tbody>
<tr>
<td>The College has a consistent and comprehensive process for assessing the health and quality of existing products and services, regardless of delivery method.</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The College has a consistent, regular, and comprehensive process for identifying and developing new programs and services.</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students have access to relevant and quality Career Pathways that lead to credential attainment and employment.</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Western is the first choice for: • Adult Learners • Regional Learners • Online Learners • Traditional Learners • Customized Training</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employers consider Western their first choice for skilled workers and employee development</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student-focused Academic Policy

**Purpose:** To review, revise and add to Western’s existing academic policies in order to create a unified, college-wide set of policies that: 1) Align with Western’s Key Results and regulatory agencies, 2) Create a student-focused learning environment, 3) Are concise, consistent, comprehensive and user-friendly.

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</thead>
<tbody>
<tr>
<td>Develop a consistent systematic process for academic policy development, implementation and oversight.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establish/revise policies related to basic work expectations for faculty and academic staff.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Establish/revise policies related to College and/or program entrance requirements. | X | X |
---|---|---|
Establish/revise policies related to College or program assessment and/or evaluation. | X | X | X | X | X |
Establish/revise policies related to support for student satisfaction and success in the classroom. | X | X | X | X | X |

**Learning Teams:**

- Titles TBD // Intentional Instructional Design & Delivery
- Faculty Support for Student Learning // Integrated & Collaborative Academic Support for Students
- Titles TBD // Excellence in Teaching & Learning
- Title TBD // Innovative and Relevant Product and Service Mix
- Titles TBD (2) // Student-focused Academic Policy

**These broad Planning Priorities will be integrated into Academic 2020:**

- Achieve the Dream Academic Priorities
- Adult Market Plan
- Online Growth Plan
- RLC Growth Plan
- Faculty Evaluation System
- Update Faculty Job Description
- Apprentice Plan
- K12 Academics
- B & I Growth Plan
- Weaver Long Term Plan
- Program Score Cards
- Product Plan Management
- 3 Year Facilities Plan
- Sparta Facilities Plan
- GPR Grant Plans
- Improve Scheduling Process
- ASLA Pathways
- Early Alert Refresh
Travel Tips

These travel tips are intended to serve as a guide for traveling on college business.

- For travel to and from the airport, seek the lowest cost, practical option when considering taxi, airport shuttle or rental car. Sometimes light rail is an efficient, low-cost option, if the station is located near the hotel. It is not recommended to use light rail if you are unfamiliar with the city and the destination.
- When sharing a taxi or rental car with other college team members, write the names of the members on the back of the receipt.
- For meals, seek separate checks wherever possible. When this is not possible, write the names of the team members on the back of the receipt.
- If you are staying extra days on personal business, and the expense item (such as airport parking or rental car) covers the full amount of travel time, seek reimbursement for the prorated amount that would normally be associated with the business travel. For example, if the business travel is expected to last four days, and you stay an extra two days for personal business, only seek reimbursement for two thirds of the cost.
- For business travel in the State of Wisconsin, check to see if the hotel is able to charge the state rate. For WTCS meetings, this is normally handled by the meeting scheduler.
- For Wisconsin travel, use the tax exempt status at the hotel. The college will provide the tax exempt form in the travel meeting folder.
Western Technical College and the District Board recognize the need to maintain awareness and focus on emerging issues at the local, state, and national level as it relates to career and technical education. The Board will establish event dates and times throughout the year to invite various speakers and experts to present information relevant to emerging topics. These events may also be open to community and business leaders.

Reference Procedure A0126p

Reviewed October 20, 2015
The following procedure provides guidance in the planning, facilitation and coordination of New Directions events and activities

1. The New Directions programs will be planned and facilitated, in cooperation with the Business and Industry Services department, by the New Directions Committee. The New Directions Committee will be chaired by a member of the District Board, and will include the Director of the Foundation and the Director of Business and Industry Services. Other members may be added to the committee.

2. Two major types of New Directions Events will be planned. Large format programs intended for a diverse audience including internal and external stakeholders will be held 2-3 times per academic year. Smaller format events, which are intended for an internal audience that might include close College partners, will be held periodically throughout the academic year as deemed necessary by the District Board, College President, or New Directions committee.

Reviewed October 20, 2015
**B0500 PROCUREMENT**

*Procurement* means buying, purchasing, renting, leasing, or otherwise acquiring any supplies, services, equipment, or construction and includes any other activity pertaining to obtaining supplies, services, equipment, or construction. Any procurement transaction must be formally processed and approved by proper authority to be a valid claim against the District.

The Western Technical College District Board (District Board) shall authorize procurement transactions that are determined to be in the best interest of the District while providing for open and free competition. It is the responsibility of the District Board to protect the interests of the District while complying with current federal and state laws/statutes, regulations, administrative rules, and agency procedures. In recognition of this responsibility, the District Board directs the following:

**General Requirements**

A. The [Wisconsin Technical College System Board Procurement Policy, Section 6 of the Financial Accounting Manual](#), is adopted as the College’s Procurement Policy and Procedure. This procurement policy and procedure is based on, but not limited to, [Wisconsin Administrative Code, Chapter TCS 6 (6.05 procurement)](#), and the Office of Management and Budget's [2 CFR Part 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards](#). Office of Management and Budget Circular A-102, Attachment O. All federal regulations apply unless the State Board policy, state statutes, or administrative rules are more restrictive.

B. The Board delegates the authority to the President or his/her designee to implement and provide oversight review of the procurement policy and procedure. The President or his/her designee shall, from time to time, develop such procedures as are necessary to carry out this responsibility.

C. Annually, the Business Office shall prepare a review of all procurements of $50,000 or more of similar goods, supplies, or services to determine if a more competitive process should be used in succeeding years. This review is to be based on a report containing transaction detail grouped by similar goods, supplies, and services and a total for each grouping. Annually, the District Board shall take formal action by October 31 on the procurement review and report related to the prior fiscal year.

D. All District staff must comply with the [Code of Ethics](#) set forth in Policy C0206 and the [Conflict of Interest and Acceptance of Gift Policy](#) set forth in Policy C0208.

E. The Business Services Office shall provide oversight review on a College-wide basis.

F. Procurements with a funding source from a federal grant are required to follow the policies established by the Office of Management and Budget’s [2 CFR Part 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards](#). The policy requires a competitive process for procurements exceeding $3,000. Quotations must be obtained from an adequate number of qualified suppliers.

G. Procurements less than $25,000 do not require a competitive process. However, an effort should always be made to obtain the best possible price by seeking quotes from more than one vendor. A competitive selection process may still be required in cases where multiple small procurements with a single vendor total more than $50,000 over the course of the year. See [Annual Review of Procurements](#) section of the procedure (BO500p) for more information.
H. Except as provided in the Bid Waiver section of the procedure (BO500p), non-construction procurements where the total cost is at least $25,000 but does not exceed $50,000 shall be based on written quotations from a minimum of three vendors. Solicitation of quotations shall be done in a manner to maximize competition.

I. Except as provided in the Bid Waiver section of the procedure (BO500p), non-construction procurements greater than $50,000 require a sealed bid process, via either IFB (Invitation for Bid) or RFP (Request for Proposal). All IFBs and RFPs shall include a clear and accurate description of the items of service being procured. This description shall not contain features which unduly restrict competition. Solicitations or offers shall include all requirements which suppliers must fulfill or other factors to be used in evaluation bids or proposals.

J. Public construction procurements greater than $25,000 require a sealed bid process via an IFB. All IFBs shall include a clear and accurate description of the item or service being procured. This description shall not contain features which unduly restrict competition. Solicitations or offers shall include all requirements which suppliers must fulfill.

K. All purchases of goods, services, and equipment for which the College will be responsible for payment must be properly approved and follow the procurement policies and procedures established by the Business Services Office.

Revised May 20, 2014
Revised November 20, 2012
Revised December 16, 2008
Revised August 17, 2004
Revised November 16, 1999
Revised January 19, 1993
Revised July 10, 1989
Revised July 8, 1985
Revised January 15, 1985
Revised May 19, 1981
Adopted November 28, 1979

Wisconsin Administrative Code, Chapter TCS 6.05
Wisconsin Statutes 38.04(14), 38.18 and 62.15
Policy requires approval of Wisconsin Technical College System Board

Reference: Procedure B0500P

See also: Purchasing Manual