

AQIP Criterion Two: Other Distinctive Objectives

Context for Analysis

2C1 Explicit institutional objectives

Western's explicit institutional objectives in addition to Helping Students Learn are identified in Figure 2-1 and are based upon Wisconsin State Statute 38.001 and regional and local needs.

Figure 2-1 Other Distinctive Objectives

| Objective | Measures |
|--|---|
| Provide apprenticeship training | Apprenticeship Enrollments (2R1-1) |
| Provide customized training and technical assistance <ul style="list-style-type: none"> • Build Lunda Center – training facility • Develop Skills Institute | Customized Training Contracts (2R1-2) |
| Contract with secondary schools to provide educational opportunities for high school age students in order to enhance their potential for benefiting from postsecondary education and for obtaining employment. | Alternative High School Participation 1989-2003 (2R1-3) |
| Coordinate and cooperate with secondary schools to facilitate the transition of secondary school students into postsecondary technical college education through curriculum articulation and collaboration. <ul style="list-style-type: none"> • RISE Initiative – Focused on career pathways model | High School Articulation Agreements (2R1-4) Development of career pathway model/program of study |
| Provide a collegiate transfer program | Post-Secondary Student Transfer Within Wisconsin (9R) Post-Secondary Program Articulation and Transfer Degree (9R) |
| Provide community services and avocational or self-enrichment activities | Non-Credit Course Enrollment by FTE and Headcount (2R1-5 & 2R1-6) |
| Provide education in basic skills to enable students to effectively function at a literate level in society | Adult Education and Family Literacy Performance Report (2R-8) Instructional Support Service Core Outcome Measures (2R1-9) Western Adult Education and Family Literacy Performance Comparison Report (2R1-10) GED Pass Rate (1R1-2) |
| Provide education and services which address barriers created by stereotyping and discriminating and assist minorities, women and the handicapped or disadvantaged | Disadvantaged/Disabled Students Served (2R1-11) Minority GOAL Students Served (2R1-12) |
| Service Learning | Number of faculty and courses that integrate service learning (2R1-14) Number of students involved in service learning (2R1-13) Number of hours of service learning (2R1-15) |

2C2 Alignment with Mission, Vision and Values

Western's other distinctive objectives are defined by Wisconsin State Statute and are directly connected to the strategic planning process ensuring alignment with mission, vision, and philosophy. Section 38.001 defines the mission and purpose of the Wisconsin Technical College System.

2C3 Support of Student Learning

These other distinctive objectives support or complement Western's processes and systems for Helping Students Learn by adhering to Wisconsin Statute 38.001. These objectives provide a mix of educational opportunities to meet the diverse needs of the stakeholders within the district. For example, the distinctive objective that relates to providing customized training and technical assistance to business and industry often results in providing a pathway or feeder to degree programs. By committing resources to customized training, Western has the opportunity to enhance enrollments in its occupational programs and influence student goal attainment.

Processes

2P1 Determining Other Distinctive Objectives

As indicated in 2C2, the broadly defined other distinctive objectives are identified by Wisconsin State Statute Chapter 38 (Wisconsin Technical College System) with oversight through the Wisconsin Technical College System Board. Senior leadership and academic leadership guide how the objectives will be achieved. The College's Strategic Plan and Academic Master Plan are aligned to ensure focus on Helping Students Learn and Other Distinctive Objectives. As a technical college within the WTCS, Western has the autonomy at the local level to determine how these objectives will be achieved.

For example, Western's Instructional Support Services Division is instrumental in helping to build and maintain relationships with the community by providing education and basic skills to enable students to effectively function at a literate level in society. This division, referred to as GOAL (Goal-Oriented Adult Learning), serves approximately 3,500 students each year at 15 locations throughout the District including the main campus and all extended campuses. The division offers five major courses of study and a variety of specialized services supporting unique student populations:

- Adult Basic Education (ABE); Developmental Studies
- High School Credential which includes the General Educational Development Certificate (GED) and High School Equivalency Diploma (HSED) or regular high school diploma
- Workforce education; and English for Speakers of Other Languages (ESOL)
- Special services include:
 - Minority Resources Office
 - Migrant Labor Services
 - Conversation Partners Program
 - Incarcerated Youth and Adults

Western's pre-collegiate GOAL program serves as a stepping stone for many students to enroll in collegiate programs at the College.

2P2 Communicating Other Distinctive Objectives

Western communicates the expectations regarding the distinctive objectives via the following:

- Monthly District Board meetings
- Weekly Senior Leadership Team meetings
- Monthly Academic Leadership Team meetings
- Monthly Management Forum meetings
- Bi-weekly Academic Deans Council
- Policy and Legislative Team meetings
- Electronic Information Flow Sheets generated by the President's office
- Email and the intranet
- Periodic forums such as Professional Development Day and All College Day

- Publications such as local newspapers and newsletters
- Annual planning and budgeting process
- Employee Success Plan discussions with individuals on an annual basis

2P3 Determining Faculty and Staff Needs

Western determines faculty and staff needs relative to these objectives based upon:

- Analysis of results in the College scorecard
- Annual review of Employee Success Plans
- Action plan development as part of the planning and budgeting process
- The Quality Review Process and annual review of instructional program scorecards
- Focus groups used to assess services and to gather student perceptions of how the College is doing
- Other feedback from students, employers, and contract agencies

2P4 Assessing Other Distinctive Objectives

Faculty and staff in the appropriate units (divisions, departments, or offices) are most closely involved in assessing and reviewing these “distinctive other objectives.” Since several of these objectives have measures that are incorporated into the College Scorecard (Figure 7-5), the Senior Leadership Team, Academic Leadership Team, and District Board are also involved in assessing and reviewing the objectives. To readjust the objectives or the processes that support them, feedback from these groups is incorporated into the action plans that are developed as part of the annual planning, facilities, and budgeting process in each of the appropriate units or divisions.

2P5 Measuring Effectiveness of Other Distinctive Objectives

The measures of accomplishing other distinctive objectives that are regularly collected and analyzed are identified in Figure 2-1. In most cases, these measurements are incorporated into the College Scorecard and can be drilled down to the division/unit or program level.

Results

2R1 Results in Accomplishing Other Distinctive Objectives

Because apprentices must be employed to participate in apprenticeship training programs, enrollments fluctuate based upon area businesses’ hiring practices and needs. For example, during the present economic downturn, enrollments have been lower than in the mid 90s.

Figure 2R1-1 Apprenticeship Training Enrollments

| 2001 | 2002 | 2003 | 2004 | 2005 | 2006 |
|------|------|------|------|------|------|
| 308 | 188 | 152 | 142 | 122 | 127 |

Source: *Industrial Technologies Division*

Business and industry contract with Western for customized training. Western provides training in a variety of areas drawing upon the collective expertise of faculty and trainers. Figure 2R1-2 shows fairly stable revenue generation from this educational market area.

Figure 2R1-2 Customized Training Results

| | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 |
|-----------------|-----------|-----------|----------|-----------|-----------|-----------|
| Total Contracts | 203 | 192 | 231 | 199 | 218 | 213 |
| Net Revenue | \$122,512 | \$104,636 | \$91,329 | \$138,085 | \$130,280 | \$147,780 |
| FTEs generated | 104.26 | 97.49 | 93.02 | 99.38 | 110.38 | 115.00 |

Source: Customized Training Division

Figure 2R1-3, Alternative High School Participation, demonstrates Western’s commitment through State Statute 38.001 3a1 to contract with secondary schools to provide educational opportunities for high school age students in order to enhance their potential for benefiting from postsecondary education and for obtaining employment. Western serves as an alternative high school for district high school youth meeting Department of Public Instruction “at risk” criteria. As a result of mandated legislation, Western currently contracts with an average of 22 district high schools to provide services to youth through modified compulsory attendance legislation.

Major factors contributing to retention of these “at risk” students include:

- Class size (standard is 12-15 students per section)
- Shorter school day consisting of four hours per day or 20 hours per week
- A strong faculty advisor system
- Individualized instruction that promotes self-confidence and achievement
- Daily tracking of student performance, behavior, and attendance.

As part of the alternative high school experience, students participate in a variety of activities such as community service activities (Rotary Lights, Community Thanksgiving).

Figure 2R1-3 Highlights of Alternative High School Participation 1990-2007

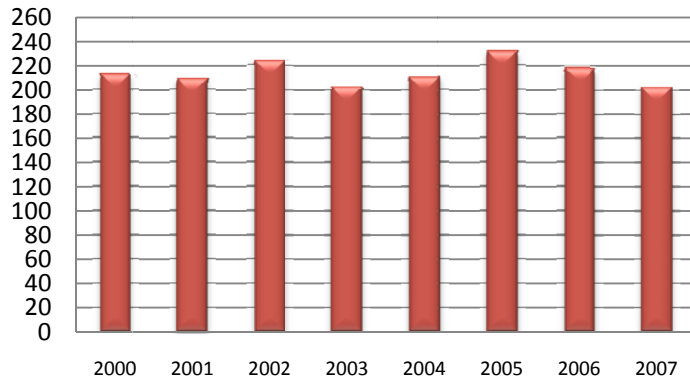
| Western | State Average |
|---|-------------------------------|
| 119 hours per student per year | 79 hours per student per year |
| Western Technical College’s Instructional Support Services Division had the highest number of instructional hours per student in the WTCS, a direct reflection on retention | |
| 70% completion rate for alternative high school students who have successfully completed the program | |
| 728 former ISS students enrolled in degree classes during spring semester 2006-2007 | |
| \$365,350 generated in 118.15 compulsory education contracts FY2007 | |
| \$4,600,000 generated in 118.15 compulsory education contracts 1990-2007 | |

Source: Instructional Services Division

Western’s high school articulation demonstrate Western’s commitment to coordinate and cooperate with secondary schools to facilitate the transition of secondary school students into postsecondary technical college education through curriculum articulation and collaboration (Statute 38.001 3a2).

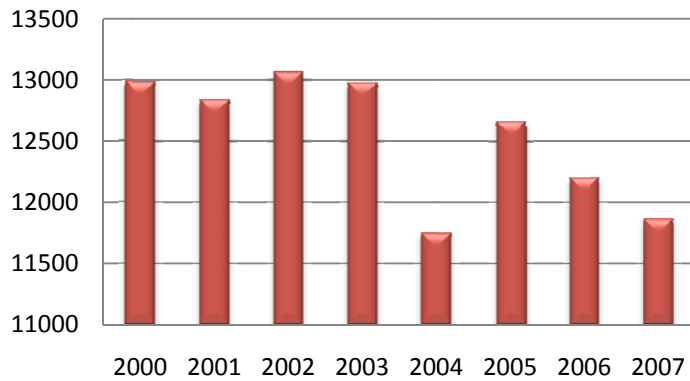
Western shows steady headcount and FTE generation throughout the District in offering non-credit (aid codes 42, 47, 60) courses in fulfilling the mission to provide avocational or self-enrichment activities (Figures 2R1-4, 2R1-5).

Figure 2R1-4 Non-Credit Student Enrollment - State FTEs



Source: Computer Services, Legacy/Peoplesoft, Non-Degree Aid Codes 42, 47, 60

Figure 2R1-5 Non-Credit Student Enrollment - Headcount



Source: Computer Services, Legacy/Peoplesoft, Non-Degree Aid Codes 42, 47, 60

Western also offers a variety of non-credit occupational training courses to provide service to the community. One example is providing certification exams for occupations in food service (Figure 2R1-6).

Figure 2R1-6 Sanitation Exam Certification/Food Service Managers

| Sanitation Certification Exams | 2000 2001 | 2001 2002 | 2002 2003 | 2003 2004 | 2004 2005 | 2005 2006 | 2006 2007 |
|--|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Number of Courses | 9 | 15 | 13 | 9 | 9 | 9 | 10 |
| Students Enrolled | 161 | 227 | 258 | 219 | 202 | 169 | 168 |
| Students who chose to take exams | 135 | 196 | 175 | 187 | 173 | 154 | 158 |
| Number of Students Passing Certification | 123 | 179 | 163 | 167 | 143 | 124 | 128 |
| Success Rate | 91% | 92% | 93% | 89% | 82% | 81% | 81% |

Source: Family & Consumer Sciences Division

In 2001-02 a nationwide set of five core outcome measures was adopted for states to track the effectiveness of their adult educational services. These core outcomes and sub-measures are identified in the 2004-2005 Adult Education and Family Literacy Performance Report (Figure 2R1-7, 2R1-8). In 2004-05 Western exceeded the national and WTCS actual levels for all outcomes it tracked.

Figure 2R1-7 Adult Education and Family Literacy Performance Report Comparison

| Outcome | National/State 04/05 Actual | Western 04-05 Actual | WTCS 04-05 Actual |
|--|--------------------------------|----------------------------|-------------------------|
| Core Outcome Measure 1 – Educational Gains Submeasures | | | |
| ABE Beginning Basic Education | 54.96% | 72.09% | 54.47% |
| ABE Low Intermediate | 56.48% | 82.31% | 55.81% |
| ABE High Intermediate* | 52.25% | 64.61% | 52.22% |
| ASE Low* | 59.29% | 74.29% | 58.61% |
| ASE High* | 80.44% | 0.00% | 80.05% |
| ESL Beginning Literacy education | 53.78% | 56.73% | 51.39% |
| ESL Beginning | 53.16% | 62.50% | 51.14% |
| ESL Intermediate Low | 54.09% | 72.73% | 53.23% |
| ESL Intermediate High* | 54.91% | 77.78% | 55.57% |
| ESL Advanced Low* | 55.53% | # Less than 10 | 56.16% |
| ESL Advanced High | 68.20% | # Less Than 10 | 70.75% |
| Outcome 2: Entered Employment | 52.03% | 62.86% | 55.11% |
| Outcome 3: Retained Employment | 53.91% | 100.0% | 62.87% |
| Outcome 4: Receipt of a Secondary School Diploma* | 58.52% | 94.41% | 61.81% |
| Outcome 5: Placement in Postsecondary Education or Training | 71.09% | 97.52% | 71.31% |

Source:
Instructional
Support
Services
Division

Figure 2R1-8 Western Technical College Adult Education and Family Literacy Performance Report

| Outcome | Western 01-02 Actual | Western 02-03 Actual | Western 03-04 Actual | Western 04-05 Actual |
|--|----------------------|----------------------|----------------------|----------------------|
| Core Outcome Measure 1 - Educational Gains Submeasures | | | | |
| ABE Beginning Basic Education | 80.0 % | 85.44% | 77.04% | 72.09% |
| ABE Low Intermediate | 94.2% | 78.86% | 81.49% | 82.31% |
| ABE High Intermediate* | 94.7% | 80.39% | 86.69% | 64.61% |
| ASE Low* | 97.7% | 81.20% | 89.20% | 74.29% |
| ASE High* | 80.6% | 98.68% | 81.79% | 0>00% |
| ESL Beginning Literacy education | 74.6% | 54.72% | 48.28% | 56.73% |
| ESL Beginning | 68.9% | 61.54% | 58.82% | 62.50% |
| ESL Intermediate Low | 91.7% | 70.0% | 65.52% | 72.73% |
| ESL Intermediate High* | 100.0% | # less than 10 | 60.00% | 77.78% |
| ESL Advanced Low* | 100.0% | # less than 10 | # less than 10 | #less than 10 |
| ESL Advanced High | # less Than 10 | n/a | # less than 10 | # less than 10 |
| Outcome 2: Entered Employment | 40.6% | 41.18% | 0.00% | 62.86 5 |
| Outcome 3: Retained Employment | 61.7% | # less than 10 | 0.00% | 100.0% |
| Outcome 4: Receipt of a Secondary School Diploma* | 74.8% | 97.28% | 96.93% | 94.41% |
| Outcome 5: Placement in Postsecondary Education or Training | 67.0% | 69.72% | 98.81% | 97.52% |

Source: Instructional Support Services Division

Western segments the number of students served in special categories as part of the Client Reporting Systems—Perkins reporting (Figures 2R1-9, 2R1-10). Through the Client Reporting System, students may be identified as disabled or disadvantaged (academically and/or economically). The disabled designation includes disabilities such as deafness, speech impairments, visual impairments, and learning disabilities. The increased trend in academically disadvantaged students reaffirms the need to address the strategic challenge of providing services to meet the needs of academically disadvantaged students.

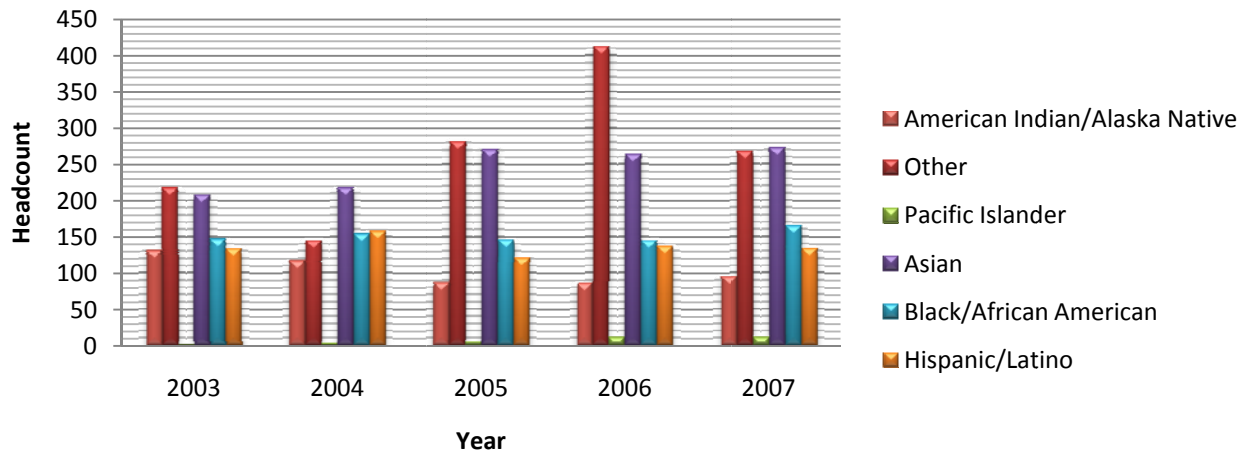
Figure 2R1-9 Disadvantaged/Disabled Students Served

| Student Segment | FY00 | FY01 | FY02 | FY03 | FY04 | FY05 | FY06 |
|----------------------------|--------|--------|--------|--------|--------|--------|--------|
| Academically Disadvantaged | 3420 | 3646 | 3491 | 3400 | 2977 | 2670 | 2953 |
| Economically Disadvantaged | 2474 | 2494 | 2404 | 2413 | 2322 | 3558 | 3862 |
| Disabled | 731 | 570 | 588 | 548 | 559 | 717 | 783 |
| Total Headcount | 21,164 | 21,252 | 20,927 | 19,673 | 20,257 | 19,424 | 18,962 |

Source: Client Reporting VE215406

<http://systemattic.wtcsystem.org/webdocs/SASReports/00007200.gohlikem.VE215406.txt>

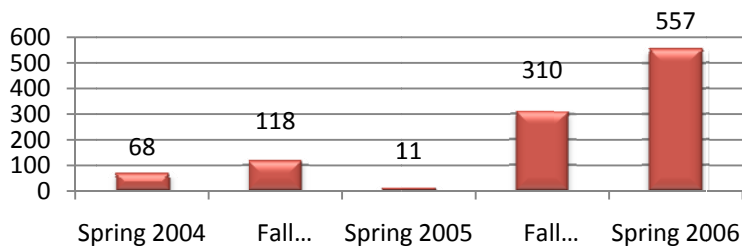
Figure 2R1-10 Minority GOAL Students Served



Source: Instructional Support Services Division

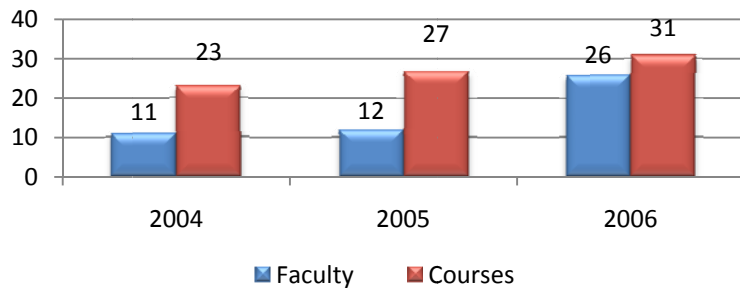
Through combined efforts Western students and instructors have taken service-learning to greater heights this academic year than ever before. Each division of the college included service-learning within program coursework. Twenty-six instructors incorporated service-learning into 31 courses this year, with some instructors engaging student's in service-learning in both the fall and spring semesters. Through these efforts, over 557 students partnered with 46 local agencies to make a difference in area communities. These students provided 14,383 hours of service to the community, helping to increase the scope and capability of both the organizations and the people they served. The dollar value of Western student's contributions, according to the Independent Sector, exceeds \$269,000. Figures 2R1-11 through 13 provide trend data related to service learning efforts.

Figure 2R1-11 Service Learning – Students Involved



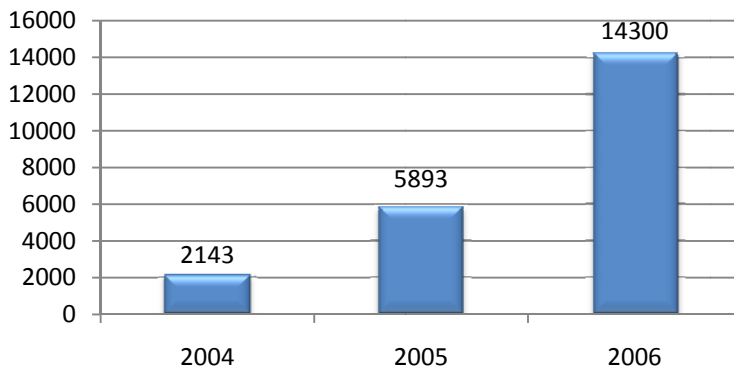
Source: Health and Public Safety Division, 2007

Figure 2R1-12 Service Learning – Faculty – Courses Involved



Source: Health and Public Safety Division, 2007

Figure 2R1-13 Service Learning – Hours of Service Per Semester



Source: Health and Public Safety Division, 2007

2R2 Results Compared to Peer Institutions and Other Organizations

The comparative results provided are mainly within the Wisconsin Technical College System (mean and best in class). National means are provided for Adult Basic Education and GED Pass Rate.

2R3 Strengthening Overall Institution

These results serve to strengthen the overall institution and enhance relationships with the communities and regions that we serve in a number of ways:

- They provide opportunities for continued learning from high school to technical college to baccalaureate degree offerings
- They enhance the economic well-being of the community by contributing to a trained work force
- They allow for Western to reach and impact stakeholders beyond the “traditional student” stakeholder
- They allow for local and regional response to emerging issues and trends
- They contribute to increased efficiency and increased satisfaction in meeting the needs of stakeholders

Improvement

211 Improving Systems and Processes for Other Distinctive Objectives

Western improves its systems and processes to accomplish other distinctive objectives through its steadfast commitment to continuous quality improvement. Western uses the PDSA process, the QRP, the application of the Baldrige and AQIP framework for performance excellence, and the analysis of results captured in the College Scorecard and through feedback received from a variety of the listening and learning strategies such as focus groups.

The WTCS has developed and Western has begun to integrate a statewide scorecard for the apprenticeship programs and for the Adult Basic Education related programs.

212 Setting Targets for Improvement for Other Distinctive Objectives

Western sets its improvement targets for its Other Distinctive Objectives within the strategic planning process or through guidelines set by Perkins and the WTCS. Scorecards developed by the College and WTCS include targets for improvement. Often, Western strives to exceed the WTCS mean and to be best in class. With initiatives such as service-learning, Western strives for increased activity levels in service learning throughout the college on an annual basis. Results for Other Distinctive Objectives are reviewed on a semester-to-semester basis and are considered in the annual planning and budgeting process. Scorecards are posted on the WTCS web site and Western's intranet and are discussed through the QRP meetings held with each division and program. Two "all college" days and Information Flow Sheets from the College president provide the opportunity to communicate results and expectations on a regular basis.