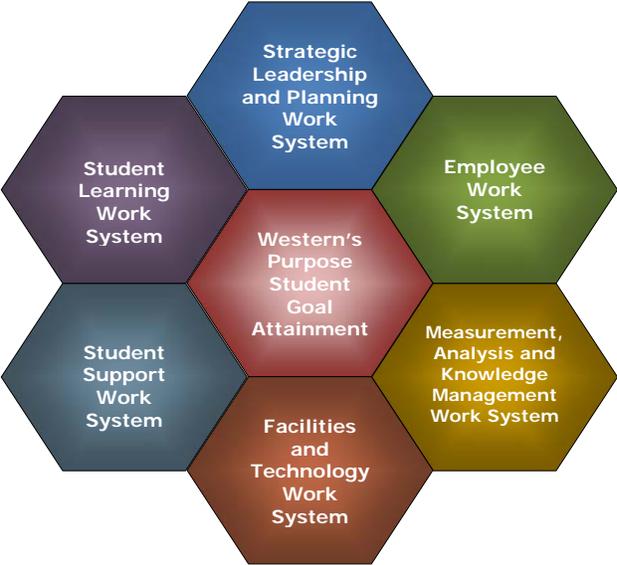


Institutional Overview

01 Distinctive Features of Western's Institutional Culture

Western Technical College is in the midst of defining and describing itself in terms of systems to support student goal attainment. Throughout the portfolio, Western's work with defining its systems will be referenced. It is important to note that Western continues to define its systems and the visuals are works-in-progress.



Type of Control

Western Technical College (Western) was established in 1912 as the La Crosse Vocational School. Over the past 90 years, Western has provided quality career and technical education and training for the residents of the District. It has evolved into a comprehensive, publicly supported technical college focused on customers, and committed to being the foremost provider of technical education and training for the region

Mission, Vision, and Values

Western's organizational context and culture are grounded in the College's heritage, yet designed to anticipate and meet the needs of the future. Western's commitment to students and stakeholders is reflected in the College mission, vision, and values (Figure O-1). Collectively, the mission, vision, and values translate into

policies, practices, and procedures that reflect a unique culture.

Figure O-1 Western Mission, Vision, Values

Mission
Western Technical College is committed to excellence in learning, continuous improvement, student success, employer satisfaction, and community partnerships

Vision
Western Technical College is a collaborative, innovative educational leader in our community

Values

- An environment where learning is the priority
- Bringing affordable education to students, no matter where they live, no matter where they are in life
- Partnerships that are important to the community's economic vitality and quality of life
- Measuring the effectiveness of the services we provide
- Our heritage while looking to the future
- Using innovative technology and a variety of delivery systems
- Working together in a healthy environment where creativity, humor, and fun are encouraged

Strategic Goals

Western's five-year strategic plan (2005-2010) provides the foundation for planning and budgeting. The strategic goals (Figure O-2) provide the framework for review and analysis of organizational performance and the focus to identify both short- and long-term actions.

Figure O-2 Strategic Goals 2005-2010

Strategic Goals
Increase Student Goal Attainment
Improve Program Effectiveness and Efficiency
Enhance Human Resource Development
Enhance Competitive Advantage
Improve College Effectiveness and Efficiency
Maintain Financial Stability

Performance Improvement System

Western uses a leadership and performance excellence model that integrates the mission, vision, and values; the strategic goals; the Malcolm Baldrige framework; and a balanced scorecard perspective. Western uses a Plan, Do, Study, Act (PDSA) cycle as the foundation for Continuous Quality Improvement (CQI) efforts. Using the Baldrige framework to increase organizational learning has improved its ability to

function more effectively as a system. Using a balanced scorecard approach to track performance relative to strategic goals has strengthened Western's ability to collect, analyze, and share data to make informed decisions. Identifying key College processes related to achievement of strategic goals has fostered a college-wide awareness of process management (Figures O11-17).

Academic Quality Improvement Program (AQIP)

Western is a charter member of the Higher Learning Commission of the North Central Association's Academic Quality Improvement Program. Aligning the re-accreditation process with CQI and performance excellence efforts has enhanced Western's ability to develop programs and services designed to help students learn and succeed. Western's participation in AQIP reflects its commitment since 1987 to on-going organizational learning and improvement.

02 Scope of Educational Offerings

Western consists of five instructional divisions that house all collegiate programs:

- Business
- Family and Consumer Sciences
- General Studies
- Health and Public Safety
- Technology and Industry

These academic offerings include 42 associate of applied science degree programs, 22 technical diploma programs, 6 certificates, and 40 internal certificates. The collegiate programs are addressed in Criterion 1 Helping Students Learn.

In addition, the Instructional Support Services division, houses all pre-collegiate programs that are addressed in Criterion 2 Accomplishing Other Distinctive Objectives. Business and Industry Services provides customized training and technical assistance to local businesses and employers. Western also offers apprenticeship training, non-credit adult occupational and avocational courses.

Western delivers its educational programs and services to students using a variety of mediums including traditional face-to-face as well as several alternative delivery options. Western has responded to changing stakeholder needs by increasing the use of distance learning capabilities and emerging technologies. The College has invested considerable resources in the development of a Virtual College environment and offers both online courses and programs. Many courses are now termed "blended" courses and include a combination of standard face-to-face instruction with a mixture of ITV or online communications and applications. Increasing the use of alternative delivery methods by investing in technology and employee training and development is a College priority.

03 Student Base

Western has approximately 21,000 students who are enrolled at the main campus in La Crosse or one of the six extended campuses described in Section 06 of the Overview. The student profile is described in Figure 0-3; the 2005-2006 enrollments by main campus and extended campuses are described in Figure 0-4.

Figure 0-3 Student Profile 2005-2006

Total Enrollment	Male	Female	Gender Not Reported	American Indian	Hispanic	White	Asian	African American	Pacific Islander	Race Not Reported
18879	8834	9868	177	271	259	15433	521	303	33	2059
100%	46.8%	52.3%	<1%	1.4%	1.4%	81.7%	2.8%	1.6%	<1%	10.9%

Source: *Western.edu reports*

Figure 0-4 2005-06 Enrollment (Credit/Non-Credit)

	Headcount	%	FTE	%
Main Campus	12778	62%	3038.36	82%
Extended Campuses	7714	38%	675.64	18%
Total	20492*	100%	3714.00	100%

Source: *Western.edu/reports* and WTCS Facts Sheet

*Some students attend more than one campus

Western segments its students into eight primary markets based on the Wisconsin Technical College System educational design aid codes (Criterion 1, Figure 1-2). By segmenting students and identifying their key requirements, the College can better meet and exceed student expectations (Figure O-5). Additionally, these student segments provide the framework for developing targeted marketing, recruitment, programming, and delivery strategies.

Figure O-5 Student Segments and Key Requirements

Educational Aid Code Design	Student Segment	Key Requirements
10 (100 Level)	Associate Degree Students	Complete program requirements to graduate, obtain employment, and qualify for licensure
30-32 (300 Level)	Technical Diploma Students	Complete program requirements to graduate, obtain employment, and qualify for licensure
42, 47 (400 Level)	General Adult/ Occupational Adult (Non-Degree Students)	Meet job skill and/or individual educational needs
50 (500 Level)	Apprentices	Meet specialized trade/industry job skill requirements
60 (600 Level)	Adult Avocational Students	Meet lifelong personal enrichment needs
73-78 (700 Level)	Adult Basic Education Students	Meet basic literacy skills
38.14	Customized Training Clients	Obtain tailored training to meet specific business needs
--	Certificates/Special Certificate Students	Obtain short-term training to provide basic skills and/or certification requirements

04 Collaboration

Collaborative relationships are an important part of Western's culture, and support its vision and values as described in Figure 0-1. Collaboration provides Western with opportunities to serve the community in a variety of ways. Western's key stakeholders provide unique opportunities to enhance the College and community. The stakeholders and their key requirements are identified in Figure 0-6. Each stakeholder serves a key role in helping the College design programs and services that meet or exceed customer expectations. The stakeholders share a common interest in assuring quality educational offerings.

Figure O-6 Key Stakeholders and Requirements

STAKEHOLDER	KEY REQUIREMENTS
Alumni	Life-long learning opportunities
Employers	Well-trained employees
Community	Cost-effective education
District Board	Fiscal responsibility to taxpayers
WTCS	Adherence to Wisconsin State Statute 38.00 and WTCS policies
Local Legislators	Enhance economic well-being of the community

Western also has strong, collaborative relationships with key partners that include educational relationships, consortia, regional/community partners, labor organizations, institutional and program accrediting bodies, non-profit agencies, state and national partners, donors, the Western Foundation, Inc., and suppliers. Examples of collaboration and partnership efforts as well as the purpose and nature of the relationship are described in Criterion Nine (Figure 9-1).

05 Faculty and Staff Base

Western values its employees and is committed to employee health, well-being, satisfaction, and development. Non-administrative employees at the College are represented by Local 3605 of the Wisconsin Federation of Teachers (WFT); two units exist within the Local: Faculty/Non-Teaching Professional (NTP) and Paraprofessional and School-Related Personnel (PSRP). A separate bargaining unit (Local Teamsters 695) represents custodial staff. Skilled craft employees are non-unionized. Figure O-7 shows the Employee Profile for full-time employees.

Figure O-7 Employee Profile 2007

CATEGORY	Male	Female	Total
Exec/Adm Mgr	29	24	53
Faculty	83	107	190
Secretarial/Clerical (includes Part-time)	22	166	188
Professional Non-Faculty	9	26	35
Technical/Para-Professional (includes Part-time)	20	20	40
Skilled Craft	3	0	3
Service Maintenance (includes Part-time)	14	17	31
District Totals	180	360	540

Source: Human Resources

One of Western's strengths is the quality of its faculty. Primary importance is placed on hiring the best and most qualified faculty to fill positions. Faculty are hired based on their expertise in the discipline, work-place experience, and appropriate educational background and credentials. In addition to the academic credentials, all faculty meet certification requirements set forth by the Wisconsin Technical College System Board (WTCSB). Approximately 400 faculty are available to teach courses part-time and must meet the same certification requirements as full-time faculty.

06 Critical and Distinctive Facilities, Equipment and Technologies, Regulatory Environment

Facilities

Western functions as one College but delivers programs, courses, and services to students in an area that encompasses 4,736 square miles and serves all or part of 11 counties in western. The main campus is located in La Crosse, an economic center of the region as well as a center for health care, finance, and education. Facilities on the main campus include the Administrative Center, Academic Resource Center, Applied Technologies Center, Business Education Center, Coleman Center, Transportation Center, Kumm Center, Center for Childhood Education, Physical Plant Center, Western Residence Hall, and the Health Science Center.

The College also has extended campuses located in six smaller communities: Black River Falls, Independence, Mauston, Sparta (Public Safety Training Facility), Tomah, and Viroqua. Each of these extended campuses has a campus administrator who oversees day-to-day operations and serves as a member of the College's Academic Leadership Team thereby assuring alignment of programs and services at all District sites.

Western brought forward two successful building referendums (1992, 1996) with more than 60 percent community support. The College has invested more than \$50 million in equipment and improved facilities since 1990. As a result, there have been facilities improvements and renovations at all campus locations including a major remodel and addition at the Independence campus, the transformation of the automotive and diesel facilities to a Transportation Center and the conversion of a machine tool lab to a nursing lab at the Mauston campus. Planned facilities renovations include construction of a new College welcome center and construction of a Business and Industry Conference Center. Western's commitment to providing state-of-the-art facilities for technical education and training is one of the hallmarks of its continued success and growth.

Equipment and Technologies

State-of-the-art equipment and technology are essential to providing quality programs and services in a technical college setting. Technology innovations allow Western to deliver services to students and staff more efficiently and effectively. The College's newly redesigned website, www.Westerntc.edu, is the primary information source for prospective and current students and is an important tool for stakeholders. Online registration, grade retrieval, annual technology updates, and additions to many instructional programs all point to Western's efforts to keep pace with improved technology. Interactive Television (ITV) and online or blended courses have significantly increased the College's ability to connect with students who otherwise might not be able to access post-secondary education.

An intranet web site (WIRE) provides a convenient and efficient medium for sharing information with staff at all campuses thereby enhancing College-wide communication. Conversion of the management information system from a VAX- Legacy-system (S1032) to an Enterprise system (PeopleSoft) was completed in 2006. PeopleSoft allows for a more efficient sharing of information between systems, databases, and campuses. Section 1C3 (Helping Students Learn) describes examples of technology and equipment used to enhance student learning at the College.

Computer technology replacement is now integrated into the normal budget process as a utility. All communications of data, voice, and video are considered a utility service for the College. A four-year replacement cycle was implemented in 1999 to maintain a standard for computing equipment. This process has removed the competition of budgeting for technology versus budgeting for instructional needs. All technology purchasing is centralized through Computer Services to maintain campus-wide standards for both hardware and software.

Regulatory Environment

As one of sixteen technical colleges in the WTCS, Western uses a shared governance model with responsibilities balanced between the District Board and the Wisconsin Technical College System Board (WTCSB) whose members are appointed by the Governor. WTCSB's primary responsibilities include distribution of state aids, staff certification, program approval, and establishment of tuition rates. The WTCSB also approves guidelines, offers statewide direction, and outlines the discretionary powers of the local board in its efforts to meet the needs of District residents.

The District Board consists of representatives from two local employers, two employees, three at-large members, a public school administrator and one elected official. Three members of each gender must be represented. Board members must be residents of the District. Each member is appointed to a three-year term beginning July 1. The District Board is responsible for establishing local governing policy, approving the College budget, establishing the property tax levy, and personnel issues.

Western has been accredited by the North Central Association of the Higher Learning Commission of Colleges and Schools since 1972 and was re-accredited in 1981, 1991, and 2000. In September

2000, Western was one of thirteen charter members of the HLC's Academic Quality Improvement Program (AQIP). In addition to the institution-level accreditation granted by the HLC through 2007, 17 academic programs are accredited by their professional associations and engage in rigorous self studies prior to on-site visits. Western's AQIP re-accreditation journey to date is illustrated in Figure O-8.

Figure O-8 AQIP Progression

AQIP Progression	
September 2000	Selected as a charter member
November 2000	Participated in first Strategy Forum
March 2001	Submitted four Action Projects
September 2001	Submitted Annual Updates
December 2001	Received feedback on Annual Updates
September 2002	Submitted Annual Updates
April 2003	Received feedback on Annual Updates
September 2003	Submitted Annual Update
December 2003	Received feedback on Annual Updates
December 2003	Submitted AQIP Systems Portfolio
February 2004	Received Systems Appraisal Feedback
September 2004	Retired first four Action Projects
September 2004	Participated in second Strategy Forum
April 2005	Submitted three new Action Projects
September 2005	Submitted Annual Action Project Updates
December 2005	Received feedback on Annual Updates
April 2006	Participated in AQIP On-Site Quality Checkup
September 2006	Submitted Annual Action Project Update
September 2007	Submitted Annual Action Project Update

Other regulatory, financial, safety, and legal processes and practices are described in Figure O-9.

Figure O-9 Regulatory, Financial, Safety, and Legal Environment

Key Process	Practices
Regulatory and Financial	<ul style="list-style-type: none"> • ADA management • EPA management • OSHA management • EEO management • Chapter 38—Wisconsin Statutes • GASB standards • FASB standards
Safety	<ul style="list-style-type: none"> • Safety and disaster management • Safety and fire inspections • Staff and student safety • Safety training
Legal	<ul style="list-style-type: none"> • Legal requirements • Establishing policies

Competitors

Western draws its students primarily from the 11-county area that it serves. The University of Wisconsin-La Crosse and Viterbo University, both located in the City of La Crosse, compete for the same pool of students who live within the surrounding community. Western's major competitors in the far northern and southern parts of the District include Southwest Technical College in Fennimore; Chippewa Valley Technical College in Eau Claire; Madison Area Technical College in Madison; and St. Mary's University, Winona State University, and Minnesota Southeast Technical College all located in Winona, Minnesota. Other competitors are private companies in the region that offer on-site technical training for business and industry. Increasingly, other providers of online education (public and proprietary) are becoming competitors.

07 Key Opportunities and Vulnerabilities

Western's *Key Vulnerabilities* are four strategic challenges that exert a decisive influence on Western's ability to achieve its strategic goals (Figure O-2). These strategic challenges were re-

affirmed during a recent strategic planning process:

- Provide a high quality technical education with limited resources.
- Align resources and services to support ever-changing needs and expectations of diverse student segments.
- Align resources and services to support increasing developmental needs of students.
- Anticipate ever-changing needs and expectations of stakeholders.

In 2005, Western identified a new strategic goal related to enhancing competitive advantage. Western believed that to stay competitive in today's higher education market, it needed to take some steps to set itself apart from local competitors. As a result, the College engaged in significant "branding" research in the spring of 2005. Focus groups, interviews, and telephone surveys were conducted and after presentations to College staff and District Board members, a recommendation was made to adopt a new College brand: *The Essential Experience*.

At the same time, the WTCS was engaged in its own branding initiative and asked that each technical college in the system add a by-line under its name: "A Wisconsin Technical College." Because Western's name already included the word Wisconsin, the College decided to request a name change from the WTCS. On March 28, 2006, the State Board approved the name change to *Western Technical College*. Western believes this name change and new brand are key opportunities for the College to improve its image with both internal and external stakeholders. It provides the opportunity to emphasize that part of *The Essential Experience* at Western includes an emphasis on the academic rigor required to succeed in programs, and an emphasis on the technical college mission and technical education.

In addition to the College's name change and new brand, Western believes its twenty-year commitment to continuous quality improvement and performance excellence is its greatest key opportunity. Western has been on a steady path of improvement. Western has taken steps along the way to solicit external feedback from a variety of sources such as Wisconsin Forward Award, Malcolm Baldrige, the Continuous Quality Improvement Network (CQIN), and AQIP about the quality of its systems and processes. Western has embraced change as a fact of organizational life and has responded quickly to changes in both the external and the internal environments. Building upon a past that shows commitment to employees, students, and other stakeholders, Western has created a foundation for continued success and enhanced student goal attainment.

Figure O-10 Western's Organizational Chart

Western Technical College Organizational Chart

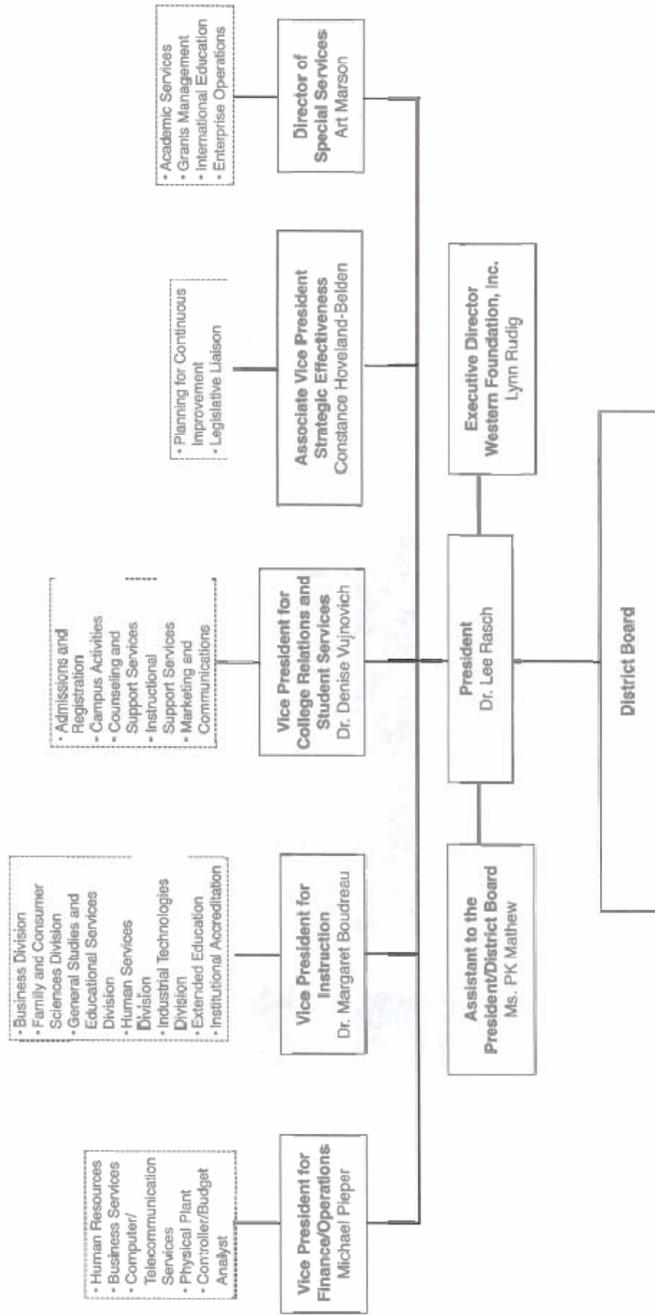


Figure O-11 Western College Systems

Western's College Systems (DRAFT)



NOTE: This document is organized by functional process vs. Western's Organizational Chart

Figure O-12 Strategic Leadership and Planning Work System - DRAFT

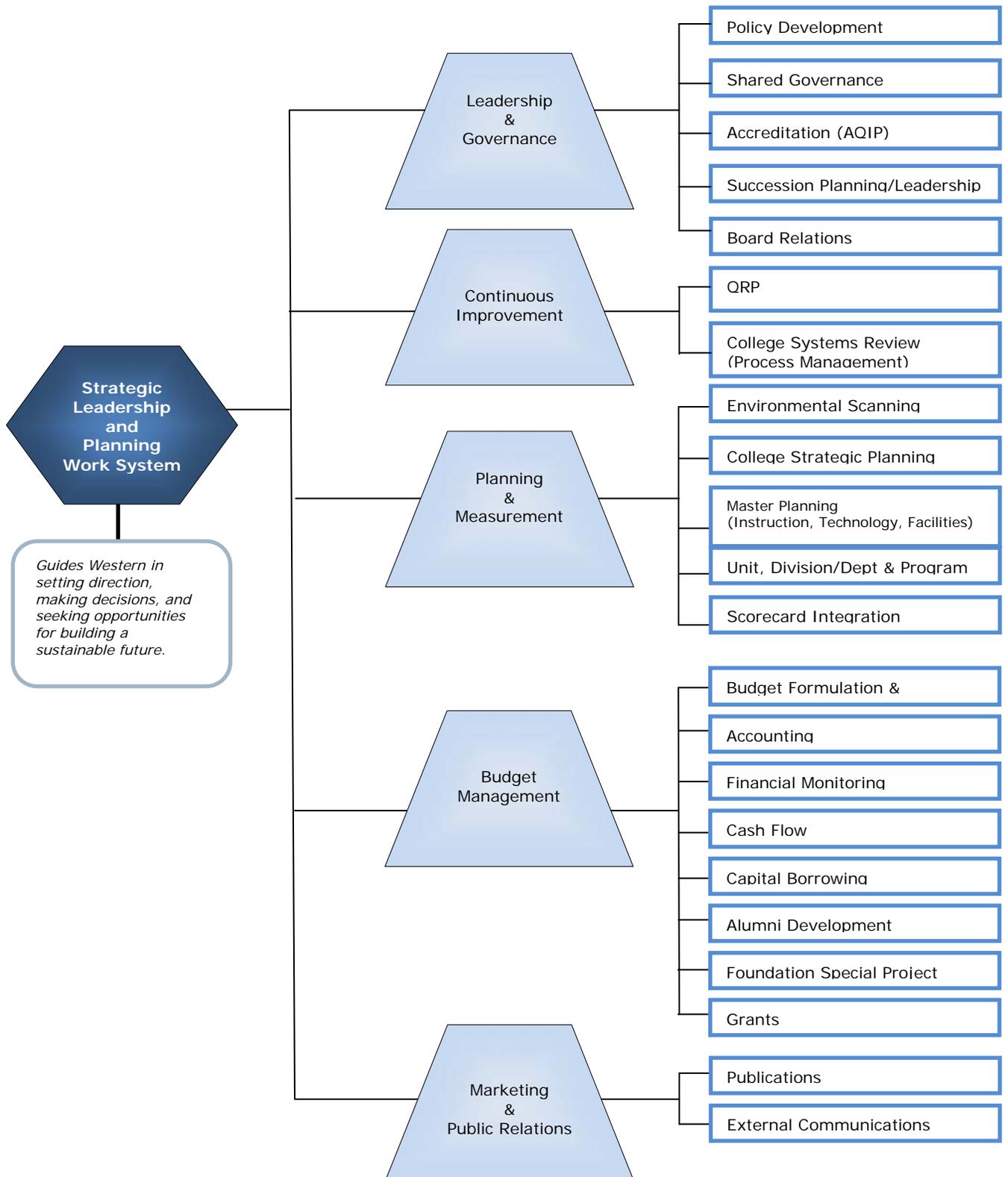


Figure O-13 Employee Work System - DRAFT

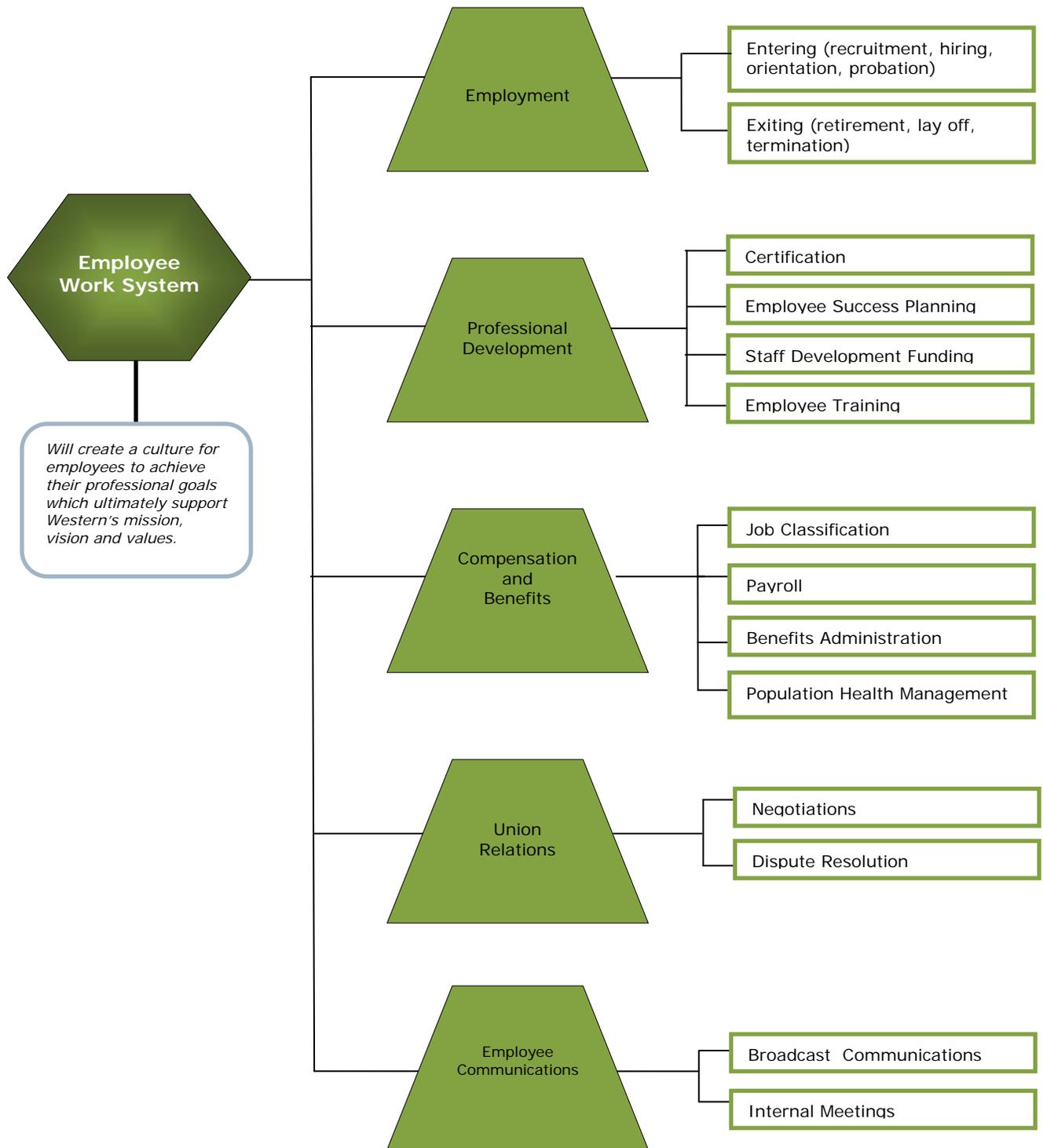


Figure O-14 Measurement, Analysis & Knowledge Management Work System - DRAFT

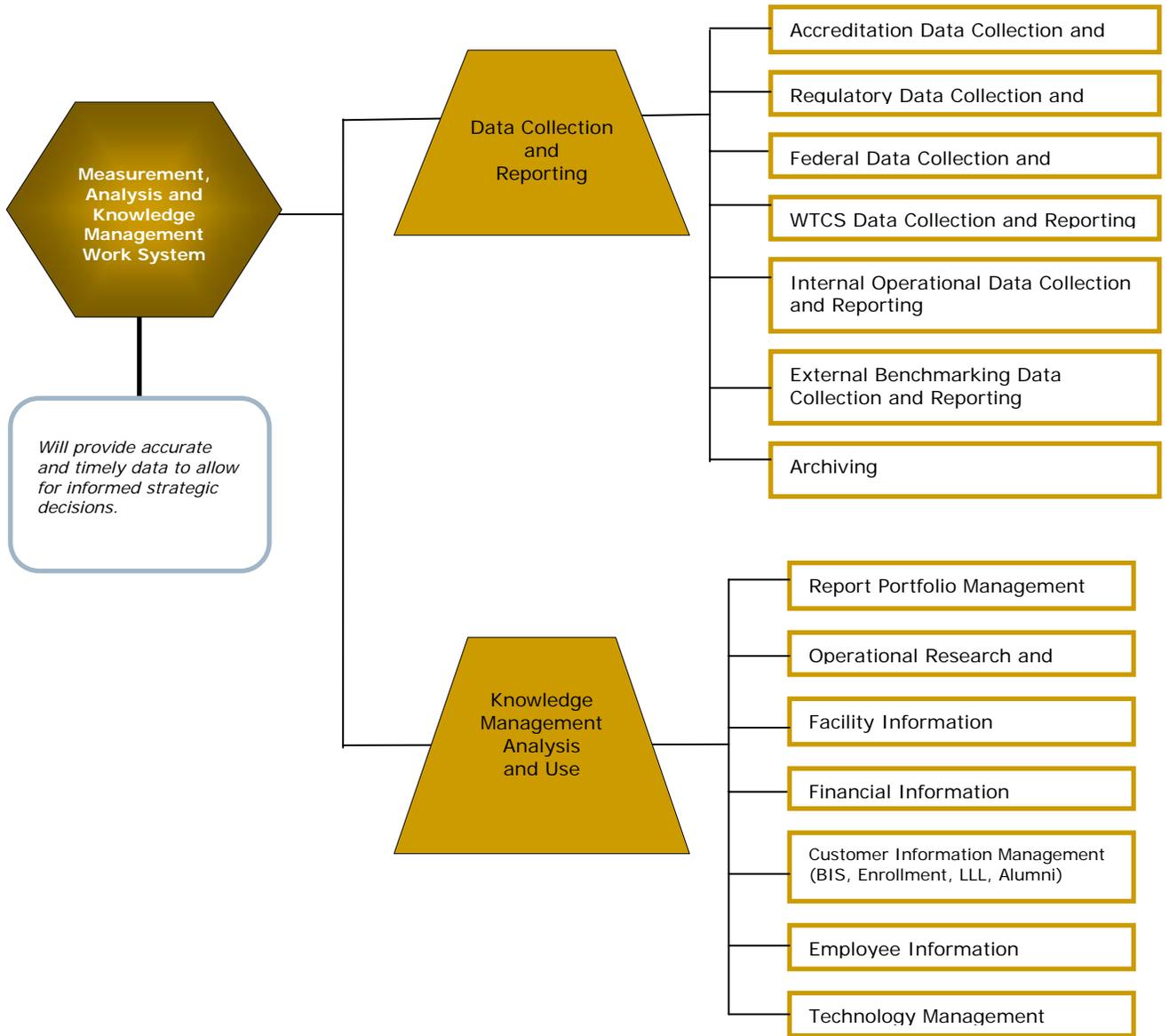


Figure O-15 Facilities and Technology Work System - DRAFT

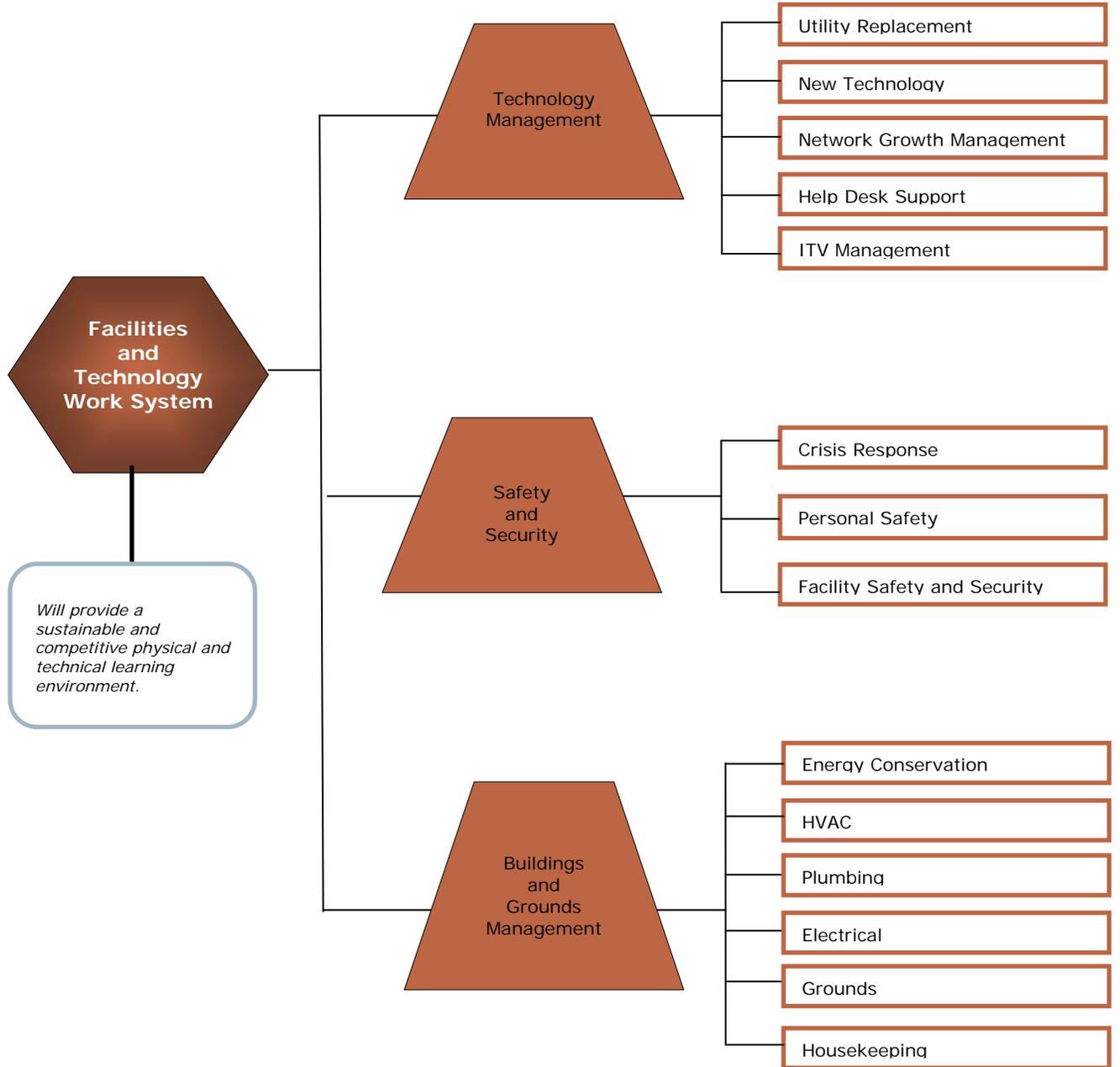


Figure O-16 Student Support Work System - DRAFT

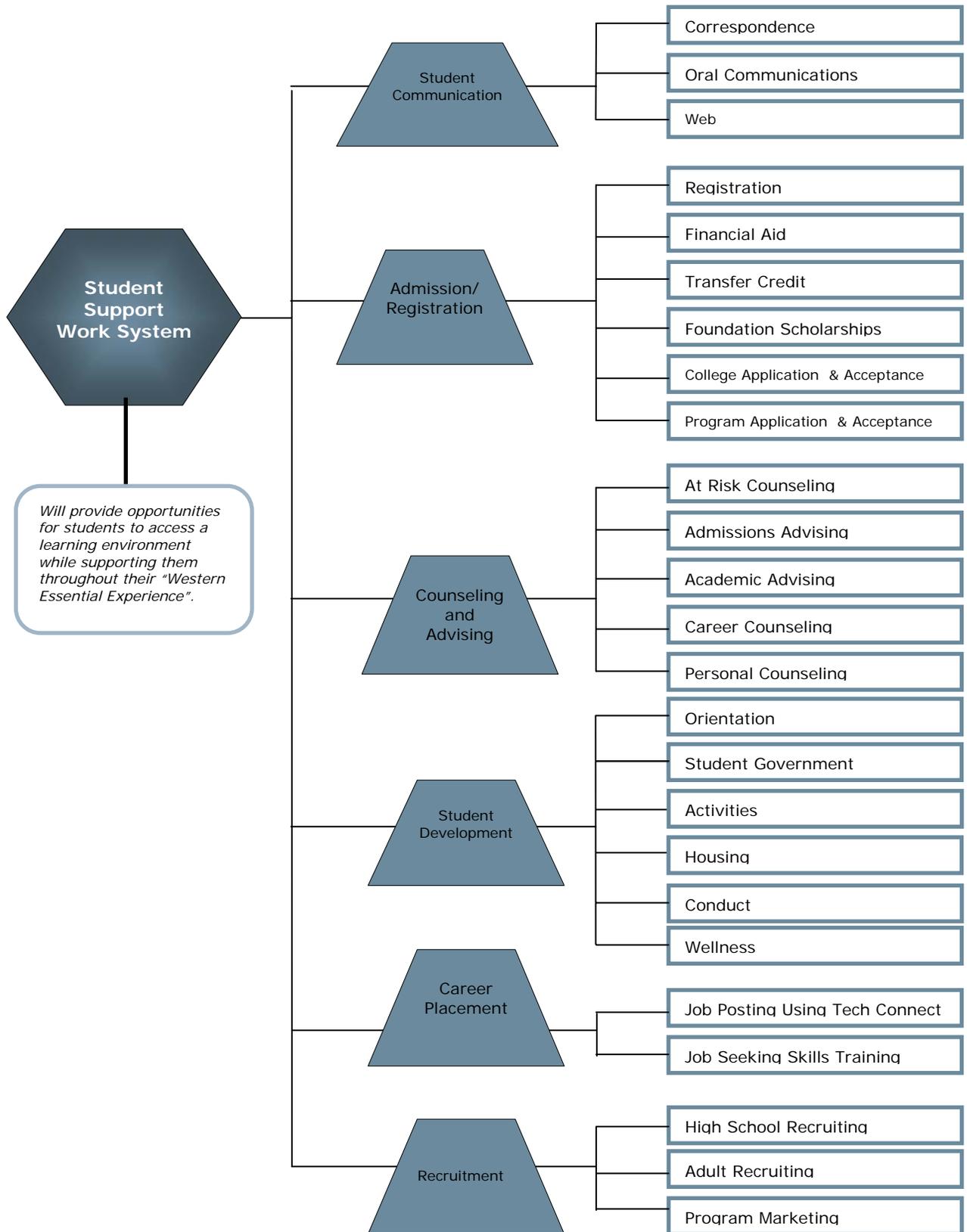


Figure O-17 Student Learning Work System - DRAFT

