



SUBMITTED TO
The Higher Learning
Commission of the
North Central Association
of Colleges and Schools



2008 SELF-STUDY



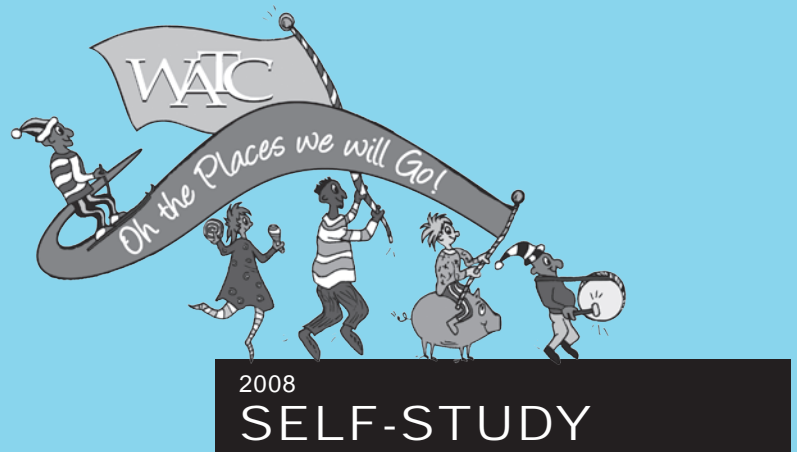
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Acknowledgements

We want to thank the members of the Wichita Area Technical College (WATC) family and community whose hard work and dedication resulted in this self-study. It is through all of your efforts that we have realized our strengths and discovered opportunities for improvement that will allow us to continue to grow and thrive in the exciting years to come. As an institution, we are in a unique position of becoming a world-class college that is abundantly supported by the community we serve.

— WATC Leadership Team

Icons

You will notice special graphic symbols, or icons, are used throughout this self-study. These icons direct your attention to evidence that can be found in one or more locations:



The Appendix icon signifies that supporting materials can be found in the specified appendix located at the back of the self-study.



The Resource Room icon signifies that supporting materials can be found in the Resource Room at WATC.



The Electronic Resource Room (ERR) icon signifies that supporting materials can be found on the secured WATC Web site at www.watc.edu/selfstudy. A User ID and password are supplied to visiting team members and WATC employees.

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Preface

The practice of preparing Wichita's constituents for work in industry is tied firmly to its historic, enterprising roots. In 1917, Wichita was established as the "Air Capital of the World" when the Cessna Comet was introduced globally. Today Wichita manufactures over 60 percent of the world's general aviation aircraft. Bombardier Aerospace; Cessna Aircraft Company; Hawker Beechcraft; Spirit AeroSystems; and The Boeing Company create a huge presence in the Wichita area. In terms of population percentage, more people work in the aviation and aerospace industries in Wichita than in any city in the world.

The entrepreneurial spirit that prompted Wichita's founding in 1872 has continued through the years as several companies have risen to national prominence. Beech Aircraft Corporation; Cessna Aircraft Company; Koch Industries, Inc.; Learjet, Inc.; Pizza Hut; Rent-A-Center; The Boeing Company; The Coleman Company, Inc.; The Mentholatum Company; and White Castle are just a few of the companies that pioneered Wichita into a manufacturing, financial, educational, and cultural center.

Therefore, a technical college with rapid-response capabilities to partner with industry is part of Wichita's ongoing legacy. It was into this environment that Wichita Area Technical College (WATC) was founded as a vocational-technical school in 1965 — WATC has grown and evolved over the years into the strong institution that it is today in 2008.

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Preface



2008

SELF-STUDY

CHAPTER 1

Introduction and Accreditation History

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Chapter 1

Introduction and Accreditation History

Based on a thorough and comprehensive review of institutional documentation and practices, and as part of the formal application process, this self-study report is submitted to attain initial accreditation from the Higher Learning Commission of the North Central Association (HLC-NCA). The primary purpose of this report is to document the findings of the self-study conducted by Wichita Area Technical College (WATC) and to provide visiting team members with information needed to effectively evaluate the college during their visit. This report is also designed to provide an overview of the college for its constituents, including current and potential students, instructors, staff, administrators, business and industry partners, governing board members, program advisory committees, and the public at large.

WATC's mission and strategic goals provide the guidance and framework for all college activities. This self-study reflects a thorough study of the college; how the mission and goals are actualized in programs and services; and how they are documented, measured, and reviewed through ongoing evaluation efforts. This report also serves as a framework and foundation for the college community in its continuous examination and improvement of programs and services to meet the diverse learning needs and expectations of its constituents. This self-study presents evidence that WATC meets each of the HLC-NCA's five criteria:

- Mission and Integrity
- Preparing for the Future
- Student Learning and Effective Teaching
- Acquisition, Discovery, and Application of Knowledge
- Engagement and Service

Evidence that WATC meets each criterion within the framework of its mission and goals is presented in this self-study along with an analysis of WATC's strengths and opportunities for improvement.

Organization of the Self-Study

The self-study report is organized around the HLC-NCA's five criteria. It also includes chapters that present background about the college, the process used for the self-study, federal compliance information, a summary, and a glossary of terms and acronyms.

Chapter 1: Introduction and Accreditation History

Chapter 1 provides a profile of WATC, its history of accreditation, significant changes since 1995 when WATC obtained college status, and responses to the 2006 HLC-NCA visiting team report.

Chapter 2: Process of the Self-Study

Chapter 2 describes how WATC organized and conducted the self-study process. Sections include the mission and goals of the self-study, the organization of the self-study committees, the data-collection and writing processes, and the methods used to communicate information to the college community throughout the process.

Chapters 3 Through 7: The Criterion Chapters

Chapters 3 through 7 address each criterion and are organized by core components. These chapters present information and examples of evidence in the form of narratives, charts, tables, and reference materials to support the assertions that WATC meets each criterion. Each chapter also includes an analysis of the strengths and opportunities for improvement based on the identified challenges. The criteria are addressed as follows:

- Chapter 3 – Criterion 1: Mission and Integrity
- Chapter 4 – Criterion 2: Planning for the Future
- Chapter 5 – Criterion 3: Student Learning and Effective Teaching
- Chapter 6 – Criterion 4: Acquisition, Discovery, and Application of Knowledge
- Chapter 7 – Criterion 5: Engagement and Service

Chapter 8: Federal Compliance

Chapter 8 addresses WATC's compliance with federal regulations including credits, program length, and tuition; the Higher Education Reauthorization Act; advertising and recruitment materials; and records of student complaints.

Chapter 9: Summary and Request for Initial Accreditation

Chapter 9 requests approval for initial accreditation with the HLC-NCA for a period of five years.

Chapter 10: Glossary of Terms and Acronyms

Chapter 10 serves as a reference and provides definitions for the terms and acronyms used throughout the self-study.

A list of the persons who assisted with this self-study — the Steering Committee, criterion committees and chairs, and other key individuals — can be found in Appendix H, HLC-NCA Self-Study Committees. Additional items in the Appendix include:

- Appendix A: Institutional Snapshot
- Appendix B: WATC Organizational Charts
- Appendix C: Kansas Public Schools, Colleges, and Universities Map
- Appendix D: History and Background
- Appendix E: WATC Instructional Sites
- Appendix F: WATC Board Biographical Information
- Appendix G: WATC Leadership Team Biographical Information
- Appendix H: HLC-NCA Self-Study Committees
- Appendix I: WATC Standing Committees
- Appendix J: Audit Summary

WATC Profile

WATC is located in the heart of Wichita, the largest city in Kansas. The college is a two-year public institution and is the largest of five technical colleges in Kansas. See Appendix C: Kansas Public Schools, Colleges, and Universities Map. Unlike the other Kansas technical colleges, WATC sits within a triangle of three community colleges, two of which are within WATC's recruiting area. Each of these community colleges also delivers technical education programs, some of which are in direct competition with WATC's programs.

Guided by President Peter Gustaf, WATC serves a large urban area with a population of 592,126 as of November 1, 2007. This area consists of four counties, Butler, Harvey, Sedgwick, and Sumner, which make up the Wichita Metropolitan Service Area. The primary recruiting area, shown in Figure 1.1, Seven-County Recruiting Area Map, encompasses all of the city of Wichita plus many outlying communities. While WATC is not restricted to a specific recruiting area, its



See Appendix H for HLC-NCA Self-Study Committees.



See Appendix for Institutional Snapshot; WATC Organizational Charts; Kansas Public Schools, Colleges, and Universities Map; History and Background; WATC Instructional Sites; WATC Board Biographical Information; WATC Leadership Team Biographical Information; HLC-NCA Self-Study Committees; WATC Standing Committees; and Audit Summary.



See Appendix C for Kansas Public Schools, Colleges, and Universities Map.



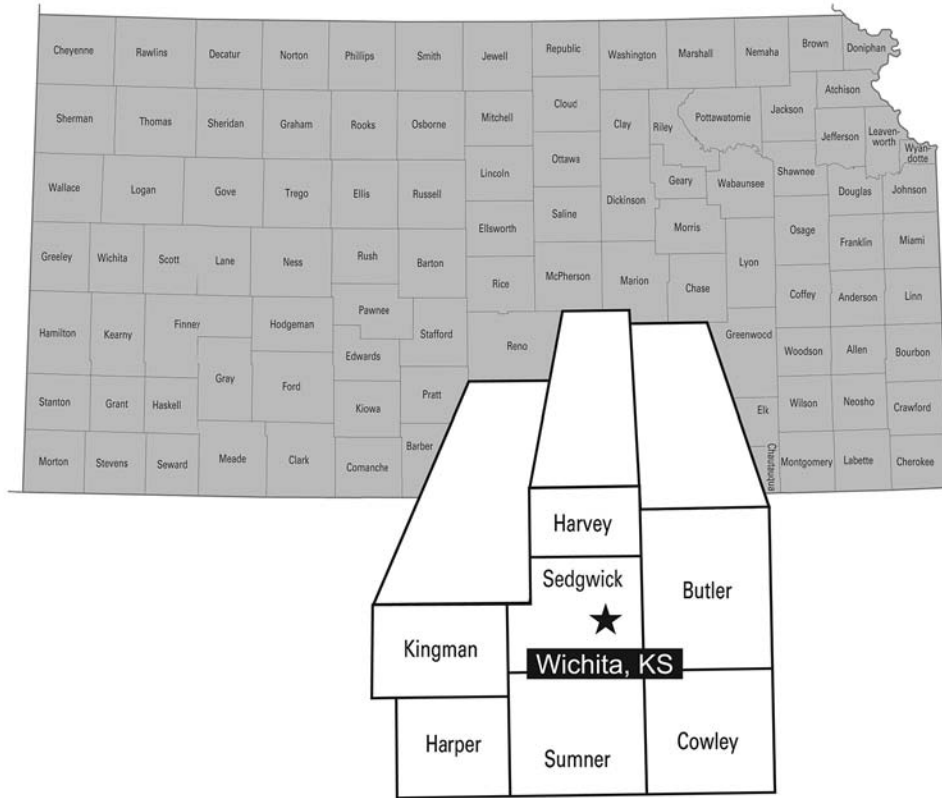
Complete information regarding state and county census data can be viewed on the census Web site, which can be seen in the ERR.



The Adult Learning Calculator can be viewed on the Dolence Web site, which can be seen in the ERR.

primary region includes Sedgwick County, where WATC is located, and the six surrounding counties of Butler, Cowley, Harper, Harvey, Kingman, and Sumner. It is estimated, according to the Michael G. Dolence Adult Learning Calculator, that 221,139 adults are currently participating in work-related training in these counties as of November 1, 2007.

Figure 1.1, Seven-County Recruiting Area Map



Students

The student body at WATC reflects the diversity of the community it serves with 71 percent of the student population being white. In Table 1.1, Student Demographics for Fiscal Years 2004–2007, student demographic trends between 2004 and 2007 are compared to Sedgwick County census data. For the most part, the diversity of the student population is higher for the college as compared to Sedgwick County. As can be seen in Table 1.2, Student Age Demographics for Fall 2004–Fall 2007, WATC serves students in a wide age range.

Table 1.1
WATC Student Demographics for Fiscal Years 2004–2007

	WATC Fiscal Year 2007 *	WATC Fiscal Year 2006 *	WATC Fiscal Year 2005 *	WATC Fiscal Year 2004 *	Sedgwick County **
Gender					
% Male	59%	49%	48%	51%	49%
% Female	41%	51%	52%	49%	51%
Ethnicity					
White	71%	67%	67%	69%	79%
Black	13%	18%	17%	16%	9%
Hispanic	7%	7%	8%	8%	8%
American Indian	2%	2%	2%	2%	1%
Asian/Pacific Islander	3%	4%	5%	4%	3%
Unknown	4%	2%	1%	1%	
Overall Minority Population	25%	31%	33%	30%	21%
Disadvantaged					
Economically Disadvantaged / Individual Poverty	12%	14%	11%	12%	10%
* WATC data from annual institutional enrollment information					
** County data from 2000 census information					
* WATC data from annual institutional enrollment information					
** County data from 2000 census information					

Table 1.2
Student Age Demographics for Fall 2004–Fall 2007

	Fall 2007	Fall 2006	Fall 2005	Fall 2004
Under 18	17	12	17	35
18–19	114	92	103	113
20–21	117	79	112	128
22–24	128	140	188	154
25–29	171	120	223	186
30–34	104	77	110	111
35–39	73	32	79	67
40–49	110	78	118	107
50–64	70	62	92	60
65 and Over	4	1	2	2
Age unreported	16	0	0	2

Educational Environment

WATC has 116 benefited employees, including 48 full-time instructors, 9 administrative personnel, and 60 professional staff. Approximately 150 adjunct instructors taught during the 2006–2007 academic year. There are 32 classrooms and 30 laboratories across WATC's Main Campus and other instructional sites. During fall 2007 semester, two classrooms — one

classroom at the Main Campus and one classroom at Central Center — were converted to “SMART classrooms” equipped with TV, VCR, Data Video Projector, DVD, and SMART Boards to be scheduled and shared by instructors. Online instruction was implemented in academic year 2007–2008, and 22 courses were offered. WATC will continue to update instructional technology, add additional online courses and other alternative delivery models, and design a flexible-scheduling model to accommodate the needs of students. Currently all long-term programs have one or two starting points in the traditional fall and spring semesters; however, by fall 2008, all WATC programs will be delivered on a quarter system with multiple entry points.

Educational Activities

Educational activities conducted by WATC are appropriate to the board-approved mission “... to provide relevant, technical education and training that meets the needs of learners, the community, and industry while instilling a positive work ethic and desire for lifelong learning.” WATC’s outcomes-based learning, discussed in Chapter 6, is designed to support the mission by providing multiple avenues for learners to achieve their desired goals. Credit courses are offered and sequenced to result in associate of applied science (AAS) degrees, technical certificates, and certificates of completion in a career-technical education field, and, where appropriate, baccalaureate transfer education. Students can pursue a wide range of educational goals through more than 34 programs of study, of which five are AAS degrees, 17 technical certificates, and 12 certificates of completion. Academic Success, Adult Literacy, and General Educational Development (GED) preparatory courses provide developmental instruction to assist individuals in acquiring the skills necessary to enter, retain, or improve workforce employment options; achieve high school credentials; meet college admission requirements; and perform successfully in technical education programs. Workforce education and training needs are addressed through customized training courses, skills update and certification endorsement courses, and apprenticeship partnerships.

WATC History and Significant Institutional Changes

WATC was originally established as a vocational-technical school in 1965 under provisions set forth by the Wichita Public Schools USD 259 (USD 259) Board of Education (BOE) and was governed by the USD 259 BOE until July 1, 2004. Due to legislation passed in 1995 under Senate bill 345, the institution transitioned to, and is officially designated as, a college with the legal authority to operate in Kansas and award AAS degrees. Since 1995, a number of changes have occurred legislatively and locally to better position WATC as an institution of higher learning. See Table 1.3, WATC History and Significant Institutional Changes, for a

brief list of major events. Appendix D, History and Background, provides a more detailed review of WATC's history.



See Appendix D for WATC's History and Background.

Table 1.3
WATC History and Significant Institutional Changes

Year	Event
1995	<ul style="list-style-type: none"> Senate bill 257 was passed and signed by the governor authorizing the transition of Wichita Area Vocational-Technical School to Wichita Area Technical College (WATC) and gave the college the authority to grant college credit and award the associate of applied science degree.
1999	<ul style="list-style-type: none"> State supervisory jurisdiction over WATC was changed from the Kansas State Board of Education to the Kansas Board of Regents with the passage of Senate bill 345.
2000	<ul style="list-style-type: none"> An ad hoc task force, appointed by the Wichita Public Schools Superintendent, developed and presented Keys to Success, a list of the desired characteristics of a world-class technical college. WATC received Candidacy status with the Council on Occupational Education. Camille Kluge was appointed president of the college.
2001	<ul style="list-style-type: none"> WATC received full accreditation from the Council on Occupational Education.
2002	<ul style="list-style-type: none"> The Kansas Board of Regents established a policy enabling all degree-granting institutions in Kansas to achieve accreditation from HLC-NCA. WATC began the research and planning necessary to accomplish this new requirement.
2003	<ul style="list-style-type: none"> The Kansas Legislature passed Senate bill 7, allowing all degree-granting institutions to be governed by a board independent from a K-12 school board and to develop a plan for transition.
2004	<ul style="list-style-type: none"> The WATC transition plan was approved by the local Wichita Public Schools Unified School District 259 (USD 259) Board of Education (BOE) and the Kansas Board of Regents. WATC transitioned to an independent entity governed by a new nine-member Board of Trustees on July 1, 2004. WATC suffered a loss of \$3.5 million in funding from USD 259 resulting in a reduction-in-force of 59 positions and 12 programs. Sedgwick County Board of County Commissioners approved a resolution creating a Sedgwick County Technical Education and Training Authority. The Preliminary Information Form seeking HLC-NCA accreditation was prepared and submitted to HLC-NCA.
2005	<ul style="list-style-type: none"> WATC Board of Trustees expanded to 11 members.
2006	<ul style="list-style-type: none"> WATC received candidacy status with HLC-NCA. Camille Kluge resigned. Jim Means was appointed interim president. Plans for a new campus were announced by the Sedgwick County Board of County Commissioners. WATC was named the managing partner for the new facility.
2007	<ul style="list-style-type: none"> The Sedgwick County Technical Education and Training Authority became the governing board for WATC. Peter Gustaf was appointed president. Twenty-nine full-time equivalents were eliminated to redirect funds for instructional priorities.

WATC Governance

The Kansas Board of Regents governs six universities and coordinates and supervises Kansas' 19 community colleges, five technical colleges, and five technical schools. Within Kansas Board of Regents' purview is the establishment of policies related to all institutions and the approval of all programs and course offerings. Courses may be submitted for approval on an as-needed basis, and program approvals may be submitted monthly. Institutions that wish to deliver approved programs or courses within the service area governed by the Kansas



See Appendix E for WATC Instructional Sites for location information and maps.

Board of Regents must seek approval from that university annually. However, technical schools and colleges located in the same county as a regents' university do not fall under this regulation. See Appendix E, WATC Instructional Sites, for maps to all WATC locations.

As WATC was transformed into a new institution, it began working with the Sedgwick County Board of County Commissioners to create a long-term vision for technical education in the community. This vision described technical education in Sedgwick County as an integrated, flexible system effective in providing training services in response to the ever-changing needs of the local business community while simultaneously creating high quality programs and facilities that appeal to a wide range of potential students. In November 2004, the Sedgwick County Board of County Commissioners created the Sedgwick County Technical Education and Training Authority to oversee all local technical education. Governance transferred from the WATC's Board of Trustees to the Sedgwick County Technical Education and Training Authority, governing board of WATC (WATC Board) in January 2007.

WATC's 11-member board consists of executives who represent the aircraft industry, financial services, health care, skilled trades, and city and county entities. As membership has changed, new board members received information portfolios to familiarize them with the college, its mission, and the roles and responsibilities of governing boards. Because several new members were appointed to the WATC Board, a two-day retreat was held in April 2007 to discuss the mission and vision of the college.

WATC's Transition to Independence

Despite the benefit of newly formed partnerships and a strong community interest in preserving technical education in Sedgwick County, WATC's transition to independence created financial obstacles for the college. Prior to the 2004–2005 academic year, significant resources were provided by Wichita Public Schools Unified School District 259 (USD 259) in the form of funding transfers, maintenance staff, and human resource functions. As WATC prepared for emergence as a separate entity in July 2004, it became evident these resources would no longer be available, and WATC faced a budget predicament unlike any crisis previously faced in its history. Due to the college's separation from USD 259, it no longer had access to funding in the amount of \$3.5 million and was additionally faced with hiring staff to oversee maintenance and human resource functions without the assistance of school district or mill levy funding.

WATC administration quickly realized the enormous burden these unanticipated financial obligations would be for the college. Like many businesses that must change to stay

competitive, WATC had to meet this financial challenge aggressively. Recognizing that the status quo and reliance on past operational methods would no longer be sufficient to maintain functionality, WATC was forced to make a critical reprioritization of its goals and desired outcomes. First, zero-based budgeting was performed, all expenditures were justified, and revenue projections were calculated. Next, WATC leadership undertook an exhaustive review of all programs based on performance indicators, such as enrollment, graduation, and placement rates, along with occupational trends, such as starting salaries and current and emerging job openings in south-central Kansas. As a result of this review, 12 programs with multiple award tracks were closed. These decisions amounted to a reduction of 59 full-time equivalent instructors, administrative, and support staff positions. This resulted in a reduced budget by 29 percent or \$3.5 million, an amount equal to the reduction of funds from USD 259.

With the closing of 12 programs, enrollments diminished; however, since the initial dramatic drop in fiscal year 2005, enrollment has been steadily increasing. Table 1.4, Enrollment Trends for Fiscal Years 2004–2008, depicts enrollment trends for the past five years. This growth can be attributed to a reallocation of resources and the ability to deploy critical programs requested by local industry to meet the needs of a severe worker shortage in specific industries. These numbers are expected to continue to rise as the academic master plan and new enrollment processes are actualized over the next three years.

Table 1.4
Enrollment Trends for Fiscal Years 2004–2008

	2008		2007		2006		2005		2004	
	20th Day ¹	20th Day ¹	Annual	20th Day ¹	Annual	20th Day ¹	Annual	20th Day ¹	Annual	
Headcount ²	1,027	1,034	3,102	1,063	2,341	1,081	2,167	1,767	3,062	
FTE ³	520	492	710	478	675	603	568	953	919	

1 20th Day of Classes

2 Number of Full-Time and Part-Time Students (unduplicated)

3 Full-Time Equivalent

As WATC's partnership with Sedgwick County has evolved over the past four years, the Sedgwick County Board of County Commissioners' commitment to technical education has been further exemplified by the fact that they have made significant financial obligations to the college. The commissioners approved \$54 million technical education training facility to be completed by 2010, which will become the new home for WATC. See Chapter 4, Criterion Two, page 4.12, for additional information. For fiscal year 2006, the county supported the college's general budget with \$750,000, and for fiscal years 2007 and 2008 committed \$1 million. As part of this funding support, WATC was required to meet two commitments by



Minutes from the April 5, 2006, Sedgwick County Board of County Commissioners meeting can be seen in the ERR.



The Sedgwick County Board of County Commissioners' report can be seen in the ERR.

June 30, 2007. A report addressing the following two issues was presented to the Sedgwick County Board of County Commissioners on June 27, 2007. The commitments were that WATC would:

- Perform a full three-year cost and benefit analysis of current administration and programs and report to the county plans for phasing out underperforming offerings and implementing administrative savings.
- Consider proposed programs at the new \$54 million technical education training facility and report to the county a collaborative plan and timeline for launching and delivering all new programs.

In addition to governance and financial challenges resulting from WATC's transformation there have been changes in leadership. WATC's president resigned in August 2006, resulting in an interim position held by the vice president, Operations. The current president, Peter Gustaf was appointed by the WATC Board in January 2007. President Gustaf immediately began addressing the two commitments requested by the Sedgwick County Board of County Commissioners by engaging external consultants to complete the review. As a result of this review and to meet statutory requirements regarding a reduction in force, WATC announced on April 25, 2007, that the college would go through a reorganization that involved reducing administrative and support staff by 29 full-time equivalents. This reduction resulted in a projected savings of \$1 million for fiscal year 2008. No instructors were released and no programs were closed as a result of this reduction. The current organizational structure can be seen in Appendix B, WATC Organizational Charts. The reporting structure at WATC is comprised of three main divisions — Academic Affairs, Finance and Operations, and Learner Services and Institutional Effectiveness. These financial savings have allowed WATC to develop new programs and purchase new equipment.

WATC's transition to independence allowed the college to truly evolve as a new entity — a new entity that is supported by the county and numerous business and industry partners who have committed their time and financial resources to its future. As reflected throughout this self-study, WATC has made numerous accomplishments through planning and implementation, including earning HLC-NCA candidacy status. These accomplishments ensure WATC's stability for further growth. Beyond the Kansas Board of Regents' policy requiring all Kansas technical colleges to become accredited with the HLC-NCA by July 2009, WATC seeks initial accreditation as a greater benefit to the students who seek quality training and greater educational opportunities after graduating from WATC.



See Appendix B for WATC Organizational Charts.



Kansas Board of Regents policy requiring HLC-NCA accreditation can be found on page 127 of its policy manual, which can be seen in the ERR.

Financial Resources

Financial support for WATC comes from three major sources — state postsecondary aid, Sedgwick County Board of County Commissioners, and other funds consisting of tuition, fees, grants, and investments. A complete discussion of WATC's financial resources can be found in Chapter 4, Criterion Two, page 4.16.

While WATC has faced financial challenges over the past four years, it has remained solvent by actively engaging the WATC Board in financial decisions and strategically aligning human capital with community educational needs. As a result, additional grants have been pursued, along with donations of equipment and supplies, access to business and industry subject-matter experts, and financial contributions for scholarships and equipment. A new funding source that will advance WATC's future is the recent establishment of the Wichita Area Technical College Foundation (WATC Foundation). Further information about this initiative is discussed in Chapter 7, Criterion Five, page 7.13.

As further evidence of a brighter financial future, the state legislature has taken dramatic steps toward developing a viable technical education system in Kansas. During 2006, the legislature, due to business and industry workforce demands, created a Kansas Technical College and Vocational School Commission. The commission was charged with studying the mission, governance, and funding of Kansas technical colleges and schools. The commission consisted of eight members — seven members who were appointed by the governor, the Kansas Board of Regents, and the legislature. The eighth member was the Kansas Board of Regents president/chief executive who served in an ex-officio capacity. The committee's report was delivered to the governor in January 2007 and to the legislature in March 2007. Based on the committee's report, the legislature established the Postsecondary Technical Education Authority, via Kansas House bill 2556, which is comprised of 12 members. This new authority coordinates state-wide planning for current and new postsecondary technical education programs and contract training. They will recommend to the Kansas Board of Regents the adoption of rules and regulations for the supervision of postsecondary technical education, as well as the disbursement of state funding. WATC supports the new authority and recognizes this as a positive step for Kansas as technical education is taken to a new level.



The Kansas Technical College and Vocational School Commission report can be seen in the ERR.



Kansas House bill 2556 can be seen in the ERR.



The Kansas Postsecondary Technical Education Authority Web site can be accessed from the ERR.

Responses to Previous Concerns

In 2006, the HLC-NCA visiting team cited six challenges that WATC needed to address. Attention to these concerns and the development of plans to improve in these areas were major initiatives for WATC over the past two years. Instructors and support staff recognize the importance of these endeavors and have worked diligently to address them. The challenges stated during the 2006 comprehensive visit and in the team report are addressed in this section. These topics are also addressed in subsequent chapters of this report, which include supporting evidence of achievement and implications for the future.

Challenge: "Implementation of the assessment model is recent and uneven across departments."

While WATC has a history of implementing processes for evaluating student competencies, in 2005, the college made a significant investment in assessment and evaluation activities. These activities have become more organized and directly related to the college's mission, vision, values, and strategic goals. WATC's assessment processes, which measure student outcomes, are instructor-driven with support provided by the Office of Institutional Effectiveness (OIE). The Educational Affairs Committee serves as the college's assessment committee and meets regularly to review materials and guide the assessment process. The committee, with the assistance of the director, OIE, also publishes materials to assist and inform instructors with regard to the college's assessment activities. These publications include an Assessment Process Manual and an Assessment Handbook, which were published in fall 2007. In addition, assessment tips, updates, and highlights are published periodically in the WATC E-News to provide helpful information as instructors' skills using assessment processes mature.

After the 2006 site visit, WATC engaged two independent consultants who are former HLC-NCA consultant-evaluators to assist the college in its assessment practices. Much progress has been made as assessment processes were standardized across all programs over the past year. In fall 2006, instructors adopted an assessment matrix outlining student outcomes (stated as program outcomes by WATC), identifying measurements of learning, stating expected results, and analyzing actual results. Instructors are using assessment activities to create an assessment culture, leading to the improvement of teaching and learning.

Academic and non-academic program reviews have also been implemented college-wide to improve its overall institutional effectiveness. These reviews, much like a self-study, allow programs and departments opportunities to identify strengths and opportunities

for improvement. Other forms of assessment conducted throughout the college include surveys, program accreditations, internal reports, and reports submitted to external agencies. A complete analysis of the college's evaluation and assessment processes can be found in Chapter 4, Criterion Two, Core Component 2c, page 4.22, and Chapter 5, Criterion Three, Core Component 3a, page 5.2.

Challenge: "Significant revenue reductions have been experienced recently."

Evolving from a K-12 system in July 2004 to an independent institution was a significant step. Thoughtful, yet aggressive, transition strategies were developed, and critical decisions were made as the college was downsized to fit available funding. By design, the college executed a plan to use fund balances to maintain the critical, mass-enrollment volume necessary for future viability. However, at the time of the 2006 site visit, WATC was in its second year of independence, and the financial stability of the college was questioned by the visiting team.

The college's strategy and commitment to operating in a fiscally conservative environment resulted in financial performance being better than anticipated over the last three years. Overall, revenues have been higher than planned, and expenditures have been less than projected. The WATC Board has unanimously supported the college's financial strategies, including establishing a financial plan and actively advocating for processes such as the implementation of a Finance Committee comprised of WATC Board members.

In spite of the revenue reductions from USD 259, state postsecondary aid has remained constant through legislation that held all technical institutions harmless from reduced state funding. Throughout the past four years of financial challenges, WATC has continued to respond to the community's training needs by modifying programming to be consistent with its resources. Due to the implementation of effective planning processes, the college has been successful in maintaining solvency during its first four years as an independent college, and leadership is confident that the college will be able to handle financial contingencies as they occur.

Additional resources from the Sedgwick County Board of County Commissioners have also provided funds to support technical training initiatives. These resources include funds for operating expenses and a commitment of \$54 million for a new facility. Additional support and lobbying for technical training dollars are being realized from other local and regional efforts. WATC's Board approved establishing a foundation, and as soon as IRS approval is

received, additional funding for equipment, scholarships, and other college initiatives will be pursued with WATC's business partners. Chapter 4, Criterion Two, Core Component 2b, page 4.16 includes a complete discussion of the college's financial resources.

Challenge: "Potential additional revenue reduction may be in the future."

Due to legislative action in 2007 to hold all technical institutions harmless from reduced funding, WATC has not been affected by additional revenue reductions. The college has maintained consistent state funding and received additional funding through other resources. A complete discussion of WATC's revenue and expenditure budget is discussed in Chapter 4, Criterion Two, Core Component 2b, page 4.16.

Challenge: "Planning processes are well structured but are in their infancy of use."

WATC's strategic planning processes began in fall 2003, prior to becoming an independent college, as it engaged an external consultant in developing these processes. The first two years of development resulted in one-year plans to help the college operationalize its processes. Since that time, a three-year plan has been developed, and processes have become more formalized. Strategic planning at WATC is a collaborative and continuous process that establishes the future direction of the college. The college's strategic plan drives all institutional planning and incorporates the interrelationship between the educational, financial, facility, and personnel needs of the college.

WATC's strategic planning process occurs on an annual cycle using a variety of resources to assist in the planning process. These resources include demographic data, environmental scanning, workforce forecasts, labor-market surveys, and economic reports. There are three major components to WATC's planning cycle: development, implementation, and review. While the strategic plan is reviewed annually and updated as needed, a more in-depth review occurs every three years.

Implementation of the strategic plan occurs at the top administrative level via the Leadership Team. Members serve as facilitators for the various strategies and work with owners of the various objectives and performance indicators to bring the goals of the strategic plan to fruition. Further discussion of WATC's strategic planning process is discussed in Chapter 4, Criterion Two, Core Component 2a, page 4.2.

Challenge: "Data and documentation of recommendations for change as a result of improvement efforts are not shared across the institution."

WATC's OIE was established in fall 2005 and has become an important component in various evaluation and assessment activities across the college. Survey results are provided to appropriate departments, and in many cases, these results are shared via the OIE Web page or e-mail. Over the past two years, WATC has seen improved and standardized data reporting along with improved channels of communicating these results college-wide. In addition, OIE has become the central hub for housing all documentation related to program approvals and accreditation. Anyone needing such documentation may contact OIE for information or copies of materials. Further evidence of WATC's commitment to share results across the institution is provided throughout the core components in this self-study.

Challenge: "The institution's commitment to general education needs to be strengthened with more attention to learning outcomes and sharing expectations in the catalog and curriculum guides."

WATC began delivering general education courses in January 2007. Prior to the 2006 site visit, technical institutions in Kansas had operated under the assumption that they could not deliver general education courses unless they were accredited by HLC-NCA. During the site visit, WATC learned that this was not true; therefore, WATC began the process of establishing a general education program. WATC's general education program uses the same processes for curriculum development, program review, and assessment of student outcomes that have been implemented for technical programs. All general education instructors have master's degrees or higher and, like instructors of other Kansas two- and four-year colleges, utilize the Kansas Board of Regents-approved Kansas Core Outcomes when designing and delivering general education courses. Information about the general education courses is listed in the college catalog and class schedules. In fall 2007, WATC began delivering general education courses online. A more complete discussion of WATC's general education program is documented in Chapter 5, Criterion Three, Core Component 3a, page 5.6, and Chapter 6, Criterion Four, Core Component 4b, pages 6.10.

Summary

WATC is a decidedly different place than it was in 1995 when it became a college, and over the past four years has moved forward with bold initiatives and priorities that strongly position it for the future. Some of the ways the college has evolved include the planning for a new facility, the establishment of the WATC Foundation, systematic and dynamic

planning and budgeting processes, new programs, an academic vision to meet changing socioeconomic and workforce trends, improved collaboration with business partners, a general education program, and a student-outcomes assessment program. The college community is focused on the breadth and depth of learning for its many diverse constituents as it seeks initial accreditation with HLC-NCA. By realizing this goal, learners will have additional opportunities to seamlessly transfer credits earned to other institutions of higher education. These endeavors demonstrate WATC's commitment to achieve the best for its learners, business partners, and the community it serves.



2008

SELF-STUDY

CHAPTER 2

Self-Study Process

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Chapter 2

Self-Study Process

Wichita Area Technical College (WATC) conducted this self-study to prepare for its initial accreditation by the Higher Learning Commission of the North Central Association (HLC-NCA). While WATC continuously monitors its programs, processes, and outcomes to ensure quality, this self-study process allowed the college to thoroughly examine itself in relation to the criteria set forth by HLC-NCA. WATC's self-study process used the information provided in the HLC-NCA *Handbook of Accreditation* using the five criteria consistent with the Program to Evaluate and Advance Quality process to guide the self-study. The importance of this self-study in attaining initial accreditation was wholly supported by President Gustaf and the Sedgwick County Technical Education and Training Authority, governing board for WATC (WATC Board). This chapter describes the mission and goals of the self-study, the committee structure, conducting the self-study, writing the self-study, allocation of resources to support the self-study, and the methods of communicating with the college community.

Self-Study Mission and Goals

The mission and goals for this self-study were drafted by the Steering Committee and approved by the college's Leadership Team. The self-study mission and goals were designed to provide guidance for the self-study process and to provide quality assurance.

Mission

In support of its primary purpose of preparing students for employment and lifelong learning, Wichita Area Technical College will use this self-study to become fully accredited by the Higher Learning Commission of the North Central Association of College and Schools, to evaluate strengths and opportunities for improvement in accordance with the college mission, and as a guiding document for continuing educational and institutional improvement.

Goals

Wichita Area Technical College can advance quality as we:

- Examine and document the extent to which the college is fulfilling its mission and progressing toward its vision.
- Assess the current state of the college, document its achievements, and identify opportunities for improvement.
- Identify the essential resources in place, enabling the college to achieve its purpose.
- Evaluate the effectiveness of the strategic planning and improvement processes of the college.
- Develop a higher education culture and operating platform dedicated to continuous institutional improvement and responsiveness.
- Enhance the benefits and image of the college by improving institutional credibility and transferability of education by attaining HLC-NCA accreditation.

Committee Structure

Shirley Antes, Vice President, Learner Services and Institutional Effectiveness, provided leadership for the self-study process and served as the self-study coordinator. Following official notification from the Higher Learning Commission's Board of Trustees in October 2006 that the college had received candidacy status, the college Leadership Team identified key instructors and staff to serve on the Steering Committee and to chair each of the five criterion committees in preparation for the 2008 site visit. In total, more than 60 employees from all departments assisted with the self-study. In addition, other college committees

supported the Steering Committee, including the Leadership Team, Administrative Team, and the Educational Affairs Committee.

In fall 2006, the Steering Committee began meeting. Criteria subcommittees led by appointed co-chairs were organized and charged with conducting an in-depth review and internal study of each of the five accreditation criteria. Criteria committee membership included instructors from all academic divisions, administrative representation, and staff from all major units in the college. Other committees were the Communications Committee that was charged with educating staff and students about HLC-NCA and the self-study process; the Resource Room Committee that handled the accreditation resource room setup and organization; and the Hospitality Committee that coordinated arrangements for the comprehensive visit. Table 2.1, HLC-NCA Self-Study Committees and Chairs, depicts the accreditation committees and their chairs. See Appendix H, HLC-NCA Self-Study Committees.



See Appendix H for HLC-NCA Self-Study Committees.

Committee Name	Chair/Co-Chairs
Steering Committee	Shirley Antes, Scott Lucas, and Terry Smith
Criterion One Committee	Tina Lott, Jessica Ross, and Gerry Winters
Criterion Two Committee	Shirley Antes, Margaret Harris, and Melanie Mitchell
Criterion Three Committee	Scott Lucas and Barbara Wenger
Criterion Four Committee	Laurel Larson and Trish Schmidt
Criterion Five Committee	Steve Field, Terry Smith, and Anne Wenger
Communications Committee —The WHOs	Trish Schmidt
Editing Committee	Shirley Antes and Paula Kirkpatrick
Hospitality Committee	Shanna Roberson
Resource Room Committee	Sara Medina

Conducting the Self-Study

WATC views the accreditation self-study as an opportunity to advance a culture that emphasizes and fosters the success of all students. The college Leadership Team and Steering Committee felt it was important that the self-study process adhere to the highest standards of integrity, objectivity, and thoroughness while promoting a sense of enthusiasm and fun.

The self-study process was designed to be highly collaborative and participatory, so it could benefit from the expertise and talents of the members. All employees were encouraged to participate on a committee and engage in the development of the self-study. An incentive program was developed to reward members who participated in the collection of evidence and in the writing process. Tokens (WATC poker chips) were distributed to team members who were actively engaged in helping the team meet established deadlines. Individual team

members could exchange tokens for a variety of pre-selected prizes based on the number received. In addition, the team received a token when a deadline was met. Up to four tokens could be received. Once the self-study was completed and in the mail to the visiting team, a submission party was held where team tokens were put in a hopper. The team whose token was drawn from the hopper received a trip paid for by WATC.

The Steering Committee guided the self-study process and served as liaisons and leaders of all committees. Each committee was assigned an area of responsibility, typically a criterion or function such as communication or hospitality. The charge to each criterion committee was to approach its area of responsibility as a research project to determine the college's strengths and opportunities for improvement and provide supporting evidence. The committees began meeting in fall 2006 and continued through fall 2007 for initial data gathering, analysis, and writing. Several activities were initiated to build an understanding of accreditation and the self-study process. In January 2007, one co-chair from each criterion committee and the self-study coordinator attended an HLC-NCA-sponsored self-study workshop in Chicago. Instructors and administrative representatives have attended HLC-NCA annual meetings and self-study workshops annually since 2003. In spring 2006, two independent consultants, who have extensive experience with HLC-NCA processes and have been consultant/evaluators, were retained to assist the college with assessment and accreditation activities. They continue to work with the college on an as-needed basis.

To better educate committee members about their roles, a set of committee member responsibilities was developed, and educational and relevant materials were distributed to criterion co-chairs. All committees met regularly throughout the self-study process, and each committee identified its own set of tasks and established its operating procedures. Aside from dates established by the self-study coordinator to maintain critical deadlines, committees established their own working schedules. Materials and supporting documentation about the process are available on the self-study Web site.

A timeline, which was followed throughout the duration of the self-study, was established to project critical dates through spring 2012 when the next on-site visit is expected to occur. The initial charge to the criterion co-chairs was to analyze and interpret their criteria in relation to WATC's mission, culture, and environment. Several templates and worksheets were developed to aid committee members in their tasks as they engaged in the self-study process and were made available via the accreditation Web page. These included the 2006 team report, examples of evidence, Handbook of Accreditation documents, writing guidelines, templates for agendas, minutes, evidence, and narratives.



The self-study materials and documents can be seen from the self-study Web page in the ERR.



The self-study timeline can be viewed from the self-study Web page in the ERR.



The self-study templates and worksheets can be viewed from the self-study Web page in the ERR.

Self-Study Process

Chapter 2

Over the past four years, the college has relied upon regular and systematic analysis of trend data, effectiveness indicators, and a comprehensive strategic planning process. Throughout any given year, institutional research reports are prepared by the Office of Institutional Effectiveness (OIE), learning outcomes are measured, surveys are administered, and strategic conversations are conducted. Results from these ongoing activities were critical to the work of the criterion committees. Criterion committees requested additional evidence from instructors, staff, and community leaders by means of discussion groups, individual interviews, or surveys administered at inservice activities.

Preparing the Report

Co-chairs began their work by developing a broad outline for their criterion based on a common understanding of the criterion and its core components. The intent was to establish a conceptual framework to guide the written document and to assure that essential elements from the criterion and core components were included in the final narrative. Throughout spring 2007, each committee expanded its outline to define the elements to be included in the final narrative. The committees also gathered, studied, interpreted, and synthesized data. During summer 2007, the writing stage began, and regular Steering Committee meetings were held to address any questions from subcommittees. Criterion committees kept the Steering Committee updated on their progress.

Three final deadline dates from mid-September through mid-November were established for each criterion group for first and final draft narratives and submission of all evidence. While the five criterion committees identified their own set of tasks and established their operating procedures, committee members either collected evidence or wrote sections of the narrative. As drafts were submitted to the self-study coordinator, the Editing Committee met with criterion co-chairs to make edits and provide feedback for additional changes to the narrative. In November 2007, the Steering Committee made final edits, and the Marketing and Community Relations department prepared the report for printing and mailing in January to the visiting team.

Communication Strategies

The need to be systematic and organized was recognized early. Templates for each of the criteria were developed for committee members to insert narrative. Accreditation Web pages were created and updated regularly. They contain the self-study process, timeline, minutes from Steering Committee meetings, frequently asked questions about accreditation, links to newsletters, college-wide engagement activities, and links to the HLC-NCA Web site. Public



The WATC E-News and SCAN newsletters can be viewed from the self-study Web page located in the ERR.

folders were set up in Microsoft Outlook/Public Folders for each criterion committee with folders for agendas, minutes, working documents, and scanned evidence.

To ensure that employees and students were kept informed about HLC-NCA and the accreditation process, a communication plan was executed. This plan included a newsletter and periodic notices in the weekly electronic newsletter, WATC E-News. The SCAN (Steering Committee Accreditation News) newsletter and the weekly WATC E-News featured educational information, games, and activities to engage the college community in the self-study process and reminders of important self-study dates.

Additionally, with the formation of the Communications Committee — The WHO's — and the *Oh the Places We Will Go* logo (based on a Dr. Seuss theme), many activities were introduced to inform and engage employees and students. The first activity, *Oh the Places We Will Go* Poem Contest, was presented in August 2007. One stanza, written in Dr. Seuss language by one of The WHO's, was published. Employees were invited to submit additional stanzas, also written in Dr. Seuss language. The winning stanza was added to the poem and published in the next monthly SCAN newsletter. The complete poem will be published in early March 2008, and copies will be provided to team members at the time of their visit.



Examples of activities to inform and engage employees in the self-study process can be seen in the ERR.

Other activities were organized for education, competition, and fun. They consisted of a scavenger hunt, word searches, online lessons called WHO's Go to School with HLC-NCA 101, and college-wide inservice activities focused on the self-study. Self-study co-chairs attended employee meetings to give accreditation updates on the timeline, and the self-study coordinator attended criterion subcommittee meetings to answer questions and provide additional support. A call for public comment was published in local newspapers, college newsletters, and on the college Web site.



Third-party comment information can be seen in the ERR.

Resources for the Self-Study

The self-study process could not have been accomplished without the allocation of resources and staff. The self-study coordinator attended criterion meetings and instructor and staff meetings to provide information, answer questions, and serve as a resource to the various groups. Additionally, instructors and staff dedicated significant time to the self-study effort. OIE spent a considerable amount of time working on instrument development, data collection, analysis, and reporting for the self-study. Financial resources were allocated for printing, postage, supplies, food, and travel, as well as for consultants to provide guidance in preparing the self-study report.

Self-Study Process

Chapter 2

A meeting room was designated for Steering Committee and criterion group meetings. Many employees worked on proofing and editing the document. The Library Conference Room in the Library and Learning Resource Center was designated as the Resource Room for the onsite visit.

Summary

The self-study presented WATC the opportunity to evaluate the educational programs and services it provides. Throughout this process, WATC reflected on its mission, vision, values, and strategic goals while recognizing its achievements and identifying the areas that still present challenges.

Instructors and staff from different locations and disciplines were involved in the process. The self-study helped move WATC toward a more future-focused institution in relationship to the five HLC-NCA criteria. The self-study report communicates the findings, evaluations, and recommendations for areas of improvement to internal and external constituents — students, instructors, staff, WATC Board members, the HLC-NCA, and the general public. WATC plans to use this document in the future as it continues to grow and serve its seven-county recruiting area.

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CHAPTER 3

Criterion One: Mission and Integrity

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Chapter 3

Criterion One: Mission and Integrity

Throughout its 42-year history, Wichita Area Technical College (WATC) has retained a consistent understanding of its fundamental mission. This mission is clearly stated and reflects WATC's dedication to learning, community, industry, students, instructors, and staff. WATC is committed to its diverse community, internal and external, and demonstrates this throughout the college in its publications, policies, and procedures. Sedgwick County Technical Education and Training Authority, governing board for WATC (WATC Board), actively collaborates with internal and external constituents to ensure that the stated mission is fulfilled and that the integrity of the organization is upheld. The mission, vision, and values statements remain consistently focused on providing a quality, technical education and instilling a desire for lifelong learning.

Core Component 1a

The organization's mission documents are clear and articulate publicly the organization's commitments.

The mission documents provide guidance to the operations and priorities of the college, a diverse and multi-location system, and they express the college's sense of purpose and aspirations for the future. They are indicators of what internal and external communities can expect from WATC.

Mission Statements

WATC Mission Statement

The mission of Wichita Area Technical College is to provide relevant, technical education and training that meets the needs of learners, the community, and industry while instilling a positive work ethic and desire for lifelong learning.

WATC Vision Statement

Wichita Area Technical College will be recognized as the premier technical college in the Midwest with highly qualified faculty, state-of-the-art facilities, programs, and technologically advanced resources.

WATC Values Statement

To achieve our vision and fulfill our mission, Wichita Area Technical College has embraced the following values:

- **Accountability:** *WATC values the resources entrusted to it and will use them responsibly to support the college's mission.*
- **Quality:** *WATC values the desire of students, faculty, and staff to learn and work in an environment that encourages professionalism.*
- **Education for Employment:** *WATC values the importance of technical and general education in preparing students for high-skill, high-demand, and high-wage jobs that meet workforce and economic development needs.*
- **Innovation:** *WATC values a state-of-the-art learning environment, including alternative delivery methods and flexible scheduling, that encourages all members of the community to participate fully in lifelong learning within a rapidly changing society.*
- **Customer Service:** *WATC values the diverse needs of its customers and seeks to exceed their expectations.*
- **Collaboration:** *WATC values its responsiveness to meet the needs and specific requirements of its partnerships with community and business groups, educational systems, and governmental agencies.*
- **Equity/Diversity:** *WATC values the diverse nature of its students, faculty, and staff and seeks to treat each person with the utmost respect.*
- **Work Ethics:** *WATC values behaviors that promote responsible and successful students, employees, and citizens.*

These statements guide the decision-making of the WATC Board and administration as they work to implement policies and procedures with expected integrity. These statements clearly define WATC's commitment to learners, the community, and industry.

Strategic Planning

WATC's strategic plan is linked to the college mission, vision, and values and serves as the foundation for the budgeting and academic planning processes. The Strategic Plan—A Three-Year Plan, July 2007–June 2010, includes six strategies that form the foundation and



WATC's mission statements can be seen in the ERR.



The strategic plan can be seen in the ERR.

**Criterion One:
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provide the supporting goals for the college's primary and overarching focus on learning. Additional information about the strategic plan process is presented in Chapter 4, Criterion Two, Core Component 2a, page 4.2. The six strategies are:

- Provide needs-based, relevant, quality programs, training, and services to individuals and organizations that compete in a global economy.
- Develop relationships with internal and external constituents to convey the value, relevancy, and quality of WATC.
- Provide cutting-edge technologies and facilities that reflect and support quality instruction.
- Assure financial viability and growth.
- Facilitate academic success through excellent and comprehensive support services.
- Develop human capital in an environment where excellence is valued and rewarded.

Mission Document Review

The mission review process allows the college to update and refine the mission documents as needed and provides an opportunity for WATC to attain even higher levels of achievement on behalf of its students and the constituents it serves. The current statements are the result of a series of participatory events that involved broad representation from members of the college community. In spring 2007, focus groups involving students, instructors, staff, board, and program advisory committees were held to gather input for revising the college's mission documents. In fall 2007, the WATC Board reviewed the documents at length and made adjustments based on the expanded vision of students, instructors, staff, administration, and program advisory committees. The minutes of this meeting are available on WATC's intranet.

WATC's mission statement requires that it will provide, sustain, and advance high standards to assist students in obtaining and maintaining employment. The college is committed to teaching its learners the knowledge, skills, abilities, and attitudes needed to be successful in the workplace and to pursue lifelong learning.

WATC's vision statement supports the college's mission and points to an aggressive approach to becoming a premier technical college, not only in south-central Kansas, but throughout the Midwest. The vision elevates WATC's current role of offering state-of-the-art facilities, programs, and resources. This simultaneously provides an opportunity for continuous improvement based on rapidly changing technology.



The mission statements review information can be seen in the Resource Room.



Minutes of the September 20, 2007, WATC Board meeting can be seen in the ERR.

WATC's values are the principles, standards, and ideals that form the foundation for the college's actions. These values reveal college aspirations and help define its distinctiveness and identity as an institution of higher learning.

Successful Outcomes

WATC is a unique educational institution that has made remarkable progress in fulfilling its mission statements, which are focused on the needs of employers and students. Collectively, the mission statements clearly direct the college's planning processes and daily activities and form the basis for many of the discussions and findings throughout this self-study. A variety of indicators are used to provide evidence that WATC meets the expectations of its mission documents.

- **Education to Employment:** WATC has a strong tradition of providing high-quality, technical training to the community via a variety of programs. WATC strives to combine quality academic courses with hands-on learning and training for the workplace. The ultimate goal has been, and will continue to be, employment for students.

Professional behavior for WATC students is emphasized in the classroom based on community recommendations regarding entry-level skills for employees. To this end, work ethics curriculum was adopted. The program identifies ten characteristic groups including traits such as teamwork and attitude. Students receive instruction on a weekly basis, and their performance is monitored daily. Grades for work ethics are recorded at the end of each course/program and appear on their transcripts. Chapter 6, Criterion Four, Core Component 4c, page 6.15, provides additional details on the work ethics program.

- **Workforce Development:** WATC has a strong relationship with business and industry in Wichita and the surrounding region. By serving on program advisory committees, community constituents have opportunities to make recommendations regarding program curriculum, equipment, and improvements using trends in the field. These committees engage over 250 representatives from business and industry.
- **Lifelong Learning:** WATC promotes lifelong learning through continuing education. Adults are enrolling to remain competitive, to complete training, or for self-improvement. WATC's curriculum highlights individual courses and entire programs that are built to include the concept of continuing education and learning as a lifelong commitment. It will be a challenge for WATC to stay current with the required continuing education needs of the more rapidly changing fields of study such as Health Sciences and Manufacturing. Lifelong learning for faculty and staff



The 2006 Program Follow-Up and Assessment Report can be seen in the Resource Room.



A sample work ethics transcript can be seen in the Resource Room.



The work ethics curriculum can be seen in the Resource Room.



A list of program advisory committee members can be seen in the ERR.

is addressed through the Professional Development Plan outlined in Chapter 5, Criterion Three, Core Component 4a, page 6.5.

The college has recently increased its commitment to alternative learning modalities by adding an Online Learning department. There are over 20 courses being offered online. All online courses are identical in content to their face-to-face counterparts and offer excellent opportunities for students by providing flexibility in scheduling. WATC also plans to offer online programs and is submitting a change request for Higher Learning Commission of the North Central Association (HLC-NCA). It is expected that this request will be considered as part of the college on-site visit.

- **Basic Skills:** The Adult Literacy program provides participants with basic skills in reading, writing, and math as well as proficiency in the English language, which is necessary to function in the multiple roles of student, citizen, employee, and family member. General Educational Development (GED) testing is available as a part of the Adult Literacy effort.

The Academic Success program provides courses that assist students in mastering the skills necessary to enter and continue their college education. The Academic Success laboratory is supplemented with materials, media, and tutorial assistance to help students improve their skills and ready themselves for entry into college-level coursework.

The academic standards of WATC are articulated through the mission and planning documents and in other published materials given to students. Every program has student learning outcomes as well as graduation requirements, and all courses have competencies that are well communicated to students.

Distribution of Mission Documents

WATC is dedicated to ensuring that its mission, vision, values, and strategic goals are understood by internal and external audiences. The documents are displayed in a variety of ways. They are posted in college classrooms and offices and are included in major publications, such as the catalog, student handbook, and brochures. These documents are distributed at college-wide orientations for new students and new employees, and the mission statement is printed on the back of college identification cards. The mission documents are clearly stated and are available to the public in print and on the college's Web site.



A list of online courses can be viewed from the Online Learning Web page and in the spring 2008 schedule, which be found in the ERR.



Academic Success course information is available in the college catalog, which can be seen in the ERR.



The college catalog states the program outcomes and can be viewed from WATC's Web site, which can be seen in the ERR.



A sample competency profile can be seen in the ERR.



Documents stating WATC's mission can be seen in the ERR.

Core Component 1b

In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

WATC values statements include an emphasis on equity and diversity for students, instructors, and staff in daily practices and operations. The college embraces the diversity of its internal and external constituents with which it interacts. WATC also has a diverse student population that reflects the demographics of Sedgwick County. See Chapter 1, page 1.5, Table 1.1, WATC Student Demographics for Fiscal Years 2004–2007. Traditional and nontraditional students demonstrate that WATC students are at different stages in life. Students attend for a variety of reasons including initial career training, returning for retraining, and continuing education. WATC provides its students and the community access to technical, general, and continuing education; Academic Success; Adult Literacy; and workforce development.

Practices and Daily Operations Promote Diversity

WATC believes that protecting personal rights helps safeguard students' diversity. These beliefs are expressed through statements on discrimination, equal opportunity, sexual harassment, student grievance, code of conduct, disciplinary codes, and maintaining a drug-free environment. The WATC catalog and student handbook outline the commitment to students through student rights and code of conduct.

Student Recruitment

WATC encourages all individuals who are interested in, and are capable of, extending their education beyond high school to apply for admission regardless of gender, race, or age. As a member of Kansas Association of Collegiate Registrars and Admission Officers, WATC pledges to maintain ethical practices in its recruitment processes. The college reinforces its commitment to diversity by participating in recruitment events that target minority groups, under-served, and lower-income students. WATC Admissions personnel also work directly with Adult Literacy students and GED graduates to encourage them to pursue postsecondary education.

Hiring Practices

Strategy Six of the Strategic Plan—A Three-Year Plan, July 2007–June 2010, focuses on the development of human capital in an environment where excellence is valued and rewarded. WATC has clearly defined hiring processes that abide by equal opportunity policies. The Human Resources department provides diversity training at college and instructor inservices



WATC's catalog and student handbook can be seen in the Resource Room and in the ERR.



WATC's Strategic Enrollment Management Plan can be seen in the Resource Room.



The strategic plan can be seen in the ERR.

**Criterion One:
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Professional development materials can be seen in the ERR.



Published documents that state WATC's mission can be seen in the Resource Room and in the ERR.

by a licensed clinical counselor to help them develop an awareness of valuing diversity in the workplace and their everyday lives. WATC believes this is a vital aspect of employee professional development and important for success in a global society.

Core Component 1c

Understanding of and support for the mission pervade the organization.

Due to extensive constituent participation in developing WATC's mission, vision, and values statements, there is college-wide understanding of, and support for, the statements. WATC provides written materials at student orientations, registration, in classes, and online to help students understand the mission statements. The mission statement is provided to employees and students through printed materials and as the screensaver on all employee and student workstations.

WATC is keenly aware that its employees make fulfillment of the mission possible. As a result, WATC takes steps to ensure that employees know and understand the mission. The director, Professional Services, reviews the mission documents at new-hire orientations and provides copies for new employees.

The strategic planning process provides the link between the college's mission statements and organizational planning and budgeting. Administrative departments are responsible for specific strategic objectives that correspond to the institutional goals documented in the strategic plan. The strategic plan is created and revised through collaborative efforts of internal and external constituents to align WATC's goals with the corresponding strategic objectives. For example, Human Resources' strategic planning goals include improving employee satisfaction. In fall 2006, funds were allotted to perform an employee satisfaction survey to determine a baseline on which to measure improvement and to implement activities or services to improve satisfaction.

Core Component 1d

The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

The policies, procedures, and practices established by the college provide a solid foundation to serve the community. Policies and practices allow the college to support and fulfill the mission statements.

Governing Board

The WATC Board consists of 11 appointed, voting members who establish and publish policies, regulations, and procedures. The WATC Board consists of dedicated individuals who represent aircraft industry, financial services, health care, skilled trades, and city and county entities. See Table 3.1, WATC Board Members, and Appendix F, WATC Board Biographical Information, for additional information about the WATC Board.

The WATC Board adheres to all public meeting laws and regulations. Monthly meetings are held to take action on agenda items, receive citizen input, and hear reports about college activities. The WATC Board also has three sub-committees that focus on finance, curriculum, and facilities and make recommendations to the entire WATC Board. The Finance Committee reviews financial, enrollment, and budget information. Strategic plan updates, new programs, and program revisions are reviewed by the Curriculum Committee. The Facilities Committee examines the utilization of existing space and the opportunities for new facilities such as the new campus that will be located in northeast Wichita. Information about the WATC Board membership is included in Appendix F, WATC Board Biographical Information, and Table 3.1, WATC Board Members. See Appendix E, WATC Instructional Sites, for maps to all WATC locations.



See Appendix F for WATC Board Biographical Information.



See Appendix F for WATC Board Biographical Information.
See Appendix E for WATC Instructional Sites for location information and maps.

Table 3.1
WATC Board Members

Name	Title	Company
Dan Dymarkowski	Director, Labor Relations	Hawker Beechcraft
Ray Frederick	President	Frederick Plumbing & Heating, Inc.
Paul Gray	District 4 Council Member	Wichita City Council
Cindy Hoover	Director, Program Management Operations	Spirit AeroSystems
Derek McLuckey	General Manager, Integrated Defense Systems	The Boeing Company
Tim Norton	County Commissioner	Sedgwick County Board of County Commissioners
Kevin Polian	Vice President, Warranty and Customer Support	Bombardier Aerospace/Learjet
Kim Shank	Executive Director	Wichita Clinic
Jeff Turner	President/CEO	Spirit AeroSystems
Jim Walters	Senior Vice President, Human Resources	Cessna Aircraft Company
Lyndon Wells	Executive Vice President	Intrust Bank



See Appendix B for WATC Organizational Charts. See Appendix G for WATC Leadership Team Biographical Information.

Leadership Team

The WATC Board delegates authority to the Leadership Team, comprised of the president and appointed administrators, to fulfill the mission statements. Communication at the executive team level is vital to WATC operations. The Leadership Team supports the president in defining and responding to the issues most critical to the performance and success of the institution. The Leadership Team meets weekly. See Table 3.2, Leadership Team; Appendix B, WATC Organizational Charts; and Appendix G, WATC Leadership Team Biographical Information.

**Table 3.2
Leadership Team Members**

Name	Position
Shirley Antes	Vice President, Learner Services and Institutional Effectiveness
Shawne Boyd	Director, Human Resources
Ginnie Cary	Vice President, Finance and Operations
Pete Gustaf	President
Margaret Harris	Associate Vice President, Adult Literacy
Jessica Ross	Associate Vice President, Enrollment Management Services
Helen Thomas	Chief Marketing Officer, Marketing and Community Relations
Anne Wenger	Executive Director and Champion for Industry, WATC Foundation
Diane Wright	Chief Operating Officer / Interim Vice President, Academic Affairs

Administrative Team

The Administrative Team meets monthly and is comprised of the Leadership Team, department directors, and supervisors. The purpose of the Administrative Team is to approach issues, whether created by external forces or from internal change, with a whole-institution perspective. The Administrative Team is a vital communication link for distributing information throughout the institution, such as implementation of new processes or programs and soliciting input on ideas and issues for the future. See Appendix I, WATC Standing Committees.

WATC Standing Committees and Other Groups

Committees and teams are pivotal in the development of policies and practices at WATC, and they demonstrate shared governance in action. Areas that these committees and teams affect include policy making, assessment, budget, curriculum, enrollment, retention, and student information. See Appendix I, WATC Standing Committees. As a result of these college structures and the work they accomplish throughout the year, indications are that:

- Individuals within the governance and administrative structures are committed to the mission and are appropriately qualified to carry out their defined responsibilities.



Administrative Team agendas and minutes are located in the Resource Room.



See Appendix I for WATC Standing Committees.

- Instructors and other academic leaders share responsibility for the coherence of the curriculum and the integrity of academic processes. See Chapter 6, Criterion Four, Core Component 4c, page 6.16, and Core Component 4d, page 6.18.
- Effective communication facilitates governance processes and activities.
- WATC evaluates its structures and processes regularly and strengthens them as needed. See Chapter 4, Criterion Two, Core Component 2a, page 4.2.



WATC Board meeting agendas and minutes can be seen in the ERR.

Shared Governance Within the Curriculum Process

Instructors and other academic leaders share responsibility for the coherence of the curriculum and the integrity of the academic process. Certain program curriculum must adhere to guidelines set forth by accrediting agencies. For example, the Automotive Service Technician program is certified by the National Automotive Technicians Education Foundation, which evaluates technician training programs against standards developed by the automotive industry. In all programs, governance is shared among instructors, administration, program advisory committees, and accrediting agencies.



A list of program advisory committee members can be seen in the ERR.

Core Component 1e

The organization upholds and protects its integrity.

Upholding integrity is of utmost importance to WATC. Some of the ways in which the college upholds and protects its integrity include:

- Understanding and abiding by local, state, and federal laws and regulations.
- Providing activities congruent with its mission.

WATC ensures its responsibility to the public by operating legally, responsibly, and with fiscal honesty. The college abides by U.S. federal laws, including the Age Discrimination in Employment Act, the Americans with Disabilities Act, the Civil Rights Act, the Non-Discrimination on Basis of Sex in Education Act, the Student Right-to-Know Act, and the Family Educational Rights and Privacy Act (FERPA).

The policies and procedures in place at WATC are in accordance with local, state, and federal guidelines. The administration of federal financial aid is carried out with the highest degree of integrity. The Financial Aid office has various points of contact to remain informed on any changes that occur, such as attendance at conferences and workshops and through memberships in state, regional, and national organizations. Federal compliance is discussed in more detail in Chapter 9.





Student policies regarding federal guidelines can be seen in the college catalog, student handbook, and policy manual on WATC's Web site, which can be accessed from the ERR.

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 The 2007 Comprehensive Annual Financial Report can be seen in the Resource Room.

 WATC Board approved policies can be viewed from the college's Web site, which can be seen in the ERR.

  WATC's Employee Handbook and New-Faculty Orientation Manual can be seen in the Resource Room and the ERR.

 The Professional Development Plan can be seen in the ERR.

  The college catalog and student handbook can be viewed from the college's Web site, which can be seen in the Resource Room and ERR.

**Criterion One:
Mission and Integrity**

Chapter 3

Fiscal Integrity and Oversight

WATC is a legal entity as designated by state statute. College funding comes from state aid, student tuition, Sedgwick County Board of County Commissioner, and other sources. The operating budget is approved annually by the WATC Board and the Kansas Board of Regents. Adherence to WATC's Finance and Operations' policies and procedures ensures that financial transactions are conducted appropriately. The WATC Board maintains a Finance Committee that collaborates with the vice president, Finance and Operations, to review monthly financial and enrollment information, selected transactions, and external audits of financial records. Internally, fiscal matters are the responsibility of trained administrative and supervisory staff assigned to track specific budgets. Monthly financial statements and online, real-time budget reports are provided for oversight of expenditures and to make spending adjustments as necessary.

Internal Constituents

Protection of employees' and students' rights is a serious responsibility for the college. Many publicly documented policies and procedures provide the foundation for individual protection. WATC Board policies delineate the rights, responsibilities, employment conditions, compensation, hiring practices, and grievance policies for employees. WATC Board policies also delineate students rights and responsibilities.

To remain an employer of choice, WATC must manage its employees with integrity, an aspect of which is treating them with respect and as valued individuals. A Professional Development Plan was adopted in fall 2005 with the expectation that all employees have the opportunity each year for professional development activities that support the strategic vision.

Employee performance also demonstrates integrity. During 2006, a process of formal performance evaluations and personal and career goal-setting was initiated. Meaningful dialogue was encouraged through a process in which employees rated their own performance and then compared their responses to those of their supervisors. In addition, the director, Human Resources, provides college administrators with the support and coaching needed to respond appropriately to performance concerns.

Policies detailing the rights and responsibilities of students are published in class schedules, the college catalog, and student handbook. The policies and procedures for filing grievances concerning discrimination or academic issues are also outlined in these publications. FERPA and the Student Right-to-Know Act are followed, so student information is accessed and

disseminated properly. Periodic training regarding these regulations is conducted for staff. The vice president, Learner Services and Institutional Effectiveness, is charged with ensuring that student rights and responsibilities are respected. In addition, an appeals committee reviews students' appeals with respect to probation, suspension, and expulsion.

External Constituents

Oversight of and accountability for contractual agreements are the responsibility of the vice president, Finance and Operations. These contractual and partnership arrangements include clinical site agreements, construction contracts, consulting services, grants, leases, and public and private partnerships. These contractual arrangements are monitored via policies approved by the WATC Board to ensure the integrity of processes.

College Publications

WATC represents itself accurately and honestly through numerous college publications. Class schedules, the college catalog, and program information sheets accurately describe college programs and services. WATC's institutional and program accreditations are published in key documents. Other communication vehicles, including the college Web site, the WATC E-News, WATC FOCUS newsletter, and planning documents, such as the strategic plan, fairly and accurately portray college practices, policies, programs, and services to internal and external constituents.

Summary

WATC's mission statements affirm its commitment to support its diverse population, make learners the center of its curriculum, and collaborate with the community at large. The WATC Board, administration, instructors, and staff are committed to the mission and work diligently to uphold it with integrity. The college's strategic plan also supports the mission as it interlocks with other planning processes to assure that key strategic areas are addressed.

Strengths

- Employees are committed to the development of individual human potential in a manner that is consistent with the college's mission documents.
- Through the college's strategic planning efforts, careful stewardship of financial resources, and its innovativeness, WATC is much better prepared to respond to future social and economic trends.



The vice president, Finance and Operations, job description can be seen in the ERR.



Samples of college publications can be seen in the ERR.

- In response to requests from business and industry, the college adopted current and appropriate curriculum to expand work ethics in all program curricula.
- The diversity of the community is reflected in the student body, instructors, staff, and college activities.

Opportunities for Improvement

- With the rapidly changing technology and training required of the workforce in the 21st century, WATC is challenged with maintaining state-of-the-art technological resources.
- WATC's commitment to lifelong learning presents a challenge as the college strives to provide continuing education opportunities that are technically relevant.
- Because many of WATC's students are employed, the flexibility of online courses presents opportunities for instructors, students, and the community at large, but this requires appropriate resources.



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CHAPTER 4

Criterion Two: Preparing for the Future

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Chapter 4

Criterion Two: Preparing for the Future

Prior to 2003, institutional planning activities at Wichita Area Technical College (WATC) were fragmented as a result of being tied to the planning processes and cycles of the Wichita Public Schools Unified School District 259 (USD 259), the Kansas Board of Regents performance agreements, and institutional and individual program accrediting bodies. By transitioning to an independent entity, within a shifting political and social environment, WATC has adopted and integrated necessary and effective planning processes as a means of positioning for the future.

One of the challenges that the 2006 Higher Learning Commission of the North Central Association (HLC-NCA) visiting team noted in the team report was that planning processes were well structured, but were in their infancy. WATC embraced this challenge and has, over the past two years, continued to develop effective and integrated planning, budgeting, and assessment processes. Each process is specifically designed to support and align with the college's mission statements. This chapter details WATC's processes and identifies the activities used to measure the progress in achieving its mission and vision.

Core Component 2a

The organization realistically prepares for a future shaped by multiple societal and economic trends.

WATC creates its future through cyclical planning and rapid implementation. The college continuously examines internal and external issues, trends, and events. It considers the social, economic, technological, and other environmental changes that may impact the business and industry domains it serves. This information is used to chart strategic directions for the college. The college's strategic plan drives all planning and implementation processes taking into consideration the interrelationship between educational, financial, facility, and personnel needs.

In fall 2006, an employee satisfaction survey was conducted with 37 percent (117 employees) responding. When asked if they were satisfied with the strategic direction and mission accomplishment in their division/department, 80 percent either strongly agreed or agreed that they were satisfied. However, when asked if they had appropriate input into the strategic plan, only 53 percent either agreed or strongly agreed. The Sedgwick County Technical Education and Training Authority, governing board for WATC (WATC Board), also suggested that the mission documents needed to be reviewed. To this end, WATC leadership conducted constituent focus groups to seek additional input from the college community in spring 2007.

Strategic Planning

WATC prepares for the future through a systematic planning process that occurs on an annual cycle. A variety of resources are used to assist the college in positioning for its future, including demographic data, environmental scans, workforce development forecasts, labor market surveys, and economic reports.

WATC's initial planning process began in 2003 by engaging employees from all departments as well as external stakeholders in discussions about its role as a technical college in south-central Kansas. As a result of this planning, the first in a series of strategic plans was developed. The 2004–2005 and 2005–2006 strategic plans were one-year plans that were operational in nature to assist in the college's transition from a K-12 model to a technical college framework. As WATC matured, the planning structure evolved into a more forward-thinking, future-oriented plan that encompasses strategies and goals for a period of three years.



The Faculty and Staff Satisfaction Report can be seen in the ERR.



Forecasts, labor market surveys, and economic reports can be seen in the ERR.



WATC's strategic plans can be seen in the ERR.

**Criterion Two:
Preparing for the Future**

The strategic planning process includes three major components of planning: development, implementation, and review. Each of these strategic planning components is continuously reviewed, aligned, and adjusted as the need occurs. The strategic plan, including the mission, vision, and values statements, are reviewed each year and, if applicable, updated. A more in-depth review occurs every three years. The first three-year strategic plan, published in fall 2006, was a result of a comprehensive review after engaging the college community, board members, and external constituents in a series of focus groups. The current strategic plan, which includes the updated mission statements and minor changes to the strategies and goals, resulted from the WATC Board retreat conducted in spring 2007, along with additional input from internal and external constituents.



The strategic planning process and timeline can be seen in the ERR.

Strategic Plan Development

During the development cycle of the strategic planning process, the Leadership Team reviews the strategic plan while considering external trends, events, and issues that may impact WATC. Environmental scanning is conducted through a review of published data, survey results, and focus group sessions. This, in turn, positions the college's Leadership Team and WATC Board to determine potential programmatic needs as well as areas for institutional focus.

Each year, employer and program advisory committee surveys are conducted to determine whether the training needs of the community are being met. Another way WATC conducts environmental scanning is through employee and student feedback. In fall 2006, WATC outsourced an employee satisfaction survey that resulted in a report outlining areas of strength and areas where improvement is needed. Student feedback is obtained through the Noel-Levitz Student Satisfaction Inventory (SSI) and instructor evaluations. As a result of these surveys, concerns are noted and, if appropriate, are responded to immediately, or they become focus areas that are incorporated into the next strategic plan.



The Faculty and Staff Satisfaction Report and the Noel-Levitz Report can be seen in the ERR.



The Student Evaluation of Teaching Effectiveness survey can be seen in the ERR.

Conclusions drawn from the WATC 2006 Employee Survey and Noel-Levitz SSI prompted an update of the strategic plan to include goals and objectives that address employee and student concerns. Human Resources included goals to look at succession planning and a system to recognize and reward the quality work of WATC employees. Another area of focus has been to improve communication among administration, instructors, and staff. Maintenance issues are also being addressed to ensure a comfortable work atmosphere for employees. The Faculty and Staff Satisfaction Report 2006–2007 also revealed employee concerns regarding the lack of office resources (computers and basic office equipment).



The Faculty and Staff Satisfaction Report and the Noel-Levitz Report can be seen in the ERR.

**Criterion Two:
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During the 2007–2008 academic year, updated computer equipment was installed throughout the college. A follow-up employee survey is scheduled for fall 2008.

Once focal areas are established, strategies are identified and assigned a strategy facilitator by the Leadership Team. Each facilitator refines the strategy and develops goals to accomplish the strategy. Upon approval of the strategies and goals by the Leadership Team and WATC Board, an internal document, referred to as the strategic planning matrix, is developed to further define each goal. This is done by identifying objectives for each goal, performance indicators for each objective, measurable targets for each performance indicator, deadlines for each target, and objective owners. Once the strategic planning matrix is completed, it is reviewed by the Leadership Team.

New environmental data is reviewed during the annual development cycle, and applicable adjustments are implemented. These changes are reflected in the strategic planning matrix, but not the published strategic plan. Every three years, a more in-depth process is conducted to develop a new strategic plan. While this occurred during the 2005–2006 academic year, only the strategies and goals were updated. In spring 2007, it was the desire of the WATC Board and the president to review the strategic plan and update the college's mission statements. A retreat was conducted in April 2007 to engage WATC Board members in a discussion of the college's mission. Upon reviewing the compiled information from the retreat at the May 2007 meeting, WATC Board members suggested that broader constituent input would be helpful in making a more informed decision regarding any changes to the mission documents. To address this request, the same mission review process used for the WATC Board retreat was conducted through focus groups with instructors, staff, students, and program advisory committee members. The results were presented to the WATC Board in June 2007. In July, the WATC Board made recommendations for changes to the mission, vision, and values statements. Final changes were approved in August. In addition, the strategies and goals, approved the previous year, were modified to better reflect the college's updated mission, vision, and values statements. The revised three-year strategic plan was approved September 20, 2007.

Strategic Plan Implementation

During the implementation cycle of the strategic planning process, strategy task force groups are charged with developing action plans that detail the activities the college will engage in to accomplish the objectives outlined in the strategic plan. Action plan development consists of the following: 1) the strategy, goal, objective, and objective owner; 2) a brief description of what needs to be done to accomplish the objective; 3) the tasks that need to be accomplished



See the Strategic Planning Matrix 2007–2010 in the ERR.



Focus group results documents can be seen in the ERR.



Mission Statements Review documents prepared for the WATC Board can be seen in the Resource Room.



Sample action plan documents can be seen in the ERR.

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with anticipated completion dates; and 4) a brief description of the outcomes after all tasks are completed.

In addition to the action plans, other departmental or college initiatives are developed to address specific issues related to the strategic plan. These initiatives include the Academic Master Plan (AMP), Strategic Enrollment Management (SEM) Plan, Technology Plan, Facilities Plan, Budget Planning, Strategic Workforce Plan, Assessment Process Manual, Maintenance Plan, Crisis Plan, and Professional Development Plan. As part of this process, instructors and staff identify changes that may have an impact on the college and/or functions within their departments and what can be done to prepare for these changes.

Strategic Plan Review

The final step in the planning cycle is the review process. Each quarter, strategic plan facilitators report their progress and identify major accomplishments that are included in the quarterly and annual reports to the WATC Board. Upon review by the Curriculum Committee, the chair presents the report to the entire WATC Board. Action plans are also reviewed and modified by strategy facilitators based on the accomplishments and/or obstacles encountered in meeting the goals. Thus, internal and external factors are analyzed and incorporated into the quarterly and annual review cycles for the strategic plan.

Academic Master Plan

WATC developed its first AMP during the 2003–2004 academic year at the same time it was developing its first strategic plan. Since the development of the 2003–2004 AMP, discussion and planning sessions have further developed the college's academic vision. The AMP was updated in spring 2006 and again in fall 2007.

The extensive planning that has occurred over the past four years and the current dynamic nature of WATC are reflected in the current AMP. The plan was updated to reflect rapid changes occurring in the job market and to meet the changing needs of students and the community. This plan serves as a resource to the college as it prepares for expansion and growth over the next three to five years. It gives a quick overview of how a new program or service fits into the academic vision and curriculum architecture. It also guides program development and service delivery to the labor market that WATC serves.

Labor Market

The city of Wichita is the major employment center of the south-central region of Kansas. According to the Kansas Occupational Outlook, nearly 45,000 new jobs will be available in



Listed planning documents can be seen in the ERR and/or the Resource Room.



Strategic plan highlights can be viewed from the Institutional Effectiveness Web page, which can be seen in the ERR.



The Academic Master Plan can be seen in the Resource Room.



The Kansas Occupational Outlook information can be viewed from the Department of Labor Web site, which can be seen in the ERR.



A PowerPoint presentation prepared for the Kansas Legislature Budget Committee can be seen in the ERR.



Wichita's Economic Outlook, 2007 Review and 2008 Forecast, can be seen in the ERR.

south-central Kansas by 2012, a 13.4 percent increase from 2002. The importance of technical education is highlighted by the fact that this job growth will be dominated by health, business, transportation, manufacturing, and construction industries.

Kansas invests \$1.3 billion of the state's \$5.9 billion budget in the aviation manufacturing industry. Kansas' investment in manufacturing has not only made it the leading industry in Kansas, but has also made it the leader in aviation research. More than 35 percent of all manufacturing and educational services in Kansas are located within Wichita and the south-central region.

Wichita's present economy is strong, and local predictions for 2008 are also optimistic. Employment in Wichita's Metropolitan Service Area (MSA) is on track to increase by 3.5 percent in 2007 for a net gain of 10,400 jobs, and in 2008, employment is forecast to increase 2 percent for a net gain of nearly 6,000 jobs. While Sedgwick County has the second-highest concentration of manufacturing jobs and skilled labor in the country, Wichita's MSA labor market was harder hit by the 2001 recession than was the national labor market. Initial recovery, following the 2001 recession was also decidedly sluggish. However, since 2005, Wichita's MSA labor market has been substantially outperforming the nation. Total wage and salary employment for the Wichita MSA (Butler, Harvey, Sedgwick, and Sumner counties) is illustrated in Table 4.1, Total Wage and Salary Employment, Wichita MSA, and specific sector information can be found in Wichita's Economic Outlook: 2007 Review and 2008 Forecast.

Year	Employment	Level Change	Percent Change
2008 (f)	309,350	5,950	2.0%
2007(e)	303,400	10,400	3.5%
2006	293,000	6,025	2.1%
2005	286,975	3,867	1.4%
2004	283,108	2,125	0.8%
2003	280,983	(11,525)	-3.9%
2002	292,508	(6,075)	-2.0%
2001	298,583	3,433	1.2%
2000	295,150	658	0.2%
1999	294,492	425	0.1%
1998	294,067	11,833	4.2%
e = estimated		f = forecast	

After four years of employment growth, total employment in 2007 is expected to regain and surpass pre-recession levels by 4,800 jobs, largely due to the aviation and manufacturing upturn. Wichita's aircraft manufacturers continue to aggressively increase orders and shipments, which has resulted in the need to hire a significant number of workers. As can be seen in Table 4.2, Expected Employment Growth, all service sectors are expected to increase in 2008 with the largest increases occurring in manufacturing and professional and business services areas.

Sector	Percent of Jobs in Wichita MSA	2008 Expected Increase
Manufacturing	21.5%	3.0%
Educational and Health Services	13.8%	2.4%
Government	13.7%	1.2%
Retail Trade	10.4%	1.6%
Professional and Business Services	9.6%	3.3%
Leisure and Hospitality	9.2%	.7%
Natural Resources, Mining, and Construction	5.5%	2.3%
Other Services	3.9%	.9%
Wholesale Trade	3.8%	2.8%
Financial Activities	3.8%	.6%
Transportation and Utilities	2.8%	2.1%
Information	2.0%	.4%

Academic Vision and Action Strategies

To stay informed about workforce and economic changes, WATC relies on formal and informal means to assess employment demands that drive its program expansion, innovation, and creation. Through the establishment of an academic vision, WATC is a college ready to take on these challenges while focusing on community needs.

Over the last three years, strategies have been developed to shape the academic vision. The vision is influenced by the local, state, national, and global environments and economies; emerging technologies, products, and processes; and experience and maturation of WATC. These influences enable the college to better prescribe the strategic direction for academic programming. Criteria for proposed curriculum development are based upon research, market demand, and financial viability.

The foundation of academic planning at WATC rests on the development of the Curriculum Architecture, a map of the college's instructional activities that further details programs. By outlining the full scope of programs the college is exploring, Academic Affairs can identify



The Curriculum Architecture can be seen in the Resource Room.

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the teaching, learning, and assessment methods necessary to meet the objectives of the populations the college seeks to serve as it constructs the curriculum.

Academic Planning

WATC has ambitious plans to provide additional choices in academic programming. When new programs are considered, a systematic environmental-needs analysis is conducted. As potential training needs are identified, the Office of Institutional Effectiveness (OIE) surveys employers in the impacted industries to determine if there is a need for trained workers in their organizations and whether the proposed training will meet their needs. OIE also surveys potential students through high schools to determine if there is enough interest from an enrollment perspective to warrant implementing the proposed program. Concurrently, an analysis of the necessary facilities, equipment, and personnel is conducted to determine the feasibility of supporting the proposed program. Once the necessity of the proposed program is confirmed and resources are established, a program advisory committee, comprised of instructors and industry representatives, is formed, and a curriculum is created. Subsequently, approval forms and processes are completed, and documentation is submitted to the Kansas Board of Regents. As new programs are added, they are developed to meet the standards required by applicable accrediting agencies. This voluntary accreditation process assures that programs meet the highest standards for occupational training.

Impact of the Academic Master Plan

The impact of the AMP on students and learning, as well as on other departments and services within the college, is significant. The plan reveals how important it is that the entire college community works together to create a positive learning environment. The suggestions and objectives contained within the AMP influence other areas of the college, such as facilities, technology, funding, human resources, marketing, and the college culture.

Strategic Enrollment Management

WATC used the concept of strategic enrollment management to develop an enrollment plan that is dynamic and fluid. This plan embodies the institution's mission, vision, values, and culture. The plan also includes sub-plans for recruitment, retention, marketing, and placement. WATC believes improvement of enrollment conditions is a by-product of institutional intentionality, integration of efforts, informed decision-making, leadership across multiple levels of the institution, and campus culture. In essence, the SEM plan is a concept and process that enables the fulfillment of the college's mission and students' educational goals.



The new program development and approval process can be seen in the Resource Room.



The Strategic Enrollment Management Plan can be seen in the Resource Room.

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WATC first implemented a SEM plan in 2005–2006, and an updated plan is published each year. Each plan has evolved to address the college’s current enrollment. In addition, Strategy Five of the strategic plan speaks specifically to the strategies and goals of SEM.

Evaluation of the SEM strategies and goals is essential to determining the effectiveness of the plan. Enrollment projections are mutually agreed upon by instructors and staff in the fall prior to the next academic year. Utilizing recruitment and marketing strategies, WATC personnel have been able to meet or exceed enrollment projections for several fall 2007 programs. For the current year, Learner Services personnel planned additional collaborative efforts with instructors to increase enrollment. For example, Admissions personnel collaborated with Medical Assistant instructors by making phone calls, conducting tours, and meeting individually with prospective students to help boost enrollment. As a result of these efforts, the enrollment for the Medical Assistant program increased from six students to 19 students.

Student retention is also of utmost importance to the success of the SEM plan. The Student Success Services department implemented a retention survey, *Fast Track*, in fall 2006 to assess and identify areas where students may need additional assistance. Based upon their responses, students receive a report listing services available to help them be more successful. Table 4.3, WATC Retention Rates, represents the semester and year-to-year retention rates for the past two years. Based on information to date, overall retention is improving.

A greater focus, however, includes involving instructors to a greater degree in recruiting and advising students. With the implementation of the quarter system in July 2008, WATC administration expects the spring-to-fall rates to improve.

Retention Term	2006–2007	2005–2006
Fall to Spring	81.7%	81.4%
Spring to Fall	76.3%	85.2%
Fall to Fall	66.1%	65.5%



Retention tables and the Student Success Brochure can be seen in the ERR.

Facility and Operational Planning

WATC’s facilities planning is aligned directly with academic planning. The Facilities Plan anticipates not only the space and equipment needs for current programs but also for future programs and emerging needs. It takes into consideration projections for student enrollment as well as population growth and economic factors in surrounding communities.

Perhaps the most important aspect of facilities planning is WATC’s ability to rapidly respond to student and program needs. WATC has routinely moved from recognition of a


need to implementation within a short period of time. For example, when the Mechanical Engineering Technology (MET) program was implemented in fall 2005, the Haas Technical Education Center was being used for the Machining Technology program. The laboratory was relocated to another building on the Main Campus to become the anchor laboratory for a multiple laboratory and instruction area supporting the MET and Machining Technology programs. This move freed up space needed to create a full-service Library and Learning Resource Center (LLRC). The LLRC has ample space for books and technical resources, a welcoming study area, a computer laboratory, and a meeting room. Another example of rapid implementation was in August 2007 when a local aircraft company had an urgent need to train 100 employees in aircraft sheetmetal. WATC prepared the facilities and obtained the equipment needed, and classes began within one week. This was made possible because of the coordinated efforts among the various departments within the college. At the time of submission of this self-study, WATC has trained over 200 aircraft sheetmetal workers and continues to work with this company.

Space utilization reviews performed periodically at all instructional sites indicate that each site offers sufficient space for functional classrooms, employee workrooms and lounges, administrative offices, student lounges, storage areas, restrooms, meeting rooms, and maintenance areas. At this time, WATC has adequate facilities with appropriate supporting utilities for instructional and non-instructional needs. WATC currently occupies a total of nearly 300,000 square feet of permanent floor space across all instructional sites. See Table 4.4, WATC Instructional Sites.


**Table 4.4
WATC Instructional Sites**

Location	Year Built	Permanent Floor Space
Main Campus 301 S. Grove <ul style="list-style-type: none"> • Building A • Building B • Building C • Building D 	1968	144,000 square feet
Airport Center 2021 S. Eisenhower <ul style="list-style-type: none"> • One main building with attached hangar • Detached hangar 	1978	37,562 square feet
Central Center 324 N. Emporia <ul style="list-style-type: none"> • Oldest, and only multi-story building 	1884	90,244 square feet
Schweiter Center 1400 S. George Washington Drive <ul style="list-style-type: none"> • Only location using portable classrooms 	1953	14,162 square feet
Seneca Center 4141 N. Seneca <ul style="list-style-type: none"> • Has FEMA-approved, weather-safe addition completed in 2004 	1979	11,148 square feet

WATC’s maintenance plan includes policies and procedures addressing state and federal mandates, maintenance personnel, equipment, and supplies. This plan is enforced and updated annually by the director, Operations, and is available to all employees on WATC’s intranet. A college facilities team meets regularly to review current facility issues, and improvements are made as needed.

 The maintenance plan and calendar can be seen in the ERR.

Ratings provided by students in fall 2006 on the Noel-Levitz SSI indicate that WATC is meeting student expectations in regard to providing well-maintained and safe facilities. Similarly, 86 percent of employees completing the 2006 Employee Survey indicated they felt free from violence, and 59 percent felt that facilities were well maintained. Several WATC programs also have standards they must meet regarding facilities, equipment, and supplies to maintain their accreditation. For example, the National Accrediting Agency for Clinical Laboratory Sciences states that each student must have reasonable access to and experience with modern equipment and supplies, access to information resources to facilitate attainment of entry-level competencies, and access to and experience with contemporary computer technology. The National Automotive Technicians Education Foundation sets forth standards for automotive programs that include specifics regarding multimedia

 The Noel-Levitz Report and the Faculty and Staff Satisfaction Report can be seen in the ERR.

 Sample program accreditation requirements can be seen in the ERR.

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equipment, use of safety equipment, classroom and laboratory space, and tools that match those required for employment.

Long-Range Facilities Plan

There is an imminent need for a campus that enables learners to access all services and programs at a central location. Because WATC's programs and facilities are scattered throughout Wichita, it is awkward, and sometimes difficult, for prospective students to know where to go. While the college has made the best of what it has and has kept it well-maintained, the basic problem of multiple locations remains an issue. WATC initially engaged the professional services of Schaffer, Johnson, Cox, and Frey Architecture in 2005 to develop a long-range plan to define and project future needs and to lay the groundwork for a new, consolidated campus. This plan is aligned directly with the academic, strategic, and budgeting plans. It anticipates not only the space and technology needs for current programs, but also for future programs and emerging needs. Because of this planning and guidance from the WATC Board and collaboration with Sedgwick County Board of County Commissioners, a new facility, designed to attract national recognition, is slated for opening by spring 2010. The Sedgwick County Board of County Commissioners passed a resolution in April 2006 to request that the Sedgwick County Public Building Commission issue revenue bonds in the amount of \$54 million to design, construct, and equip a technical education complex. In fall 2006, WATC was named the managing partner for the new facility, which will be the initial phase of a new campus for WATC. These new facilities, while being built with county funds, will be operated and maintained by college employees, and all educational programs and training needs will be coordinated by WATC administration. Design and development has been completed for the 225,000-square-foot facility to be located near the northeast edge of Wichita. This facility will be the new home for aviation- and manufacturing-related programs, college-wide testing services, and administrative offices. Programs located at this facility will have access to state-of-the-art equipment, furnishings from WATC's current locations, and resources committed to the college from Sedgwick County and local aviation and manufacturing partners. Ground breaking is scheduled for spring 2008.

Because of Federal Aviation Administration regulations, programs other than those related to aviation training cannot be located on land owned by the airport. However, long-range plans include locating non-aviation/manufacturing programs on land within a five-mile radius of the new facility. Additional facilities will house current programs in Adult Literacy, Business Office Technology, Health Sciences, Skilled Trades, and Transportation and accommodate new programs yet to be identified. Until funding sources are identified, additional land



Facility plans can be seen in the Resource Room.



The Sedgwick County Board of County Commissioners meeting minutes can be seen in the ERR.

purchased, and facilities built, the WATC Board, administration, and county officials are examining temporary facilities near the new campus that will provide adequate space for current non-aviation/manufacturing programs. All of these issues are discussed at monthly WATC Board meetings.

Safety and Security

Plans for ensuring the health and safety of the college's employees, students, and guests were developed in fall 2006, which include a system for reporting and investigating accidents. Crisis plans for each WATC location are available to all employees on WATC's intranet. Emergency exit maps are posted in each classroom and office area for student and employee access. These plans are evaluated regularly and revised with input from employees and students. The WATC Crisis Response Card is distributed to all students and employees and is available in classrooms as a quick reference in case of an emergency. The Crisis Response Card details the response for such emergencies as fire, chemical spill, tornadoes, and bomb threats.

Strategic Workforce Planning

With the opening of the new campus, it is anticipated that the significant growth in the number of program offerings, the days and hours during which they will be offered, and an increased need for student services will have a direct impact on staffing. This growth will occur simultaneously with normal attrition. A plan that anticipates these forces and contains proactive strategies is essential to prepare the college for the coming years.

During 2007, a Strategic Workforce Plan was developed. In addition to a focus on employee recruitment, issues such as succession planning, retention, and institutional change were considered. Current and prospective data, as well as assumptions about prospective growth, provide the information and focus needed to develop the targets and strategies for the Strategic Workforce Plan. This plan represents WATC's first attempt to anticipate and prepare for future workforce needs.

Technology Planning

As a technical college, WATC is committed to providing technology that enhances student learning and ensures access to current knowledge. This commitment is included in the college's strategic plan as a part of Strategy Three: "Provide cutting-edge technologies and facilities that reflect and support quality technical education." Purchasing decisions for infrastructure upgrades, computer hardware, software, and other peripheral equipment



WATC Board discussion documents regarding the Center for Aviation Training and WATC Future Plans can be seen in the ERR.



Crisis plans for all WATC instructional sites can be seen in the ERR.



The Strategic Workforce Plan can be seen in the Resource Room.



WATC's Technology Plan can be seen in the ERR and the Resource Room.

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are based upon departmental plans and the college's strategic plan that becomes a part of the technology plan. More than \$495,000 has been allocated for technology (software, maintenance agreements, computers, and printers) over the last two years.

The Management Information Systems (MIS) department is responsible for all college administrative computing, including network services, application development, Web services, strategic systems, server management and security, desktop services, and the helpdesk. The MIS department supports more than 600 computers and another 125 network devices in a six-site network spanning over 60 miles.

To be prepared for the enrollment numbers projected at the time WATC relocates to the new facility, a new Enterprise Resource Planning system, Banner, will be implemented. Banner will replace the current student information system, Jenzabar, and will assist WATC to better meet the needs of distance learners.

As WATC prepares to move, there is much work to be done to assure that campuses are truly high-tech. Some of the technological priorities include:

- Installing a new telephone and voicemail system that allows for Voice-Over IP, video conferencing to the desktop and classrooms, instant messaging, and unified messaging.
- Developing a mobile, wireless notebook campus.
- Creating, expanding, or upgrading state-of-the art computer labs at all instructional sites.
- Installing door and gate access systems to enable instructor and staff IDs to function as keys.
- Equipping all classrooms with presentation stations.

MIS Upgrades

The largest technology undertaking involves replacing the current administrative and student information system. While the current Jenzabar system provides the information that is currently needed to operate the college, it will not efficiently support the direction in which the college is moving. Banner's fully integrated enterprise resource planning system will help position the college to be more competitive and to streamline processes.



The Enterprise Resource Planning Business Plan and PowerPoint presentation can be seen in the ERR.

WATC is exploring the move to a total virtual server environment and has been running ten production servers plus some departmental testing environments as virtual servers since October 2006. However, the current system does not support the virtual environment, so WATC has decided to delay the move to virtual servers. The new student information system has an estimated completed implementation date of January 2010.

The move to a virtual environment will increase the college's computing power while reducing labor, warranty renewals, and environmental (e.g., cooling, electrical) costs. This will foster increased efficiency and agility within the college and provide side benefits of additional disaster recovery, high availability, and disk-to-disk-to-tape backup efficiencies while allowing existing servers to be reassigned for testing environments or MIS classes.

The return on investment will be notable due to items such as electrical and cooling savings along with warranty renewals, but the largest benefits to WATC will be due to redundancy of systems and the agility to provide testing and "sandbox" systems to classrooms. The estimated return on investment through fiscal year 2010 is expected to exceed \$75,000.

Computer operating system licensing for servers and personal computers, along with anti-virus licensing, are two of WATC's largest fees. Due to the greatly improved computer inventory via Microsoft's Systems Management Server software, WATC is able to obtain a more accurate count of computers than in previous years. This has decreased licensing costs considerably. For example, this year's figures show a 25 percent reduction in the number of computer licenses compared to last year.

Evaluation of MIS

In addition to information gathered from students on the Noel-Levitz SSI and employees via the 2006 Employee Survey, the MIS department also conducts an annual Customer Satisfaction Survey to assess the needs and opinions of WATC instructors and staff. Survey results are compiled by OIE, then used by the MIS department to provide any necessary corrective measures. This survey provides input and suggestions to MIS and also serves as a conduit to allow instructors and staff to submit suggestions. Some of the suggestions that have been implemented include new computers and monitors for staff, an online payment option for students, unfiltered Internet access for users, and more Microsoft Office training.



The Return on Investment for Virtualization and the WATC Server Consolidation Plan can be in the ERR.



Decreased cost documentation can be seen in the ERR.



MIS survey results can be seen in the ERR.

Core Component 2b

The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

WATC is an agile institution, adapting to periods of decreased funding and enrollment, changing political climates, and expanding expectations from constituents. Through formal and informal processes and structures, the college community participates in constant conversations about WATC's future. The college's leadership is well connected internally, from the president/vice president level and beyond, creating an open environment that discourages territoriality. The college's Leadership Team and instructors are also well connected to external constituents, constantly gathering information about their needs and expectations.

Financial Resources

In May 2006, during the HLC-NCA accreditation site visit, the evaluation team noted specific core components that needed organizational attention. These included issues related to a decrease in revenue from Wichita Public Schools Unified School District 259 (USD 259), potential loss of funds from state postsecondary aid, and a reduction of funds for the Adult Literacy program. At the time of the site visit, WATC was in its second year of independence from USD 259. Due to changes in funding that the college had previously received from USD 259, the financial stability of the college was in question. To increase the stability, WATC reduced its program offerings, eliminated positions, and budgeted cash reserves. In addition, during fiscal year 2006, the Kansas Board of Regents restructured the postsecondary state aid funding formula, which could have reduced WATC's state aid, adding to the college's financial stress.


The college, faced with an uncertain financial future, worked diligently with its lobbyist to overcome the financial limitations placed on it. As a result, the Kansas legislature instituted a hold harmless proviso with the restructured funding recommendation by the Kansas Board of Regents. This proviso allowed for technical colleges or technical schools to receive the same amount of funding as the year before. The proviso was carried forward for fiscal year 2008, allowing WATC and other institutions to receive consistent state aid funding.


WATC's Adult Literacy program also experienced reduced funding. Prior to the separation from USD 259, a mill levy was assessed to support the program. However, during fiscal year 2006, USD 259 notified the college it would no longer assess these funds for the Adult

Literacy program. Beginning fiscal year 2008, the program was downsized to fit the available grant funds and in-kind support provided by the college.

The financial adversity the college has experienced throughout the past three years has made it a leaner, more adaptable institution. WATC manages its financial resources in a manner that maximizes the institution’s capability to meet its mission. One example is the increase in student enrollment and clock hours delivered each year since the separation from USD 259. The college works effectively within the constraints of the economic environment and is successfully utilizing available resources to meet the community’s needs. Even faced with financial difficulties over the past three years, WATC has continued to deliver quality instructional programs consistent with its mission, and enrollments continue to rise.

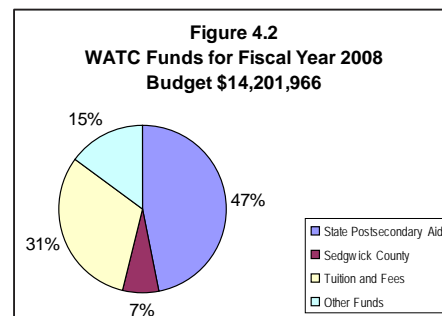
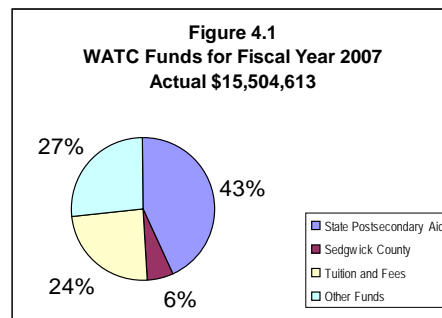
Allocation and reallocation of resources is critical to the longevity and success of any institution. In the last year, WATC developed a new plan that stabilized operational funds and strengthened processes for resource planning. Resource planning and allocation have provided an increased awareness and understanding of the college’s finances. To meet its mission and goals, WATC’s financial resources are effectively allocated through the budget development and review process.

 WATC’s report to the Sedgwick County Board of County Commissioners can be seen in the ERR.

 The Budget Process can be seen in the Resource Room.

College Budget

The total actual revenue for fiscal year 2007 was \$15,504,613. See Figure 4.1, WATC Funds for Fiscal Year 2007 Actual \$15,504,613. The projected total budget revenue for fiscal year 2008 is \$14,201,966. See Figure 4.2, WATC Funds for Fiscal Year 2008 Budget \$14,201,966. The difference between the two years is primarily comprised of a \$1,060,000 decrease in funding for the Adult Literacy program, offset by a \$700,000 in tuition and fees revenue. In addition, there are \$970,000 in non-cash contribution revenues and related expenses that are a part of the fiscal year 2007 actual revenue amount, but have not been included in the fiscal year 2008 budget amount. These non-cash contributions consist of the state of Kansas’ contribution to employee Kansas Public Employees Retirement System (KPERs) funds on behalf of the college and USD 259’s allowance for facility usage at the Main Campus.



The Fiscal Year 2008 Revenue and Expense Overview can be seen in the ERR.

The Kansas Postsecondary Technical Education Authority Web site can be seen in the ERR.

Kansas Senate bill 345 can be seen from the Kansas legislative Web site, which can be seen in the ERR.

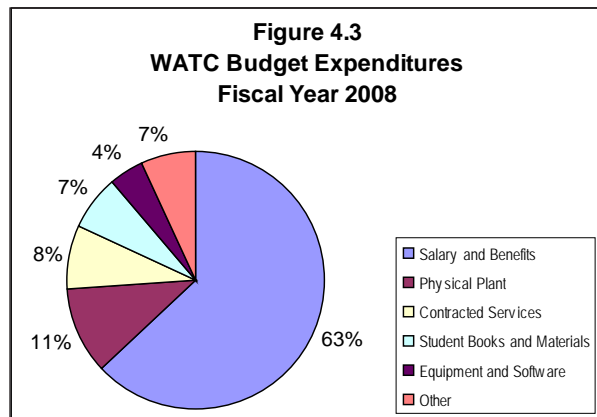
Revenue Budget

State resources are provided through technical education postsecondary aid that is distributed to all technical colleges and schools within the state. WATC has received consistent state funding for the past several years, which is 42 percent of its total budget for fiscal year 2008. As discussed in Chapter One, page 1.11, the new Postsecondary Technical Education Authority will take an active role in lobbying for additional funding to maintain and advance the viability of technical education in Kansas.

Local funding for WATC comes from a Sedgwick County Board of County Commissioners' grant. In fiscal year 2006, the Sedgwick County Board of County Commissioners was relieved of half of its out-of-district tuition expenses by Kansas Senate bill 345, Section 27. As a result, additional funds were available for technical training. This grant was \$750,000 for fiscal year 2006, \$1 million for fiscal year 2007, and \$1 million for fiscal year 2008. Further support from the county is demonstrated by the \$54 million facility that is being built to provide technical education. Other resources for the 2008 budget consist of student tuition, fees, books, materials, federal and state grants, customized training, interest, contributions, Adult Literacy mill-levy carry-over funds, assessment, and GED testing.

Expenditure Budget

For fiscal year 2008, WATC has budgeted the greatest portion of its resources to instruction and academic support. The remaining budget was allocated to physical plant, institutional support, and student services. The greatest percentage of the operating budget, 63 percent, is allocated to employee salaries and benefits. Figure 4.3, WATC Budget Expenditures for Fiscal Year 2008, reflects WATC's commitment to student development, its employees, teaching, and learning.



Alternative Funding Sources: Grants, Partnerships, and WATC Foundation

Grants have provided additional funding to the college. Carl D. Perkins (Perkins) funding supports student learning by allowing for equipment purchases, curriculum development, professional development opportunities for instructors, and accommodations for students with disabilities. The Adult Literacy program receives federal and state grant funding to provide opportunities for students to learn English, high school non-completers to earn a general education diploma, or increase basic literacy skills. State capital outlay funding is granted for remodeling existing facilities and/or purchasing equipment for technical programs. See Table 4.5, Federal Adult Literacy and Carl D. Perkins and State Capital Outlay Funds.

Source	Fiscal Year 2008	Fiscal Year 2007	Fiscal Year 2006
Federal Adult Literacy	\$394,387	\$253,614	\$194,319
Federal Carl D. Perkins	\$229,706	\$191,382	\$343,005
State Capital Outlay	\$190,424	\$204,317	\$228,116
Total	\$761,262	\$649,313	\$765,440

Partnerships with local businesses and postsecondary institutions have provided funding alternatives that benefit student learning. These partnerships are discussed further in Chapter 7, Criterion Five, Core Component 5a, page 7.2.

The college created the WATC Foundation during calendar year 2007. The WATC Foundation will provide financial resources to augment WATC's financial strength.

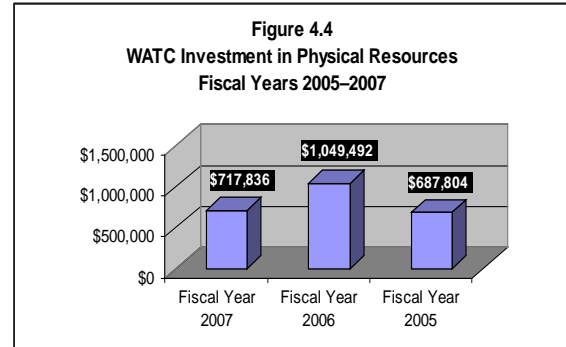


WATC Foundation Articles of Incorporation and Bylaws can be seen in the ERR.

Investment in the Physical Environment

College facilities consist of a main campus and four additional instructional sites. See Table 4.4, WATC Instructional Sites, page C4.11. The importance of WATC's facilities is amplified in the three-year strategic plan, specifically in Strategy Three.

State capital outlay funds were devoted to projects that maximized instructional and laboratory space, such as paint, lighting, and carpeting to provide clean, well-lighted classrooms and laboratories. In addition to the state capital outlay funds, WATC invested \$2,455,132 for fiscal years 2005 through 2007 to remodel and upgrade existing facilities and equipment. While there is much yet to be done, these relatively modest financial investments created a desirable learning backdrop for students and instructors. See Figure 4.4, WATC Investment in Physical Resources Fiscal Years 2005–2007.



The fiscal year 2007 fixed assets information can be seen in the ERR.

The Noel-Levitz Report and the Faculty and Staff Satisfaction Report can be seen in the ERR.

WATC uses the Noel-Levitz SSI, the 2006 Employee Survey, and program advisory committees’ input to assist in prioritizing short- and long-term facility needs. Specific items have been identified based on input from these sources. In an effort to respond to these issues, several improvements were made to some of the instructional areas during the current academic year. Several classrooms and laboratories were repainted and some received carpeting. All of the laboratories in the Automotive Service Technology and Auto Collision Repair programs received new lighting. In response to a concern expressed in the Faculty and Staff Satisfaction Report 2006–2007 regarding heating and air conditioning of WATC facilities, the director, Operations has implemented additional preventive maintenance processes for all facilities. WATC invests financial resources to upgrade existing equipment and to purchase additional state-of-the-art equipment.

Approximately 46 percent of the 2005–2006 and 2006–2007 Perkins grant was designated for additional equipment and software purchases. For example, digital radiography equipment was purchased for the Dental Assistant program to upgrade equipment to state-of-the-art-technology. The Automotive Service program purchased an ETrainer Automotive Test Solutions Engine Simulator and a diagnostic scan tool. Other technology that was recently purchased by WATC includes avionics equipment, Mastercam, and equipment to furnish two SMART rooms with state-of-the-art equipment. Due to the high cost of purchasing and maintaining up-to-date technical equipment, providing desired resources will always be a challenge. WATC diligently works to meet this challenge by actively seeking alternative funding through prospective grants, business and industry donations, and other resources. One example is WATC’s partnership with Haas Automation, Inc., the nation’s largest computer numerical control (CNC) machine tool manufacturer. Haas has established

Perkins and capital outlay reports can be seen in the ERR.

A list of donations can be seen in the ERR.

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technical education centers at selected colleges and universities across the nation to serve the training needs of local manufacturing industries. In fall 2004, and again in 2006, WATC received three new CNC machines as part of the renewed entrustment program. Every two years, the machines are returned to and replaced by Haas Automation, Inc. with the latest technology.

While many of WATC's instructional laboratories boast cutting-edge technologies, maintaining this capability requires instructors and business/industry input and purposeful coordination of resources. The reality of finite fiscal resources also requires that WATC remains diligent in prioritizing these changing needs.

Investment in Human Resources

WATC supports its human resources in the same way it champions its educational programs. The college continually works to enhance the experience of its learners by improving its support of instructors and staff and by involving all employees in college functions. This support and involvement is demonstrated in a variety of ways, including a significant commitment to a highly competitive benefit package, professional development opportunities, quality orientation and evaluation processes, effective job descriptions, and by providing every college employee the opportunity to participate in committee and/or strategic planning processes. See Appendix I, WATC Standing Committees.

As WATC implemented its own Human Resources department, job descriptions were developed and/or reviewed for all college positions. Titles, placement on the compensation scale, and exempt/non-exempt status were also reviewed at this time. In 2006, instructors and staff participated in their first formal performance evaluations and goal-setting exercises. As a result of this performance review and goal-setting activity, baselines were established for future performance and measurement.

These activities represent significant steps forward for WATC. They are building blocks that lay the foundation for future human resources initiatives. Among others, future initiatives will include mentoring, succession planning, increased instructional support, and expanded professional development opportunities.



Professional development documents, the New-Hire Orientation Manual, and the Hiring Manual can be seen in the Resource Room and in the ERR.



See Appendix I for a list of WATC Standing Committees.



Job descriptions can be seen in the Human Resources department.



The Performance Evaluation Handbook can be seen in the ERR.

Core Component 2c

The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

WATC has developed a systematic approach for collecting data, the first step to evaluating its effectiveness as an academic institution. Since 2005, WATC has significantly invested in assessment and evaluation activities that have become more organized and directly related to the college's mission, vision, values, and goals. The purpose of assessment and evaluation is to provide valid and credible information to be used by college constituents to make informed decisions that direct planning efforts, improve programs and services, and ultimately advance the college.

Data Management

WATC demonstrates institutional effectiveness through a variety of evaluation and assessment strategies. Many of these activities begin in OIE, whose mission is to collect, analyze, and disseminate accurate information that contributes to effective planning, decision-making, and continuous improvement. OIE manages the coordination of all institutional surveys and requests for institutional satisfaction, evaluation, and assessment data from internal and external parties. Support is also provided in the areas of data retrieval, tracking, and analysis related to student and employer follow-up, program review, new-program development, and occupational/program outlooks. Data from OIE is supplemented by performance, retention, and graduation data provided by the Registrar's office. Instructors plan, manage, and implement the assessment process with coordination from OIE. In addition to these activities, Adult Literacy analyzes the measures that guide its programs.

Performance Data

Performance data allows WATC to gauge how well it is operating in the areas of enrollment, student performance, and state-imposed measurements. These reports and measures are used to discover strengths and weaknesses and allow the college to employ future strategies to improve identified areas.

Enrollment Reports

A weekly recruitment report is compiled by the registrar with enrollment data for upcoming programs. The report is e-mailed to the Leadership Team. In addition to the recruitment report, the registrar compiles an enrollment report. This report includes the number of enrolled hours that WATC is generating for state postsecondary aid reimbursement. Finally, at the end of the fall semester and also at the end of the academic year, the registrar's office



Sample recruitment watch and enrollment reports can be seen in the ERR.

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is responsible for creating comprehensive enrollment reports that include headcount, total enrolled hours, and full-time equivalents. Using the results of these reports, WATC engages in additional recruitment and marketing efforts for programs that have low enrollment.

Competencies

Each program has a skill set used for student evaluation. The instructor assigns a score for each competency completed by the student. As a result, students have occupational profiles upon completion of their programs. The occupational profile provides substantive information for prospective employers regarding applicants' technical skills. The competencies are rated on a scale of 1 to 4, with 1 being exposure to instructional materials, and 4 being work performed independently.



Sample competency profiles can be seen in the ERR.

Core Indicators

To receive Perkins funding, WATC must follow established laws and guidelines and monitor the Core Indicators of Performance. The core indicators include the following performance measures:

1. Technical Skill Attainment — student performance on technical assessments.
2. Credential, Certificate, or Degree — number of students who receive an industry-recognized credential, a certificate, or a degree.
3. Student Retention and Transfer — number of students retained or who further their education in baccalaureate programs.
4. Student Placement — placement and retention statistics of graduates employed in fields related to their training.
5. Nontraditional Participation and Completion — number of students who are enrolled in or have completed a program leading to employment in a nontraditional field.



The Core Indicators of Performance report can be seen in the ERR.

Based on fiscal year 2008 legislation, Kansas developed a one-year transition plan prior to submitting a five-year plan. The one-year plan includes baseline performance data from the previous two years. In the future, if established targets are not met for the core indicators, a performance improvement plan will be implemented.

Performance Agreements

Included in performance data is the Kansas Board of Regents Performance Agreement. This agreement, created annually, is the college's improvement plan that focuses on goal areas identified by the Kansas Board of Regents. Performance agreements are outcomes oriented and must provide substantial gains in agreed-upon indicators. Successful compliance and



WATC's performance agreement can be seen in the ERR.

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attainment of the goals set forth are tied directly to funding. WATC provides results of the previous year's indicators in the spring. WATC has successfully met its performance indicators since this evaluation process was established. The current performance goals focus on HLC-NCA accreditation, program accreditation, national exam pass rates, and new program development. The 2007 and 2008 performance agreements added a goal for improvement of learner outcomes measured by retention rates and expansion of internship opportunities. These performance agreements play a role in institutional planning as well, and individual departments implement activities to meet these goals. For example, Student Success Services uses a survey to identify at-risk students and provides them with a list of available resources to improve retention. An internship in the Aviation Cabinetmaker program is being established, and other internship possibilities are being examined by Academic Affairs for new and current programs.

Survey Data

OIE surveys internal and external constituents to gather data to analyze and improve multiple aspects of the college. Each survey is selected to provide data that is meaningful and useful for institutional/department planning.

Student Surveys

The primary instrument used to collect student data is the Noel-Levitz SSI. Results from the SSI indicate student satisfaction data — areas that students find most important and where they feel there is the most disconnect between their level of importance and their level of satisfaction. OIE then analyzes the surveys and disseminates an annual report that provides each department a summary of student responses. This data is used to improve multiple aspects of student experiences at WATC. For example, in 2004, satisfaction with the library was one area rated low by students. This was a factor in hiring a full-time librarian, moving and renovating the Main Campus library, and investing in new library resources. Financial Services has also used Noel-Levitz data to institute an online payment plan to better accommodate students.

Other strides made due to student feedback from the Noel-Levitz SSIs include improving processes for student complaints, adding additional tutoring services, updating equipment, and streamlining Learner Services and Financial Aid processes. The 2006–2007 Noel-Levitz SSI revealed some unfavorable satisfaction ratings in the Instructional Effectiveness category with regard to how students perceived instruction. The chief operating officer/interim vice president, Academic Affairs, is making a concerted effort to focus on program-specific issues



The Noel-Levitz Report can be viewed from the Institutional Effectiveness Web page, which can be seen in the ERR.

related to these concerns. For example, during academic year 2007–2008, a more formal and expanded electronic instructor evaluation system is being implemented to include all courses. These surveys will be analyzed by OIE, with the results being provided to instructors, their immediate supervisors, and the vice president, Academic Affairs. Due to the recent implementation of this college-wide system, improvements based on these surveys are not yet available. In addition, students are provided opportunities to evaluate Learner Services' activities, such as college-sponsored recruiting events and in-class presentations. One area where WATC benefited from student feedback was in the evaluation of new-student orientation sessions. Students indicated that they would like to meet with their instructors and visit their programs. As a result, several instructors attended the fall 2007 orientation and met with students to address their questions.

Employee Surveys

Employees were provided an opportunity to reflect upon and evaluate their work-based environment and WATC. An employee satisfaction survey was distributed, collected, and analyzed in fall 2006 by a third-party provider. The employee survey indicated a need for improved communication. In response to this, a goal was included in the strategic plan to increase employee satisfaction through improved communication. Specific indicators for improvement coming out of this goal have included holding college-wide employee meetings and enhancing the WATC E-News, a weekly electronic newsletter. WATC also provides evaluations to employees following inservices, orientations, and training activities.

External Stakeholder Surveys

WATC surveys external stakeholders who provide valuable insight into WATC's programs. Program advisory committees play a crucial role by validating curriculum for academic programs. In addition to meeting twice a year, members are surveyed regarding their perceptions of program effectiveness. This information is used for continuing dialogue and planning curriculum, resources, marketing, and other program-specific activities.

Employers of WATC graduates are sent a survey, which asks them to provide assessment and follow-up information. These findings are presented to instructors who use this information when contacting employers to determine what changes they recommend for programs. One such change was to formalize and expand work ethics instruction into every program.



The Student Evaluation of Teaching Effectiveness survey can be seen in the ERR.



Results from various surveys can be seen in the ERR.



Results from various surveys can be seen in the ERR.



Results from program advisory committee surveys can be seen in the ERR.



Employer survey results can be seen in the ERR and in the Resource Room

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Assessment news items and reports can be viewed from the Assessment Web page, which can be seen in the ERR.



The Assessment Process Manual and Program Assessment Binders can be seen in the ERR.



The Academic Program Review Process can be seen in the ERR.

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Chapter 4

Student Learning Assessment

Assessment occurs at many levels within the college — classrooms, courses, and programs. Assessment is instructor-driven and led by the Educational Affairs Committee, which is made up of technical education and general education instructors. This committee provides input on the assessment process and also publishes assessment tips, highlights, and updates via the WATC E-News. Results of assessment activities are shared via annual reports and are published on Assessment's Web pages. OIE coordinates assessment activities with instructors and also serves as the central repository of assessment data.

The focus of college-wide assessment centers on outcome-based learning for all programs and courses. Assessment involves utilizing direct measures for student learning outcomes, although an array of indirect measures are also collected to provide a complete picture of student learning. Results of outcome assessment allow instructors to document the impact instruction has on student learning to determine ways to improve curriculum and instruction, and where to allocate additional time and resources. The assessment process has been formalized in a number of ways, including the implementation of an assessment matrix and the end-of-year report. Combined, the matrix and the report allow program instructors the ability to more accurately document and plan based on actual student learning results. A more detailed evaluation of assessment is discussed in Chapter 5, Criterion Three, Core Component 3a, page 5.2.

Program and Department Reviews

The college's academic, student service, and administrative departments conduct program reviews. Departments and programs conduct individual formal reviews to ensure that their objectives are being achieved and that there is a level of accountability. These reviews allow programs and departments to identify their strengths, recognize areas for improvement, and discuss other resources that impact their areas. The review structure is very much like a self-study. Academic program reviews are coordinated so they occur at the same time as the program accreditation renewal to avoid duplication of effort.

Academic Program Reviews

A template for program review is provided by OIE and is completed by program instructors. This is supplemented with data that is necessary to complete the review such as placement, enrollment, and student satisfaction information. The completed program review report is submitted to the vice president, Academic Affairs. Each program review is made up of six major components: program information, curriculum, program advisory

committee, resources, program outcomes, and summary. After examination of the completed program review, the vice president meets with program instructors. A course of action for improvement, based on recommendations from the program review process, is then defined by instructors. These changes can be in facilities, curriculum, partnerships, equipment, plans, processes, and other areas deemed important. In the Auto Collision Repair program, one identified area of improvement was the updating of facilities. During summer 2007, WATC recognized this concern and refurbished the Auto Collision Repair laboratory. The Dental Assistant program recommended and instituted curriculum changes to allow students more time and hands-on practice prior to entering clinicals. In Welding, instructors are working with the program advisory committee to develop an equipment maintenance plan.

Nonacademic Program Reviews

Nonacademic program review is very similar to the academic program review process. Departments are provided a template and must describe and evaluate seven major areas: department information, functions, staffing, facilities and equipment, budget, evaluation, and summary. Upon completing the program review, departments meet with OIE to assure that all information is complete and accurate. The Leadership Team then reviews the report. The appropriate vice president or immediate supervisor then meets with the department administrator where future goals and action plans are established. An example of using Nonacademic Program Review to create action plans can be found within the Learner Services departments. The departments created action plans related to outcomes in the strategic plan that impact their area. Each action plan focuses on tasks required to meet an outcome within a stated timeline.

Program Accreditations

In addition to internal program review, a number of career and technical programs maintain external program accreditations that provide dependable and on-going self-evaluations. Each accreditation commission provides the standards against which a program measures itself to ensure a consistent, quality learning environment.

At specified intervals, program instructors are required to submit reports, write self-studies, and schedule site visits for peer review. This process verifies the review and reflection necessary to continuously improve standards of scholarship and teaching congruent with the purpose and methods of the accrediting body. See Table 6.11, External Reviews, in Chapter 6, Criterion Four, page 6.18.



Sample program review summaries can be seen in the ERR.



The nonacademic program review process can be seen in the ERR.



Sample nonacademic program review action plans can be seen in the ERR.



A list of WATC's program accreditations and affiliations can be viewed from the WATC Web site, which can be seen in the ERR.

Adult Literacy Measurements

The Adult Literacy program at WATC serves participants who are representative of the ethnic diversity of the under-educated population in Sedgwick County, including limited-English-proficient adults and adults with disabilities.

The program design and implementation process incorporate the components of The Comprehensive Adult Education Planner, a Proficiency Attainment Model (PAM) mandated by the Kansas Board of Regents, Division of Adult Education. PAM is a research-based model comprised of the following components: pre-enrollment, orientation, assessment, prescription, instruction, test-taking, and transition to postsecondary education/training. Designing the Adult Literacy program around these components drives learner-based goal setting and goal attainment.

In addition to PAM, Adult Literacy negotiates with the Kansas Board of Regents prior to each fiscal year and establishes goals for the number of participants who will be served and the numbers and percentages of core outcomes that participants will achieve. Core outcomes include making significant educational/workplace readiness gains, entering or retaining/improving employment, receiving GED/high school diploma, and transitioning into postsecondary education/training.

Program performance is measured by quality indicators established by the Kansas Board of Regents and the Adult Literacy Advisory Board. Program quality is monitored annually. The program is funded, in part, on the quality score attained through this monitoring. Program implementation is driven by an annual program improvement plan that is based on annual monitoring visits and discrepancies found during these focused visits from the state. Professional development is key in achieving the objectives of the program improvement plan. An annual professional development report measures whether or not the objectives have been met.

The Adult Literacy program also collaborates with multiple community partners and seeks and responds to stakeholder input for the purpose of providing quality services to adult learners. The program has collaborated with and received input from numerous community stakeholders.

Feedback Loop

With the implementation of various evaluation and assessment activities, WATC continues to grow its communication, dissemination, and sharing activities. Every report created in



The Comprehensive Adult Education Planner can be seen in the Resource Room.



Grant application tables and indicators of a quality program can be seen in the ERR.



The monitoring report, program improvement plan, and professional development report can be seen in the ERR.



Collaboration forms can be seen in the Resource Room.

OIE is provided to the appropriate department and its administrator. In many cases, these reports are also shared on the OIE Web page and via e-mail. Examples include annual Noel-Levitz reports and the Employment, Salary, and Placement Information reports. Since OIE began analyzing most evaluations, WATC has seen improved and standardized data, which enhances communication, speeds up the evaluation process, and allows data comparison. This is also true for assessment. Assessment reports across the college follow the same standard template and are posted on the Assessment Web page. By utilizing a centralized area and system for data communication, WATC is able to distribute and share information with all stakeholders.

Core Component 2d

All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

Driven by the college's mission, WATC has demonstrated its ability to coordinate planning processes that represent internal and external constituent input. The college's strategic plan serves as the foundation for action plans that facilitate improvement in identifying areas needing institutional improvement as well as a means to launch new initiatives. WATC's strategic planning processes are flexible enough to accommodate major changes, including changes in leadership, while never losing sight of the college mission. As described throughout this chapter, all levels of planning are comprehensive, methodical, and linked, and this is demonstrated in the following ways:

- Coordinated planning processes align with the mission documents that define mission, vision, values, strategies, and goals.
- Planning processes link with budgeting processes.
- Implementation of the college's planning is evident in its operations.
- Long-range strategic planning processes allow for reprioritizing goals when necessary to accommodate changing environments.
- Planning documents are evidence that the college is aware of the relationships among educational quality, student learning, and the diverse, complex, global, and technological world in which it exists.
- Planning processes involve internal constituents and, where appropriate, external constituents.

With its focus on the future, WATC is committed to providing relevant, technical education that meets the needs of its constituents and assures lifelong learning opportunities for its



The Assessment Web page can be viewed from the Institutional Effectiveness Web page, which can be seen in the ERR.

learners. The following chart reflects the past four years of on-going planning initiatives and the adoption of new mission documents. The highlighted areas reflect wording changes from one revision to the next. See Table 4.6, Strategic Planning 2003–2007.

Table 4.6
Strategic Planning 2003–2007
 (Revisions are highlighted)

Mission Statement	
<p><i>Approved by the Board of Trustees on July 9, 2004.</i></p> <p>As an institution of Higher Learning, the mission of Wichita Area Technical College is to provide relevant, technical education for employment and lifelong learning.</p>	<p><i>Approved by the Sedgwick County Technical Education and Training Authority, governing board of Wichita Area Technical College, on September 20, 2007.</i></p> <p>The mission of Wichita Area Technical College is to provide relevant, technical education and training that meets the needs of learners, the community, and industry while instilling a positive work ethic and desire for lifelong learning.</p>
Vision Statement	
<p><i>Approved by the Board of Trustees on July 9, 2004.</i></p> <p>As an institution of Higher Learning, Wichita Area Technical College is the preferred provider of technical education.</p>	<p><i>Approved by the Sedgwick County Technical Education and Training Authority, governing board of Wichita Area Technical College, on September 20, 2007.</i></p> <p>Wichita Area Technical College will be recognized as the premier technical college in the Midwest with highly qualified faculty, state-of-the-art facilities, programs, and technologically advanced resources.</p>
Values Statements	
<p><i>Approved by the Board of Trustees on July 9, 2004.</i></p> <p>Accountability: WATC values the resources entrusted to us and will use them responsibly to support the mission of the college.</p> <p>Equity/Diversity: WATC values the diverse nature of its students, faculty, and staff seeking to treat each person with utmost respect.</p> <p>Education for Employment: WATC values the importance of technical as well as general education in workforce and economic development.</p> <p>Innovation: WATC values a state-of-the-art learning environment that encourages all members of our community to participate fully in life-long learning within a rapidly changing society.</p> <p>Customer Service: WATC values the diverse needs of its customers and seeks to exceed their expectations.</p> <p>Collaboration: WATC values partnerships with community, business, educational systems, and governmental agencies.</p> <p>Quality: WATC values the desire of students, faculty, and staff to learn and work in an environment that encourages professionalism from each individual.</p>	<p><i>Approved by the Sedgwick County Technical Education and Training Authority, governing board of Wichita Area Technical College, on September 20, 2007.</i></p> <p>Accountability: WATC values the resources entrusted to it and will use them responsibly to support the college's mission.</p> <p>Quality: WATC values the desire of students, faculty, and staff to learn and work in an environment that encourages professionalism.</p> <p>Education for Employment: WATC values the importance of technical and general education in preparing students for high-skill, high-demand, and high-wage jobs that meet workforce and economic development needs.</p> <p>Innovation: WATC values a state-of-the-art learning environment, including alternative delivery methods and flexible scheduling, that encourages all members of the community to participate fully in lifelong learning within a rapidly changing society.</p> <p>Customer Service: WATC values the diverse needs of its customers and seeks to exceed their expectations.</p> <p>Collaboration: WATC values its responsiveness to meet the needs and specific requirements of its partnerships with community and business groups, educational systems, and governmental agencies.</p> <p>Equity/Diversity: WATC values the diverse nature of its students, faculty, and staff and seeks to treat each person with the utmost respect.</p> <p>Work Ethics: WATC values behaviors and promote responsible and successful, students, employees, and citizens.</p>

Strategic Initiatives	
<p>2004–2005 Strategic Plan <i>A one-year plan, approved July 9, 2004.</i></p> <ol style="list-style-type: none"> 1. Transforming WATC into a Regional College of Technology 2. Inspiring Academic Vitality 3. Implementing a Strategic Enrollment Management Plan 4. Enhancing Human Resource Development 5. Developing Effective and Efficient Operations 6. Optimizing the Fiscal Environment 7. Creating a Learner-Centered Environment 8. Developing Excellence in Communications 9. Establishing Governance Accountability 10. Optimizing Student Learner Services 11. Integrating and Optimizing Technology 12. Empowering Our People 	<p>2005–2006 Strategic Plan <i>A one-year plan, approved July 14, 2005.</i></p> <ol style="list-style-type: none"> 1. Transforming WATC into a Regional College of Technology with National and Regional Accreditation 2. Creating a Learner-Centered Environment 3. Optimizing Learner Services 4. Enhancing Human Resource Development 5. Developing Effective and Efficient Operations 6. Financial Resource Development 7. Maintaining Excellence in Communications and Marketing 8. Maintaining Governance Accountability 9. Integrating and Optimizing Technology 10. Empowering WATC's People 11. Developing Community Partnerships
<p>2007–2010 Strategic Plan <i>A three-year plan, approved July 13, 2006.</i></p> <ol style="list-style-type: none"> 1. Provide needs-based, relevant, quality programs, training, and services to individuals and organizations that compete in a global economy. 2. Educate constituents about the scope, quality, and relevancy of WATC 3. Provide facilities and technologies that reflect and support the cutting-edge technologies and quality instruction that is WATC's hallmark. 4. Assure financial viability and growth. 5. Facilitate academic success through excellent and comprehensive support services. 6. Develop human capital in an environment where excellence is valued and rewarded. 	<p>2007–2010 Strategic Plan <i>Revised three-year plan, approved September 20, 2007.</i></p> <ol style="list-style-type: none"> 1. Provide needs-based, relevant, quality programs, training, and services to individuals and businesses that compete in a global economy. 2. Develop relationships with internal and external constituents to convey the value, relevancy, and quality of WATC. 3. Provide cutting-edge technologies and facilities that reflect and support quality technical education. 4. Assure financial viability and growth. 5. Facilitate academic success through excellent and comprehensive support services. 6. Develop human capital in an environment where excellence is valued and rewarded.

Perhaps most important to planning at WATC is that the mission, vision, values, strategic plan, and operational plans are focused around the central and fundamental principle of learning. In each of the college's strategic plans, initiatives have been, and continue to be, aligned with its major operational areas, including academics, community relations, operations, finance, student services, and human resources. A strategic planning matrix is developed, for internal purposes, which directly supports the strategic initiatives by identifying measurable objectives, performance indicators, and quantifiable targets. Quarterly updates are provided to the WATC Board to demonstrate progress toward meeting each of the goals within each strategy.



Strategic plans and strategic planning documents can be seen in the ERR.

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WATC is able to stay abreast of trends, issues, and events that are likely to impact institutional priorities by continually scanning internal and external environments. While these national, regional, and local trends will affect education, technology, social, and political issues, they will more importantly influence programmatic directions. Providing for the technical education and training needs of the community is the college's primary responsibility, with the goal being successful achievement of student learning outcomes. Throughout this report, evidence supports how planning has resulted in comprehensive programs and services at WATC.

Summary

WATC has evolved into a decidedly future-oriented institution that has engaged in cyclical planning and rapid implementation, allowing it to grow in a period of uncertainty. All levels of planning are comprehensive, methodical, and linked, with high participation across all sectors of the college. A well-developed curriculum architecture guides academic planning and ensures that WATC is fulfilling the economic development needs of south-central Kansas. Facilities planning and strategic enrollment management are linked directly to academic planning, with the number one priority being to recruit and serve learners. An integral component to ensuring WATC's future viability is the implementation and oversight of sound budgeting practices. Seeking financial resources to support WATC's viability is a critical ingredient to support imminent growth as it launches into a new era of meeting the expected labor demands of the future.

Essential to the success of a future-oriented organization is the development of a cohesive and comprehensive institutional effectiveness culture. Strategic thinking, informed decision making, and planning are facilitated and supported by evidence throughout all levels of the institution. OIE ensures that planning and evaluation of teaching, administration, and educational support are thorough, broad-based, integrated, and appropriate.

Strengths

- WATC's strategic planning processes are well established and allow for input from internal and external constituents. Progress is reviewed quarterly, and updates are easily accessible in print and electronically.
- Support from the Sedgwick County Board of County Commissioners demonstrates that WATC is strongly supported by the community.
- WATC's recently established foundation anticipates significant financial support from its business and industry constituents.

- College budget processes allow for departmental input and for the flexibility of allocating resources that meet the changing needs of the college. Budget requests are aligned with the strategic plan and support the college's mission.
- Assessment at WATC is a high priority for instructors and administration. Assessment and evaluation activities are formalized and provide a method to improve programs and allow for better decision-making practices.
- WATC's academic vision provides the foundation for academic planning and subsequent planning for facilities, finances, and student support services. Academic planning also includes gathering input from its business and industry partners regarding curriculum and resources needed for quality instruction.
- WATC's curriculum architecture identifies the teaching, learning, and assessment methods necessary to meet academic objectives. The curriculum architecture also enables the college to integrate academic, recruitment, and marketing efforts that formulate enrollment strategies to meet projected enrollment plans.

Opportunities for Improvement

- WATC's anticipated growth in enrollment over the next five years will require the implementation of new processes that include instructor involvement in recruitment and advisement. Rapid implementation will be a key component for the viability of the college's future as it moves to a new state-of-the-art, technologically advanced, facility.
- WATC needs to continue collaboration with its constituents to ensure that appropriate funding for technical education is a high priority of the Kansas Postsecondary Technical Education Authority.
- WATC recognizes that additional financial resources continue to be vital to its growth and will continue to seek funding from the Sedgwick County Board of County Commissioners and business and industry partners.
- Utilizing a variety of methods, the WATC Foundation Board must continue to build relationships and engage its constituents.
- Additional planning efforts will be implemented to include broader constituent input as WATC continues to be a future-oriented institution.
- Assessment and evaluation activities must continue to be encouraged and enhanced to ensure that appropriate changes are made in delivering quality programs that prepare students to meet the needs of business and industry.



2008

SELF-STUDY

CHAPTER 5

Criterion Three: Student Learning and Effective Teaching

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Chapter 5

Criterion Three: Student Learning and Effective Teaching

At the heart of WATC's commitment to students, instructors, staff, and community is its mission of providing relevant, technical education and training. This is accomplished by providing effective instructional programs, quality instructors, accessible student services, and excellent resources to encourage lifelong learning. The dynamic nature of WATC creates an environment that focuses on teaching and learning within technical and general education through assessment, innovation, and collaborations. This chapter describes, and presents evidence to support, some of the most significant examples of how the college meets the criterion through discussions about assessing student learning, teaching effectiveness, and learning environments and resources.



The HLC-NCA Commission Statement on Assessment can be viewed from the HLC-NCA Web site, which can be seen in the ERR.

Core Component 3a

The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

WATC is focused on providing quality educational experiences to the community. The Higher Learning Commission of the North Central Association (HLC-NCA) posits that any organization concerned with student learning should regard assessment of student academic achievement as a fundamental characteristic. For WATC to meet its mission and realize HLC-NCA standards for assessment, processes have been implemented to assess learning across various levels to document student learning, improve academic offerings, promote program quality, and increase the value of education.

WATC's Assessment Framework

The assessment process is designed to measure the extent to which students attain the knowledge, skills, and abilities defined by instructors through student learning outcomes. WATC identifies these as program outcomes. This process allows for documenting and analyzing student learning and its impact on the student's ability to perform expected outcomes. Another aspect of assessment uses documented student learning to improve teaching and learning. This process provides instructors with a framework for developing their own expectations of assessment measures, analyzing assessment findings, recommending and instituting changes based on analysis, and then reviewing results to determine if these changes have improved learning.

History of Assessment

For WATC, formal assessment began in 1999 as a way to measure the effectiveness of technical education. Instructors developed course competencies to provide a structure for assessing the skills, knowledge, and abilities graduates need to be successful in their programs and the workforce. The assessment plan was built upon this competency system. Department instructors, along with program advisory committees, made changes to the competencies that align them with current job-market needs. This process continues today, and in 2005, instructors, student, and employer surveys were added as a way to assess program outcomes. Following the 2006 HLC-NCA visit, WATC embarked on a revised process of assessment. This process allows instructors to use a variety of measures that focus specifically on student learning outcomes. The historical assessment timeline can be summarized as follows:

- 1990s — Course competencies were developed.
- 1999 — WATC's first assessment plan was written.



A sample competency task sheet can be seen in the ERR.

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- 2001 — Program outcomes were developed.
- 2003 — Initial assessment committee was formed.
- 2005 — Program outcomes were measured through student, instructors, and employer surveys.
- 2006 — Revised assessment process was developed; the Educational Affairs Committee was tasked with overseeing assessment.
- 2007 — Developed Assessment Handbook and Assessment Process Manual.

Instructor Roles

Throughout the development of assessment, instructors have guided the process. Instructors design the assessment framework and direct the assessment program. The Educational Affairs Committee serves as the college's assessment committee and is made up of instructors and ex-officio administrators from the Academic Operations Team. This committee reviews materials created by instructors and disseminates information related to assessment.

Although instructors drive the process, effective assessment requires the support of the entire college community. The Office of Institutional Effectiveness (OIE) is tasked with coordinating all WATC assessment efforts and serves as the central clearing house for assessment materials. Administration provides support in the form of financial resources including hiring consultants to assist instructors in the development of assessment processes. Instructors and student collaboration is necessary to understand and interpret student learning to plan and institute effective teaching.

Outcome-Based Learning

Outcomes and competencies have been developed by instructors with input from program advisory committees and applicable program accreditation agencies. Throughout their experiences at WATC, students encounter assessment of outcomes at many stages. In fall 2007, WATC published an assessment handbook and a manual for instructors and staff. These two documents replaced the assessment plan and serve as the framework for WATC's view of assessment and as a workbook for instructors.

Stages of Assessment

The overall assessment process is a systematic approach to understand what students are/are not learning, provide feedback to reinforce learning, improve academic programs and teaching strategies, and improve student learning. This process occurs at four stages: pre-learning, course assessment, program assessment, and assessment as an institution.



The Educational Affairs Committee charter, agendas, and meeting minutes can be seen in the ERR.



The Assessment Process Manual and Assessment Handbook can be seen in the ERR and the Resource Room.

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Assessment information can be seen in the catalog, which can be seen in the ERR.



A sample competency task sheet can be seen in the ERR.



Program Assessment Binders can be seen in the Resource Room.



Program outcomes can be seen in the catalog, which can be seen in the ERR.



Various assessment reports can be seen in the ERR and/or Resource Room.

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Chapter 5

Pre-Learning Assessment

Pre-learning assessment, the first stage of the assessment cycle, involves the evaluation of potential students for basic academic skills and the application of these skills in workplace situations. This process includes admission criteria, placement testing, and prerequisites. Individuals desiring to enroll in a program of study must complete program-specific, pre-learning assessments at an acceptable stage.

Course Outcomes Assessment

The second stage is course outcomes assessment. It involves evaluation of student learning in a single course and occurs in technical and general education courses. Instructors structure and develop classroom activities based on course objectives and/or competencies. Numerous instruments are utilized to provide direct evidence of student learning in their courses, including quizzes, unit tests, and competency forms. These instruments are used to verify that academic and technical skill learning is occurring and to determine if there are any areas of weak instruction/learning.

Program Outcomes Assessment

Program outcomes assessment is the third stage of assessment and involves evaluation of student learning within a program. In August 2004, all programs implemented a framework of assessment based on program outcomes. These outcomes take into account the mission of the college and industry standards. Furthermore, these outcomes incorporate the program's mission and goals. Program outcomes are designed to measure whether students have the necessary skills to be successful in their chosen fields. These outcomes are evaluated at the program level by direct and indirect measures of learning.

Assessment of WATC as an Institution

The final stage of assessment examines WATC's performance as an institution. The development, implementation, and assessment of outcomes were designed to ensure that the college, at various levels, is providing relevant education that aligns with its mission. For this to occur, input is sought from students, instructors, staff, employers, program advisory committees, external agencies, and other sources who can verify that the college is graduating students with the necessary skills and abilities.

Technical Education

Technical education is the core of WATC's mission. WATC's process for assessing technical education focuses on assessment of program outcomes and relies on instructors to develop, analyze, and implement assessment practices. A seven-column matrix has been adopted as

the vehicle to document assessment activities. The first column of the matrix identifies the program outcome(s) that program instructors have selected to focus on during the academic year. Because program outcomes are the hub of this process, instructors must first determine if the outcomes are still current and if they are well written.

The next step in the assessment process is to identify the measurements of learning that best describe the students' ability to meet the outcome. In most cases, at least two measurements are selected for each outcome, and at least one measurement must be a direct measure of learning. Along with the details of each measurement, program instructors identify what their expectations are for each measurement. Once the outcome, measurements, and expectations are set, the next step is to collect and analyze the measurement data. Instructors are encouraged to analyze not only the measurement data but all measurements in relationship to the outcome. Once the analysis is complete, instructors' recommendations are made based on assessment results. The final piece of the matrix occurs after the recommendations are made, and the cycle is repeated to validate that the recommendations are effective.

The matrix provides the structure for program outcome-based student assessment. The final product of the assessment process is the annual summary report completed by each department. These reports follow the same structure of the matrix; however, they are in narrative form and shared with all instructor groups via the Assessment Web page.

Work Ethics and General Learning Skills

Other aspects of technical education assessment focus on workplace skills and general learning skills, which are integrated throughout the curriculum. These skills are necessary for students to be successful in any occupational area. Previously, these skills were assessed by course instructors and by student and employer surveys. Beginning in spring 2008, a standardized work ethics curriculum will be integrated into technical programs. Developed by the Georgia Department of Technical and Adult Education, this instruction includes traits identified by business and industry leaders as essential in employees. The work ethic traits are attendance, character, appearance, attitude, productivity, organization, teamwork, communication, cooperation, and respect. The specific outcome traits can be found in Chapter 6, Criterion Four, page 6.16, Table 6.10, Work Ethics Traits. Assessment of work ethics occurs at the course level. Evaluations have been created to track the development of these skills throughout the student's program. Instructors evaluate each student, and a feedback mechanism is provided to commend students or to correct them if they vary from expected work behavior.



The Assessment Matrix can be seen in the ERR.



Program Assessment Binders can be seen in the Resource Room.



The Assessment Web page can be seen in the ERR.



Work ethics curriculum can be seen in the Resource Room.

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Assessment reports can be viewed from the Institutional Effectiveness Web page, which can be seen in the ERR.

General learning skills are integrated into technical certificate programs either through embedded lessons or through technical academics courses. These skills are assessed through student and employer surveys. Overall, results have consistently shown that graduates are equipped with the necessary general learning skills.

By combining assessment of program outcomes, work ethics, and general learning skills, instructors are able to document that student learning occurs in a variety of occupational areas. Direct measures of learning provide first-hand knowledge of student performance and learning. Indirect measures assess opinions or thoughts about student knowledge, skills, attitudes, learning experiences, and perceptions from students, employers, and other external stakeholders. Most importantly, technical education instructors are able to utilize their assessment data to improve instruction.

General Education

Currently, general education assessment occurs at the classroom level and focuses on individual courses. General education instructors follow the same process of utilizing the assessment matrix, with one exception. The exception is that general education course outcomes are based on the Kansas Board of Regents' Kansas Core Outcomes Project (KCOP) instead of being developed by WATC instructors. The KCOP project brought together discipline groups from regents' universities and community colleges to develop academic standards within general education and to create standard outcomes for each course. WATC adopted the standards set forth through the KCOP and utilizes the outcomes in each general education course. With the exception of outcomes, the assessment process allows general education instructors to define the principles of assessment: measurement, expectations, analysis, and recommendations within each specific course. General education instructors also collaborate with the instructors of other disciplines to compare assessment findings, analysis, and recommendations.

To provide a successful general education program, WATC expects instructors from across the disciplines to collaborate. The first step in this process is the development of across-curriculum assessment of general education. Currently, WATC is determining the best way for this to occur. Included in this process is the development of general education outcomes. These outcomes will not be a compilation of course objectives; rather, they will be holistic and reflect the cross-disciplinary learning that results from an entire course of study. The general education program outcomes will describe in measurable terms what WATC students should know or be able to do at the completion of their general education. Once the outcomes are identified, a systematic method of assessment, applicable to the focus of WATC's programs,



The 2006 Kansas Core Outcomes Project can be seen in the ERR.



The General Education Assessment Binder can be seen in the Resource Room.

will be developed. This framework will allow the college to combine general education course assessment with college-wide general education outcomes assessment to provide the college a sense of how general education courses contribute to student learning.

Academic Success

The Academic Success program at WATC provides courses in English, mathematics, reading, writing, and test preparation, which are designed specifically to prepare students to be successful in college-level work. For most students, placement/entrance tests are administered at the time of their initial admission to the college, and resulting scores are used for program admission and/or for appropriate course placement. Students may take Academic Success courses to improve their skills or to increase test scores.

Each Academic Success course has instructor-defined learning outcomes. Due to the variety of entrance tests and the purpose of enrollment in Academic Success, it was determined that direct measures of student learning would be best assessed by the pre-post testing method. In mathematics, reading, and test preparation, the Test of Adult Basic Education (TABE) was adopted as the best pre-post measure because individual results are provided. Due to a lack of standard measurement, an in-house test was developed for writing. Because a majority of Academic Success instruction is individualized, based on student needs and level, instructors are responsible for analysis and recommendations. Pre-post testing also measures learning gains, even if students do not attain required placement scores for the course or program. With the self-paced nature of the classes and the self-referral option for entrance exams, not all students receive post-testing.

In addition to course measures, academic success is assessed via student success in programs. OIE generates a report that provides enrollment, retention, completion, placement, and demographic information for all students who complete an Academic Success course and enroll in a program of study. This information can be compared to students who did not take Academic Success courses, and areas of concern for both groups can be identified. Actions can then be taken to improve services for either or both groups.

Monitoring the Assessment Process

WATC continuously examines its assessment process, and the Educational Affairs Committee regularly engages in discussions about how programs can be improved. The committee reviews program assessment matrices and reports and makes suggestions for improving the process or documentation. Beginning in 2007–2008, the committee will review the overall



Academic Success information can be seen in the college catalog, which is located on the WATC Web site and can be seen in the ERR.



Academic Success syllabi can be seen in the ERR.



The Academic Success report can be seen in the Resource Room.



Educational Affairs Committee charter, agendas, and minutes and the Assessment Process Manual can be seen in the ERR.

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assessment process at the end of the year and suggest any appropriate changes that may be implemented for the subsequent year.

Sharing Activities

Sharing assessment results of student learning allows instructors to examine the best practices that occur across the college. The Assessment Web page provides external and internal constituents a single source of assessment information and provides a venue for sharing assessment activities. The Web page includes links to the assessment handbook, annual reports submitted by programs and departments, and other assessment information. The Educational Affairs Committee, along with OIE, provides information on assessment to the campus community via the WATC E-News. These updates include assessment tips, updates, and highlights.

Indirect Measures of Student Learning

Indirect measures of student learning, such as surveys and analysis of reports, are integrated into the technical education assessment process. This supplemental information is used to gain a better understanding of student learning and is an informal part of the assessment process. These indirect measures are used to engage employers to corroborate students' success in the workforce. For example, beginning in 2005, WATC began to administer a graduate assessment survey and an employer assessment/follow-up survey. OIE provides the results to instructors, and action plans are created if there is lack of congruity between one or more outcome areas. In addition, OIE and the Registrar's office create and distribute a variety of reports to appropriate college departments and personnel. These reports include program completion rates, retention rates, student placement numbers, and pass rates of professional certification and licensure exams. Reports typically include institutional-level summary data plus detailed analyses by department and discipline. This information is used to assess WATC as an institution.

Through the analysis and triangulation of multiple sources of data, the college as a whole and individual departments are able to capture a total picture of student performance and make decisions about areas of strength and areas to be targeted for improvement.

Core Component 3b

The organization values and supports effective teaching.

Effective teaching is demonstrated through a variety of efforts that include instructor impact on curricular decisions and instructional strategies, accommodations for diverse learners



The Assessment Web page and WATC E-News articles can be viewed from the ERR. See November 12, 2007, WATC E-News.



A list of indirect measures can be seen in the ERR.



Placement and enrollment reports can be viewed from the Institutional Effectiveness Web page, which can be seen in the ERR.

in occupational programs, and continuous self-improvement. Support and appreciation are shown by involving instructors in program improvement and providing technical and instructional support and professional development opportunities.

Qualified Instructors

WATC believes that the foundation of effective teaching begins with the employment of qualified instructors. Instructors average more than 15 years of hands-on experience in their areas of instruction. Most instructors also belong to professional organizations related to their programs. Currently, three contracted instructors hold associate degrees, 20 hold bachelor's degrees, and seven hold master's degrees. The educational and professional backgrounds of instructors, combined with symbiotic relationships maintained with area employers, assure that today's workplace practices and skills are included in instruction.

Involvement with Business and Industry Constituents

All programs at WATC are occupationally driven by program advisory committees, made up of industry experts, who guide the programs and provide valuable insight into current occupational demands. These committees meet throughout the year, and their input is considered by administration and instructors. Additionally, instructor contacts with area business and industry allow for efficient upgrading and revising program objectives and competencies. Many programs are also accredited by professional groups or accrediting bodies. State, regional, and national accreditations are based on standards established by business and industry. See Chapter 6, Criterion Four, Table 6.11, External Reviews, page C6.18.

Instructors Roles in the College

WATC draws on the expertise of instructors to teach necessary occupational skills in a short-delivery timeframe. Because of instructors' close alignment with program advisory committees and other employer relationships, they are able to respond to the community's educational and training needs in a timely, yet creative manner. This responsiveness and flexibility to program changes means that graduates are prepared to fulfill community, business, and industry needs immediately upon graduation. See Chapter 7, Criterion Five, Core Component 5a, page C7.3.

WATC provides ample opportunities for instructor involvement in the overall mission of the college through committee involvement, advisory committee oversight, and professional development opportunities. WATC values the contributions of its instructors and realizes



Personnel files can be seen in the Human Resources department.

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See Appendix I for WATC Standing Committees.

the need for instructor involvement to ensure collegiality and to meet college objectives. Current instructor committee assignments and non-instructional responsibilities can be found in Appendix I, WATC Standing Committees.

Curriculum Development

While administrators are involved, instructors are the primary agents in curriculum development. The key individuals and groups involve the initiator (faculty), the program directors (faculty), the department chairs (faculty), and Academic Affairs personnel (administration), and the Educational Affairs Committee (faculty and administration). Guidance and guidelines for curriculum development are provided by the WATC Board and the Kansas Board of Regents. Many other groups, including national accrediting agencies, program advisory committees, and other educational institutions, also provide input into the development and approval stages for proposed curriculum.

Faculty initiators with ideas or concepts for new and/or modifications to existing curriculum (courses and/or programs) meet with their supervisors to determine feasibility and initial support for proceeding to the next step. OIE then conducts a needs assessment to examine the job and student markets. If the needs assessment warrants the program, faculty initiators then meet with the Academic Operations Team to begin the curriculum development process. Within this process, program and course descriptions, course sequence, and syllabi are created. This information is then reviewed by the program advisory committee to ensure that the new curriculum matches business and industry standards. The curriculum is then reviewed by the Educational Affairs Committee before it is presented to the WATC Board Curriculum Committee for their review and recommendation to the full board. Once approved by the WATC Board, all curriculum and program information is submitted to the Kansas Board of Regents for approval. See Appendix I, WATC Standing Committees.

In 2006–2007, WATC processed a variety of curricular changes that reflect responsiveness to students, community, and workforce development needs. Table 5.1, Curriculum Changes in 2006–2007, summarizes these changes.

Type	Courses	Programs
Modifications	16	5
New	31	4
Deletions	12	0
General Education	9	0



The curriculum development chart and the review process can be seen in the ERR.



A list of curriculum changes can be seen in the ERR.

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Instructional Strategies

WATC instructors use a variety of instructional methods in the delivery of their curriculum. These methods vary from program to program and instructor to instructor, but overall they hinge primarily on a standard delivery format that includes a wide variety of knowledge and skill-learning exercises. Because most of WATC's curriculum is occupational in content with an emphasis on training for employment, many programs also have significant clinical or externship requirements. This experience ensures that students have the skills required by the workplace and can succeed in the employment market. Additionally, instructors regularly engage workplace professionals to assist with on-site competency measures for students. This active involvement with workplace professionals provides another beneficial teaching strategy that is often overlooked.

WATC continually strives to offer new ways for its instructors to deliver instructional content. Recent developments have made it possible for instructors to teach online courses, and the college has dedicated significant resources to fulfill this demand. See additional discussion in Chapter 5, Core Component 3c, Online Learning, page 5.17. In fall 2007, WATC's Online Learning department began offering courses online, and offerings are being expanded rapidly to meet the growing demand for this method of instruction.

Innovative Classrooms

A spirit of teaching innovation underlies academic life, and instructors have strong support from administration to develop and provide high-quality programs. WATC has supported this innovation through the purchase of cutting-edge technologies to train students for what is encountered in the workforce. Table 5.2, Cutting-Edge Technologies, provides a sample of these technologies currently being utilized by programs.

Program	Technologies
Auto Collision Repair	Electronic measuring system
Automotive Service Technology / Diesel Technology	Technical information and schematic databases
Certified Nurse Aide	Computer-aided measuring
Dental Assistant	Digital radiography
Machining Technology / Mechanical Engineering Technology	Five axis horizontal CNC machines

Collaborations

General education and technical education instructors work cooperatively by serving on committees, collaborating on offerings, and instructing across departments when feasible.



The spring schedule can be viewed on WATC's Web site, which can be seen in the ERR.

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Instructors also meet to ensure that the same course competencies across sections are congruent for courses such as Developmental Psychology and Human Body. Future plans are to integrate curriculum between technical program requirements and general education course offerings, such as moving the Nutrition course from the Practical Nurse program to a general education course.

Supporting Instructors Through Lifelong Learning

Instructor professional development activities are an integral part of the overall Professional Development Plan. The plan, described in depth in Chapter 6, Criterion Four, Core Component 4a, page 6.5, provides opportunities to employees for professional development. It is the college's goal for all full-time instructors to have a minimum of 20 hours per year of professional development. WATC provides a variety of opportunities throughout the year, which include three annual new-faculty orientation days, six annual faculty inservice days, technology training sessions, and other activities. Feedback from these events indicates instructors are generally pleased with the learning opportunities that have been provided by the college. For example, 94 percent of instructors indicated they were satisfied with the August 17, 2007, inservice. Topics specific to instructors at these inservices include curriculum development, assessment strategies, and instructional technology.

In addition to professional development activities provided by the college, instructors participate in a variety of professional development activities in their fields of expertise. For contracted instructors, the college provides release time for attendance at conferences and seminars and student organization activities. Instructors are given release time to visit local business and industry to develop and maintain relationships with managers, practitioners, and former students in their occupational areas. See Table 5.3, Contracted Instructors Professional Development.



The Professional Development Plan can be viewed from WATC's Web site, which can be seen in the ERR.



Inservice agendas and survey results can be seen in the ERR.



Professional development reports and a list of professional development opportunities can be seen in the ERR.

Table 5.3
Contracted Instructors Professional Development *

	2006–2007 Contracted Instructors	2005–2006 Contracted Instructors
Number of instructors who participated in professional development.	67	66
Number of professional development hours.	3,739	3,317
Average number of professional development hours per instructor.	49.1	50.25
Number of field-of-expertise professional development hours.	1,021	2,113
Percent of field-of-expertise professional development. *	32%	27%
Percent of full-time instructors who met or exceeded professional development goals of 20 hours per year.	76% **	81%
Release time in hours provided for professional development activities.	1,961	1,924
Percent of professional development activities occurred on release time.	59%	58%
* Includes all categories except Adult Basic Education.		
** Note: Eight of the 15 full-time instructors who did not get 20 hours in 2006–2007 either left before the end of the year or were hired in the middle of the year.		

Feedback from the WATC 2006 Employee Survey, in which 45 percent of the responses were from instructors, indicates 57 percent of WATC employees are satisfied with the quality and availability of professional development opportunities. More specifically, results from the fall 2007 faculty survey indicate 71 percent of instructors are satisfied with resources allocated to professional development on their behalf. An analysis of the budgetary figures indicates funding for instructor development decreased slightly from 2007 to 2008. However, the 2008 budget represents a 65 percent increase over monies spent in 2007. Table 5.4, Non-Adult Literacy Instructors Professional Development Funds, provides an overview of the non-Adult Literacy instructor professional development funds over the past three years.

Table 5.4 Non-Adult Literacy Instructors Professional Development Funds		
Year	Budget	Spent
2008	\$36,400	N/A *
2007	\$42,855	\$22,073
2006	\$38,572	\$34,722

* Not yet spent — in process.

Although funds were on hand in 2007, instructors did not utilize the available monies. To meet the challenge of involving instructors in more professional development, WATC must examine ways to encourage them to take advantage of available funds.

Evaluating and Recognizing Effective Teaching

Students complete instructor evaluation surveys at the end of each semester on a rotating course basis. Once completed, results are compiled by OIE and returned to the appropriate



The Faculty and Staff Satisfaction Report and the fall 2007 faculty survey results can be seen in the ERR.

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The Student Evaluation of Teaching Effectiveness survey can be seen in the ERR.

instructors sometime during the following semester. These results can provide instructors with some insight into their teaching effectiveness. There are also other opportunities for students to evaluate their instructors, including program evaluations with specific evaluative components for instruction and the college-wide Noel-Levitz Student Satisfaction Inventory (SSI). These instruments provide invaluable data for determining the efficacy of instructors. Full-time and adjunct instructors are evaluated on an annual basis using a standard instructor evaluation form, which was developed by the instructors.

Instructor mentoring and recognition, currently informal processes, are challenges the college must address in the near future. The director, Professional Services, provides mentoring sessions for instructors based on requests from academic leadership and instructors. Instructors from a number of programs, including Machining Technology, Practical Nurse, and Surgical Technology participated in mentoring sessions.

While there currently is no formal recognition mechanism for instructor accomplishments, the college provides informal recognition of instructors through announcements in WATC E-News, a weekly electronic newsletter. For example, in the November 19, 2007, WATC E-News, Robin Rivers, instructor, Surgical Technology, was recognized for being selected as an Excellence in Caring Nominee Care Partner for 2007. This certificate of recognition was presented by the Professional Practice Council and Wesley Medical Staff. The college is aware that a formalized instructor mentoring and recognition program would provide a much-needed structure for developing its new instructors and recognizing those who excel in their fields. To give greater focus to this initiative, it has been included in the college's strategic plan.

Core Component 3c

The organization creates effective learning environments.

WATC is committed to creating and maintaining effective learning environments as demonstrated by its mission statements and strategic plan. WATC integrates technical career proficiencies with academic content to prepare students to enter the workforce, to further their education and training, and to enhance their family and community roles. This is accomplished by using technologies, supporting instruction that enhances student learning, and instituting processes to promote continuous improvement and quality assurance.

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Supporting Students

The process for creating an effective learning environment begins with the Learner Services division. A variety of support services have been designed to ensure that students are successful in their efforts at WATC, from their initial contacts with the college and throughout their educational experiences. The various departments within the Learner Services division work together to provide students with the services and tools needed for success.

In fall 2005, the Learner Services division was reorganized to support a One-Stop ACCESS Center, and in April 2006, a new welcome center was opened. The One-Stop ACCESS Center is students' first point of contact with WATC. The One-Stop associates provide students with basic informational items such as application information, program and pre-admission requirements, and program checklists. They also direct students to key staff for information about specific program-related questions, financial aid, payment options, the admissions process, or available student success services.

In addition to the welcome center, the Academic Success laboratory and Testing Services were relocated to the Main Campus from the Schweiter Center in fall 2007 to consolidate the number of locations to which students are required to travel. This provides one location for students to inquire about programs, seek tutorial or academic assistance, and test for program admission.

Advising

WATC operates under a shared advising plan that makes student success specialists and instructors available to assist students throughout their college experiences. Student success specialists are available to provide students with immediate access to academic advising, timely answers to questions, and assistance in scheduling adjustments. They also assist students with career planning and continuing education opportunities. For specific course and career assistance, instructor advisors are available to students and are the most knowledgeable sources of information regarding career opportunities in their disciplines, program curriculum, and what is required to succeed within a specific field. This shared academic advising model encourages communication among instructors, students, and staff and supports students in their educational experiences.

Student success specialists also collaborate with instructors to provide classroom presentations and individual assistance on topics that include study and note-taking skills, goal-setting, diversity, holistic health, finances, stress and time management, and career



The Learner Services organizational chart can be seen in the ERR.



Learner Services information documents can be seen in the ERR.



The Student Success presentation materials can be seen in the ERR.

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information. Extensive employment exploration services are also provided to students, including individual and group assistance in career assessments, job-search strategies, work ethics, cover letters, résumés, interviewing, and job fairs.

Environments Support Teaching and Learning

Facilities are a critical foundation for instruction and learning. WATC has traditional classrooms, but alternative delivery methods have been implemented to give students additional learning opportunities such as online courses, hybrid courses, internships, and extended-campus courses. Additional scheduling opportunities include evening, weekend, and open-entry/self-paced courses.

Over the past five years, technology advancements have enabled WATC to enhance educational delivery. As technology is upgraded or replaced, the learning environment and delivery options are enhanced. Prioritizing potential technological enhancements throughout the college occurs as WATC's technology plan continues to evolve. Some of the recent projects include upgrading all workstations to exceed Windows Vista requirements to ensure that all college computers enhance the student learning experience. To increase computer performance, additional changes included upgrading the network infrastructure at Central Center and Schweiter Center. During fiscal year 2006, WATC implemented Axio Learning, an online learning product, and in fall 2007 installed two SMART Classrooms equipped with the latest instructional technology, including SMART boards, document cameras, projectors, AV equipment, new computers, and interactive lecterns.

Facility Upgrades

Over the past four years, WATC has focused on improving classrooms to support instruction and upgrading equipment to meet necessary technology requirements. These upgrades have positively impacted many programs and facilities. See Chapter 4, Criterion Two, Core Component 2b, page 4.12, and Chapter 7, Criterion Five, Core Component 5b, page 7.8, for a more detailed discussion of facilities master planning and facility upgrades.

Main Campus

During the past three years, many of the classrooms and laboratory areas on the Main Campus have been updated and refurbished to provide a more comfortable learning environment. For example in Building C, an IP camera is connected to an overhead projector so vendors and instructors can train and provide automotive demonstrations to several students at a time. This state-of-the-art classroom was installed in April 2007 for vendor presentations and has been extremely useful in providing training to students.



The technology plan can be seen in the Resource Room and the ERR



A list of instructional site upgrades can be seen in the ERR.

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Central Center

In Health Sciences programs, it is imperative that students are provided adequate and necessary equipment and laboratory time prior to entering clinical settings. Many health programs have had laboratory facilities upgraded over the past two years. For example, the Medical Laboratory Technician laboratory was remodeled. This provides students with a realistic environment to practice the technical aspect of their instruction by direct application of theory to actual clinical tests. To support the Practical Nurse, Surgical Technology, and Medical Assistant programs, WATC created an additional patient-care laboratory providing a much-needed skills area.

Seneca Center

In 2004, an additional 2,916 square feet was added to the existing classroom structure at Seneca Center. This area was developed through a grant partially funded by the Federal Emergency Management Agency. The building was designed specifically to withstand tornadoes and to provide new technological capabilities for driving simulators, additional instructional technologies, and instructor offices.

New Facilities

WATC's newest and largest endeavor is the facility that will be located on the northeast edge of Wichita. This facility will provide technical education and training that will supply highly skilled workers to meet the needs of aviation and manufacturing industries.

Online Learning

Since 2004, WATC has been developing its online course management offerings. The first stage created online support materials for face-to-face courses. Students were given the opportunity to maximize learning by reviewing supplemental or assigned material via parallel online course materials. WATC developed two courses in health care that were offered in a Beta version online to approximately 18 high school students in fall 2005. In 2006, the Surgical Technology program provided students the opportunity to view daily lessons online and to access personal grades.

The second stage of development included starting a new Online Learning department and hiring a director responsible for the planning, implementation, and oversight of this environment. The goal of this stage was to begin offering courses in a variety of instructional areas that will be taught 100 percent online. To ensure that these courses had the same academic and technical rigor as face-to-face courses, WATC adopted strategies for success in online courses from Okefenokee Technical College in Georgia. Additionally, 30 instructors



Schematics for the new facility can be seen in the Resource Room.



The Online Learning Plan and examples of Online Learning lessons can be seen in the ERR.



Strategies for success in Online Learning can be seen in the ERR.

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A list of Online Learning courses and adopted principles of good practices can be seen in the ERR.

were trained in Axio Learning, SoftChalk, and online andragogy with the goal of offering online courses in fall 2007.

The third and final stage was implementing online courses. Currently, there are approximately 20 online courses with additional courses slated for spring 2008. A three-part matrix is used for developing courses for Web-based delivery. The matrix covers course design, instructional processes, and institutional processes. Additional processes, such as assessment and quality review of the Online Learning department, are currently being developed. Beginning in 2008–2009, WATC will begin offering online programs pending approval by HLC-NCA.

Partnership Opportunities

WATC is exemplary in its creative use of partnerships to maximize student access to resources and to strengthen teaching effectiveness. The Health Sciences department is an excellent example of WATC's resourcefulness in providing learning support to students. Clinical partnership agreements have been developed with numerous community health-care facilities, such as Via Christi Regional Medical Center, Wesley Medical Center, Robert J. Dole Veterans Administration Medical and Regional Office Center, Kansas Masonic Home, and the Wichita Clinic. These partnerships offer Health Sciences students experiences in clinical applications relevant to their scope of practice. One of these partnerships is the Practical Nurse satellite program at the Kansas Veterans Home in Winfield, Kansas.

In the Manufacturing and Transportation programs, partnerships provide students with equipment and laboratory experiences reflecting current workplaces. One example is the partnership between Valenite LLC and WATC. Students in the Machining Technology and Mechanical Engineering Technology programs learn to use and operate top-of-the-line computer numerical control (CNC) equipment as part of their programs. Valenite LLC makes this possible by providing the tools and inserts for use on the machines. Other examples are the opportunities manufacturers and suppliers provide the Auto Collision Repair program. The 3M Company gives students significant discounts on equipment they purchase for their own use. Paint, equipment, and a computer were donated to use in the refinish/paint laboratory through a partnership between CARQUEST Auto Parts and BASF Auto Refinish.

While participating in program-specific internships, externships, clinical or laboratory experiences, students gain a real-world perspective of job duties and explore alternative practices. This aspect of the curriculum allows students to gain knowledge through observation and practical application. For example, during the externship portion of the

Medical Assistant program, students are assigned to two independent office settings. All students are placed in a family practice clinic, which provides them with opportunities to interact with and provide care for patients from birth to geriatric care. The second rotation is usually in a specialty clinic, such as orthopedics, plastic surgery, or obstetrics. Students again gain knowledge through observation and practical application, but in a practice-specific environment. These experiences are designed to lead students to employment opportunities in nontraditional settings, which they may not have otherwise explored.



The Medical Assistant program externship information can be seen in the ERR.

Opportunities for Students Outside the Classroom

The majority of students in WATC programs have opportunities to participate in student organizations. Health Occupations Students of America (HOSA) is a student organization whose mission is to promote career opportunities in health care and to enhance the delivery of quality health care to all people. SkillsUSA is a national organization that serves 250,000 secondary and postsecondary students and professional members who are registered in technical, skilled, and service occupations. See Table 5.5, Student Organizations' Community Service Activities.



HOSA and SkillsUSA activities can be seen in the ERR.

Table 5.5 Student Organizations' Community Service Activities	
HOSA	SkillsUSA
Annual Memory Walk Collect money for the Great Plains Chapter of the Alzheimer's Association. This was HOSA's national service project.	Holiday Food Drive Provided food baskets and gift cards for in-need WATC students.
Inter-Faith Ministries' Operation Holiday Collected coats and non-perishable food items.	Toy Run Collected toys for families in need.
Blood Drive Conduct annual blood drives to assist the American Red Cross.	Hurricane Katrina Collected needed items that were given to American Red Cross. WATC Commercial Driver Education personnel transported these items, and others collected in the community, to the Gulf Coast.

Due to the nature of technical education, other opportunities are available for some students outside their normal classroom curriculum. These opportunities allow students to hone their skills within activities related to their chosen programs/occupations. For example, Carpentry students partnered with Wichita Area Builders Association (WABA) and a Sedgwick County commissioner to assist in a community project to renovate a building at Old Cowtown Museum. The project involved the conversion of a 100-plus year-old drugstore into a facility where period actors change into costumes and prepare for programs. WATC students structurally secured the building, added exterior handicap-accessible doors, framed



Articles about student activities can be seen in the ERR.

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interior walls for the new rooms, hung drywall, and built a “period” boardwalk and front approach for the building. Another example is the Dental Assistant program where students participate annually in the Kansas Dental Charitable Foundation’s Mission of Mercy that offers dental services to Kansas residents. This program takes place at various locations across the state and, fashioned by volunteerism and good-will, thrives because dental professionals from all levels of practice work together to give their time and talents to help those who cannot afford dental care.

Students with Disabilities

WATC recognizes that students with disabilities may need accommodations to access learning opportunities. According to the 2005–2006 Career and Technical Education Reporting System report, WATC had 11 students who received accommodations. The most common service provided is additional time for testing. Accommodation decisions are made on an individual basis once the student has made a written request for assistance. As deemed appropriate, reasonable accommodations may be made for students with disabilities. WATC ensures that students with disabilities have equal access to college programs and resources; however, the low number of accommodation requests does not necessitate a full-time disability services department. The associate vice president, Enrollment Management, coordinates accommodations for students with disabilities in cooperation with the appropriate academic program.

Testing Services

Testing Services is open 50 hours a week to accommodate student schedules. The facility offers a 30-station computer testing laboratory with back-up paper/pencil capability. Students with disabilities are given alternative testing forms and times based on approval from the Accommodations Committee. To support instructors and students, Testing Services monitors make-up tests during regular laboratory hours. Testing Services also administers a variety of certification exams, including Automotive Service Excellence exams and Kansas state certification examinations for Certified Medication Aide, Certified Nurse Aide, and Home Health Aide.

During 2006–2007, Testing Services worked with the Wichita Workforce Center to provide the Valpar Test of Essential Skills (Valpar) and ACT® WorkKeys® testing for individuals seeking employment at Cessna Aircraft Company through the Workforce Center. The Valpar is manual-dexterity testing that allows clients to see what is expected in industrial settings. To support the community, Testing Services provides on-site WorkKeys testing at area



The Career and Technical Education Reporting System Report can be seen in the Resource Room.

businesses when appropriate. For example, Testing Services provided Bombardier/Learjet pre-employment testing services at its facility using the WorkKeys Reading for Information, Applied Mathematics, Locating Information, and Observation written tests.



Workforce testing statistics can be seen in the ERR.

Mentoring Students

WATC's instructors have numerous years of on-the-job experience in their areas of instruction. Although there is not a formal mentoring program in place, WATC expects instructors to serve as trusted mentors providing consistent support, guidance, and concrete help to students, acting as positive professionals in their fields. For example, Aerostructures Technician, Certified Nurse Aide, and Practical Nurse instructors offer extra one-on-one skill laboratories. An Aviation Cabinetmaker instructor worked with Student Success Services to provide confidence, guidance, and resources that helped a student move out of a violent home.



Faculty mentoring examples can be seen in the ERR.

Evaluation of Learning Environments

WATC's learning environments are evaluated in numerous ways, and the information gained is used to enhance student success. OIE provides data to the college and to individual departments, programs, and service areas for use in evaluation activities. These groups use this information to evaluate and improve future programming. A description of evaluations can be found in Chapter 4, Criterion Two, Core Component 2c, page 4.22.

Core Component 3d

The organization's learning resources support student learning and effective teaching.

The commitment WATC demonstrates to instruction reaches beyond staffing priorities and budget allocations and extends to the quality, innovation, and effectiveness of its learning resources. These resources include physical space designed and regularly evaluated to enhance student learning and success, equipment and technology that is consistently upgraded in all areas, and Web-based resources. WATC continues to maintain and create new valuable partnerships in the greater community to maximize the availability of resources for student learning.

Library and Learning Resources

The mission of WATC Library Learning Resource Center is to provide the latest state-of-the-art library resources and positive customer service possible to all WATC constituencies and Wichita area community members.

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Library and Learning Resources documents can be seen in the ERR.

The Library and Learning Resources Center (LLRC) supports students by providing relevant library and information resources to all constituents. A computer laboratory, Internet access, online catalog and databases, videos, books, additional resources, and a quiet place to study are available to students. The focus of the LLRC is to be a library-without-walls, allowing library and information resources to be accessible from remote locations, as well as all instructional sites. Through an online catalog and databases, WATC students and instructors are able to access materials necessary for their programs on- and off-campus. The physical library is located on the Main Campus and provides relevant collections, a 15-station computer laboratory, a full-time meeting room, and a lounge area. Table 5.6, Library and Learning Resources Usage, provides a sampling of numerous resources available through the LLRC and their usage over the past year.

Resource	Area	Usage
Automotive Repair Reference Center	Transportation	75 searches per month
CINAHL plus	Health Sciences	12 searches per month
Professional Development Collection	Instructors	13 searches per month
Health Reference Center Academic	Health Sciences	State of Kansas database *
Informé	ESOL students	State of Kansas database *
Net Library	e-Books	State of Kansas database *
EbscoHost Vocational and Career Collection	College-wide	25 searches per month
Expanded Academic ASAP	General education	State of Kansas database
Books	College-wide	800+ Majority from applied technology section that includes health sciences and manufacturing areas
AV Materials	College-wide	748 in 2006–2007
Overall Collections Checked Out	College-wide	2,085 materials
* Usage data not available from state of Kansas.		

Interlibrary Loan also enables instructors, staff, and students to obtain materials from across the world at no cost to participants. The Kansas Library Catalog can be searched for materials that can be easily borrowed from libraries throughout Kansas. As a member of the South Central Kansas Library System, the LLRC can order materials through WorldCat, a database of holdings from 95 percent of the libraries in the world.

Orientation to Library Resources

The library’s focus is on providing multiple access points to information using a variety of formats. It is important to assist the campus community in learning how to use the LLRC and potential information access points. Students are first introduced to LLRC services at new-student orientations. Additionally, Information and Library Literacy, a collaboration



The South-Central Kansas Library System membership can be seen in the ERR.

between instructors and the librarian, teaches students how to access and analyze information in a digital world. This is a systematic training of students in each program to help them identify and utilize information literacy skills, while learning the policies and procedures of the LLRC. The program was started in 2005 and expanded in January 2007 to include instructor training sessions. Instructors also provided information and updates for the LLRC at inservices and new-instructor orientations.

Evaluation of the LLRC

LLRC services are primarily evaluated through the Noel-Levitz SSI that is administered to students each fall. Table 5.7, Library and Learning Resources Services, Noel-Levitz Performance Gaps 2004–2006, provides the performance gap between what students perceive to be important and their satisfaction with LLRC services over the past three years. Two items specifically referenced the LLRC, and this area has shown significant improvement from 2004 to 2006.

Item Description	2006	2005	2004
Library resources and services are adequate.	0.76	0.88	0.95
Library staff members are helpful and approachable.	0.62	0.76	1.32
Computer laboratories are adequate and accessible.	0.77	0.84	0.84
There are a sufficient number of study areas on campus.	0.64	0.67	0.64

The LLRC evaluates the use of the resources through statistics gathered electronically on the catalog and databases. The statistics are used to determine specific user trends, such as what parts of the collection are most used and when and where electronic databases are accessed. This information is used for future programming, collection development, and budget planning. The LLRC is designing a program in collaboration with instructors to develop a rubric to be used for program-specific assignments. The rubric includes content and information-literacy items and is utilized to analyze student learning regarding information literacy.

Technology Support

Evolving technology continually creates new ways for WATC's learners to interact with instructors and the learning environment. WATC incorporates technology into traditional curriculum to help students access resources outside the classroom and to address students' unique and varied learning needs. This technology includes presentations and interactive software, simulators, and an online curriculum-management system. Students utilize



The Information and Library Literacy Plan can be seen in the ERR.



The Noel-Levitz Report can be viewed from the Institutional Effectiveness Web page, which can be seen in the ERR.

interactive software and simulators to refresh knowledge and learn skills at their own pace. Health Sciences students have access to the skills laboratory where they practice inserting IVs, drawing blood, taking blood pressures, and measuring medications. Students use mannequins, hospital beds, scales, and lifts to apply the knowledge gained in the classroom. The Commercial Driver Education program has eight driving simulators designed exclusively for trucks. These simulators provide a cost-effective, standardized method to evaluate new and experienced drivers' perceptions and reaction skills in a variety of traffic situations. They also provide a dramatic way to demonstrate the effects of selected adverse roadway conditions and alcohol impairment on a driver's ability to control a vehicle.



The MIS survey results can be seen in the ERR.

Management Information Systems (MIS) is responsible for linking and overseeing the college's information technology services and coordinating projects. As the college's technology plan evolves, MIS seeks input from all stakeholders, including continuing instructor and staff surveys.

Computer Assistance

MIS provides support to students and employees through a help-desk. Individuals can contact MIS for assistance with computer equipment and software application issues. WATC also provides other technological computer-based resources:



A list of computer laboratories can be seen in the ERR.

- **Computer Laboratories:** In addition to the computers available in the LLRC, WATC has numerous computer laboratories and computer stations at all instructional sites.
- **E-Mail:** In June 2007, WATC implemented e-mail for all students. The objectives of this project are to foster improved communication between the college and current students, aid retention by connecting current students to the college community, reduce print mailing costs, and help WATC reach out to alumni.
- **Web Site:** A redesigned Web site was introduced in fall 2007 to convey the same look and feel of the college's other marketing materials. The redesign focuses on recruiting and marketing to increase enrollment in all programs. In addition, a college intranet was designed for instructors and staff to obtain information and forms as needed.
- **Online Payments:** Due to student requests for the option to pay bills online, as noted from student feedback during new-student orientation and in the Noel-Levitz SSI at the end of each semester, a payment gateway was implemented on the WATC Web site in October 2007. This service allows students to pay tuition and fees online, and it is convenient, fast, and allows students to control when their payments are processed.



The Web site plan can be seen in the ERR.



The Noel-Levitz Report can be viewed from the Institutional Effectiveness Web page, which can be seen in the ERR.



Information about FACTS payment options can be seen in the ERR.

Criterion Three: Student Learning and Effective Teaching

- **Classroom Resources:** WATC is replacing TV/VCR sets with mounted overhead projectors that offer a connection station in classrooms so instructors and vendors can easily connect a laptop. Wireless overhead projectors were tested in May and June 2007 and were purchased during fiscal year 2008.

Additional Learning Resources

Axio Learning, the college's online curriculum-management system, was introduced to instructors in fall 2005 and is known externally as WATC Online. Instructors are encouraged to integrate WATC Online into their courses to enhance face-to-face classroom learning. The software, which can be used for traditional and online courses, allows students to gain access to course material anywhere and at any time. It also allows for online tutoring and creation of online communities, which facilitate asynchronous discussions among classmates and instructors. WATC Online is enhanced with MS PowerPoint, Macromedia Flash, SoftChalk, and other software packages that provide online interactivity with course materials. Students often check course progress online through WATC Online Gradebook.

Academic Success

In fall 2005, WATC instituted the Academic Success program. Formerly referred to as remedial education or developmental education, the term "academic success" is a proactive approach that addresses student gaps in academic preparedness. The mission of Academic Success is to provide an academic safety net to under-prepared learners, so they have opportunities to prepare for, advance to, and excel in college coursework. Students gain access to Academic Success services in three ways: self-referral, instructor/staff referral, and/or placement score recommendations. For example, some students seek additional academic help of their own volition, whether it is to pass a college placement exam or to add supplemental tutoring for current college coursework.

Using diagnostic assessment tools, such as the TABE, participants in WATC's Academic Success program meet with Academic Success instructors, and together they develop an academic plan of action that determines appropriate placement in Academic Success courses or self-paced laboratory activities. Prescriptive software, such as PassKey, WIN, and Ainsworth Typing Tutor, supplements instructor-led and self-paced courses. PassKey lessons correlate with the TABE so that instructional lessons can be tailored to each student's needs.



Academic Success information, spring schedule, and Academic Success Web page, which can be seen in the ERR.



Academic Success pre- and post-tests can be seen in the Resource Room.

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Academic Success syllabi and a sample individualized development plan template can be seen in the ERR.

Because of the multiple placement testing requirements, the Academic Success laboratory instructors and staff determined that a generic self-paced test preparation course did not adequately address the needs of preparing for each specific test. In spring 2007, self-paced preparation courses designed for college placement tests were added so students can enroll in the course most aligned to the test they will be taking. This differentiation of test preparation courses also allows for better tracking by OIE. Additional laboratory resources to support these courses were added as budget allowed. In 2007–2008, the Academic Success department determined that instituting Individualized Development Plans for students would be useful to focus students on what is needed to achieve success in self-paced courses.

Opportunities to Advance to College Coursework

In addition to the self-paced test preparation courses, Academic Success offers self-paced reading, writing, and math courses. These courses provide an avenue for students to build the skills requisite to succeed in general education coursework. After students take the COMPASS test, they receive a narrative showing their placement scores. They are either ready for a general education course or an Academic Success course. A self-paced keyboarding course is offered for students who need to improve their typing skills. Self-paced courses are facilitated by a laboratory instructor, and students are able to work at their own pace until they meet their goals for the course or until the semester ends.



Program and general education placement information can be seen in the ERR.

Instructor-led courses have also been added to Academic Success offerings. Elementary Algebra was added in spring 2007 to support Intermediate Algebra. A Fundamentals of Writing course is offered to support students who do not place in English Composition 101. Self-Paced Reading and Self-Paced Spelling Improvement courses were added in fall 2006 to support students whose pre-assessment scores indicate a need for improvement.

Tutoring Services

Academic Success offers free tutoring for matriculated students who are informed of this service at new-student orientations. Students can access tutoring assistance in math, writing, reading, dosage calculations, Anatomy and Physiology, and basic computer skills. Instructors may also request tutoring services for one student or for a group of students. For example, Academic Success assisted the Practical Nurse and Medical Assistant programs by offering tutoring services in dosage calculations. A plan of assistance can also be proposed by instructors for students to receive tutoring services.



The Academic Success tutoring log can be seen in the ERR.

**Criterion Three:
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Effective Teaching**

Budgeting for Learning Resources

WATC's mission statement places value on providing technologically advanced equipment for training. Results of the Noel-Levitz SSI show that this has been a constant challenge for the college. Equipment must be state-of-the-art and meet business and industry standards to prepare students for entering the workforce with the knowledge and skills needed to succeed. WATC is fortunate to have strong support from local and national businesses and industries that provide donations of equipment and supplies. The college also utilizes a large portion of its capital outlay funds and Carl D. Perkins (Perkins) funds to augment these donations and enhance all of its programs. For example, in fiscal year 2008, Perkins funding was used to purchase six welders needed for the Auto Collision Repair program to offer the I-CAR welding certification. These grant funds were also used to update equipment in numerous Health Sciences laboratories including Dental Assistant, Medical Laboratory Technician, Practical Nurse, and Surgical Technology, while capital outlay funds were used to equip two SMART rooms.

In addition to state capital outlay and Perkins funds, the Wichita Area Technical College Foundation (WATC Foundation) was formed in May 2007. Required paperwork was submitted to the Internal Revenue Service in June 2007 to request not-for-profit status. The newly formed foundation is currently developing a plan that will address the college's top ten needs as designated by the president and chief operating officer.

Beginning with fiscal year 2008, the chief operating officer asked all academic departments to submit equipment needs. This process gave instructors an opportunity to recommend funding needs for the areas they think are necessary to support instruction and learning. These requests are prioritized by the chief operating officer, and purchases are made based on the availability of funds. During this same fiscal year, WATC also took its first steps at long-range program needs forecasting to support instruction and learning. Program instructors were also asked to submit five-year plans for all current and potential needs to include technology, personnel, professional development, and program certification costs.

Summary

Over the past two years, WATC has made progress in the development and implementation of assessment that focuses on student learning outcomes. Assessment initiatives continue to expand as demonstrated by the increasing number of instructors, departments, and programs conducting and utilizing assessment to monitor effectiveness and make improvements. Additionally, WATC's commitment to students is confirmed in the relationships that



Perkins reports are available in the Resource Room, and Capital Outlay reports can be seen in the ERR.



The WATC Foundation Articles of Incorporation and Bylaws can be seen in the ERR.



The Academic Programs Five-Year Financial Plan template can be seen in the ERR.



Academic Programs Five-Year Financial Plan can be seen in the Resource Room.

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instructors and college administration have developed with business and industry. Furthermore, the college supports students by providing effective student services and updating and expanding learning resources. Overall, it is clear that WATC is committed to student learning and effective teaching, is succeeding in fulfilling its educational goals, and is firmly committed to addressing its challenges.

Strengths

- WATC's assessment process allows instructors to develop, analyze, and implement their own assessment practices within a structured framework. The current assessment process is highly supported by instructors and administration as it continues to be implemented throughout the college.
- WATC believes in employing qualified instructors with occupational experience in their teaching fields. Instructors apply industry standards in classroom instruction, which gives students an industry perspective. External accreditations, collaborations, communication, and involvement with business and industry are critical components for each program's success.

Opportunities for Improvement

- WATC needs to continue to ensure greater involvement and decision making by all instructors in the assessment process. By continuing to focus resources in this area, documentation and dissemination of assessment information will continue to evolve. As more programs and courses are developed, assessment activities must also be incorporated.
- As general education enrollment grows, assessment practices must be formalized and implemented for this area.
- Additional opportunities for improvement remain in the area of professional development. WATC must ensure that its instructors and staff stay up-to-date with the latest technologies, equipment, and trends within occupational areas. This includes allowing release time to communicate with relevant organizations, creating a formalized instructor mentoring and recognition program, and offering appropriate training and inservice activities.
- Providing state-of-the-art facilities and equipment remains a high priority due to the changing needs of business and industry. WATC needs to remain well connected with its business and industry constituents to meet the technical education needs of the communities it serves.



2008

SELF-STUDY

CHAPTER 6

Criterion Four: Acquisition, Discovery, and Application of Knowledge

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Chapter 6

Criterion Four: Acquisition, Discovery, and Application of Knowledge

Wichita Area Technical College (WATC) can clearly be defined as a learning institution. As such, WATC continues to evolve toward its vision of becoming the premier provider of technical education in the Midwest. Philosophical and practical questions are raised on a daily basis. Changes to the organizational structure, policies, and processes may seem mundane on the surface; however, each change is an expression of an assumption or a value. Being cognizant of the values expressed and how and why decisions for change are made is important to the developing culture of the institution. Rather than trying to adapt an institutional model established for a secondary school, traditional community college, or research institution, WATC employees are in the process of creating an educational model that encompasses business practices. The evolution of the college is an incredible real-life example of organizational learning occurring on a large scale.

WATC is committed to providing learning opportunities that enable students and employees to be successful in a global, diverse, and technological society. Relevant curriculum that delivers and assesses specific skills and knowledge ensures students are prepared for the workplace. Employees experience this commitment through professional development opportunities and assessment of the programs and services they provide. This chapter demonstrates how WATC promotes a life of learning for the entire community.

Core Component 4a

The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

Evolving technologies and workforce demands require individuals to receive initial training and retraining throughout their careers. WATC demonstrates a strong commitment to lifelong learning by providing opportunities to the community to complete training or for self-improvement. The college community models the value of lifelong learning by offering professional development opportunities, supporting student organizations, providing curricula appropriate to different career stages, and recognizing achievements.

Institutional Support of Lifelong Learning

Institutionalizing a value or initiative begins with meaningful support from the top of an organization. Since becoming an independent institution, the college has specifically included language in support of lifelong learning in its mission statements. In August 2007, the Sedgwick County Technical Education and Training Authority, governing board for WATC (WATC Board), adopted revised mission statements, but the language supporting lifelong learning remained intact. The WATC Board also modeled lifelong learning when shortly after a change in membership in early 2007, board members participated in an off-site retreat designed to help them understand their role as the governing body. They also demonstrated the value they place on learning by advising the president to review and reallocate the institution's financial resources. This review led to a restructuring of the college in May 2007 designed to emphasize academic rather than administrative priorities. Table 6.1, WATC Personnel Funding, clearly illustrates the change in personnel funding allotments between academic and administrative functions.



The WATC Board retreat agenda and minutes can be seen in the ERR.

**Table 6.1
WATC Personnel Funding***

Budget Category	Fiscal Year 2008 Percentages	Fiscal Year 2007 Percentages	Fiscal Year 2006 Percentages
Instructional	64.46	62.64	51.04
Academic Support	6.07	6.49	14.34
Student Services	16.90	17.08	22.26
Institutional Support	7.82	8.80	8.36
Operations	4.75	4.99	4.00

* 2006 and 2007 figures represent actual expenses. 2008 figures are budgeted expenses.

**Criterion Four:
Acquisition, Discovery, and
Application of Knowledge**

Tuition waivers for WATC courses have been available to full-time employees for a number of years. In September 2007, the WATC Board approved an expansion of this policy. For the first time, tuition waivers are offered to all WATC employees regardless of their classification. This is another move toward institutionalizing the idea that learning should occur throughout life.

The college also encourages the efforts of individuals who demonstrate a desire to support lifelong learning. Two WATC vice presidents served on the organizing committee for the spring 2007 conference of the Office of Women in Higher Education, which was attended by numerous college employees. Also during spring 2007, Library and Learning Resource Center staff expressed the desire to facilitate book discussions on Gordon Park's book, *The Learning Tree*. WATC pursued grant funding for the project, which ultimately covered the cost of the books. Three discussion groups were held with a total of 15 administrators, staff, and students participating. WATC supported this learning opportunity by allowing employees to work on the project during regular work hours and by providing the facilities in which the group discussions were held.

Curricular Support of Lifelong Learning

The freedom to openly explore ideas is an essential component of lifelong learning, even if these ideas are nontraditional or controversial. In July 2007, the WATC Board approved an updated policy on academic freedom. Prior to being presented to the WATC Board, a team of instructors and administrators reviewed the existing policy and reached an agreement on suggested changes. By adopting this policy, the WATC Board has reaffirmed the importance of this value, and this is clearly reflected in the classroom. Many of the college's Health Sciences programs freely discuss topics such as religion, family planning, and end-of-life issues as they relate to the curriculum being taught. In addition, the newly adopted work ethics curriculum provides significant material for discussion and exploration of differences. Students are encouraged to debate and discover differing viewpoints and respect the perspectives of others.

While all educational institutions advocate lifelong learning, the reality of the concept is extremely clear at a technical college such as WATC. The student population includes learners who are still in high school or obtaining an equivalency diploma, recent post-high-school graduates, those who are looking to change careers or advance on their career paths, and those who are attending customized training courses on behalf of their employers. The ability to respond to such a diverse group of students with a wide array of needs at a variety of times in life is a hallmark of the technical education programming offered by WATC.



Policy HR 87.0 Employee Tuition Waiver can be viewed from WATC's Web site, which can be seen in the ERR.



The Office of Women in Higher Education program information can be seen in the ERR.



Policy HR 82.0 Academic Freedom can be viewed from WATC's Web site, which can be seen in the ERR.



Examples of the work ethics materials used in classrooms can be seen in the ERR.

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The relatively short length of technical programs allows students to move quickly from the learning environment to the workforce. Table 6.2, Lifelong Learning Opportunities, provides a snapshot of the breadth of opportunities available to potential students.

Table 6.2 Lifelong Learning Opportunities				
Program/Course	Length	Career Stage	Award	Possible Next Step(s)
Automotive Service Technology	1–2 year	Early or mid-career or career change	AAS degree or technical certificate	Automotive Service Technology Update Training; bachelor's degree
Certified Nurse Aide	5 weeks	Early career	Certificate of completion	Certified Medication Aide; Home Health Aide; Practical Nurse
Dental Assistant	1 year	Early career or career change	Technical certificate	Supragingival Scaling for the Dental Assistant; associate degree in Health Care
Dietary Manager	1 year	Mid- to late-career or career enhancement	Certificate of completion	Dietary Manager Exam Review
Manufacturing Skills	3 weeks	Early or mid-career or career change	Certificate of completion	Aerostructures Technician; Aviation Cabinetmaker; Composites Fabrication Technician
Mechanical Engineering Technology	2 years	Early- or mid-career or career change	AAS degree	Bachelor's degree
Practical Nurse	1 year	Early or mid-career or career change	Technical certificate	Associate degree or bachelor's degree in nursing
Welding	1 year	Early or mid-career or career change	Technical certificate	Welding specialty courses
Customized Training for Business and Industry Partners (Examples)	8 weeks 3 weeks	Early or mid-career, career change or on-the-job training		Additional customized training; certificate of completion; technical certificate programs; AAS degree programs
<ul style="list-style-type: none"> • Customized Paint Class * • Aircraft Sheetmetal ** 				
Apprenticeship Partnerships	Varied	Early or mid-career or career change	Journeyman Certificate Technical Certificate	Technical certificate programs; AAS degree programs

* Class for Cessna Aircraft Company

** Class for Hawker Beechcraft

As part of the mission to provide lifelong learning, WATC encourages articulations with secondary and postsecondary institutions. Students with an interest in technical education are offered seamless opportunities to advance from high-school-level competencies through the associate degree level or on to baccalaureate degrees. WATC has made it a high priority to increase the number of articulation agreements with other regionally accredited institutions, as indicated in the 2007 and 2008 Kansas Board of Regents Performance Agreements.



WATC's performance agreement with the Kansas Board of Regents can be seen in the ERR.

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The unique educational opportunities provided by articulation are exemplified by WATC's agreements with secondary and postsecondary institutions in the area of engineering. WATC has partnered with three local high schools in the national pre-engineering program, Project Lead the Way, and established an articulation with the Mechanical Engineering Technology (MET) program. Students who successfully complete the Project Lead the Way program earn six college credit hours in WATC's MET program. Upon completion of the MET program, graduates can avail themselves of the opportunities provided through an articulation agreement with Kansas State University – Salina (KSU-Salina) to advance to a baccalaureate degree. Successful graduates of WATC's MET program earn 45 hours of credit toward the MET degree at KSU-Salina.



Articulation agreements can be seen in the ERR.

WATC also provides Certified Nurse Aide (CNA) courses for health career track students at Wichita High School West. While not an articulation agreement, the CNA credential is a required first step to enrollment in the college's Practical Nurse program. As a Kansas State Board of Nursing-approved program, the Practical Nurse program allows students to transfer to other nursing programs in Kansas. The Kansas Articulation Plan for Nursing Education, which was adopted in 1995, allows students who have completed approved Practical Nurse programs to transfer into the second year of associate degree nursing programs, and students can also earn a percentage of course credit when entering Bachelor of Science nursing programs. This articulation plan allows WATC students the flexibility to continue with their education.



The Practical Nurse articulation agreement can be seen in the ERR.

Internal Support of Lifelong Learning

WATC demonstrates its commitment to lifelong learning by providing employees with opportunities to develop and enhance their skills. Evidence of this commitment was demonstrated in summer 2004 when resources were provided to employ a full-time coordinator devoted to professional development. The director, Professional Services, is responsible for developing and/or facilitating professional development opportunities. An early accomplishment was the first college-wide inservice day in February 2005. All employees had the opportunity to interact and attend sessions covering different topics, such as accreditation and diversity awareness. The event was so successful that it has continued as an annual event.



All-WATC inservice agendas can be seen in the ERR.

In fall 2005, a college-wide professional development plan was implemented to provide a framework for learning opportunities for all employees. This plan allows employees to experience various opportunities throughout the course of their employment with



The Professional Development Plan can be viewed from the Professional Services Web page, which can be seen in the ERR.

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WATC — from new-hire orientations, mentoring, and professional development activities to exit interviews. Employees are expected to complete a minimum of 20 hours of professional development annually.

Ongoing college-sponsored professional development activities include technology training, new-hire orientations, and instructional skills training. In addition, each year, an area of emphasis for professional development is identified. Generational differences and ethics in the workplace are two recent examples of topics chosen for particular attention.

Professional development is also available through online technologies. Tutorials for ezLaborManager (timesheet completion), Family Educational Rights and Privacy Act, Netiquette, and Telephone Techniques are available online.

One unique aspect of the professional development program at WATC is the centralized tracking that occurs. Before employees participate in professional development activities, they must submit a Professional Development Activity Request to their immediate supervisor. Activities must align with the Professional Development Criteria, a list of questions that employees must consider when requesting professional development activities. Upon completion of activities, they must complete a Professional Development Activity Follow-up form, which provides information about the activity attended, the length of the session(s), the perceived value, and how learning will be shared with co-workers. This information is tracked throughout the year, and at year-end, employees receive reports for their professional development activities for the year. This process has proven to be very helpful. It not only provides employees with complete records of their activities, but also provides the college with data about individual participation rates. The information is then used to encourage participation and allocate resources for the coming year. See Table 6.3, Professional Development Participation.



The professional development online training opportunities can be viewed from the Professional Services Web page, which can be seen in the ERR.



The Professional Development Request for Activity and Professional Development Activity Follow-Up forms can be viewed from the Professional Services Web page, which can be seen in the ERR.

Table 6.3 Professional Development Participation (Participated in a minimum of 20 hours professional development)		
Employment Category	Fiscal Year 2007	Fiscal Year 2006
Instructors	76%*	81%
Staff	69%	69%
Administration	74%	78%
* Eight of the 15 full-time instructors who did not reach 20 hours for fiscal year 2007 either left before the end of the year or were hired in the middle of the year.		

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Professional Services provides funding for internal events such as technology training, instructor and college-wide inservice activities, workshops, and new-hire orientations. While budget constraints resulted in a funding decrease for 2007–2008, available resources have significantly increased since 2004. See Table 6.4, Professional Services Budget.

2007–2008	2006–2007	2005–2006	2004–2005
\$91,494	\$65,207	\$64,902	\$3,933

Supporting instructors to remain current in their technical fields and instructional techniques is of vital importance to the present and future success of effective teaching. WATC continues to enhance professional development opportunities for instructors by providing inservice days and funding development activities for them. More information on professional development for instructors is contained in Chapter 5, Criterion Three, Core Component 3b, page 5.12.


WATC staff members play a vital role in the seamless operation of the college. Ensuring the ability of these individuals to perform their jobs successfully is of utmost importance. Providing effective orientation and offering high-quality development opportunities for staff members are a significant focus for the college. Table 6.5, Staff Training Activities, includes a snapshot of some of the various opportunities that have been available to WATC staff over the last four years.

**Table 6.5
Staff Training Activities**

Activity	Fiscal Year 2008	Fiscal Year 2007	Fiscal Year 2006	Fiscal Year 2005
Access Levels 1-3	•	•		
A.C.T. with Integrity	•			
Business as Unusual		•	•	•
Color Me Happy!	•			
Customer Service Training		•		
Dealing with Difficult People	•	•	•	
Developing Your Leadership Skills	•			
Diversity Training	•	•	•	•
Excel Levels 1-3		•	•	
Fish		•	•	•
Generations: Respect in the Workplace	•	•	•	
Holding People Accountable	•			
Holiday Stress	•			
Jenzabar Upgrade Training			•	
Keeping Your Mind Off Money at Work	•		•	
Motivating Employees to be Top Performers	•			
Office of Women in Higher Education		•	•	•
Online Course Development	•	•		
Preventing Violence in the Workplace	•			
Recognizing Burnout		•		
Sleep: Its Powerful Impact Upon Work Performance	•			
Strategic Negotiations		•		
Stress Management	•	•	•	
Supervisory/Leadership Training		•		
The Power of Focus for Women: Living the Life You Want	•			
The Sands of Time (time management)	•			
Time Management		•		
Visio			•	
Whale Done		•	•	
Who Moved My Cheese		•		
Work-Life Balance	•			

Recognizing Achievements

WATC takes pride in the accomplishments of its entire college community. Formal graduation ceremonies are held annually. In addition, the Adult Literacy program offers a graduation ceremony specifically for its students once a year. These traditional cap-and-gown ceremonies are great times of celebration for students and their families. Honor cords are provided as recognition for students who place at the state level in Health Occupations of Students of America (HOSA) and SkillsUSA competitions.

 Sample commencement programs can be seen in the ERR.

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Student, instructor, and staff accomplishments are published internally through the WATC E-News, a weekly electronic newsletter. Marketing and Community Relations also provides press releases, inserts, and articles that appear in the *Wichita Eagle* and the *Wichita Business Journal* to promote the college and its employee achievements. Table 6.6, Recognition of Achievements, contains a sample of achievements that were recognized during the spring 2007 semester.

Table 6.6
Recognition of Achievements
(Publicized Through WATC's E-News)

Achievement	Date
Adult Literacy program receives grant as a result of increased outcomes	February 5, 2007
Instructor named 2006 Citizen of the Year by Sedgwick County Sheriff's Office	February 5, 2007
Dental Assistant students volunteer at Kansas Mission of Mercy Project	February 12, 2007
Library employee wins a grant to attend national library convention	February 12, 2007
Instructor given certificate of appreciation from Wichita Police Department	March 19, 2007
Health students qualify for national competition	March 19, 2007
Staff member wins national award for graphic design	March 26, 2007
Crisis team members complete CPR/First Aid Training	March 26, 2007
Automotive Service Technology student wins scholarship	April 2, 2007
Student winners of the 2007 SkillsUSA competition (hosted by WATC)	April 30, 2007
Surgical Technology instructor receives Excellence in Caring Nominee Care Partner	November 19, 2007

WATC is also in the initial stages of developing a college-wide rewards and recognition program. Preliminary work was completed in spring 2007 by a team of administrators, instructors, and staff. During fiscal year 2008, the rewards and recognition program will be further defined with an implementation goal of fiscal year 2009.

Core Component 4b

The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

WATC currently offers five associate of applied science degrees (AAS), 17 technical certificates, and 12 certificates of completion. These educational achievements represent more than the completion of a certain number of credit hours in a particular field of study. WATC ensures that students receiving AAS degrees and technical certificates acquire a breadth of knowledge that will facilitate continuous learning throughout life. General education requirements include courses in a variety of disciplines and are a required part of selected programs. The evaluation of learning outcomes guides continual improvement in these courses.



The college catalog outlines the general education courses and can be viewed from WATC's Web page that can be seen in the ERR.

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General Education

WATC affirms that the mission of general education core curriculum is to provide opportunities for students to explore broad areas of common knowledge, intellectual concepts and attitudes.

During the 2006 HLC-NCA visit, the evaluation team noted in its Report of a Comprehensive Evaluation Visit for Initial Accreditation that WATC “does not offer general education courses even though these courses are required for completion of the AAS degree awarded by the institution,” and that “if the institution continues to award the associate degree, it should also offer the general education courses necessary to complete that degree.” Until the visiting team requested documentation addressing the issue, WATC operated with the understanding that the college could not offer general education courses. It was during this visit that discussions with the Kansas Board of Regents revealed information to the contrary.

As a result, WATC began the process of hiring qualified instructors and delivering its own general education program. All general education instructors have either a master’s degree or higher in their teaching fields, or a master’s degree with at least 18 graduate hours in the field. Subject-matter core competencies, defined by the Kansas Board of Regents’ Kansas Core Competencies Project, are included in every general education course. Instructors select the textbooks from which they teach and provide input into course syllabi.

Implementation of general education courses began in spring 2007. Meetings are held to orient new instructors to the college. Topics covered include syllabi, textbooks, assessment, and evaluation processes. As discussed in Chapter 5, Criterion Three, Core Component 3a, page 5.6, instructors review general education learning outcomes and develop assessment matrices similar to those used by the technical instructors.

Degree Requirements for General Education

All WATC AAS degrees require a minimum of 15 credit hours of general education. See Table 6.7, Required General Education Courses for AAS Degrees, for the general education courses for each degree program.



The Kansas Board of Regents’ communication regarding general education can be seen in the ERR.



Credentials for general education instructors can be seen in the Human Resources department.



The Kansas Core Competencies Project can be viewed from the Kansas Board of Regents’ Web site, which can be seen in the ERR.



The agenda for adjunct instructors can be seen in the ERR.

Table 6.7
Required General Education Courses for AAS Degrees

General Education Courses	Automotive Service Technology	Computer-Aided Drafting	Health Care	Medical Laboratory Technician	Mechanical Engineering Technology
Anatomy and Physiology			•		
College Algebra					•
English Composition I	•	•	•	•	•
General Biology				•	
General Chemistry				•	
General Psychology			•	•	•
Intermediate Algebra or higher	•	•	•	•	
Introduction to Microbiology				•	
Introduction to Public Speaking or Interpersonal Communication	•	•	•	•	
Introduction to Sociology			•	•	
Natural Sciences (minimum of one course)	•	•			
Physics					•
Social Sciences (minimum of one course)	•	•			
Trigonometry					•

Articulation agreements with regents and private colleges and universities have helped to ensure a seamless transfer of general education credits. In addition to the KSU–Salina agreement, WATC also has articulation agreements with Washburn University, the University of Phoenix, Embry-Riddle Aeronautical University, and Southwestern College. Upon achieving HLC-NCA accreditation, the college will pursue additional articulation agreements with other institutions of higher learning.

General Learning Skills and Certificate Programs

Students in WATC's technical certificate and certificate of completion programs are exposed to general learning skills. In these programs, courses are typically designed to help students obtain a breadth of learning beyond the focus of the certificate. Instructors and program advisory committee members agree that the following six general learning skills should be expected of all graduates:

- Demonstrate effective reading, writing, speaking, and listening skills.
- Demonstrate mathematical skills.
- Apply scientific concepts.
- Identify and solve problems, apply knowledge in a critical, creative, and ethical manner.



Articulation agreements can be seen in the ERR.



Sample program advisory committee validation forms and competency profiles can be seen in the ERR.

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- Recognize the value of self and others to be a productive member of a diverse global society.
- Evaluate and use information technology effectively.

The acquisition of general learning skills documents that graduates have gained the skills and knowledge needed to function in diverse societies. College-wide standards for general learning challenge students and give them opportunities to expand their knowledge in a variety of fields.

These learning skills are not specific to any one degree type, program, or course. Rather, they are interdisciplinary and provide the overall basic knowledge that WATC graduates need to function as successful, lifelong learners. Examples of facilitating breadth of knowledge and fostering intellectual inquiry occur in a variety of programs seen in Table 6.9, Facilitating Depth and Breadth of Learning.

Table 6.9 Facilitating Depth and Breadth of Learning							
Program	Course	Effective Reading, Writing, Listening Skills	Math Skills	Scientific Concepts	Problem Solving	Recognize the Value of Self and Others	Evaluate and Use Technology
Practical Nursing	PNR 165	•					
	PNR 160	•					
	PNR 109		•				
	PNR 162			•			
Surgical Technology	SGT 119	•					
Medical Assistant	MEA 111		•			•	
	MEA 120			•		•	
Welding	CWG 141				•		
Technical Academics for Aviation, Manufacturing, Skilled Trades, and Transportation	APA 150	•	•		•		
	APA 110	•				•	
	APA 130				•		•

While the college is committed to teaching general education skills, consistent implementation across the curriculum has been a challenge. To address this challenge, a series of core courses — including math, computer technology, and English and employability skills — will be added to all AAS degree and certificate programs beginning in July 2008. Instructors select appropriate English and math courses based on program requirements, and all technical certificate and AAS programs will include a computer technology course and the employability skills course. Students enrolled in certificate of completion programs receive instruction in at least two of the core courses, including math or English and employability skills.



Information regarding program revisions and sample course syllabi can be seen in the Resource Room.

**Criterion Four:
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Co-Curricular and Curricular Connections

Acquisition, discovery, and application of knowledge occur in traditional and non-traditional learning settings at WATC. These opportunities promote inquiry, practice, creativity, and social responsibility. Some examples of co-curricular experiences include field trips, community service involvement, public speaking events, societies, associations, and travel opportunities.

The SkillsUSA and HOSA student organizations are designed to provide co-curricular experiences to students. These organizations provide students opportunities to learn leadership skills, apply classroom knowledge to real-life settings, and encourage the use of these skills for the good of society. They provide much of the impetus for a variety of community and campus service activities each year. See Chapter 7, Criterion Five, Core Component 5b, page 7.10, for additional information.

In addition, SkillsUSA and HOSA students compete against other students throughout the state in areas that test technical abilities and problem-solving, critical-thinking, leadership, and public-speaking skills. During the 2005 National HOSA Competition, a WATC student received first place in the persuasive speaking category. In the same year, other WATC students placed second in the job interview and prepared speech sections at the state level of the SkillsUSA competition. In 2006, the WATC Chapter of SkillsUSA sent elected officers and selected members to attend district, state, and regional leadership conferences. The following year, they traveled to the state capital to speak with legislators and at the Kansas Board of Regents about technical education.

Other activities provide important linkages to comprehensive educational experiences at WATC and serve to develop teambuilding skills as well as the personal, social, and intellectual growth of the whole student. The relationship between the Carpentry program and Wichita Area Builders Association (WABA) provides students the opportunity each year to build a home that is highlighted during the Wichita Parade of Homes and later sold. Students also meet annually with WABA members to discuss projects such as the Wichita Area Builders Home Show, Kansas Department of Health and Environment best practices, and the Parade of Homes tours.



HOSA competition results and SkillsUSA activity information can be seen in the ERR.



Samples of internal newsletters highlighting student activities can be seen in the ERR.

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Core Component 4c

The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

The rapid pace of changing technologies challenges every institution's ability to provide students with curricula that prepares them for the world they will experience after college. WATC strives to meet this challenge with a variety of assessment strategies designed to ensure that students have up-to-date curricula and are prepared to meet the expectations of the real world.

The Value of Technical and General Education

As referenced in the college's mission statements, WATC recognizes the role of technical and general education in workforce and economic development. Technical knowledge and skills are designed to provide students the ability to succeed in the workforce, while general education provides the foundation for success in a global economy. The college strives to provide students with the right balance of technical skills and general education to ensure their success.

Technical Education

Each program has outcomes established by instructors and program advisory committees that correlate with the major functions of the profession. In addition to classroom assessment, students' achievement of program outcomes is measured through surveys given to students and employers. Survey results allow instructors to adjust curriculum if necessary.

Recognizing information from these methods could provide only inferential data, the college began moving toward direct measurement of student learning during the 2006–2007 academic year. External consultants and OIE began working with instructors in fall 2006 to build effective tools that directly measure student learning for program outcomes. Each program completes a seven-column matrix detailing program outcomes, measures, expected results, actual results, analysis, and action/recommendations. The majority of program matrices were used to collect data during the 2006–2007 academic year. The first round of analysis and action/recommendations were implemented in fall 2007. The outcomes section, where instructors determine whether the actions taken have positively impacted student learning, is currently underway. As each program completes a full assessment cycle, a report is generated, and the programs automatically re-enter the process of data collection, analysis, action/recommendations, and outcomes.



The Assessment Process Manual and Program Assessment Binders can be seen in the ERR.

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Workplace Competencies

Along with skills-based outcomes, each program includes general workplace competencies. These competencies are essential for students to succeed in diverse workplaces. Results from the Fall Faculty Survey 2007 indicate workplace skills are integrated into the curriculum across the college. For example, 100 percent of the instructors indicated they address the importance of attendance in the workplace, while 88 percent address the importance of organizational skills. These general workplace competencies include computer literacy, speaking, time-management, team membership, decision-making, problem-solving, resource management, and listening skills and work ethics. Students are assessed in each of these areas by other students, instructors, and employers.

A review of the workplace skills evaluation process during the 2006–2007 academic year found that while WATC values these workplace skills, the teaching of these skills across all the college programs was inconsistent. As a result, a work ethics curriculum was introduced in August 2007. This curriculum organizes workplace ethics into ten characteristic groups and provides instructors with a consistent methodology for teaching and assessing these character traits. See Table 6.10, Work Ethics Traits. In addition, it provides a competency list for workplace skills that is independent of technical skills, reinforcing the importance of workplace skills to students, instructors, and prospective employers. This curriculum will be implemented across all programs in spring 2008. Computer literacy, which is not part of the ten character groups, will continue to be addressed at the program level with relevant computer courses integrated across the curriculum.



The Fall Faculty Survey 2007 can be seen in the ERR.



The work ethics curriculum can be seen in the Resource Room.

**Table 6.10
Work Ethics Traits**

Characteristic	Description
Attendance	Attends class; arrives/leaves on time; and notifies instructor in advance of planned absences.
Character	Displays loyalty, honesty, trustworthiness, dependability, reliability, initiative, self-discipline, and self-responsibility.
Teamwork	Respects the rights of others; respects confidentiality; is a team worker, is cooperative, is assertive, displays a customer service attitude; seeks opportunities for continuous learning; and demonstrates mannerly behavior.
Appearance	Displays appropriate dress, grooming, hygiene, and etiquette.
Attitude	Demonstrates a positive attitude, appears self-confident; has realistic expectations of self.
Productivity	Follows safety practices; conserves materials; keeps work area neat and clean; follows directions and procedures; makes up assignments punctually; and participates.
Organizational Skills	Manifests skill in prioritizing and management of time and stress; demonstrates flexibility in handling change.
Communication	Displays appropriate nonverbal (eye contact, body language) and oral (listening, telephone etiquette, grammar) skills.
Cooperation	Displays leadership skills; appropriately handles criticism, conflicts, and complaints; demonstrates problem-solving capability; maintains appropriate relationships with supervisors and peers; follows chain of command.
Respect	Deals appropriately with cultural/racial diversity; does not engage in harassment of any kind.

Currency and Relevancy of Curriculum

WATC continually scrutinizes its curriculum to ensure that what is taught in the classroom is current and relevant to the working world students will encounter. By following the guidelines of the Kansas Board of Regents' Kansas Core Competencies Project, WATC ensures currency and relevancy in the general education program. In addition, as assessment data is accumulated, it will be used to implement any necessary changes. In technical certificate programs, relevancy and currency of curriculum are ensured by utilizing numerous processes including program review, external input, assessment, and external accreditation.

Program Review

The program review process is formative in nature and is approached as a self-study, the goal being to assist instructors in improving and refining college programs. The process provides a structured, annual opportunity for programs to develop strategies for improvement. The self-study process was implemented in spring 2007 and the process is designed to:

- Show the relationship between WATC's mission and student learning outcomes.
- Demonstrate the relevancy, currency, and effectiveness of instructional programs.
- Define the needs of the program so the resources of the college may be appropriately applied.

- Point to the areas where curriculum and staff development are necessary.
- Provide the data and information for use in institutional planning and resource allocation.

Within the program review process, instructors must provide evidence of curriculum linkage to industry standards, discuss how curriculum is reviewed, identify strengths and weaknesses, and complete action plans for curriculum improvement. Once completed, the self-study becomes an element of a larger evaluative process, which includes student evaluations, instructor performance evaluations, program performance indicators, and action plans. On an annual basis, each piece of the process is reviewed to evaluate overall program performance including curriculum relevancy and currency. While the structure of this program exists, initial implementation will take place in spring 2008.

Consciously seeking and welcoming input from business and industry partners provides another way to ensure curriculum currency and relevancy. Each program has a program advisory committee, made up of business and industry experts, that annually reviews, approves, and makes recommendations for the curriculum. Furthermore, instructors are in close contact with their counterparts in business and industry, which allows for the continual alignment of program curriculum to the real-world environment. Health Sciences instructors visit clinical settings on a weekly basis, while instructors in Aviation, Manufacturing, Skilled Trades, and Transportation make regular visits to business and industry locations. The college demonstrated its commitment to this external input in the 2006–2007 academic year by dedicating an instructor inservice day to visit business and industry. Nineteen instructors from 12 programs participated in this event.

External accreditations aid in the relationship between assessment and curriculum. Many programs use external accrediting bodies as the standard for defining outcomes. These accrediting entities require compliance with their standards and criteria, and outcomes are based on these criteria. Programs like Automotive Service Technology and Practical Nurse deliver the prescribed curriculum of their accrediting body. Some programs, such as Medical Laboratory Technician, use external accreditation requirements as a guide for curriculum development. Others, such as Carpentry, Diesel Technology, and Welding, voluntarily align curriculum with external accrediting agencies.

Accrediting bodies hold WATC programs to the highest standards in their fields with every aspect of the program being reviewed for content, relevance, and currency. These review processes include self-study documentation and on-site visits. Syllabi, teaching methods,



The program review process and a sample program can be seen in the ERR.



The business and industry follow-up form can be seen in the ERR.

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curriculum content, laboratory equipment and space, instructor professional development opportunities, classroom assessments, pass/fail rates on licensure testing, and placement rates are all carefully reviewed by accrediting agencies.

WATC demonstrates its commitment to meeting and fulfilling national standards and expectations by supporting program needs set forth by program-specific accrediting bodies. Recent visits from occupational accrediting bodies resulted in no changes being recommended or required. Table 6.11, External Reviews, indicates the programs that have completed external reviews.

Table 6.11 External Reviews			
Program Name	Name of Reviewing Body	Academic Year	Next Review
Auto Collision Repair	National Automotive Technician Education Foundation	2005–2006	2009
Automotive Service Technology	National Automotive Technician Education Foundation	2006–2007	2012
Certified Nurse Aide	Approved by Kansas Department of Health and Environment	2007	2009
Commercial Driver Education	Certified by the Professional Truck Driver Institute	2005–2006	2010
Dental Assistant	Commission on Dental Accreditation of the American Dental Association	2006–2007	2014
Dietary Manager	Dietary Manager Association	2002	November 2007
Medical Assistant	Commission on Accreditation of Allied Health Education Programs on the recommendation of the Curriculum Review Board of the American Association of Medical Assistants Endowment	2005–2006	2012
Medical Laboratory Technician	National Accrediting Agency for Clinical Laboratory Sciences	2005–2006	2010
Practical Nurse	Approved by National League for Nursing Accrediting Commission	2002–2003	2011
Surgical Technology	Commission on Accreditation of Allied Health Education Programs in collaboration with the Accreditation Review Committee on Education in Surgical Technology	2005–2006	2008

Core Component 4d

The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

The WATC community operates within a structure that ensures that students learn and employees practice the ethical discovery and application of knowledge. This structure includes instructional policies, procedures, and protocols that encompass all members of the WATC community.

Responsible Use of Knowledge

The ethical use of knowledge is as important as the knowledge itself. The responsible use of knowledge is integrated into curriculum by ensuring that ethical concepts are taught and followed in classrooms, laboratories, and clinical sites across the college. The Fall Faculty Survey 2007 overwhelmingly indicated that instructors integrate ethical concepts into curriculum.

In the Health Sciences and Practical Nurse departments, all students learn the importance of maintaining confidentiality of patient records as mandated by the Health Insurance Portability and Accountability Act of 1996. Students practice this behavior by avoiding the use of patient names during de-briefing discussions in the classroom and clinical settings. Each program exposes students to the ethical and legal aspects of their particular fields. For example, students in the Surgical Technology program learn the ethical and legal responsibilities of surgical team members in Introduction to Surgical Technology. The Practical Nursing Issues course emphasizes the ethical and legal aspects of nursing, and ethical issues are also discussed in the IV Therapy for LPNs course. Before they attend clinical assignments, Medical Laboratory Technician students are required to sign a workplace ethics document that describes the expectations WATC has of its students in areas such as character, attendance, and productivity.

Instructors in Aviation, Manufacturing, Skilled Trades, and Transportation are equally committed to teaching the ethical use of knowledge. Students in the Commercial Driver Education (CDE) program must understand Department of Transportation regulations and how to maintain legal logbooks. The Auto Collision Repair and Automotive Service Technology programs utilize the National Institute of Automotive Service Excellence Program Certificate Standards for Automobile Technician Training Programs curriculum, which require incorporating ethics into the curriculum. This is assessed through competencies and external accrediting processes.

Student learning in ethics is measured using direct and indirect means. Student and employer surveys and classroom assessments are used to determine if learning occurred in these areas. For example, the Surgical Technology instructors use clinical evaluations that include rubric scores on ethical behaviors and technical skills and seek anecdotal feedback from clinical personnel.



The Fall Faculty Survey 2007 can be seen in the ERR.



A work ethics agreement and sample course syllabi can be seen in the ERR.



The standards for Auto Collision Repair and Automotive Service Technician training programs can be seen on the NATEF Web page, which can be seen in the ERR.



The Surgical Technology rubric can be seen in the ERR.

**Criterion Four:
Acquisition, Discovery, and
Application of Knowledge**



The work ethics evaluation form can be seen in the ERR.

As discussed in Core Component 4c, page 6.15, a formalized work ethics curriculum was introduced to instructors in fall 2007 with full implementation to take place in spring 2008. The introduction of this curriculum represents an improvement in the college's ability to teach ethics in a cohesive manner as well as measure success. The work ethics evaluation measures student competence in the area of ethics.



The Fall Faculty Survey 2007 can be seen in the ERR.

Instructor support for ethical use of knowledge in the classroom is integral to its successful transfer to students. Instructors integrate ethical concepts into curriculum, model desired behaviors, and reinforce institutional policies and procedures. When surveyed, instructors overwhelmingly agreed that ethical issues are an integral part of their curriculum. For example, 88.4 percent of instructors indicated character traits such as honesty, dependability, and trustworthiness are taught in their classrooms. Instructors model the behaviors in numerous ways, such as conducting debriefing sessions in the Surgical Technology program that avoids all references to patient identifiers and participating in random drug and alcohol screening in the CDE program.



The course syllabus template can be seen in the ERR.

All course syllabi include language concerning academic honesty, the student code of conduct, the nondiscrimination policy, and the federal compliance statement. Information and library literacy seminars are included as part of the curriculum in some programs to ensure student awareness of plagiarism and copyright standards.

Institutional Support of Ethical Behavior

The WATC community operates within an ethical structure that ensures that students and employees learn and practice the discovery and application of knowledge. This structure includes instructional policies, procedures, and protocols that encompass all members of the college community. Key policies affecting employees and students are include:

- HR 1.0 Policy Against Sexual Harassment of Employees
- HR 2.0 Policy Against Harassment of Employees based on Race, Color, Religion, Gender, National Origin, Age or Disability
- HR 82.0 Academic Freedom
- HR 88.0 Employee Code of Conduct
- LS 5.0 Privacy of Student Records
- LS 6.0 Acceptable Use of Internet and Electronic Mail - Students
- LS 12.0 Satisfactory Academic Progress
- LS 13.0 Student Bill of Rights
- LS 14.0 Student Code of Conduct



College policies can be viewed from WATC's Web site, which can be seen in the ERR.

**Criterion Four:
Acquisition, Discovery, and
Application of Knowledge**

In addition to academic support structures previously discussed, Learner Services, Human Resources, and the Library and Learning Resource Center (LLRC) provide the institution with structures that support the ethical use of knowledge. For example, Learner Services staff members utilize a variety of resources to present an accurate picture of WATC and the educational experiences available. These resources, including cost sheets, wage and placement information, and admission checklists, are available on WATC's intranet and are updated at least annually and/or at the direction of program officials on an as-needed basis. Financial Aid personnel ensure that the college and students adhere to ethical standards regarding the utilization of federal financial aid. For example, all students applying for financial aid are provided with information outlining how their satisfactory academic progress can affect their federal financial aid. Student success specialists conduct pre-employment presentations, which include discussions on the importance of honesty and integrity when developing résumés and interview skills. During the 2006–2007 academic year, student success specialists presented 43 sessions, reaching approximately 500 students.

The Human Resources department supports the ethical structure of the institution by requiring employee participation in diversity and ethics workshops. Another workshop that focuses specifically on generational differences is also recommended. Future plans include the addition of a diversity refresher course and specialized activities examining religious, cultural, and socio-economic differences. As of fall 2007, 83 percent of all benefited employees have participated in diversity training. Twenty-one percent of employees participated in Generations: Respect in the Workplace in 2006–2007, and additional workshops are scheduled for 2007–2008 to meet the stated goal of 75 percent participation. In August 2007, the WATC Board officially adopted an employee code of ethics. This policy provides the framework for the ethical expectations of employees. The Human Resources department supports this policy by providing an employee training activity — A.C.T. with Integrity. Sixty percent of all employees are expected to complete this activity by July 2008, with the remaining employees participating by July 2009.

The LLRC provides information and library literacy training sessions that provide support for developing the skills and attitudes critical to the responsible use of knowledge. These sessions include a review of available resources and the ethical use of these resources, including plagiarism, copyright laws, and the appropriate usage of the Internet. In the 2006–2007 academic year, LLRC personnel conducted these sessions for 12 programs, reaching approximately 250 students. This training was also presented to instructors during faculty meetings.



Samples of documents distributed by Learner Services can be seen in the ERR.



Policy LS 12.0 Satisfactory Academic Progress can be viewed in the college catalog and on WATC's Web page, which can be seen in the ERR.



The Information and Library Literacy Plan can be seen in the ERR.

**Criterion Four:
Acquisition, Discovery, and
Application of Knowledge**

Institutional Support of Social Responsibility

WATC students are actively involved in organizations such as HOSA and SkillsUSA that provide opportunities for learning and social responsibility. Through these organizations, students are encouraged to take what they learn in the classroom and apply it to situations that benefit the community. Instructors and staff are also encouraged to contribute their unique knowledge and talents to community development. Through participation in activities, such as Car Care Month, blood drives, and Boy Scouts of America Merit Badge College, all students, instructors, and staff are afforded opportunities for demonstrating social responsibility.

Summary

Success in today's diverse, global society means that students and employees need to understand learning is a lifelong commitment. WATC fosters an environment where students and employees experience and model this commitment. Institutional structures, professional development opportunities, relevant curriculum, institutional assessment, ethics training, and community service projects provide an environment in which a life of learning is valued.

Strengths

- WATC's curriculum options provide opportunities for students to obtain and update needed skills in an environment where a rigorous program review process ensures quality learning experiences.
- WATC demonstrates a commitment to producing graduates who are technically proficient and capable of continued learning for a lifetime.
- WATC's hands-on learning environment is a unique and valuable experience that provides students with real-life experiences while still under the guidance of an instructor.

Opportunities for Improvement

- Program review and the assessment of learning are critical elements in the process of ensuring that curriculum is useful and current. Although recently implemented, the program review process at WATC continues to mature. As review cycles are completed, this function will become even more helpful to the evaluation of learning at WATC.

- WATC must continue to develop more comprehensive articulation agreements with high schools, colleges, and universities to draw more students into the college and assist the movement of students from WATC to other institutions.
- The current process of teaching general learning concepts is not consistent across curriculum; therefore, WATC must implement a method by which core coursework is consistently taught to ensure that all graduates have the skills to become lifelong learners.

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2008

SELF-STUDY

CHAPTER 7

Criterion Five: Engagement and Service

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Chapter 7

Criterion Five: Engagement and Service

Active community involvement and business partnerships demonstrate Wichita Area Technical College's (WATC) commitment to its mission. Constituent groups include current and potential students, instructors, staff, administrators, business and industry partners, governing board members, program advisory committees, and the public at large. WATC actively seeks and maintains collaborative partnerships to participate in a variety of ways at the college. Feedback from the community is solicited to ensure that programs are developed in alignment with community needs and priorities. Constituents represent many different cultures, economic classes, countries, and religions. This chapter illustrates some of the ways WATC serves and values the community and provides examples of how the community values the college.

Core Component 5a

Wichita Area Technical College learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

In an effort to learn from its internal and external constituents, WATC has developed plans, processes, and projects that aid in analyzing and responding to their needs. The college gathers information from student and employer surveys and seeks input from program advisory committees and its governing body. WATC has developed collaborations and relationships with other educational institutions and various businesses, local governments, and community-based organizations. Plans and processes are directly related to the values of equity, education for employment, customer service, and collaboration. Constituents' requests present opportunities and challenges that must be taken into consideration before actions are taken. WATC ensures that these requests are consistent with its mission and that it has the means — financial, physical, and human capital — to meet the requests.

Administrative Structure

The Sedgwick County Technical Education and Training Authority is the governing board for WATC (WATC Board). Membership includes executive leaders from major employers in the Wichita region and local government. All five of Wichita's primary aviation companies, Wichita's largest economic base, are represented on the WATC Board as well as representatives from the medical, banking, and skilled trades industries. In addition, a representative from the Wichita City Council and a representative from the Sedgwick County Board of County Commissioners serve on the WATC Board. WATC Board members have been instrumental in providing guidance for the college's future pursuits through direct involvement in various committees and are able to provide needed support via the status that they hold in their respective organizations. Examples of their involvement include recommendations for several new programs, revisions to the college's mission documents, curriculum development, financial and equipment support, and facility usage. Information about the board committee membership, years of service, and term length is included in Appendix F, WATC Board Biographical Information.

The WATC Board has sub-committees that focus on finance, curriculum, and facilities. These sub-committees meet on a regular basis and their members are highly involved in providing expertise and guidance to the college. Each committee serves as a liaison to the WATC Board, providing information and recommendations so that informed decisions can be made. The Finance Committee reviews financial, enrollment, and budget information on a monthly basis. The Curriculum Committee reviews all proposals for new programs before they are



See Appendix F for WATC Board Biographical Information.

submitted to the Kansas Board of Regents and reviews the quarterly strategic plan updates. The Facilities and Construction Committee reviews current and projected needs and provides information regarding the opportunities for new facilities, such as the new campus that will be located in northeast Wichita. See Appendix I, WATC Standing Committees.

In addition to the WATC Board, the administrative structure includes the college's president and chief operating officer. They have been very instrumental in building relationships with local business and industry. Much of their time is spent meeting with external constituents to determine how the college can best meet their needs.

Examples include working with the Nordam Group in revising the Aviation Cabinetmaker program to add an internship; the National Institute of Aviation Research to assist WATC in developing curriculum for the Composites Fabrication Technician program; and Wichita State University (WSU) to develop a two-plus-two educational model that will allow students to enroll at WATC, complete an associate of applied science (AAS) degree in Mechanical Engineering Technology, and then transfer to WSU's Mechanical Engineering department.

The administrative structure was flattened in spring 2007 to allow for increased ownership of programs by instructors and to strengthen communication among administration, program directors/chairs, and instructors. See Appendix B, WATC Organizational Chart. The chief operating officer/interim vice president, Academic Affairs, facilitates all instructor meetings.

Program Advisory Committees

Twenty program advisory committees engage approximately 250 representatives from industry, business, and professional fields. These members are recognized and respected in their fields, and WATC seeks their input on current and future industry needs and requirements, strategic planning initiatives, curriculum development, and program competencies. Input from these committees is very important to the college, as it ensures that the education and training students receive is relevant to their chosen fields of study. For example, program advisory committees for the Surgical Technology and the Machining Technology programs recommended that revisions be made to curriculum to meet the needs of local medical providers. Revisions to the Surgical Technology program were submitted to and approved by the Kansas Board of Regents for academic year 2007–2008, and the revisions for the Machining Technology program are pending approval. In January 2007, the Aerostructures Technician program was created to meet the needs of business and industry



Sample WATC Board agendas can be seen in the ERR.



See Appendix I for a list of WATC Standing Committees.



See Appendix B for the WATC Organizational Chart.



Faculty meeting agendas can be seen in the ERR.



Sample program advisory committee meeting minutes can be seen in the ERR.

in south-central Kansas. In fall 2007, the program advisory committee recommended that the curriculum be revised. Curriculum revisions will be implemented in January 2008.

Students

Students are surveyed on multiple issues including their satisfaction, employment, and assessment of attainment of program outcomes. One of the major instruments used to survey students is the Noel-Levitz Student Satisfaction Inventory (SSI) that measures student expectations and satisfaction with various college-related experiences. The college includes many of the concerns noted in the next strategic planning cycle. The latest Noel-Levitz SSI was administered in fall 2007; however, the results are not available at this time. The Noel-Levitz Report 2006–2007 revealed unsatisfactory ratings in the Instructional Effectiveness category with regard to how students perceived instruction in some programs. The chief operating officer/interim vice president, Academic Affairs, is making a concerted effort to focus on program-specific issues related to these concerns. In addition, to help monitor this situation, the college has implemented instructor evaluations by students and has added supervisor evaluations of instructors as an objective in the strategic plan.

In addition to instruction, students identified the lack of up-to-date laboratory facilities and equipment as areas of concern. During summer 2007, many classrooms and laboratories were remodeled in response to facility concerns. An exciting development with regard to equipment upgrades is the interest of companies to assist the college with this issue. With the support of the WATC Board and the formation of the Wichita Area Technical College Foundation (WATC Foundation), the college has seen a tremendous increase in the number of companies who are willing to donate equipment. This will help the college upgrade its laboratory equipment significantly over the next several years. See Core Component 5d for further discussion.

The availability of tutoring services was another concern expressed in the SSI as well as the HLC-NCA 2006 Team Report. Tutoring continues to be a concern because staffing is not available on a full-time basis. Steps taken thus far include moving the Academic Success program to the Main Campus with enhanced technology, increased capacity, and additional hours of operation. To help mitigate the staff concerns, the college provides PassKey supplemental computer-based learning programs, specific-topic tutoring, and instructor-led informal tutorial sessions. While these steps provide some assistance to students, staffing remains a challenge. The college continues to evaluate additional ways to address this concern including the acquisition of full-time staff.



The Noel-Levitz Report can be viewed from the Institutional Effectiveness Web page, which can be seen in the ERR.



A sample program review and the Strategic Planning Action Plan for supervisor observations can be seen in the ERR.

Area High Schools

WATC learns from area high school constituents through various means including visitations to schools and talking with counselors and instructors. Information is solicited to determine how WATC can better meet the training needs of prospective students. Twice a year, WATC sponsors an on-campus breakfast and/or lunch that provides a discussion forum to solicit information from these counselors.

Through discussions with area high schools, WATC has determined that it can assist high school students along their career pathways while meeting a community need. For several years, WATC has provided a Certified Nurse Aide course at Wichita High School West for health career-track students. WATC is currently in discussion with USD 259 to offer a Manufacturing Skills Certificate.

Adult Literacy

WATC recognizes there are many individuals in south-central Kansas who have not earned their high school diplomas or who need additional basic education courses. WATC believes that these individuals must be given opportunities to obtain basic educational tools to compete in today's workforce. For a number of years, WATC has provided General Educational Development (GED) preparation and other classes, such as English for Speakers of Other Languages, which are designed to provide these individuals with the tools to be successful in their multiple adult roles of citizen, employee, and family member. During 2007, 2,159 students attended this program which reflects a great need in the local community for this basic education. Of these participants, 302 (14 percent) enrolled in GED preparatory classes with the intent to take the GED test through WATC; 177 took the test at WATC and passed. In addition, WATC offers several basic education courses through its Academic Success program to help individuals prepare themselves for further college coursework or training. See Core Component 5c for further information.

Business and Industry

The WATC Board, president, Leadership Team, and other college employees have worked diligently to establish strong working relationships with area businesses. More than 200 businesses have been contacted during fiscal year 2008 to learn more about their businesses and to determine their training needs. A number of local heating and air conditioning professionals informed WATC of a need for well-trained students in this area; however, curriculum revisions were needed to meet industry standards. WATC responded to this industry's needs by hiring an instructor, redesigning curriculum, and adding day-time



The counselors' breakfast survey results can be seen in the ERR.



The Certified Nurse Aide program information sheet can be seen in the ERR.



The enrollment and financial information for GED can be seen in the ERR.



Academic Success information can be seen in the college catalog, which is available on WATC's Web site and can be seen in the ERR.



Air Conditioning and Refrigeration program advisory committee agendas and minutes can be seen in the ERR.

**Criterion Five:
Engagement and Service**



The gift-in-kind tracking form for Johnson Controls can be seen in the ERR.

sections, which will begin in spring 2008. Because of WATC's response to this need, Johnson Controls, an international heating and air conditioning company based in Wichita, donated state-of-the-art equipment for the program.

WATC also worked with Spirit AeroSystems to improve the Composites Fabrication Technician program. Program changes are being made to ensure that students are taught the skills needed to succeed in the composites industry. Spirit AeroSystems provided valuable insight regarding changes to the design of the composites laboratory.

Local Government and Community-Based Organizations

WATC recognizes that excellent workforce development programs, government and community-based organizations, are critical to student success as well as to the economic health of the area. As a strong WATC constituent, Sedgwick County Board of County Commissioners' staff meets regularly with WATC administration to discuss training needs. For example, in summer 2007, Optima Bus, a local manufacturing company, closed its facilities and laid off a number of workers. Recognizing the potential need for retraining, Sedgwick County Board of County Commissioners and WATC collaborated on developing a training plan for these displaced workers. This plan provided \$50,000 in scholarship funds to be used for enrollment in any WATC educational offering. To date, 17 former Optima Bus employees have enrolled or plan to take courses at the college.

The Kansas Institute for Technical Excellence (KITE) represents another example of WATC's participation in workforce development initiatives. KITE, a collaborative effort among three area community colleges and WATC, identifies and offers customized training solutions in Sedgwick County. Examples of training solutions that WATC has provided include Bombardier/Learjet's Composites Familiarization course and workforce assessments provided for Cessna Aircraft Company.

WATC is also a collaborative partner with the Wichita Workforce Center, a one-stop center for area residents, which allows access to multiple employment and training services in south-central Kansas. Available services include computer and Internet access, fax services, job-search assistance, and resources regarding employment opportunities. WATC provides testing services for the Workforce Center and its constituents.



The Optima Bus scholarship agreement can be seen in the ERR.



The Kansas Institute for Technical Excellence Web site can be viewed from the Chamber of Commerce Web site, which can be seen in the ERR.



The Wichita Workforce Center Web site can be viewed from the ERR.



WATC Testing Services information can be seen in the ERR.

Criterion Five: Engagement and Service

Core Component 5b

Wichita Area Technical College has the capacity and the commitment to engage with its identified constituencies and communities.

WATC demonstrates an ongoing commitment to its constituents as evidenced by its mutually beneficial collaborative programs and relationships with business and industry, educational institutions, and governmental agencies. WATC recognizes that strong community and governmental support is vital to its growth and to help it establish future goals. WATC's commitment and capacity to engage its constituents is reflected throughout the strategic plan.

Strategic Planning

WATC values its constituents and actively seeks to engage them in the planning and application of the strategic plan. In spring 2007, the WATC Board requested that the college seek information from its stakeholders and constituents to ensure that the college's mission, vision, values, and strategic goals are aligned with community needs. Each strategy in the strategic plan addresses areas of importance that allow WATC to continue its development as a regional provider of technical education and training.

As stated in Strategy One, "Provide needs-based, relevant, quality programs, training, and services to individuals and businesses that compete in a global economy," WATC formally recognizes the need to define and implement articulation agreements and educational partnerships to ensure a seamless K-16 educational path. Creating these pathways continues to help students and graduates in their pursuits of lifelong learning by having programs that are aligned with continuing educational opportunities. WATC is also committed to establishing systematic program, course, and performance review processes, using external validation of curriculum whenever possible, demonstrating the value it places on input from constituents.

Goal 1 of Strategy Five, "Optimize college enrollment and student outcomes through effective recruitment initiatives, enrollment processes, and learner services," also demonstrates WATC's capacity and commitment to engage its constituents. Through the implementation of a college-wide Strategic Enrollment Management (SEM) plan, WATC is developing a stronger link between its programs and services as it serves south-central Kansas. The systematic and holistic approach of strategic enrollment management strives to attain enrollment goals by including instructors in recruiting activities. It examines the college's



The strategic plan can be viewed from the Institutional Effectiveness Web page, which can be seen in the ERR. It is also available in the Resource Room.



The Strategic Enrollment Management Plan is available in the Resource Room.

**Criterion Five:
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recruitment, marketing, and retention strategies and provides enhanced learner services through an effective organizational structure and thoughtful resource allocations.

Strategy Two, “Develop relationships with internal and external constituents to convey the value, relevancy, and quality of WATC,” reflects WATC’s commitment to actively broaden its constituent base while maintaining communications with current partners. WATC is repositioning itself to enhance community learning opportunities by actively involving its constituents in fulfilling its mission and vision. For over 40 years, WATC has been an invaluable resource to the Wichita community by educating thousands of area residents for employment in the regional workforce and responding to the needs of area businesses with a well-trained workforce. Through its current strategic planning efforts, WATC will continue to engage its constituents far into the future.

Facilities

WATC has five instructional sites throughout Wichita that serve various constituents. While some of these facilities are older, every effort is made to maintain them in a manner that enhances student learning. During the past year, discussions with program advisory committees, students, and instructors identified facility and equipment needs that were hampering the learning process. The college recognizes the importance of maintaining proper facilities and instituted a plan to improve these conditions. Two laboratories and 12 classrooms at the Main Campus and Central Center have been remodeled. Twenty classrooms throughout the college and the Central Center auditorium have had ceiling-mounted projectors to help facilitate instruction. Feedback has been informal, but the consensus is that these changes have made a positive impact on program environments.

WATC has also made many structural changes to its locations to accommodate new programs and enhance services. See Table 7.1, Facility Renovations, for some of the most recent remodeling projects. Facilities are discussed further in Core Component 5d.



The Noel-Levitz Student Satisfaction Survey and program advisory committee minutes can be seen in the ERR.

**Table 7.1
Facility Renovations**

Program	Renovations / Remodeling
Academic Success	The Academic Success tutoring laboratory was moved from Schweiter Center to a newly remodeled area at Main Campus.
Airport Center	Redesigned hangar to add an aircraft sheetmetal laboratory for the Aerostructures Technician program and space for Cowley County College to teach the Airframe and Powerplant Technician program.
Central Center and Main Campus	A SMART classroom was added at each location to provide instructors with up-to-date technology.
Computer-Aided Drafting (CAD)	Program was moved to another building where a large laboratory was remodeled into two classrooms.
Haas Technical Education Center Machining Technology Mechanical Engineering Technology	In 2006, WATC committed \$150,000 in program-related facility upgrades for the shared laboratory.
Practical Nurse Satellite	In response to a community need for more nurses, an agreement was reached with the Kansas Veterans Home, Winfield, Kansas, to use its facilities for a Practical Nurse Satellite program.
Testing Services	Testing Services was moved from Schweiter Center to a newly remodeled area at Main Campus.

As the college continues to grow and expand its programs, having adequate facility space is quickly becoming an issue. The Sedgwick County Board of County Commissioners has committed to a \$54 million project to build a new training facility for aviation and manufacturing programs in northeast Wichita. In the interim, the college will have to manage its space requirements carefully. The Facilities Committee is tasked with reviewing various options for the utilization of existing space and the availability of new space for current non-aviation-related programs and new programs yet to be added.

Human Capital

Instructors interact with their business partners in a number of ways to improve programs, including guest lecturers and field trips for students, which relate program instruction to real-world experiences. For example, in the Dental Assistant program, field trips were arranged to go to Kaylor Dental Laboratory, Inc. and Pearce-Turk Dental Laboratory to see the operations of real-world laboratory settings. The Welding, Medical Assistant, and many other programs regularly use industry representatives as guest lecturers. Members from the business community also participate during local and state Health Occupations Students of America (HOSA) and SkillsUSA conferences.



The Sedgwick County Board of County Commissioners meeting minutes for April 5, 2006, can be seen in the ERR.



Sample course syllabi and the Fall 2007 Academic Program Survey can be seen in the ERR.

**Criterion Five:
Engagement and Service**

Students

WATC recognizes that classroom learning is often not enough to provide a complete learning experience; therefore, the college provides opportunities for students to participate in various groups, organizations, and events. All students are encouraged to participate in professional student organizations. These organizations are discussed further in Chapter 5, Criterion Three, Core Component 3c, page 5.19, and Chapter 6, Criterion Four, Core Component 4b, page 6.13, and are highlighted in Table 7.2, Co-Curricular Activities.

Health Occupations Students of America

HOSA is a student organization whose mission is to promote career opportunities in health care and to enhance the delivery of quality health care to all people. Members of the WATC HOSA chapter are involved in a variety of community service projects. See Table 7.2, Co-Curricular Activities. Each year, HOSA members attend state-sponsored competitions where they compete in a variety of categories. In the 2007 state competition, 32 students placed in the top three places in their events, which qualified them for national competition. Four students competed in the national contest, and all four placed in the top ten.

SkillsUSA

SkillsUSA is a national organization that serves secondary and postsecondary students and professional members who are registered in technical, skilled, and service occupations. WATC's SkillsUSA students are very involved in community service projects and in state and national competitions. See Table 7.2, Co-Curricular Activities. Students from throughout Kansas attend the state competition that is hosted at WATC each spring. At the 2007 state competition, 29 WATC students placed in the top three places of their event with several of them placing in multiple categories. First-place winners at the state level have the opportunity to represent Kansas at the national competition. Eleven students represented WATC and Kansas at the national competition, seven of them placing in the top ten.



The March 19, 2007, WATC E-News announcement can be seen in the ERR.



The National HOSA winners list can be viewed on the HOSA Web site, which can be seen in the ERR.



The April 30, 2007, WATC E-News announcement can be seen in the ERR.



The SkillsUSA and HOSA documents and announcements can be seen in the ERR.

**Table 7.2
Co-Curricular Activities**

Activity	Year	Sponsoring Organization/ Program
Provided free maintenance check-ups for WATC employees for National Car-Care Month.	2007	SkillsUSA Automotive Service Technology Students
Collected items for Inter-Faith Ministries to make care packages for foster children and families.	2007	HOSA
Sponsored an all-college blood drive.	2007	HOSA
Collected coats and blankets for Inter-Faith Ministries.	2007	HOSA
Collected nonperishable food items for Operation.	2007	HOSA
Helped Heart Spring organize and hang Christmas decorations and lights.	2007	HOSA
Collected winter garments for Operation Holiday	2007	SkillsUSA
Assisted with free dental services at the Kansas Mission of Mercy.	2007 2006	HOSA Dental Assistant Students
Served as tour guides for WATC LATE Nite recruiting events.	2007 2006	SkillsUSA / HOSA
Participated in a food drive for holiday baskets and gift cards for WATC students in need.	2007 2006	SkillsUSA
Served food at the United States Marine Corps Toys for Tots.	2007 2006	SkillsUSA
Assisted with the Boy Scouts Merit Badge College.	2007 2006 2005	SkillsUSA College-Wide Effort
Constructed and donated a bookshelf for a SkillsUSA fundraiser.	2006	SkillsUSA Aviation Cabinetmaker Students
Painted trash cans as a campus beautification project.	2005	SkillsUSA
Promoted communication skills through a campus newsletter.	2005	SkillsUSA

Clinicals and Internships

The various clinical/internship opportunities for Health Sciences students are additional examples of WATC's commitment to provide real-life experiences and connect with the community, while responding to the needs of local businesses. WATC maintains strong working relationships with numerous health-care facilities, area physicians, dentists, and pharmacists. These relationships facilitate positive learning experiences for students; give them access to information regarding emerging technologies, equipment, changing occupational trends, and employment opportunities; and provide a pool of qualified applicants for the local health-care sector. In the Mechanical Engineering Technology program, the Industry Co-Op internship provides students with opportunities to participate in an industry-related job assignment associated with engineering product design or manufacturing systems applications.



The Industry Co-Op internship syllabus can be seen in the ERR.

**Criterion Five:
Engagement and Service**



Apprenticeship opportunities can be seen in the online catalog, which can be seen in the ERR.

Apprenticeships

WATC's registered apprenticeship partnerships include the Independent Electrical Contractors; Iron Workers Local 606; Kansas Plumbing, Heating, Cooling Contractors Association; Plumbers and Pipefitters Apprenticeship Training of Kansas; Sheet Metal Workers Local 29; and Wichita Electrical Joint Apprenticeship and Training Committee. Participating students may select from several construction or manufacturing WATC-affiliated apprenticeships. With additional general education, students can receive AAS degrees.

Online Courses

In fall 2007, WATC began to offer online courses. For spring 2008, there are approximately 20 online courses being offered. These courses were implemented to address recommendations from several program advisory committees, to provide additional options for students, to get an education, and to remain competitive in the marketplace. See Chapter 5, Criterion Three, Core Component 3c, page 5.17, for additional information about online courses.

Other Learning Opportunities

The Capstone Design Project, a partnership between WATC's MET program and Wichita State University's Mechanical Engineering program, addresses the full spectrum of a mechanical engineering technician's role in the industry. Problem-solving strategies within a team concept are emphasized. Various industry and applied research projects are assigned for design, analysis, and prototype development.

During summer 2007, WATC partnered with Design Build Construction, a local company, to provide Welding students the opportunity to use newly acquired skills in a summer work program. During this past year, Welding students have also worked on specific projects for the U.S. Army, USD 259, the Wichita Police Department, and various other not-for-profit organizations.

Each year, WATC partners with the Wichita Area Builders Association (WABA) to build a house. WABA provides the construction site, insurance, and a building supervisor and obtains a loan that covers project costs. WATC students provide the labor for the project. Net proceeds from the sale of the home go toward building costs for future homes and provide scholarships for individuals who wish to enter WATC's Carpentry program. In the past, WABA has also partnered with the Carpentry program to build two Habitat for Humanity



Online courses can be seen on the WATC Web site, which can be seen in the ERR.



The Mechanical Engineering Technology capstone project syllabus can be seen in the ERR.



A letter about Design Build's summer work program can be seen in the ERR.



The Parade of Homes newspaper insert and other documents can be seen in the ERR.

Criterion Five: Engagement and Service

homes. WABA has proposed a project for students to build a garage/storage unit for Victory in the Valley, a not-for-profit cancer support organization.

Employees

WATC encourages employees to be involved in community events. One opportunity is the annual United Way Campaign. The WATC United Way Campaign Committee always offers events throughout the campaign to encourage donations. In fall 2007, WATC and HOSA sponsored two blood drives for employees and students. In 2006, WATC sponsored employee participation in Walk Kansas, an eight-week walking and nutrition program. The program encouraged teams to collectively walk 423 miles, the distance across Kansas. WATC provided pedometers for 63 participating employees and paid their entry fees. In addition to these activities, WATC E-News often includes Web links to United Way volunteer opportunities in the community.

In 2005, WATC partnered with the Boy Scouts of America for a regional Merit Badge College, which has turned into an annual event. In 2007, approximately 350 boy scouts and 110 scout leaders participated. Scouts were allowed to work toward two merit badges out of 18 different badges offered during this one-day event. This event has been extremely successful, more than doubling in size during the last three years. It would not be possible to sponsor this event without a large number of WATC administrators, instructors, and staff volunteering their time to plan the events, teach the classes for badge credits, feed the scouts breakfast and lunch, and assist where needed. In 2006, Health Sciences instructors worked with the Girl Scouts of the Golden Plains to sponsor "It's Your Choice" day. Various self-help and medical classes were offered that could be used to obtain merit badges. Approximately 25 girl scouts and five scout leaders participated.

Wichita Area Technical College Foundation

WATC is committed to providing its students technologically advanced equipment for training. Recognizing the need to strengthen the college's financial resources, the WATC Board approved the establishment of the Wichita Area Technical College Foundation (WATC Foundation), which is currently awaiting its not-for-profit determination from the Internal Revenue Service. The WATC Foundation oversees all donations to the college and is actively engaged in seeking external funding from public and private parties.



Announcements about United Way and the HOSA blood drive can be seen in the ERR.



Web site information for Walk Kansas and United Way volunteer opportunities can be seen in the ERR.



Merit Badge College information can be seen in the ERR.



The advertisement for the Girl Scout activity can be seen in the ERR.



The WATC Foundation Articles of Incorporation and Bylaws can be seen in the ERR.

**Criterion Five:
Engagement and Service**



The strategic plan can be viewed from the Institutional Effectiveness Web page, which can be seen in the ERR.

Core Component 5c

Wichita Area Technical College demonstrates its responsiveness to those constituencies that depend on it for services.

Building and maintaining relationships is essential to the success of any organization. Strategy Two of the strategic plan, “Develop relationships with internal and external constituents to convey the value, relevancy, and quality of WATC,” supports this belief. WATC recognizes the need for strong support in the community and from governmental organizations. These relationships are vital to the growth of WATC and help establish future goals.

Articulations

As part of its mission to provide lifelong learning, WATC encourages articulations with secondary and postsecondary institutions. WATC has made it a high priority to increase the number of articulation agreements with high schools and other accredited institutions. This is evident through performance agreements with the Kansas Board of Regents and the institution’s strategic plan. Some of these articulation agreements are in place; however, WATC continues to seek additional opportunities. See Chapter 6, Criterion Four, page 6.4, Table 6.2, Lifelong Learning Opportunities.



Articulation agreements can be seen in the ERR.

Transfer of Credit

The transfer of credit process supports the mission by ensuring that credits considered for transfer to WATC are appropriate and relevant to students’ programs of study. WATC strives to assure the integrity of transfer credits by requiring that the credits be sent from accredited institutions. Because WATC values a life of learning for its students, it considers documented work experience and industry and military training for transfer, if they fulfill course requirements. In 2005, WATC formalized a Credit by Examination process that gives students opportunities to earn credit based on previous knowledge, thereby avoiding unnecessary repetition of content. This enables students to move more quickly toward graduation. Combined, these processes serve transfer students while ensuring the integrity of the educational process.



Transfer of credit information is available in the online college catalog, which can be seen in the ERR.

Academic Success

The Academic Success program, having served approximately 250 students since fall 2006, provides courses that assist students in mastering the skills necessary to be successful in their chosen fields. The program includes basic skill development courses in reading, writing, study skills, keyboarding, and math in a laboratory setting. The laboratory is supplemented with materials, media, and tutorial assistance to help students improve skills that prepare

them for the workplace or continuing education. To fulfill WATC's mission of relevant, technical education for employment and lifelong learning, the Academic Success program provides a safety net for two student groups:

- Those who require or desire work in pre-technical, college-level competencies, such as reading, writing, and math.
- Those who require or desire to improve their college experience through learning enhancement activities, such as reading comprehension, study skills, and personal career development.

Community Partnerships

Without exception, each WATC department demonstrates responsiveness to its constituents in numerous ways. Three excellent examples are the Quality Through Training Program/IAM Boeing partnership, the Haas Automation Entrustment Program, and the YRC Worldwide, Inc. training program.

Quality Through Training Program/IAM Boeing

More than standard customized training, the Quality Through Training Program/IAM Boeing (QTTP) partnership represents a uniquely successful pairing of educational expertise with industry resources by providing individually driven training, development opportunities for personal growth, and career fulfillment to hourly employees at The Boeing Company. Responding to the challenges of an evolving workforce, QTTP was created as an agreement between the International Association of Machinists (IAM) and The Boeing Company. Since 1993, WATC has dedicated personnel to this project, serving as administrative liaisons, educational advisors, instructors, curriculum developers, and auxiliary support staff. QTTP instructors and staff offer diverse educational and training opportunities in a positive environment, assist clients in identifying their goals, assess their developmental needs in relation to their goals and the job skills of their work organizations, develop employee-driven curriculum, and provide a support structure that encourages participants to meet their goals.

Haas Entrustment Program

Haas Automation, Inc. (Haas), the nation's largest computer numerical control (CNC) machine tool manufacturer, established technical education centers at selected colleges and universities across the nation. These centers serve the training needs of local manufacturers. Haas has provided equipment entrustments to WATC (new CNC machines rotated every two years) since 2001, with the college providing the facilities and coordinating training opportunities.



Academic Success information can be viewed in the college catalog, spring schedule, and Academic Success Web page, which can be seen in the ERR.



A QTTP invoice can be seen in the ERR.



Haas Automation, Inc., entrustment agreements can be seen in the ERR.

**Criterion Five:
Engagement and Service**



A YRC Worldwide, Inc., invoice can be seen in the ERR.

YRC Worldwide, Inc.

During summer 2006, YRC Worldwide, Inc. (YRC) approached WATC and inquired if the college would work with them to provide training for a regional Job Corps site in Kentucky. YRC would use their own employees to provide truck driving training for students enrolled in the Job Corps program, but did not have a certified instructor to help with curriculum setup and oversight of the program. WATC agreed to provide an instructor from its Commercial Driver Education program and to relocate him to Kentucky to work with YRC on this project. This instructor provides YRC the educational background to help oversee the project and to train the trainers.

Core Component 5d

Internal and external constituencies value the services that Wichita Area Technical College provides.

The services that WATC provides are valued by its constituents in many ways. The level of financial support that is given to the college, how external constituents grant recognition to its services, and how the college's facilities are used reflect the value external constituents place on WATC services. More importantly, in determining the value that constituents place on services, one must look at the trend over time versus a snapshot.

External Constituent Financial Support

One way to determine how WATC's constituents value the services that are provided is to look at the financial support that is offered to the college. With the increase in communication and collaboration between WATC and its business constituents over the past year, there has been a significant increase in the number and size of donations. During summer 2007, five local aviation companies donated \$125,000 to establish a scholarship fund to benefit students who enroll in the Aerostructures Technician program, and the Sedgwick County Board of County Commissioners donated \$50,000 to establish a scholarship fund for displaced Optima Bus employees. Along with an increase in cash donations, WATC has also seen an increase in the number of equipment donations from its business constituents. Table 7.3, Business and Industry Donations for Fiscal Years 2007 and 2008, shows some of the larger donations.



Scholarship information and the Optima Bus scholarship agreement can be seen in the ERR.

Table 7.3
Business and Industry Donations Fiscal Years for 2007 and 2008

Item Donated	Quantity	Donated by	Program Receiving Donation
Computers	50	Boeing Company	Health Sciences Computer Laboratory
Engines and automotive parts	Various	Donovan Automotive	Automotive Service Technology
Pre-preg material	12 boxes	Senior Aerospace	Composites Fabrication Technician
Vitros 250 chemistry analyzer	1	Newton Medical Center	Medical Laboratory Technician
Condensing units	3	Johnson Controls	Air Conditioning and Refrigeration
Furnaces	5	Johnson Controls	Air Conditioning and Refrigeration
Air handler	1	Johnson Controls	Air Conditioning and Refrigeration
CNC machine tools	5	Haas Automation, Inc.	Machining Technology; Mechanical Engineering Technology

Numerous other smaller material and equipment donations have also been received for use in various programs. In addition to the above donations, there are a number of companies who have expressed an interest in pledging significant dollars and equipment to the WATC Foundation once it has been granted its not-for-profit status.

WATC has always enjoyed a good relationship with local, state, private, and public organizations that provide support to students. There are numerous organizations that work with WATC to provide funding for a diverse segment of the local population. These individuals usually do not have the financial means to pay for college and have no other resources. During 2007, these organizations provided approximately \$800,000 in funding for these students.

Recognition by External Constituents

Another way to determine if constituents value the services that WATC provides is to look at what recognition is given to these services by constituents. The following highlights various events that reflect this recognition.

Business and Industry

In April 2006, WATC was recognized by The 3M Company as a 3M Top Shop, which recognizes technical training excellence, for its technical training emphasizing auto body collision work. Haas Automation, Inc. (Haas), the nation's largest CNC machine tool manufacturer, established technical education centers at selected colleges and universities across the nation. In October 2001, WATC was selected as the only Haas Technical Education Center in Kansas.



A list of materials and equipment donations can be seen in the ERR.



A press release and news article about the Haas Technical Education Center can be seen in the ERR.



Various external constituent agreements, invoices, and proposals can be seen in the ERR.

Another way to show how WATC's external constituents value the services that the college provides is to see if they are looking to the college for new training initiatives. WATC is committed to and has a history of providing quality customized training opportunities throughout the community. Local businesses such as Bombardier/Learjet, Exacta, Spirit AeroSystems, and York International are just a few of the businesses that value the training solutions WATC has offered in the past and continues to offer. With the guidance of the new administrative team, there have been a number of major training initiatives in 2007. These include proctoring exams for Spirit AeroSystems; customized training for Bombardier/Learjet, including a new Composites Familiarization course for the company's senior engineers; job corps training in Kentucky; and a collaborative effort between the college and a local community college to provide airframe and power plant training at the Airport Center. Many additional training courses are also offered for smaller businesses and organizations. Specific training courses have also been added to meet the needs of internal and external constituents including Occupational Safety and Health Administration, Aerial Lifts, Electrical Safety, First Aid/CPR, Machine Shop Safety, Safe Chemical Handling, and various other safety-related courses.



The Hawker Beechcraft contract for services can be seen in the ERR.

A specific example of the value that WATC's external constituents place on its services is related to a request from Hawker Beechcraft. In 2007, Raytheon Aircraft Company was purchased by Hawker Beechcraft. At the time of the sale, Hawker Beechcraft found itself without an internal training department. Instead of establishing a new training department, they turned to WATC. The college now trains Hawker Beechcraft new hires in aircraft assembly, and over 200 Hawker Beechcraft employees were trained between September and December 2007.

Government

Various governmental agencies show the value they place on WATC's services by inviting WATC to be a part of their educational efforts and by awarding new grants. WATC participated in the Interagency Aerospace Revitalization Task Force, which was hosted by the U.S. Department of Labor Employment and Training Administration (ETA) with the U.S. Department of Education, Aerospace Industries Association, and National Aeronautics and Space Administration (NASA). This interactive day-long session built on the work of the Interagency Aerospace Revitalization Task Force, which was designated by Congress to drive the national dialogue on aerospace and Science, Technology, Engineering, and Mathematics (STEM) education and workforce needs. Attendees included key industry representatives, leading educational institutions, federal partners, and representatives from



Interagency Aerospace Revitalization Task Force Round Table Invitation can be seen in the ERR.

regions that are economically driven by aerospace. The roundtable focused on what can be done to increase the number of qualified students. WATC is involved specifically in defining education practices to educate, train, and retrain talent in STEM fields. WATC is the only technical college in the country to be asked to participate in this task force.

WATC was asked to be an exhibitor at the Workforce Innovations 2007 conference in Kansas City, Missouri, in July 2007. This national conference was co-sponsored by the U.S. Department of Labor ETA and the American Society for Training and Development. The Department of Labor invited WATC to the conference and offered a free booth to the college and a representative from the local aviation industry so that information about the Aerostructures Technician program and its success could be shared with others at the conference.

In summer 2007, a consortium of south-central Kansas organizations and companies was awarded a \$5 million third-generation WIRED (Workforce Innovation in Regional Economic Development) grant from the U.S. Department of Labor ETA. WATC is the primary technical college involved in the implementation and oversight of the technical training components related to the grant. WATC is working to coordinate and leverage the region's educational and workforce development resources to develop talent and encourage lifelong learning practices that will support sustainable, high-wage, high-skilled jobs to meet the changing demands of employers. WATC is the only technical college that has been awarded funding through this grant and has received national recognition for this partnership and collaborative efforts with Wichita State University, the National Institute for Aviation Research, the Workforce Alliance of South Central Kansas, the Greater Wichita Economic Development Coalition, and other secondary partners.

In October 2007, the Kansas Board of Regents awarded WATC a Carl D. Perkins Reserve Fund grant for approximately \$46,000. This grant is to be used to support development of a student "earn while you learn" internship program model and the implementation of that model in the Aviation Cabinetmaker program.

Use of Facilities

College members, high schools, governmental agencies, and community groups utilize WATC's facilities at little or no cost. Companies such as Bobcat Company, ACDelco, DaimlerChrysler, Lincoln Electric, Haas Factory Outlet, and Diamond Engine use WATC's facilities to conduct proprietary training. Many times, WATC instructors are allowed to attend these sessions at no charge. Local organizations, such as the Ironworkers, the Refrigeration



The Workforce Innovation Program Addendum, a WATC E-News article, and conference Web site can be seen in the ERR.



The WIRED initiative information can be seen in the ERR.



Kansas Board of Regents' notification letter can be seen in the ERR.

**Criterion Five:
Engagement and Service**

Service Engineer Society, the Air Conditioning Contractors of America, and the Mid-Kansas Chapter, Inc., a local drafting company, also use WATC facilities to hold meetings for their groups. Government and local citizen groups such as the Kansas Board of Regents, Kansas Postsecondary Technical Education Authority, the Wichita Police Department, Rotary groups, and the Schweiter Neighborhood Association periodically use WATC facilities.

WATC provides a large venue for state events such as the state SkillsUSA competition that brings students, parents, community members, and staff from all over Kansas. Multiple state high schools and technical colleges and schools also participate in the state competition, which recognizes the accomplishments of students in leadership and their skilled trades. In addition, WATC hosted the Kansas Association of Technical Colleges and Schools President’s Retreat in summer 2007 and the December 2007 regular meeting, which brought state leaders in technical education at the postsecondary level together. WATC also hosted the College Goal Sunday program sponsored by Kansas Association of Student Financial Aid Administrators in February 2007 to assist students (primarily high school) and parents in completing their financial aid applications and to answer questions. In December 2007, WATC hosted the Kansas Postsecondary Technical Education Authority as it seeks to familiarize its members about the programs and services provided by all technical institutions in Kansas.


Employees


The Faculty and Staff Satisfaction Report 2006–2007 shows that WATC employees value the college and its employment opportunities. See Table 7.4, Employee Satisfaction Survey Results. Respondents were also satisfied with the compensation and benefits they receive and indicated the amount they pay for health care and benefits is reasonable. They also indicated that the college does a good job of informing employees about health care benefits.


	Satisfaction Percentage
Employees who felt that the college is generally a good place to work.	91%
Employees who feel that the amount they pay for health care is reasonable	88%
Employees who were satisfied with compensation and benefits.	76%
Employees who gave a positive rating to the image that WATC has.	72%
Employees who would recommend employment with WATC to a friend.	62%

WATC Board members have been instrumental in providing direction to the college. In addition to the hours spent at WATC Board meetings and local governments and businesses meetings, they also volunteer for other events. For example, two WATC Board members

 The Kansas Association of Technical Colleges and Schools' retreat agenda can be seen in the ERR.

 College Goal Sunday information can be seen in the ERR.

 The Kansas Postsecondary Technical Education Authority Web site can be viewed in the ERR.

 The Faculty and Staff Satisfaction Report can be viewed from the Institutional Effectiveness Web page, which can be found in the ERR.

volunteered to be on the forum panel at the August 2007 high school counselor's inservice and lunch. The commitment they have for WATC can be reflected by a quote from Ray Frederick, WATC Board member, in the Wichita Eagle on January 9, 2007, which states, "It's really exciting to have this board named and to begin moving forward with the technical-training initiative."

Summary

The many examples included in the previous sections of this chapter offer excellent insight into not only the value that WATC places on its constituent groups, but also the value that these groups place on WATC. The college realizes that determining relevancy in an ever-changing workforce can only be done by engaging all constituent groups. This is an exciting time for WATC as changes over the past year have allowed new avenues of commitment from its constituents and have been elevated to a new level and focus. As evidence shows, WATC has clearly demonstrated its responsiveness to constituents through the changes and additions of services and programs. The commitments that WATC's constituents have made to it, along with the increased reliance on its services, clearly show that they value the services WATC provides.

Strengths

- Changes to the college's administrative team and restructuring efforts have allowed WATC greater opportunities to achieve its goals. The college's restructuring efforts have allowed the college to become more flexible and responsive to the training needs of south-central Kansas.
- Collaborations with external constituents and among various functional areas within the college have strengthened due to the renewed focus on its mission and strategic priorities.
- The birth of the WATC Foundation has provided greater opportunities to engage its constituents and gain financial stability. Although the foundation is still in its infancy, the support college constituents are showing is extraordinary.

Opportunities for Improvement

- WATC must remain focused on working with its constituents to provide quality services that are and will continue to be needed. It will take a concerted effort of communication, evaluation, and implementation by all parties to ensure that this occurs.



The *Wichita Eagle* article can be seen in the ERR.

- WATC must continue to focus on and improve areas where concerns are shown in student, employee, and business and industry surveys, particularly in the areas of improved communication lines, giving instructors more input in how programs are managed, implementing student evaluations of instructors and courses, and instructor evaluations by supervisors.
- Another issue that currently faces WATC is the availability of space. As new programs are launched, unused space is being turned into classrooms and laboratories. Long-term, the new facility will alleviate space concerns for Aviation and Manufacturing programs; however, as the college continues to add new programs, additional steps will be necessary to find adequate space. A plan for new facilities to house current non-aviation and non-manufacturing programs needs additional study.
- Another opportunity for improvement that arose from the 2006 self-study and the Noel-Levitz 2006–2007 report was that WATC needs to address tutoring services. While the tutoring laboratory is open throughout the day, it is not staffed on a full-time basis. The college has taken some steps to help alleviate this by moving the Academic Success program to the Main Campus, acquiring computer-based learning programs, making appointment times available, and establishing specific-topic tutoring sessions. However, the college needs to evaluate what additional steps can be taken to alleviate this concern and provide a more robust tutoring program that serves constituents during the times and in the locations where this service is needed.



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CHAPTER 8

Federal Compliance

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Chapter 8

Federal Compliance

Wichita Area Technical College (WATC) adheres to and operates in an ethical manner in compliance with federal regulations as set forth by the United States Department of Education as well as WATC's policies and procedures. When administering federal grants, WATC always remains within stated guidelines.

It is the intent of WATC to comply with all applicable federal, state, and local laws and regulations, including but not limited to: the Civil Rights Act of 1964, as amended; the Americans with Disabilities Act of 1990; the Age Discrimination in Employment Act of 1967; the Drug-Free Schools and Campuses Act; the Campus Security Act (Jeanne Cleary Act), as amended; the Family Educational Rights and Privacy Act of 1974, as amended; and the Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance rules. Persons having inquiries may contact the chief operating officer, 301 S. Grove, Wichita, KS 67211-2099, 316.677.9400.

—WATC Compliance Statement



WATC's compliance statement can be viewed from the college Web site, which can be seen in the ERR.

Credits, Program Lengths, and Tuition

Over the past three years, WATC has converted the outdated vocational clock-hour model of delivery to a credit-hour system to align with other academic institutions and to fulfill Kansas Board of Regents regulations. One credit hour is equal to 15 clock hours of lecture, 30 clock hours of laboratory, and 45 clock hours of clinical or job-related training. WATC maintains two main semesters — a 16-week fall semester and a 16-week spring semester — and a summer term. Certain Health Sciences programs operate on 18-week semesters. Beginning in July 2008, technical certificate and associate of applied science (AAS) degree programs will operate on a quarter system. Program length varies with the type of certificate or degree required. AAS degrees are 62 to 72 credit hours. Technical certificate programs range from 20 to 42 credit hours, and certificate of completion programs range from four to 15 credit hours. Program and certificate lengths and course requirements are clearly published in the college catalog and on the college Web site.



Program information can be found in the college catalog, which can be seen in the ERR.

Tuition and fees are determined by the Sedgwick County Technical Education and Training Authority, governing board for WATC (WATC Board), and approved by the Kansas Board of Regents. Tuition is based on per-clock-hour rates and varies depending on the program. Non-resident students pay under a different tuition structure based on the number of credits they take. Tuition rates are subject to change, but are published in the college catalog and class schedules. Cost sheets are available to students upon request.



Tuition costs can be viewed in the college catalog, spring schedule, and on cost sheets, which can be seen in the ERR.

Higher Education Reauthorization Act

WATC is in compliance with requirements of the Higher Education Reauthorization Act of 1998. Documentation of the college's approval to participate in and comply with Title IV includes the Program Participation Agreement (PPA), Eligibility and Certification Approval Report, and official cohort default rates for the past three years.

WATC demonstrates compliance by completing the PPA every five to six years, which signifies WATC's agreement with the rules and regulations associated with good stewardship of federal aid programs. The last PPA was completed in 2006 and is scheduled to be updated in 2011. WATC operates federal aid programs with integrity by using information about students and financial aid responsibly. WATC is authorized to participate in the following programs:

- Federal Pell Grant Program
- Federal Family Education Loan Program — Subsidized

Federal Compliance

- Federal Family Education Loan Program — Unsubsidized
- Federal Parent Loan for Undergraduate Students (PLUS)
- Federal Academic Competitiveness Grant (ACG) Program

WATC's Financial Aid office regularly monitors its student loan default rate. The Financial Aid office has implemented default management procedures to ensure that the rate remains within an acceptable range. As can be seen in Table 8.1, WATC Default Rates, the default rate jumped from Fiscal Year 2003 to Fiscal Year 2005. A significant portion of this increase reflects individuals who were enrolled in programs that were closed in July 2004.

Fiscal Year 2005	Fiscal Year 2004	Fiscal Year 2003
10.2%	10.0%	5.2%

Institutional efforts to control student loan defaults include required loan-entrance counseling for all student-loan borrowers. Loan-entrance counseling is available online through a nationally recognized Web-based product, Mapping Your Future. WATC is notified by electronic communication after students have successfully completed their counseling sessions, and this information is included in students' financial aid records. Financial Aid staff members are also available to meet with students who have questions, prefer face-to-face counseling, or want additional information about student loans or debt management.

Each year, WATC undergoes an audit of its student financial aid records and office procedures by an independent auditing firm. The most recent audit was conducted by BKD LLP of Wichita, Kansas, during fall 2007. There have been no limitations, restrictions, or termination measures taken regarding any Title IV federal aid programs at WATC.

Privacy Policy

WATC complies with the Family Educational Rights and Privacy Act of 1974, which affords students certain rights with respect to their educational records. This act was designed to protect privacy of educational records, establish students' rights to inspect and review their educational records, and provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings.



The Web site for official default rates can be viewed from the ERR.



The Mapping Your Future Web site can be viewed from the ERR.



The Comprehensive Financial Report can be seen in the Resource Room.



WATC's grievance procedure can be viewed in the online catalog and student handbook, which can be seen in the ERR.

Grievance Procedure

In compliance with federal policy, a student grievance policy was adopted by the WATC Board. Students who believe they have been treated unfairly may appeal in accordance with policy LS 15.0 Student Grievance, which is discussed in the college catalog and student handbook. All complaints resulting from academic process issues are resolved through the instructor, department chair, or vice president, Academic Affairs, as outlined in the catalog and student handbook. Non-academic complaints, including discrimination and sexual harassment issues, are referred to the vice president, Learner Services and Institutional Effectiveness, for resolution. If the student wishes to appeal the decision of the vice president, then a written appeal may be made to the president.

The Student Grievance policy addresses steps that students can take, timelines, and resolution processes for either academic or non-academic issues. Students who believe that their concerns have not been satisfied at the local level are free to write to the Council on Occupational Education (COE), a national accrediting agency that currently accredits WATC.

Campus Safety

WATC complies with the Jeanne Clery Act–Campus Security Act by filing crime statistics annually with the U.S. Department of Education. WATC publishes this information in an annual safety report, which is available in administrative offices at all locations and online.



WATC's safety report can be viewed from the Campus Safety Web page, which can be seen in the ERR.

Accommodations

WATC complies with Section 504 of the Rehabilitation Act of 1973 (Section 504), a law that prohibits discrimination on the basis of physical or mental disability (29 U.S.C. Section 794). Section 504 of the Rehabilitation Act of 1973 states:

No otherwise qualified individual with a disability in the United States ... shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance ...

Forms to request special accommodations are available to students through Learner Services and online.



Accommodations information can be viewed in the college catalog and student handbook, which can be seen in the ERR.

Advertising and Recruiting Materials

WATC accurately reports its affiliation status with the Higher Learning Commission of the North Central Association and the Council on Occupational Education in all major college documents and publications. Other examples of marketing materials referencing accredited status include class schedules, and other published documents such as the strategic plan and recruiting materials. WATC also prominently publishes accreditation contact information in all pertinent documents and on the college's Web site. Some technical programs are also affiliated with or accredited by additional agencies, and WATC accurately reports its affiliation status with these agencies.

Summary

WATC is in compliance with all federal requirements. The college recognizes that compliance with stated requirements is essential to the integrity of the college and that the implementation of policies and procedures is necessary to maintain its reliability.



HLC-NCA application status and accreditation and affiliation information can be viewed in several college publications, which can be seen in the ERR.

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CHAPTER 9

Summary and Formal Request for Initial Accreditation

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Chapter 9

Summary and Formal Request for Initial Accreditation

WATC demonstrates, and has documented through the self-study process, that it meets each of the Higher Learning Commission of the North Central Association's (HLC-NCA) Criteria and Core Components for Accreditation. WATC presents evidence throughout this report that it carries out its mission and that every action is based on thoughtful analysis and planning. WATC is proud of its accomplishments and optimistic about its future. WATC also understands that to realize its full potential, it must take deliberate, creative, and effective actions in areas where it has challenges and opportunities for improvement.

As described in Chapter 3, Criterion One, WATC operates with integrity and is a careful steward of public monies. WATC accomplishes the expectations in Chapter 4, Criterion Two, as it plans for the future through a systematic and participatory strategic planning process and allocates resources accordingly. WATC's mission statement reflects its commitment to education that is relevant for employment and lifelong learning. This commitment is manifested in a multitude of ways throughout the college's programs and services as discussed in Chapter 5, Criterion Three. Assessment data, surveys, instructor and staff vitae information, and affirmations from external observers all provide evidence that WATC encourages and recognizes the acquisition of knowledge as it fulfills the expectations of Chapter 6, Criterion Four. Finally, WATC takes its role in the community seriously, as represented in Chapter 7, Criterion Five, by actively seeking out and engaging with community constituents and responding proactively to community needs and expectations.

The self-study process provided WATC with opportunities to reflect on its strengths, goals, and priorities for the future. In various ways throughout this report, accomplishments have been highlighted, and challenges have been noted to better position WATC for future opportunities. This process also allowed opportunities for college community members to collaborate and work together for the common good of the college.

WATC has taken an aggressive stance over the past five years in its pursuit to seek accreditation with HLC-NCA. WATC wishes to attain accreditation at this critical time in its evolution, not only to meet the Kansas Board of Regents mandated policy, but because students will be better able to seamlessly transfer credits to other regionally accredited institutions. Currently, WATC credits are reviewed course-by-course and may or may not be accepted depending on the receiving institution. While WATC has established some articulation agreements with regents universities, there are others that are waiting for WATC to receive HLC-NCA accreditation before they consider articulating program-to-program. Accomplishing this milestone will significantly impact the development of a seamless education for the learners WATC serves and thus fulfill a performance goal of the Kansas Board of Regents.

The evidence and analysis reported in this self-study show that the college has a distinctive mission. WATC provides learning-focused excellence in education, is connected to its constituents through a commitment to service, and has the resources, initiative, and vision to respond to the challenges of the future. The evidence also demonstrates that WATC meets the expectations of HLC-NCA as outlined in the criteria and core components.

WATC respectfully requests that it be granted initial accreditation for a period of five years by the Higher Learning Commission of the North Central Association of Colleges and Schools.

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CHAPTER 10

Glossary of Terms and Acronyms

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Chapter 10

Glossary of Terms and Acronyms

AAS	Associate of Applied Science Degree
ABE	Adult Basic Education
AMP	Academic Master Plan
ASE	Automotive Service Excellence – provides certification for properly trained automotive service technicians
Axio.....	Curriculum Management System
BOE	Wichita Public Schools USD 259 Board of Education
CDE	Commercial Driver Education
CNA	Certified Nurse Aide
CNC.....	Computer Numerical Control
COE.....	Council on Occupational Education
DOT	Department of Transportation
ERP	Enterprise Resource Planning
ERR	Electronic Resource Room
ESOL.....	English for Speakers of Other Languages
ETA.....	Employment and Training Administration
FAFSA.....	Federal Application for Federal Student Aid
FERPA.....	Family Educational Rights and Privacy Act of 1974
FTE	Full-Time Equivalent
GED.....	General Educational Development
Haas	Haas Automation, Inc.
HLC-NCA.....	Higher Learning Commission of the North Central Association
HOSA.....	Health Occupations Students of America – student organization
IAM	International Association of Machinists
KATSC.....	Kansas Association of Technical Colleges and Schools
KBOR	Kansas Board of Regents
KCCP.....	Kansas Core Competencies Project
KDHE.....	Kansas Department of Health and Environment
KITE.....	Kansas Institute of Technical Excellence
KSA.....	Kansas Statutes Annotated
KSBN.....	Kansas State Board of Nursing

KPERS	Kansas Public Employees Retirement System
KSU-Salina	Kansas State University-Salina
LATE Nite	Learning About Technical Education Nite
LLRC	Library and Learning Resource Center
MCR	Marketing and Community Relations
MET	Mechanical Engineering Technology
M&ET.....	Manufacturing and Engineering Technologies (now Manufacturing)
MIS	Management Information Systems
MSA.....	Metropolitan Service Area
NASA.....	National Aeronautics and Space Administration
OIE	Office of Institutional Effectiveness
OSHA.....	Occupational Safety and Health Administration
PAM	Proficiency Attainment Model
Perkins.....	Carl D. Perkins Grant Monies
PPA.....	Program Participation Agreement
QTTTP	Quality Through Training Program
	– created in 1989 in agreement with IAM/Boeing and WATC
SCAN.....	Steering Committee Accreditation News
SEM.....	Strategic Enrollment Management
SkillsUSA.....	Student organization
SSI.....	Noel-Levitz Student Satisfaction Inventory
STEM.....	Science, Technology, Engineering, and Mathematics
TABE	Test of Adult Basic Education
USD 259.....	Wichita Public Schools USD 259
WABA	Wichita Area Builders Association
WATC	Wichita Area Technical College
WATC Board.....	Sedgwick County Technical Education and Training Authority, governing board for WATC
WATC Foundation	Wichita Area Technical College Foundation
WIRED.....	Workforce Innovation in Regional Economic Development Grant
WSU	Wichita State University
YRC.....	YRC Worldwide, Inc.



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Appendix

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Appendices

- Appendix A: Institutional Snapshot
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APPENDIX A

Institutional Snapshot

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Institutional Snapshot

**Table 1
Undergraduate Enrollments**

	Fall 2006		Fall 2007	
	Number	Percent	Number	Percent
All Students	693		924	
Gender				
Male	345	49.8%	493	53.4%
Female	348	50.2	431	46.6
Enrollment Status				
First-time students	208	30.0%	352	38.1%
Continuing students	485	70.0	572	61.9
Student Status				
Degree Seeking	605	87.3%	737	79.8%
Non-degree Seeking	88	12.7	187	20.2
Residence				
In-State Resident	693	100.0%	924	100.0%
Out-of-State Resident	0	0.0	0	0.0
Non-US Resident	0	0.0	0	0.0
Ethnic Category				
African-American	96	13.9%	135	14.6%
American Indian, Alaskan	15	2.2	26	2.8
Asian or Pacific Islander	28	4.0	51	5.5
Hispanic	67	9.7	89	9.6
Caucasian	470	67.8	565	61.1
Ethnicity Unknown	17	2.5	58	6.3
Non-Resident Alien	0	0.0	0	0.0
Age				
24 and under	323	46.6%	376	40.7%
25 and older	370	53.4	548	59.3

Table 2
Undergraduate Students by Degree-Seeking Status, Gender, and Ethnicity

	Fall 2006			Fall 2007		
	Degree Seeking	Non-Degree Seeking	Total	Degree Seeking	Non-Degree Seeking	Total
Men						
African-American	26	3	29	61	8	69
American Indian, Alaskan	8	0	8	15	1	16
Asian or Pacific Islander	18	1	19	20	5	25
Hispanic	33	3	36	39	4	43
Caucasian	217	22	239	265	37	302
Ethnicity Unknown	13	1	14	23	15	38
Non-Resident Alien	0	0	0	0	0	0
Total Men	315	30	345	423	70	493
Women						
African-American	57	10	67	44	22	66
American Indian, Alaskan	7	0	7	8	2	10
Asian or Pacific Islander	7	2	9	23	3	26
Hispanic	23	8	31	35	11	46
Caucasian	195	36	231	192	71	263
Ethnicity Unknown	1	2	3	12	8	20
Non-Resident Alien	0	0	0	0	0	0
Total Women	290	58	348	314	117	431
Total Men + Women	605	88	693	737	187	924

**Table 3
Student Recruitment and Admissions Summary Fall 2007**

	Applications			Acceptances			Enrolled			TEAS		COMPASS			Work Keys			
	Freshman	Transfer	Freshman	Freshman	Transfer	Freshman	Freshman	Transfer	Math	Reading	Pre-Algebra	Algebra	College Algebra	Writing	Reading	Math	Reading	Observation
Health Sciences																		
Certified Nurse Aide	186	12	94	10	8	94	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	5.0	0.0
Dental Assistant	28	14	16	13	10	9	10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	84.4	N/A	N/A	N/A
Dietary Manager	1	0	0	0	2	1	2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	3.0	5.0	0.0
Medical Assistant	36	5	36	5	5	14	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	71.5	N/A	N/A	N/A
Medical Laboratory Technician	6	8	4	8	7	0	7	N/A	N/A	N/A	N/A	62.0	N/A	82.0	86.0	N/A	N/A	N/A
Practical Nurse	53	105	19	87	45	4	45	58.1	85.5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Surgical Technology	25	23	14	22	16	5	16	N/A	N/A	63.0	N/A	N/A	N/A	N/A	84.9	N/A	N/A	N/A
Manufacturing and Engineering Technologies																		
Aerosturctures Technician	278	6	104	5	4	115	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	4.9	5.2	N/A
Aviation Cabinetmaker	6	0	4	0	0	5	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5	60.3	N/A	N/A	N/A
Composite Fabrication Technician	95	0	78	0	0	58	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	0.0	0.0
Computer-Aided Drafting	27	10	20	8	8	13	8	N/A	N/A	64.4	48.8	N/A	N/A	60.9	82.2	N/A	N/A	N/A
Machining Technology	6	5	6	4	3	2	3	N/A	N/A	49.1	N/A	N/A	N/A	49.0	69.9	N/A	N/A	N/A
Mechanical Engineering Technology	8	2	4	2	2	0	2	N/A	N/A	30.0	N/A	N/A	0.0	32.0	74.7	N/A	N/A	N/A
Welding	28	3	20	3	3	15	3	N/A	N/A	47.5	N/A	N/A	N/A	60.8	76.4	N/A	N/A	N/A
Transportation and Construction Technologies																		
Air Conditioning and Refrigeration	11	6	7	6	5	6	5	N/A	N/A	46.8	N/A	N/A	N/A	N/A	69.9	N/A	N/A	N/A
Auto Collision Repair	29	4	22	4	3	20	3	N/A	N/A	46.0	N/A	N/A	N/A	N/A	77.7	N/A	N/A	N/A
Automotive Service Technology	35	6	27	6	4	20	4	N/A	N/A	52.7	32.3	N/A	N/A	54.0	81.0	N/A	N/A	N/A
Carpentry	4	1	3	1	1	2	1	N/A	N/A	40.3	N/A	N/A	N/A	N/A	72.0	N/A	N/A	N/A
Commercial Driver Education	67	4	29	2	4	29	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	5.0	5.2	0.0
Diesel Technology	6	3	5	3	3	1	3	N/A	N/A	70.8	N/A	N/A	N/A	N/A	86.8	N/A	N/A	N/A

Table 4
Financial Assistance for Students

	Fall 2006		Fall 2007	
	Number	Percent ¹	Number	Percent ²
Applied for Financial Aid	347	50.1%	446	48.3%
Received Financial Aid	312	45.0%	391	42.4%
Loans ³	268	38.7%	260	28.2%
Scholarships/Grants ³	230	33.2%	297	32.2%

¹ Based on total enrollment of 693

² Based on total enrollment of 924

³ Numbers and percentages are not additive because individuals received both loans and grants.

Table 5
First-Time, Full-Time Student Retention

Race/Ethnicity	Fall 2006				Fall 2007			
	Entering		Returning	Retention	Entering		Returning	Retention
	Students	Graduates	Students	Rate	Students	Graduates	Students	Rate
African-American	70	49	4	75.7%	18	13	3	88.9%
American Indian, Alaskan	9	6	0	66.7	4	2	0	50.0
Asian or Pacific Islander	13	9	1	76.9	10	6	2	80.0
Hispanic	26	21	4	96.2	20	11	4	75.0
Caucasian	204	128	35	79.9	143	72	30	71.3
Ethnicity Unknown	15	4	9	86.7	13	2	8	0.0
Non-resident Alien	0	0	0	0.0	0	0	0	0.0
Total	337	217	53	80.1	208	106	47	73.6

**Table 6
Program Graduates**

Program/CIP Code	AY 2006			AY 2007		
	Entering	Still	Graduates	Entering	Still	Graduates
	Students	Enrolled		Students	Enrolled	
Health Sciences						
Certified Nurse Aide	377	0	320	280	0	235
Dental Assistant	19	0	14	19	0	14
Dietary Manager	20	9	8	20	5	10
Medical Assistant	53	12	34	45	7	29
Medical Laboratory Technician	25	15	8	30	12	15
Practical Nurse	141	43	80	183	66	93
Surgical Technology	33	3	24	32	8	18
Manufacturing and Engineering Technologies						
Aerostructures Technician ²	0	0	0	15	0	14
Aviation Cabinetmaker ¹	0	0	0	19	0	15
Composite Fabrication Technician ¹	65	0	64	113	1	93
Computer-Aided Drafting	29	11	10	33	5	13
Machining Technology	12	6	3	21	5	10
Mechanical Engineering Technology	22	10	3	23	8	3
Welding	56	14	19	52	19	12
Transportation and Construction Technologies						
Air Conditioning and Refrigeration	22	12	3	22	13	7
Auto Collision Repair	73	36	21	69	23	24
Automotive Service Technology	100	42	26	86	28	27
Carpentry	29	8	13	22	5	10
Commercial Driver Education	150	0	148	102	0	91
Diesel Technology	15	3	8	10	5	3
Interior Design ¹	3	0	0	5	0	2
Total	1244	224	806	1201	210	738

¹ Became programs during AY 2006.

² Became programs during AY 2007.

Table 7
Practical Nurse Licensure Exam Pass Rates

Program	AY 2006			AY2007		
	Number that took exam	Number that passed exam	Pass Rate	Number that took exam	Number that passed exam	Pass Rate
Practical Nurse	80	75	93.8%	92	84	91.3%

**Table 8
Faculty Demographics**

	Fall 2006		Fall 2007	
	Full-time	Part-time	Full-time	Part-time
Gender				
Male	19	66	19	53
Female	18	86	24	71
Race/Ethnicity				
African-American	0	15	2	14
American Indian, Alaskan	0	0	1	0
Asian or Pacific Islander	0	5	0	3
Hispanic	0	0	1	2
Caucasian	37	132	39	105
Ethnicity Unknown	0	0	0	0
Non-resident Alien	0	0	0	0
Degree Level				
Doctorate	0	2	0	4
First Professional	0	0	0	0
Master's	7	24	6	25
Bachelor's	20	65	22	46
Associate's	3	8	4	5
None	7	53	11	44

**Table 9
Program Faculty**

Program	Fall 2006	Fall 2007
Health Sciences		
Dental Assistant	5	6
Dietary Manager	1	1
Certified Nurse Aid	12	14
Medical Assistant	5	4
Medical Laboratory Technician	5	4
Pharmacy Technician	3	0
Practical Nurse	26	28
Surgical Technology	4	4
Manufacturing and Engineering Technologies		
Aerostructures Technician	9	9
Aviation Cabinetmaker	1	1
Composite Fabrication Technician	2	3
Computer-Aided Drafting	6	4
Machining Technology	1	1
Mechanical Engineering Technology	1	3
Welding	3	3
Transportation and Construction Technologies		
Air Conditioning and Refrigeration	1	1
Applied Academics	9	9
Auto Collision Repair	2	2
Automotive Service Technology	3	3
Carpentry	2	1
Commercial Driver Education	22	22
Diesel Technology	1	1
Health and Safety	4	4
Interior Design	1	0
Adult Literacy	46	23
General Education	4	7
QTPP	10	9
All WATC	189	167

Table 10
Availability of Instructional Resources and Information Technology

Availability

Technology resources at WATC’s instructional centers fully satisfy current needs for student learning and college operation. The college’s network supports approximately 680 computers, with the vast majority dedicated to student learning through classroom use or computer lab use. The Main Campus has two computer labs, and Central Center has five computer labs. Each lab has at least 10 computers, and one lab at Central Center has 40 computers. These computers are all in addition to computers used for daily instruction in classrooms.

Computer Resources Per Instructional Site	
Airport Center	0
Central Center	183
Main Campus	95
Schweiter Center	20
Seneca Center	13
Satellite: Winfield	10
Total	321

Support

WATC has three dedicated network administrator-level or above IT staff to support the technology needs of WATC students. The IT staff is supplemented by enterprise management systems to monitor and manage the environment, such as Microsoft Systems Management Server, McAfee Anti-Virus server, and Internet Proxy and Filtering monitoring.

Monitoring

WATC monitors its computers in several ways. In each classroom the instructors provide hands-on support to guide and monitor the students. The MIS department monitors the computers using enterprise-wide applications, such as SmartFilter for Internet usage, McAfee to verify and prevent virus infections, and Microsoft Systems Management Server to ensure Microsoft Critical Security Patches are installed and to deploy needed student software applications.

Table 11
Actual Unrestricted Revenues and Expenses

	FY 2006	FY 2007
Revenues		
Tuition and Fees, net	\$2,998,862	\$3,732,687
State/Local Appropriations	\$8,291,992	\$8,220,887
Investment Income	\$181,029	\$250,686
Contributions	\$802,804	\$970,417
Other:		
Federal Grants and Contracts	\$1,270,465	\$1,112,704
State Grants and Contracts	\$100,175	\$37,782
Local Grants and Contracts	\$796,925	\$1,000,000
Other Operating Revenue	\$66,127	\$179,450
Total	\$14,508,379	\$15,504,613
Expenses		
Instructional/Department/Library	\$8,763,610	\$9,434,011
Student Services	\$1,547,952	\$1,728,988
Operation and Maintenance	\$2,118,289	\$2,552,594
Administration	\$3,124,293	\$2,785,366
Total	\$15,554,144	\$16,500,959

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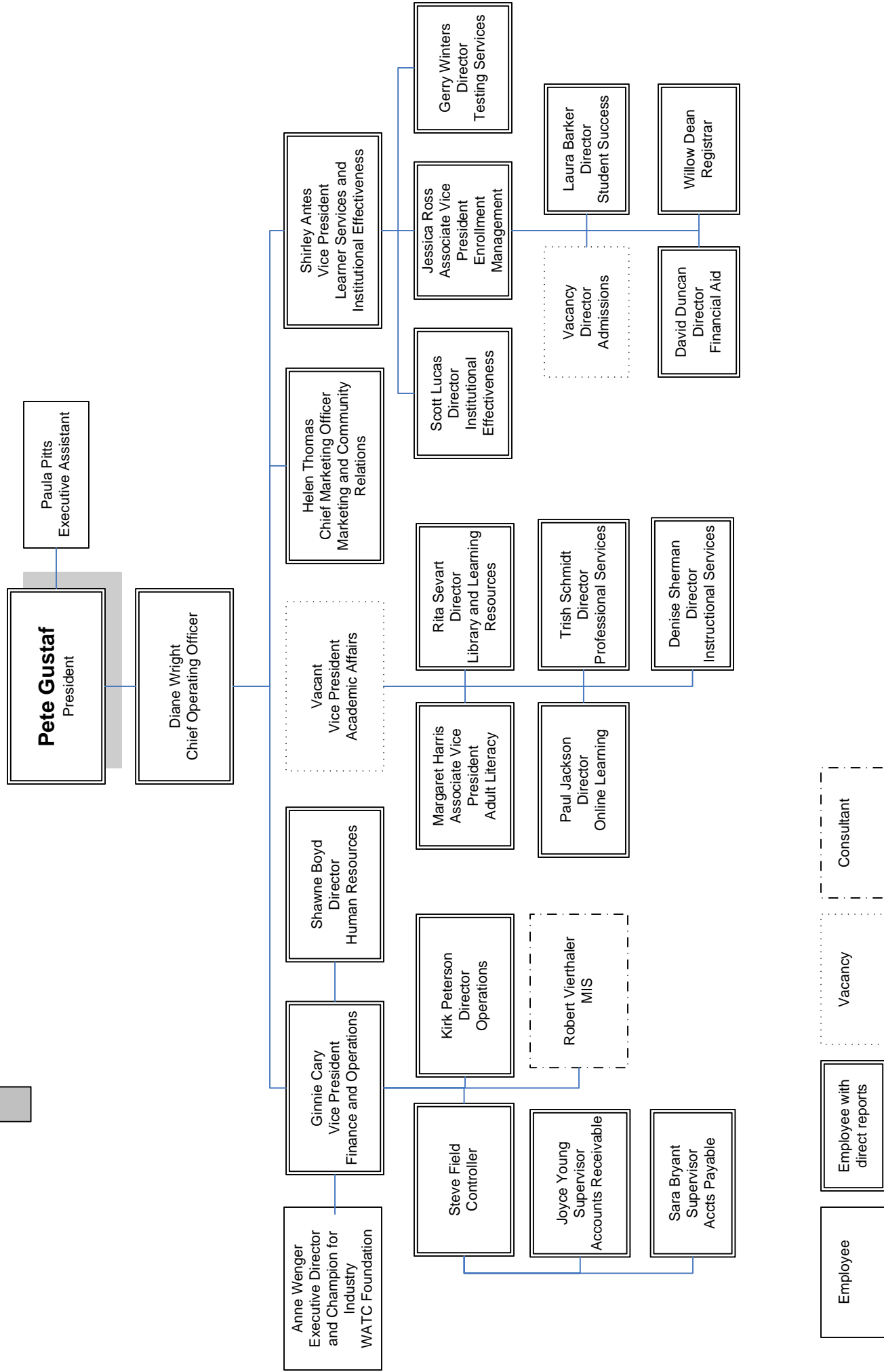
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APPENDIX B

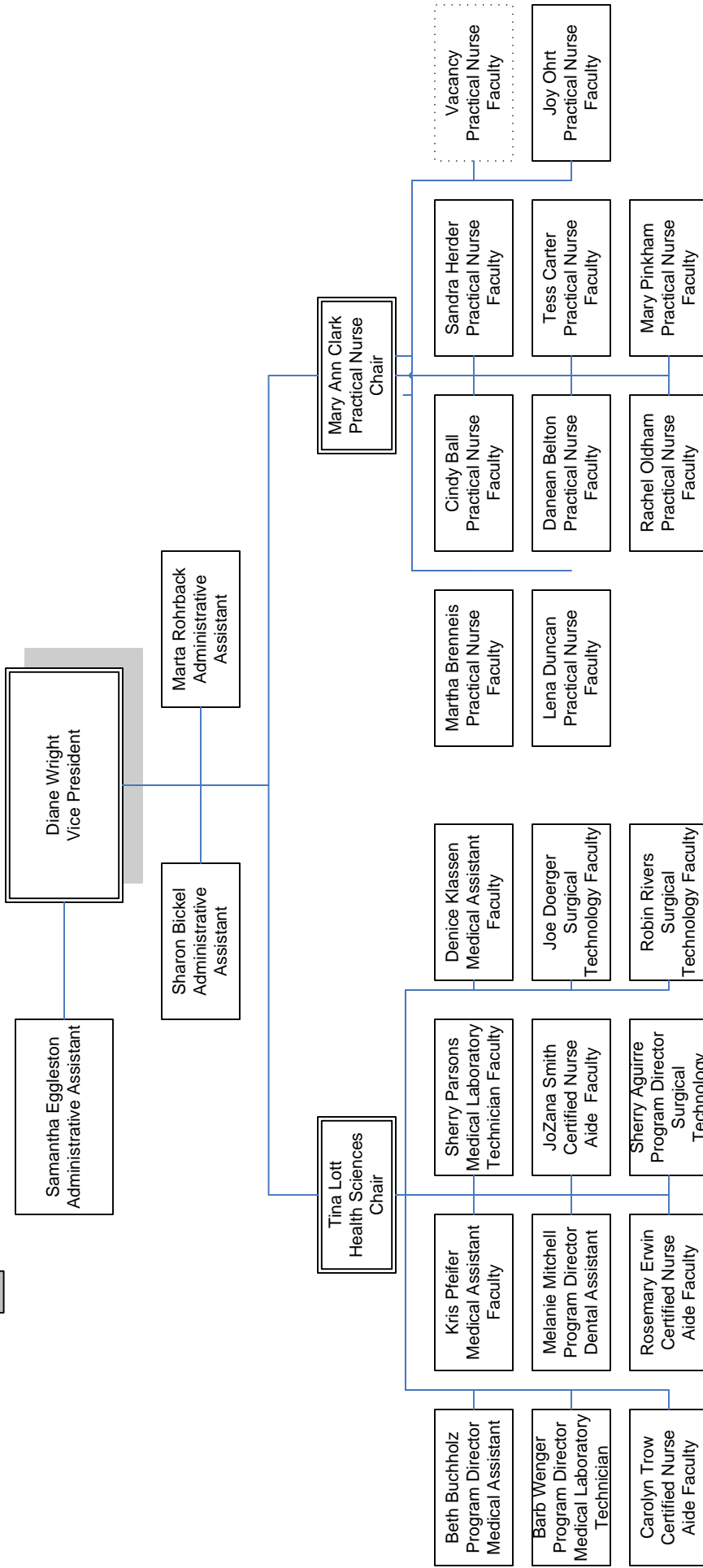
WATC Organizational Charts

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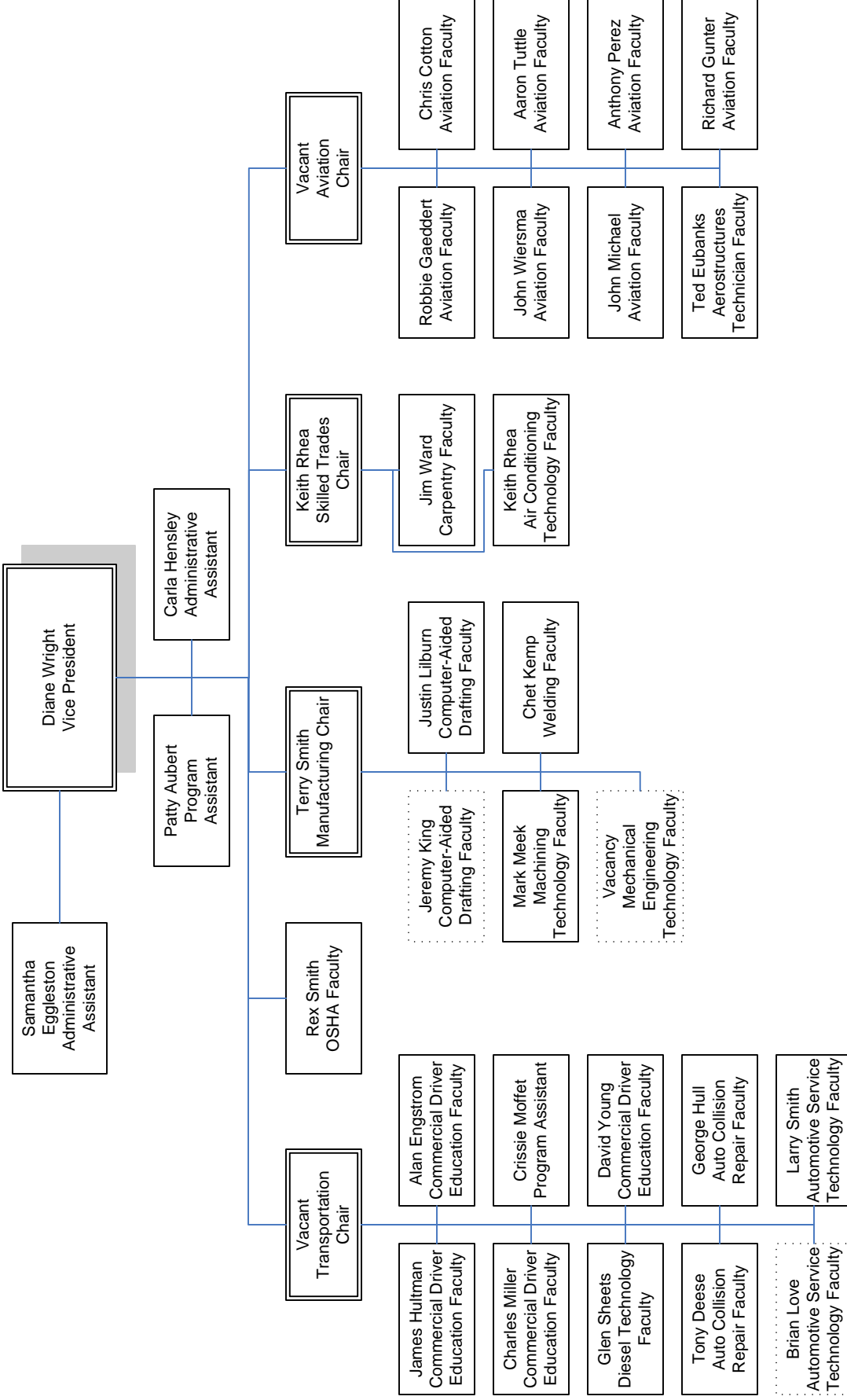
WATC Administration



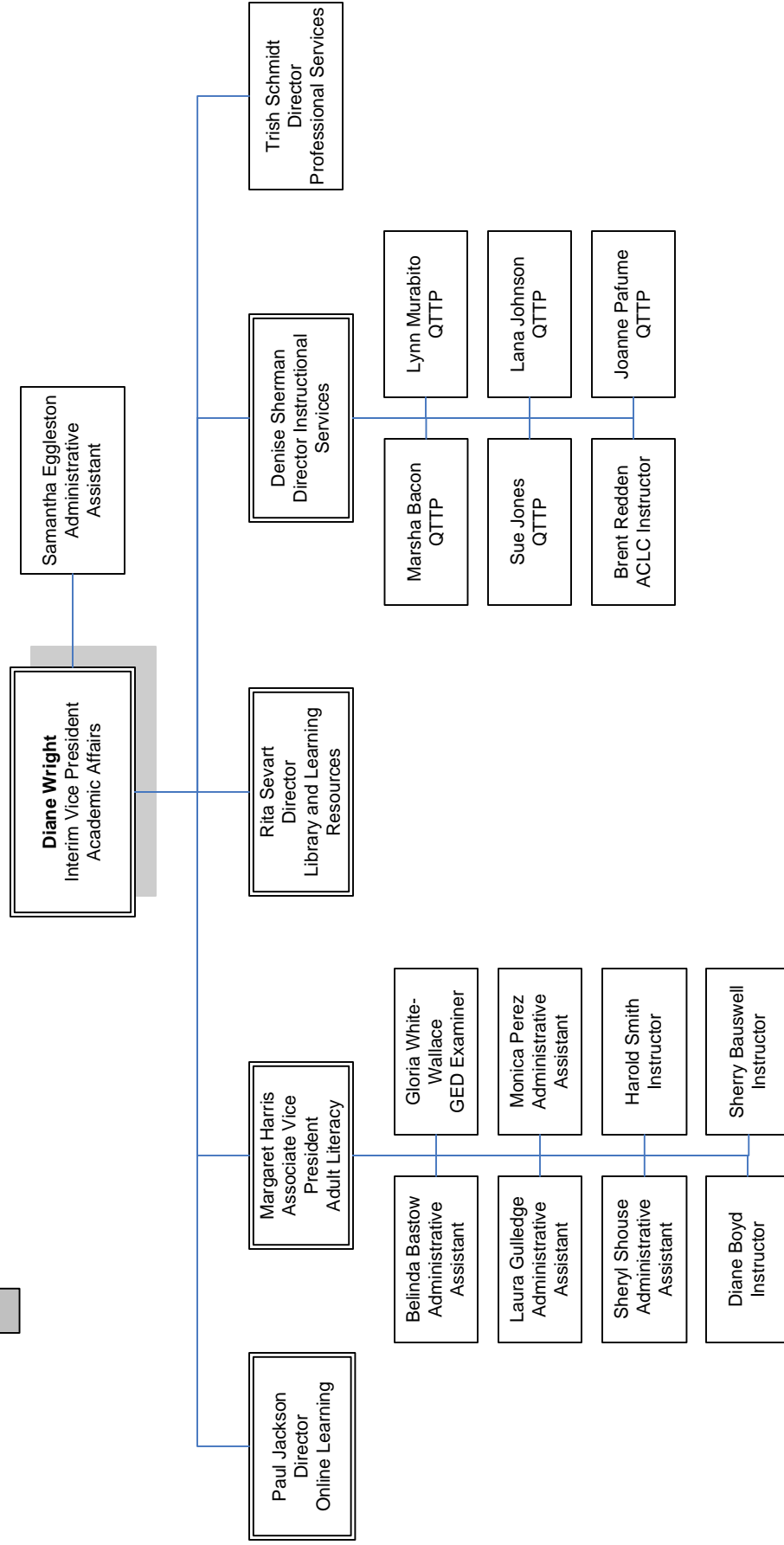
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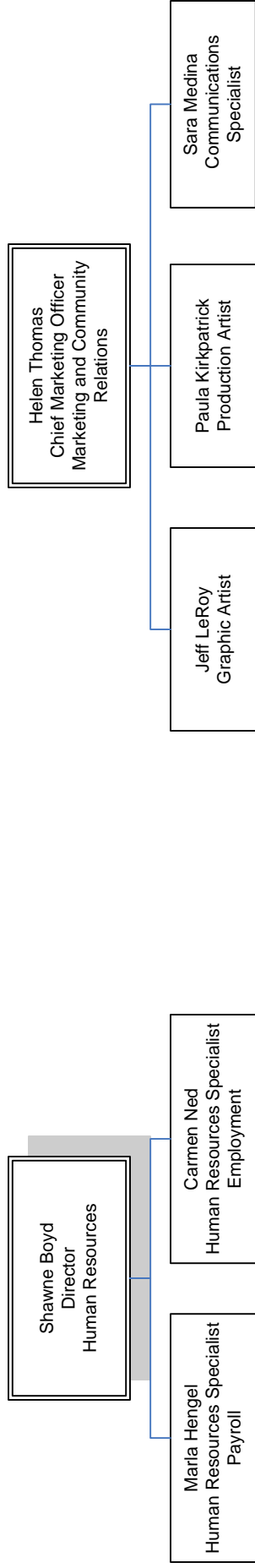
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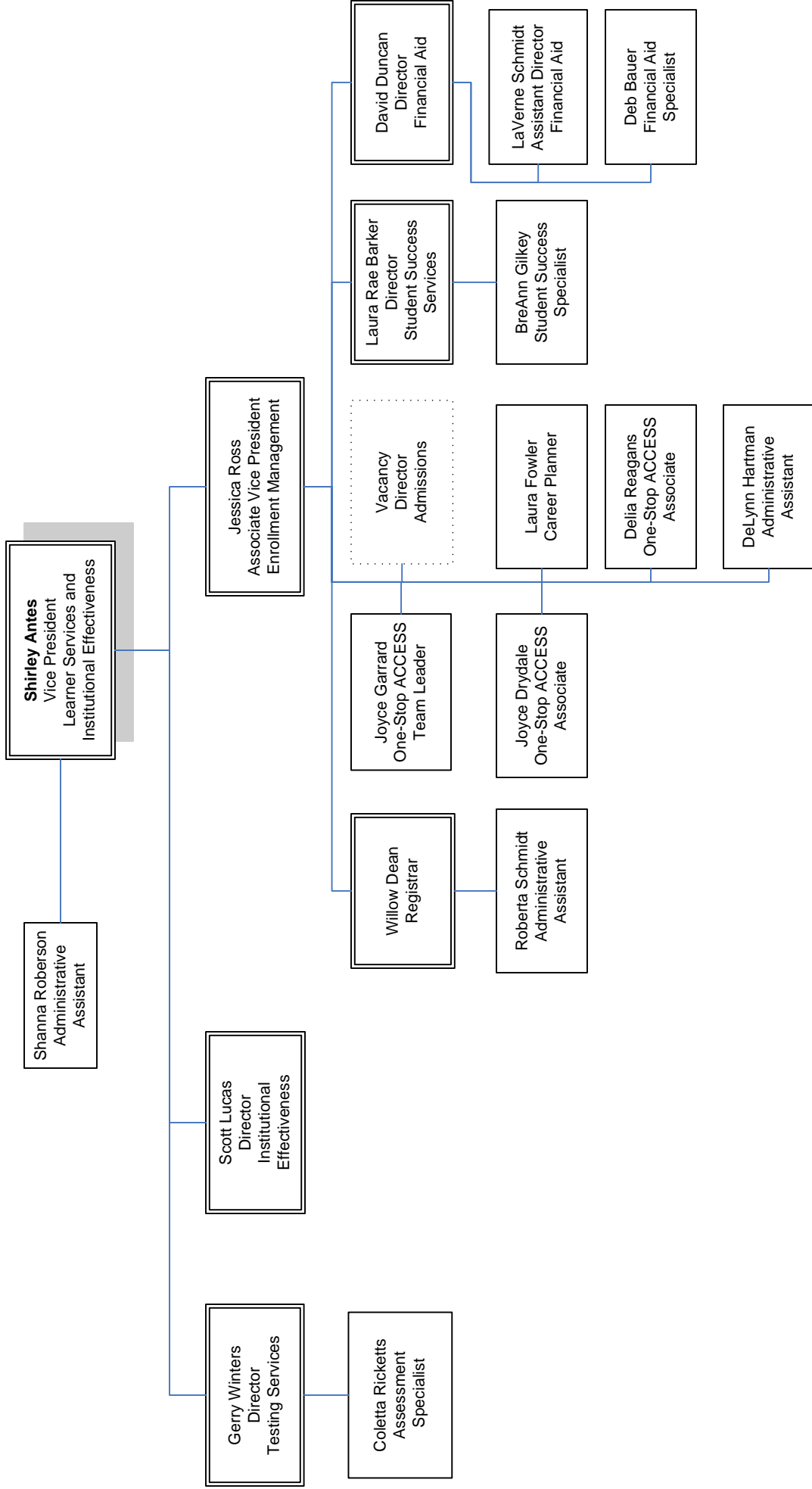
Academic Affairs – Others

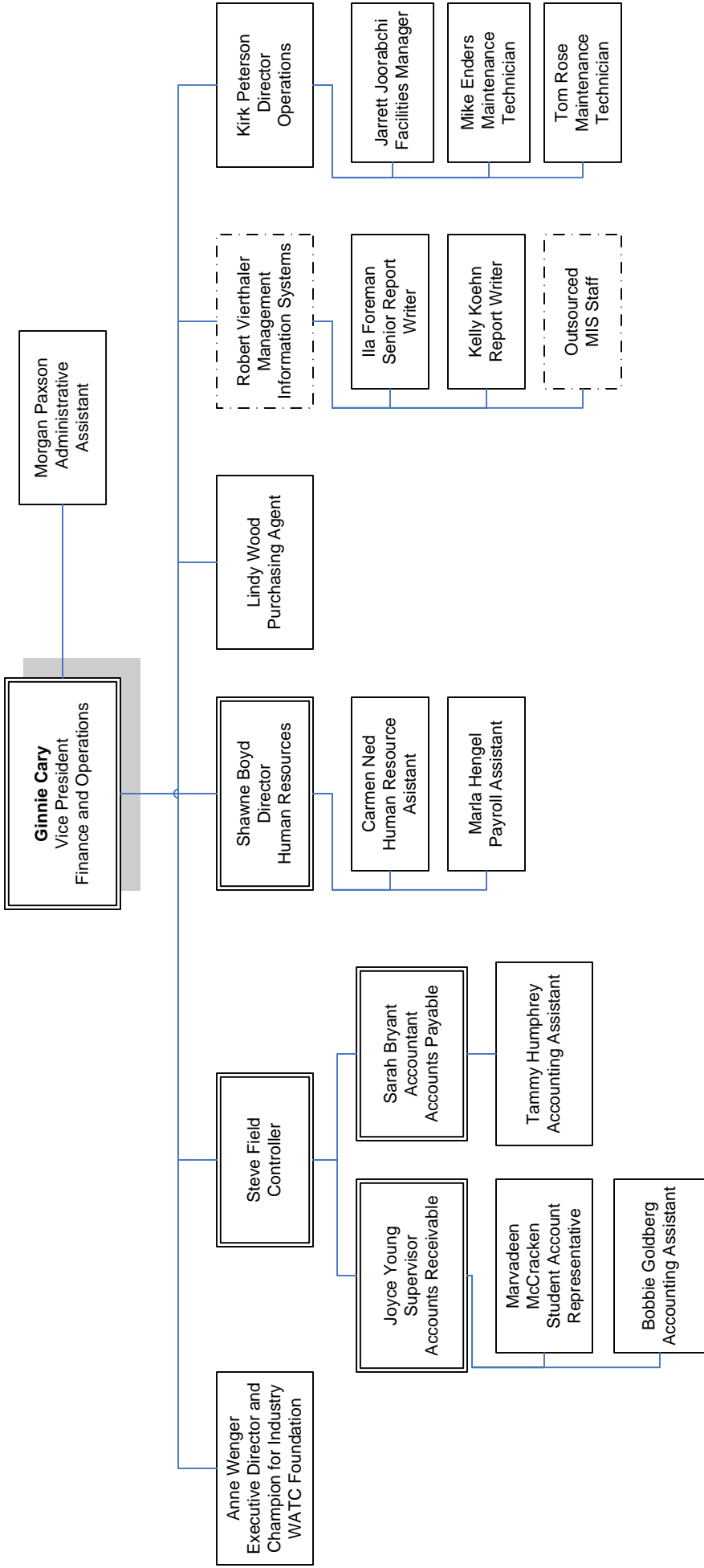


Human Resources and Marketing



Learner Services and Institutional Effectiveness





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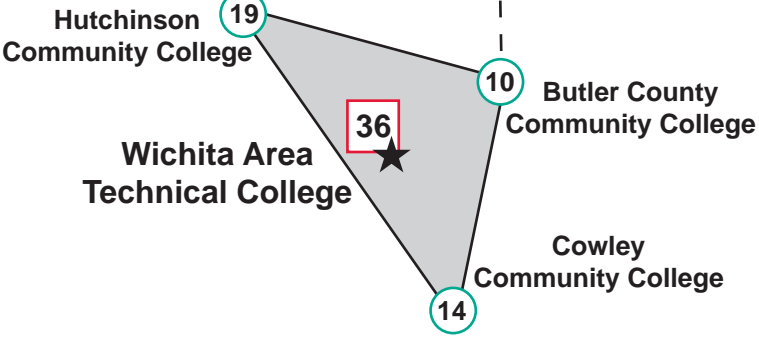
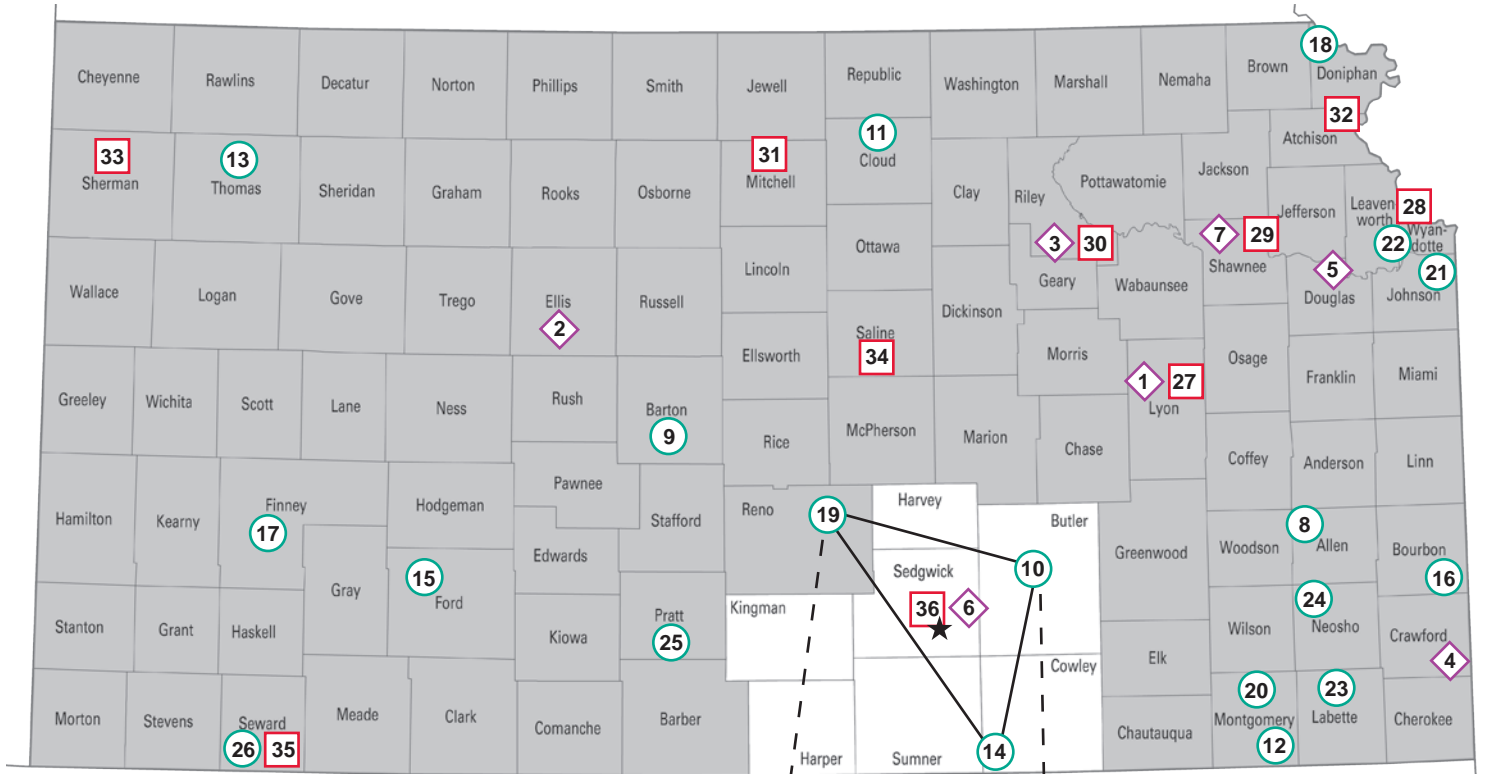
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APPENDIX C

Kansas Public Schools, Colleges, and Universities Map

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APPENDIX C – Kansas Public Schools, Colleges, and Universities Map



UNIVERSITIES:

- 1 **Emporia State University**
Emporia, KS 66801
- 2 **Fort Hays State University**
Hays, KS 67601
- 3 **Kansas State University**
Manhattan, KS 66506
- 4 **Pittsburg State University**
Pittsburg, KS 66762
- 5 **The University of Kansas**
Lawrence, KS 66045
- 6 **Wichita State University**
Wichita, Kansas, 67260
- 7 **Washburn University**
Topeka, KS 66621

COMMUNITY COLLEGES:

- 8 **Allen County Community College**
Iola, KS 66749
- 9 **Barton County Community College**
Great Bend, KS 67530
- 10 **Butler County Community College**
El Dorado, KS 67042
- 11 **Cloud County Community College**
Concordia, KS 66901
- 12 **Coffeyville Community College**
Coffeyville, KS 67337
- 13 **Colby Community College**
Colby, KS 67701
- 14 **Cowley Community College**
Arkansas City, KS 67005
- 15 **Dodge City Community College**
Dodge City, KS 67801
- 16 **Fort Scott Community College**
Fort Scott, KS 66701
- 17 **Garden City Community College**
Garden City, KS 67846
- 18 **Highland Community College**
Highland, KS 66035
- 19 **Hutchinson Community College**
Hutchinson, KS 67501
- 20 **Independence Community College**
Independence, KS 67301
- 21 **Johnson County Community College**
Overland Park, KS 66210
- 22 **Kansas City Kansas Community College**
- Kansas City, KS 66112
- 23 **Labette Community College**
Parsons, KS 67357
- 24 **Neosho County Community College**
Chanute, KS 66720
- 25 **Pratt Community College**
Pratt, KS 67124
- 26 **Seward County Community College**
Liberal, KS 67905

TECHNICAL SCHOOLS AND COLLEGES:

- 27 **Flint Hills Technical College**
Emporia, KS 66801
- 28 **Kansas City Kansas Area Technical School**
Kansas City, KS 66104
- 29 **Kaw Area Technical School**
Topeka, KS 66604
- 30 **Manhattan Area Technical College**
Manhattan, Kansas 66503
S 67401
- 31 **North Central Kansas Technical College**
Beloit, KS 67420
- 32 **Northeast Kansas Technical College**
Atchison, KS 66002
- 33 **Northwest Kansas Technical College**
Goodland, KS 67735
- 34 **Salina Area Technical School**
Salina, KS 67401
- 35 **Southwest Kansas Technical School**
Liberal, Kansas 67905
- 36 **Wichita Area Technical College**
Wichita, KS 67211

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APPENDIX D

History and Background

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History and Background

Historical Perspective

The roots of Wichita Area Technical College (WATC) can be traced back to the late 1800s and early 1900s when courses in manual training, commerce, and domestic arts were offered to high school students during the day at the local high school and to adults at night through “Lamplight” classes (formerly referred to as Continuing Education). The application to establish the Wichita Area Vocational-Technical School (WAVTS) was prepared in 1964 and approved by the Kansas State Department of Education (KSDE) in January 1965. During this period, programs were offered at six senior high schools, the Schweiter Technical School (now known as the WATC Schweiter Center), the Central Vocational Building (now known as the WATC Central Center,) and the Dunbar Adult Center (programs have now moved to the WATC Central Center and Schweiter Center). Although the programs offered at these sites have changed over the years, the Schweiter and Central facilities remain a part of WATC.

A new WAVTS was opened in 1968 at 301 S. Grove (now known as the Main Campus). The Main Campus (formerly known as the Grove Campus) currently serves as the institution’s main campus and houses the manufacturing and skilled trades programs, as well as all student services. WAVTS continued to add programs as needs were identified by the community, advisory committees, and business and industry. As a direct result of the local aircraft industry need for qualified airframe and powerplant (A&P) mechanics, the Aviation Education Center (now known as the WATC Airport Center) was built in 1978. Seneca Center, the newest center, was built in 1980 to house the Commercial Driver Education and Diesel Technology programs. It is quite well-suited for its intended use because of the acreage dedicated to the driving range and its access to Interstate 235.

In 1993, the Wichita/Sedgwick County Task Force on Training Wichita’s Workforce conducted a survey to determine the perceived need for WAVTS to become a two-year technical college. As a result of the positive feedback from this survey, permissive legislation was introduced in 1994 to make this a reality. In 1995, Kansas Governor Bill Graves signed Senate bill 257, which authorized the transition from Wichita Area Vocational-Technical School (WAVTS) to Wichita Area Technical College (WATC). Local students now had the benefit of receiving college credit and associate of applied science (AAS) degrees. State supervisory jurisdiction over WATC changed from KSDE to the Kansas Board of Regents (KBOR) with the passage of Senate bill 345 (SB 345) in 1999.

In fall 2000, the college applied for and was granted Candidacy status by the Council on Occupational Education (COE). Upon completion of a comprehensive self-study and extensive review by a COE on-site visiting team, the college was granted full accreditation by COE in September 2001.

In December 2002, KBOR established a policy requiring all postsecondary, degree-granting institutions in Kansas to become accredited by the Higher Learning Commission of the North Central Association (HLC-NCA), and thus, WATC began the research and planning necessary for HLC-NCA accreditation. In spring 2003, the Kansas Legislature passed Senate bill 7 (SB 7) enabling all degree-granting institutions to be governed by a board independent from a K-12 school board. Each institution governed by a school board that wanted to maintain the ability to grant degrees was required to develop a transition plan to be approved by KBOR. WATC formed a transition committee comprised of representatives from business and industry, the school district, and the college to develop the transition plan for the college. WATC’s transition plan was approved by Wichita Public Schools Unified School District 259 (USD 259) Board of Education (BOE) and KBOR in April 2004.

In July 2004, WATC transitioned from the governance of the USD 259 BOE to that of a newly-appointed Board of Trustees (BOT) comprised of seven local leaders. In fall 2004, WATC amended the transition plan to align itself more closely with the Sedgwick County Board of County Commissioners' request to broaden the scope of technical education. This resulted in the establishment of the Sedgwick County Technical Education and Training Authority to oversee all local technical education. WATC's BOT transitioned to the Sedgwick County Technical Education and Training Authority, governing board of WATC (WATC Board) in January 2007.

Historical Perspective Timeline

- 1886 Courses in industrial/manual training, commerce, and domestic arts were conducted for high school students during the day and for adults from the community at night.
- 1920 Aviation classes were first taught; half of the students were employed by Laird Airplane Company.
- 1939 A cooperative effort among the Wichita Public Schools USD 259 (USD 259) Board of Education (BOE), State Board of Vocational Education, Wichita Area Chamber of Commerce and four local airplane companies — Beech, Cessna, Stearman, and Culver — was organized. As a result, an advisory committee of aircraft leaders and selected vocational instructors formed classes in aircraft sheetmetal, welding, and blueprint reading. More than 10,000 aircraft plant workers were trained for WWII production.
- 1946 General Educational Development (GED) tests were approved and given to returning veterans. These tests were approved for civilian population in 1948.
- 1963 Vocational Education Act was passed. The Kansas legislature enacted legislation to form area vocational schools to provide job training for youth and adults.
- 1964 A cooperative proposal was formulated to establish the Wichita Area Vocational-Technical School (WAVTS). Other districts participating in the proposal included Mulvane, Valley Center, Viola, Clearwater, Derby, Maize, Cheney, Mt. Hope, Norwich, and Kingman.
- 1965 The Kansas State Board of Education (KSBE) approved WAVTS, which initially adopted the program already offered at East High School.
- 1967 The BOE approved a new organizational structure for the entire school system and established the Division of Vocational and Continuing Education to operate as an institution free to train both youth and adults for the local labor force and to coordinate federal manpower programs with other local vocational programs and agencies. The division was charged with program operation for each of the division's five sections: (1) Industrial Arts Education, (2) Home Economics Education, (3) Manpower Development Training, (4) WAVTS, and the (5) School of Continuing Education.
- 1968 The new Vocational-Technical Center (now known as the Main Campus) at 301 S. Grove was opened. Contract training was offered to agencies, firms, and organizations.
- 1978 Aviation Education Center (Airport Center) was built.
- 1980 Truck Driving Center (Seneca Center) was built.
- 1988 General Advisory Board (GAB) for WAVTS was established to provide general counsel and assist administrators and staff concerning vocational offerings. Individual craft committees (program advisory committees) had always been a part of each program offering.

WICHITA AREA TECHNICAL COLLEGE
History and Background

- 1991 Associate of applied science degrees were awarded by Wichita State University (WSU) in conjunction with WATVS for Electronic Engineering Technology students.
- 1993 Wichita/Sedgwick County Task Force on Training Wichita's Workforce conducted a survey addressing the need for WAVTS to become a two-year technical college.
- 1995 Senate bill 257 was passed and signed by the governor authorizing the transition of WAVTS to Wichita Area Technical College (WATC) giving the college the authority to grant college credit and to award the associate of applied science degree.
- 1997 WATC collaborated with WSU and Cowley County Community College to establish the Southside Education Center.
- General education agreement between WSU and WATC was signed.
- 1999 State supervisory jurisdiction over WATC was changed from the KSBE to KBOR with the passage of Senate bill 345 (SB 345).
- 2000 An ad hoc task force appointed by Superintendent Winston Brooks developed and presented Keys to Success, a list of the desired characteristics of a world-class technical college.
- WATC received Candidacy status with the Council on Occupational Education (COE).
- 2001 WATC received full accreditation from the COE.
- Northwest Education Research Center (NORED) recommendations were submitted to KBOR.
- 2002 KBOR established policy enabling all degree-granting institutions in Kansas to achieve accreditation from the Higher Learning Commission of the North Central Association (HLC-NCA). WATC began the research and planning necessary to accomplish this new requirement.
- 2003 The Kansas legislature passed Senate bill 7 (SB 7), which enabled all degree-granting institutions to be governed by a board independent from a K-12 school board and to develop a plan for transition.
- 2004 The WATC transition plan was approved by the local BOE and KBOR. WATC transitioned from USD 259 to an independent entity governed by a new Board of Trustees (BOT) on July 1, 2004.
- 2005 The HLC-NCA Preliminary Information Form (PIF) was submitted in February. After receiving positive feedback, steering committee members went to the HLC-NCA Annual Meeting in Chicago in April, and self-study activities commenced in May.
- WATC's BOT expanded to 11 members.
- 2006 WATC received candidacy status with HLC-NCA.
- Camille Kluge resigned. Jim Means was appointed interim president.
- Plans for a new campus were announced by the Sedgwick County Board of County Commissioners.
- WATC was named the managing partner for the new facility.
- 2007 The Sedgwick County Technical Education and Training Authority became the governing board for WATC.
- Pete Gustaf was appointed president.
- Twenty-nine full-time equivalents were eliminated to redirect funds for instructional priorities.

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APPENDIX E

WATC Instructional Sites

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WATC Instructional Sites

Main Campus

301 S. Grove, Wichita, KS 67211-2099



Administrative Offices

Academic Affairs
Academic Success
Finance and Operations
Human Resources
Learner Services and Institutional Effectiveness

- Admissions
- Financial Aid
- Institutional Effectiveness
- Registrar
- Student Success Services
- Testing Services

Library and Learning Resources Management Information Systems
Marketing and Community Relations
President's Office

Programs

Aviation

- Aerostructures Technician
- Aviation Cabinetmaker
- Composites Fabrication Technician

Manufacturing

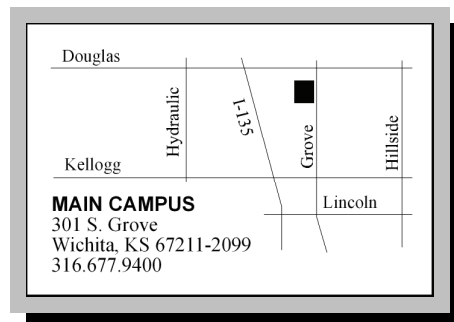
- Computer-Aided Drafting
- Machining Technology
- Mechanical Engineering Technology
- Welding

Skilled Trades

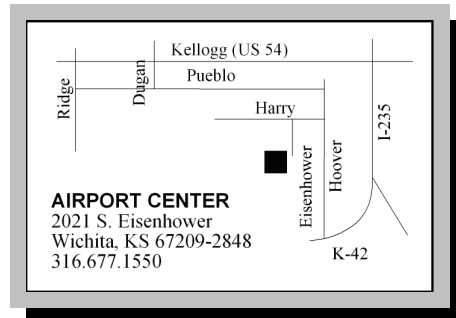
- Air Conditioning and Refrigeration
- Carpentry

Transportation and Construction Technologies

- Auto Collision Repair
- Automotive Service Technology



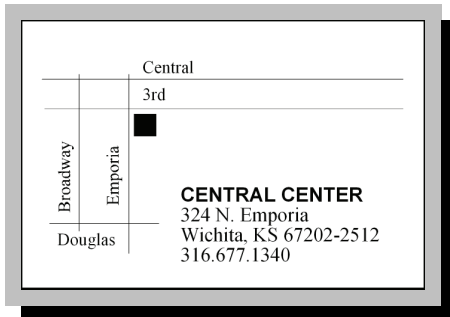
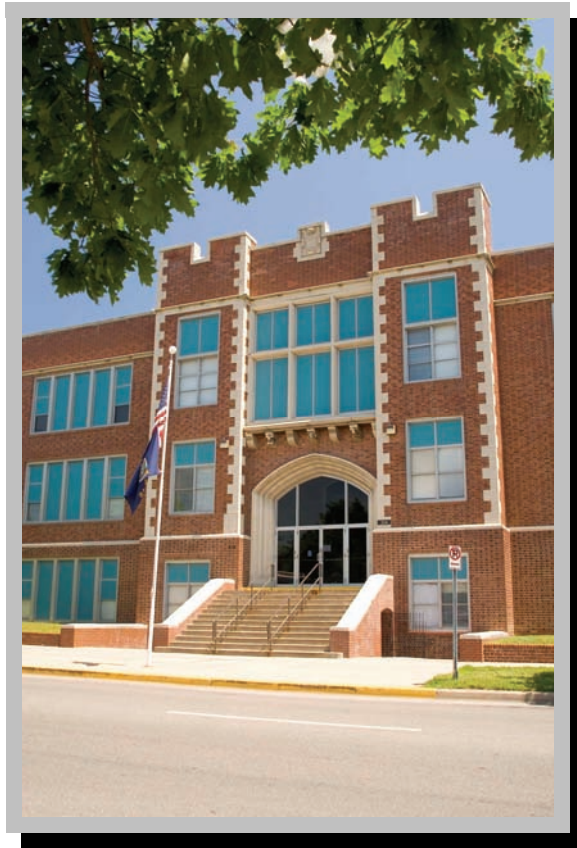
Airport Center
2021 S. Eisenhower, Wichita, KS 67209-2848



Aviation
- Avionics

Central Center

324 N. Emporia, Wichita, KS 67202-2512



Adult Literacy

- Adult Basic Education (ABE)
- General Educational Development (GED)
- English for Speakers of Other Languages (ESOL)
- Life Skills

Health Sciences

- Dental Assistant
- Dietary Manager
- Certified Nurse Aide / Related Courses
- Health Care
- Medical Assistant
- Medical Laboratory Technician
- Practical Nurse
- Surgical Technology

Schweiter Center

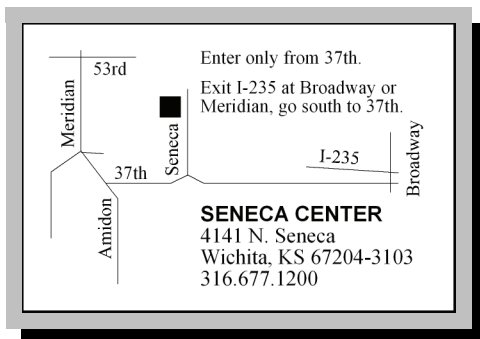
1400 S. George Washington Drive, Wichita, KS 67211-3992



Adult Literacy

- Adult Basic Education Classes
- General Educational Development Testing (GED)

Seneca Center
4141 N. Seneca, Wichita, KS 67204-3103



Transportation

- Commercial Driver Education / Related Courses
- Diesel Technology

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APPENDIX F

WATC Board Biographical Information

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WICHITA AREA TECHNICAL COLLEGE

WATC Board

JIM WALTERS, Chairman

Senior Vice President, Human Resources
Cessna Aircraft Company

Education

- Business Administration, Operations Management, Niagara College
- Certified Textron Six Sigma Green Belt

Community Service Activities

- Kansas Chamber of Commerce Board Member
- Kansas State University School of Business Advisory Council Member
- Kansas Technical Training Initiative Board Member
- Sedgwick County Technical Education and Training Authority, Governing Board for WATC, Chair
- Wichita State University School of Business Advisory Council Member

JEFF TURNER, Vice Chairman

President and Chief Executive Officer
Spirit AeroSystems, Inc.

Education

- Master of Science in Engineering Management, Wichita State University
- Master of Science in Management, Massachusetts Institute of Technology Sloan School of Management
- Bachelor of Science in Mathematics and Computer Science, Wichita State University

Community Service Activities

- Kansas Technical Training Initiative, Chair
- Sedgwick County Technical Education and Training Authority, Governing Board for WATC, Vice Chair
- World Impact Board Member

DAN DYMARKOWSKI, Treasurer

Director, Labor Relations and Health Services
Hawker Beechcraft

Education

- Juris Doctor of Labor and Employment, University of Toledo
- Bachelor of Business Administration, Personnel Management, University of Toledo

Community Service Activities

- Kansas Technical Training Initiative Board Member
- Sedgwick County Technical Education and Training Authority, Governing Board for WATC, Treasurer
- Sedgwick County Zoo Board of Trustees Member
- Wichita Metropolitan Industrial Relations Council Member



WICHITA AREA TECHNICAL COLLEGE

WATC Board

RAY FREDERICK

President and Owner
Frederick Plumbing & Heating, Inc.

Education

- Bachelor of Arts in Religion and Philosophy, Friends University
- Master Plumbing Certificate
- Master Mechanical Certificate

Community Service Activities

- City of Wichita Diversity Task Team Member
- City of Wichita Mechanical Board Member
- Harry Hynes Hospice Volunteer
- Mechanical Trades Advisory Council Vice Chair
- Sedgwick County Technical Education and Training Authority Member, Governing Board for WATC
- USD 259 Skills Mechanical Crafts Advisory Member
- USD 259 Oversight Committee Member
- Wichita Area Technical College Air Conditioning and Refrigeration Program Advisory Committee Chair
- Wichita Independent Business Association Board Member

PAUL GRAY

District 4 Council Member, Wichita City Council
New Tradition Homes, Owner and Operator
Digital Home Solutions, Owner and Operator

Education

- Undergraduate Studies in Political Science and Finance, Wichita State University

Community Service Activities

- Greater Wichita Convention and Visitors Bureau Board of Directors Member
- Sedgwick County Technical Education and Training Authority Member, Governing Board for WATC
- Wichita City Council Member, District 4

CINDY HOOVER

Director, Program Management Operations
Spirit AeroSystems, Inc.

Education

- Executive Master of Business Administration, Friends University
- Bachelor of Science in Electrical Engineering, Wichita State University
- Six Sigma Black Belt Training
- ASQ Certified Six Sigma Black Belt

Community Service Activities

- Kansas Chamber Board of Directors Former Member
- Sedgwick County Technical Education and Training Authority Member, Governing Board for WATC
- Society of Women Engineers Former Member
- United Way of the Plains Board of Directors Former Member
- Wichita Area Outlook Team Board of Advisors Former Member
- Wichita Chamber Board of Advisors Former Member
- Wichita State University College of Engineering Advisory Board Member



WICHITA AREA TECHNICAL COLLEGE

WATC Board

DEREK MCLUCKEY

General Manager, Integrated Defense Systems
The Boeing Company

Education

- Business Administration, Fullerton College

Community Service Activities

- Kansas Training Technical Initiative Board Member
- Sedgwick County Technical Education and Training Authority Member, Governing Board for WATC
- United Way of the Plains Board Member
- Wichita Metro Chamber of Commerce Board Member

TIM NORTON

Board of Sedgwick County Commissioners
Second District

Education

- Master of Science in Adult Education, Newman University
- Bachelor of Science in Journalism, Arkansas State University

Community Service Activities

- Health Access Leadership
- Exploration Place Board of Trustees Member
- Salvation Army Board Member
- Sedgwick County Technical Education and Training Authority Member, Governing Board for WATC
- United Way of the Plains Board of Directors Member

KEVIN POLIAN

Vice President, Warranty and Customer Service
Bombardier Aerospace/Learjet

Education

- Master of Science/Art in Human Resource Development/Organizational Development, Friends University
- Bachelor of Science/Art in Aviation Management, Southern Illinois University

Community Service Activities

- Joan Finney's (Former Governor) School to Work Initiative Former Member
- Mid America Credit Union Credit Committee Member
- Mid America Credit Union Board Member Vice Chair
- Sedgwick County Technical Education and Training Authority Member, Governing Board for WATC
- Wichita Metro Chamber of Commerce Member



WICHITA AREA TECHNICAL COLLEGE WATC Board

KIM SHANK

Executive Director
Wichita Clinic

Education

- Graduate Studies in Business, University of Iowa
- Graduate Studies in Gerontology, Wichita State University
- Bachelor of Arts in History, Coe College

Community Service Activities

- Sedgwick County Technical Education and Training Authority Member, Governing Board for WATC
- Wichita Metro Area Chamber of Commerce Board Member
- Wichita State University College of Health Professions Dean's Advisory Board Member
- Wichita State University Center for Economic Development and Business Research Area Outlook Team Board Chair

LYNDON WELLS

Executive Vice President
Intrust Bank

Education

- Bachelor of Arts in Business Administration, Hastings College

Community Service Activities

- Greater Wichita Economic Development Coalition At-Large Board Member
- Prairie View, Inc. Past Board President and Current Board Member
- Sedgwick County Technical Education and Training Authority Member, Governing Board for WATC
- Wichita Metro Area Chamber of Commerce Immediate Past Chair
- Via Christi Wichita Health Network Treasurer and Executive Committee
- Wichita Art Museum Board Member, Vice Chair



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APPENDIX G

WATC Leadership Team Biographical Information

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WICHITA AREA TECHNICAL COLLEGE

Leadership Team

SHIRLEY ANTES, Vice President, Learner Services and Institutional Effectiveness

Role at WATC

The vice president, Learner Services and Institutional Effectiveness, promotes an environment that welcomes and supports the diverse learning needs of its students. The position directs and oversees a comprehensive student services program, including recruitment, enrollment services, registration, assessment, and financial aid. The vice president also leads the college's strategic planning, accreditation, and institutional effectiveness efforts.

Education

- Master of Science in Administration, Emporia State University
- Master of Science in Business Education, Emporia State University
- Master of Science in Theatre, Emporia State University
- Bachelor of Business Administration, Emporia State University
- Bachelor of Science in Speech, Emporia State University

Community Service Activities

- Annual Conference for the Council on Occupational Education Former Presenter
- Annual Conference Presenter for the Higher Learning Commission of the North Central Association
- Association for Institutional Research Member
- Council on Occupational Education Site Visit Team Former Member
- Kansas Advisory Committee for Career and Technical Education Member
- Kansas Board of Regents and Kansas State Department of Education Transition Council Member
- National Association of Student Personnel Administrators Member

SHAWNE BOYD, Director, Human Resources

Role at WATC

The director, Human Resources, provides vision and leadership for human resource initiatives within the college, including those related to organizational development, compensation and benefits, performance management, employee relations, recruiting, and retention. The director also monitors the activities of the college for compliance with all applicable federal, state, and local laws.

Education

- Master of Public Administration, Wichita State University
- Bachelor of Science in Administration of Justice, Wichita State University

Community Service Activities

- Diversity Kansas Advisory Committee
- Big Brothers/Big Sisters Volunteer
- Wichita Society for Human Resource Management Board Member

GINNIE CARY, Vice President, Finance and Operations

Role at WATC

The vice president, Finance and Operations, is responsible for providing leadership in the establishment of strategies, plans, and policies related to finance, operations, and information technology. The vice president also monitors the overall financial condition of the college, analyzes current conditions, forecasts future growth, and monitors the general economic climate.

Education

- Master of Science in Accounting, Tabor College
- Bachelor of Business Management, Friends University

Community Service Activities

- Sedgwick County Park's Playscape Playground Project Planning Committee Member
- Sunrise Rotary Club of West Wichita Board Member



WICHITA AREA TECHNICAL COLLEGE

Leadership Team

PETE GUSTAF, President

Role at WATC

The president and chief executive officer is responsible for influencing and implementing WATC's strategic vision, under the guidance of the WATC Board. Specific responsibilities include articulating the mission of the college to local, regional, and national stakeholders; managing relationships between WATC and its business and industry partners; and developing resources for the college.

Education

- Executive Master of Business Administration, Wichita State University
- Master of Science in Management of Information Systems, Dakota State University
- Bachelor of Science in History, Political Science, and Psychology, South Dakota State University

Community Service Activities

- Professional Aviation Maintenance Association Industry Advisory Board Member

MARGARET HARRIS, Associate Vice President, Adult Literacy

Role at WATC

The associate vice president, Adult Literacy, develops programs and partnerships for the delivery of Adult Basic Education, English for Speakers of Other Languages, and General Educational Development testing services for citizens throughout the region. Significant collaboration between political, community, civic, and faith-based organizations ensures that programs are offered at a variety of times and locations throughout the county. The associate vice president is also responsible for supervising instruction, personnel, and recording and reporting data regarding program performance to the state of Kansas on an annual basis.

Education

- Master of Arts in Human Resource Development, Friends University
- Bachelor of Arts in Elementary Education, Michigan State University

Community Service Activities

- City of Wichita Housing, Section 8 Family Self-Sufficiency Advisory Board Member
- Kansas Board of Regents Adult Basic Education Advisory Board Member
- TRIO Educational Opportunity Centers Program Advisory Board Member
- Visioneering Wichita Adult Literacy Strategic Alliance and Leadership Group Member

JESSICA ROSS, Associate Vice President, Enrollment Management

Role at WATC

The primary responsibility of the associate vice president, Enrollment Management, is to facilitate the development of a holistic approach to enrollment management throughout the college. The associate vice president develops collaborative efforts among the major divisions of the college (Academic Affairs, Learner Services, Marketing and Community Relations, Finance and Operations, and Institutional Effectiveness) to shape a consistent, comprehensive, and aggressive enrollment management plan in keeping with the college's mission and strategic priorities.

Education

- Doctorate studies in Community College Leadership, Colorado State University
- Master of Science in Community Counseling, Pittsburg State University
- Bachelor of Arts in Psychology, Pittsburg State University

Community Service Activities

- Boy Scouts of America Merit Badge College Coordinator



WICHITA AREA TECHNICAL COLLEGE

Leadership Team

HELEN THOMAS, Chief Marketing Officer

Role at WATC

The chief marketing officer is responsible for strategically positioning the college in a competitive, sophisticated marketplace. The officer is responsible for developing an integrated marketing plan that includes coordinating with external partners to brand and market the college while working with internal partners to promote programs and recruit students and staff. The marketing department also facilitates internal and external communications and provides assistance with college-wide special events.

Education

- Bachelor of Arts in Liberal Arts (Radio/TV/Film), Wichita State University

Community Service Activities

- Ronald McDonald Charities of Wichita Marketing Committee Member
- Sedgwick County Pandemic Influenza Workgroup Communications Subcommittee Member
- United Way of the Plains Marketing Committee Member

ANNE WENGER, Executive Director and Champion for Industry

Role at WATC

The executive director and champion for industry is responsible for the development of mutually beneficial relationships with business and industry partners. This includes identifying and cultivating potential donors as well as soliciting and stewarding resulting gifts. The executive director represents the college within the community in a manner that furthers the development of major gift donations.

Education

- Bachelor of Business Administration, Wichita State University

Community Service Activities

- Boy Scouts of America Merit Badge College, Merit Badge Counselor
- Youth Entrepreneurs of Kansas Scholarship Review Panel Member

DIANE WRIGHT, Chief Operating Officer

Role at WATC

The chief operating officer is responsible for the operation of the college within the policies and expectations of the WATC Board. The chief operating officer is responsible for the design, development, deployment, and assessment of the college's strategies to deliver quality education and promote workplace ethics and lifelong learning. The COO is also responsible for providing leadership, direction, and administration for all aspects of WATC activities, which must be accomplished in accordance with state of Kansas statutes, Kansas Board of Regents policies, and accrediting and regulatory agency requirements.

Education

- Doctorate in Education Leadership, Nova University
- Master of Science in Education, Valdosta State College
- Bachelor of Business Administration, Valdosta State College

Community Service Activities

- Wichita State University College of Engineering Advisory Board Member

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SELF-STUDY

APPENDIX H

HLC-NCA Self-Study Committees

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HLC-NCA Self-Study Committees 2008

* Denotes co-chairs

Name	Position/Title	Department/Division
Self-Study Steering Committee Coordinators		
Shirley Antes	Vice President	Learner Services and Institutional Effectiveness
Scott Lucas	Director	Institutional Effectiveness
Terry Smith	Manufacturing Chair / Instructor	Manufacturing Chair / Instructor, Welding

Self-Study Steering Committee		
Shirley Antes *	Vice President	Learner Services and Institutional Effectiveness
Ginnie Cary	Chief Financial Officer	Financial Services
Steve Field	Controller	Finance and Operations
Margaret Harris	Associate Vice President	Adult Literacy
Laurel Larson	Adjunct Instructor	Technical Communications
Tina Lott	Health Sciences Chair / Instructor	Certified Nurse Aide/Related Courses
Scott Lucas *	Director	Institutional Effectiveness
Melanie Mitchell	Program Director / Instructor	Dental Assistant, Health Sciences
Shanna Roberson	Administrative Assistant	Learner Services and Institutional Effectiveness
Jessica Ross	Associate Vice President	Enrollment Management
Trish Schmidt	Director	Professional Services
Terry Smith *	Manufacturing Chair / Instructor	Instructor, Welding
Helen Thomas	Chief Marketing Officer	Marketing and Community Relations
Barb Wenger	Program Director / Instructor	Medical Laboratory Technician, Health Sciences
Anne Wenger	Executive Director and Champion for Industry	WATC Foundation
Gerry Winters	Director	Testing Services

Self-Study Editing Committee		
Shirley Antes *	Vice President	Learner Services and Institutional Effectiveness
Paula Kirkpatrick *	Production Artist	Marketing and Community Relations
Laurel Larson	Adjunct Instructor	Technical Communications
Scott Lucas	Director	Institutional Effectiveness

Criterion One: Mission and Integrity		
Jessica Ross *	Associate Vice President	Enrollment Management
Patty Aubert	Program Assistant	Aviation, Health Sciences, Manufacturing, Transportation, and Skilled Trades
Cindy Ball	Instructor	Practical Nurse, Health Sciences
Laura Fowler	Admissions Representative	Admissions, Enrollment Management
Marla Hengel	Human Resources Assistant	Human Resources
Paula Kirkpatrick	Production Artist	Marketing and Community Relations
Justin Lilburn	Instructor	Computer-Aided Drafting, Manufacturing
Tina Lott *	Health Sciences Chair / Instructor	Certified Nurse Aide/Related Courses Health Sciences
Sara Medina	Communications Specialist	Marketing and Community Relations
Gerry Winters *	Director	Testing Services
Joyce Young	Supervisor	Accounts Receivable

HLC-NCA Self-Study Committees 2008

* Denotes co-chairs

Name	Position/Title	Department/Division
Criterion Two: Preparing for the Future		
Shirley Antes *	Vice President	Learner Services and Institutional Effectiveness
Ginnie Cary	Vice President	Finance and Operations
Willow Dean	Registrar	Registrar's Office
Margaret Harris *	Associate Vice President	Adult Literacy
Scott Lucas	Assistant Director	Institutional Effectiveness
Melanie Mitchell *	Program Director / Instructor	Dental Assistant, Health Sciences
Sherry Parsons	Instructor	Medical Assistant and Medical Laboratory Technician, Health Sciences
Kirk Peterson	Director	Operations
Tom Rose	Maintenance Technician	Operations
Jessica Ross	Associate Vice President	Enrollment Management
Robert Vierthaler	Consultant	Management Information Systems

Criterion Three: Student Learning and Effective Teaching		
Scott Lucas *	Director	Institutional Effectiveness
Laura Barker	Coordinator	Student Success Services
Beth Buchholz	Program Director	Medical Assistant, Health Sciences
Willow Dean	Registrar	Registrar's Office
Joyce Drydale	One-Stop ACCESS Associate	Admissions
David Duncan	Director	Financial Aid
Paul Jackson	Director	Online Learning
Denice Klassen	Instructor	Medical Assistant, Health Sciences
Joanne Pafume	Instructor	QTTP/Horizons Project/IAM Boeing
Kris Pfeifer	Instructor	Medical Assistant, Health Sciences
Jessica Ross	Associate Vice President	Enrollment Management
Trish Schmidt	Director	Professional Services
Rita Severt	Director	Library and Learning Resources
Joe Smith	Instructor	Automotive Service Technology, Transportation
Barb Wenger *	Program Director	Medical Laboratory Technician, Health Sciences
Gerry Winters	Director	Testing Services

Criterion Four: Acquisition, Discovery, and Application of Knowledge		
Trish Schmidt *	Director	Professional Services
Sherry Aguirre	Program Director / Instructor	Surgical Technology, Health Sciences
Tess Carter	Instructor	Practical Nurse, Health Sciences
Samantha Eggleston	Administrative Assistant	Academic Affairs
Sandra Herder	Instructor	Practical Nurse, Health Sciences
Laurel Larson *	Adjunct Instructor	Technical Communications
Scott Lucas	Director	Institutional Effectiveness
Lynn Murabito	Instructor	QTTP/Horizons Project/IAM Boeing
Carmen Ned	Human Resources Assistant	Human Resources
Shanna Roberson	Administrative Assistant	Learner Services and Institutional Effectiveness

HLC-NCA Self-Study Committees 2008

* Denotes co-chairs

Name	Position/Title	Department/Division
Criterion Five: Engagement and Service		
Steve Field *	Controller	Finance and Operations
Rosemary Erwin	Instructor	Certified Nurse Aide, Health Sciences
BreAnn Collins	Student Success Specialist	Student Success Services
Joyce Garrard	One-Stop ACCESS Team Leader	Admissions/Enrollment Management
Tina Lott	Health Sciences Chair / Instructor	Certified Nurse Aide and Related Courses , Health Sciences
Morgan Paxson	Administrative Assistant	Finance and Operations
LaVerne Schmidt	Assistant Director	Financial Aid
Rex Smith	Director	Environmental Health and Safety Services
Terry Smith *	Manufacturing Chair / Instructor	Welding, Manufacturing
Anne Wenger *	Executive Director/Champion for Industry	WATC Foundation
Lindy Wood	Purchasing Agent	Operations
David Young	Instructor	Commercial Driver Education/ Diesel Technology, Transportation

Communications Committee

Trish Schmidt *	Director	Professional Services
Laura Barker	Coordinator	Student Success Services
Margaret Harris	Associate Vice President	Adult Literacy
Paul Jackson	Director	Online Learning
Scott Lucas	Director	Institutional Effectiveness
Lindy Wood	Purchasing Agent	Operations

Hospitality Committee

Shanna Roberson *	Administrative Assistant	Learner Services & Institutional Effectiveness
Shirley Antes	Vice President	Learner Services and Institutional Effectiveness
Sara Medina	Communication Specialist	Marketing and Community Relations
Helen Thomas	Chief Marketing Officer	Marketing and Community Relations

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2008

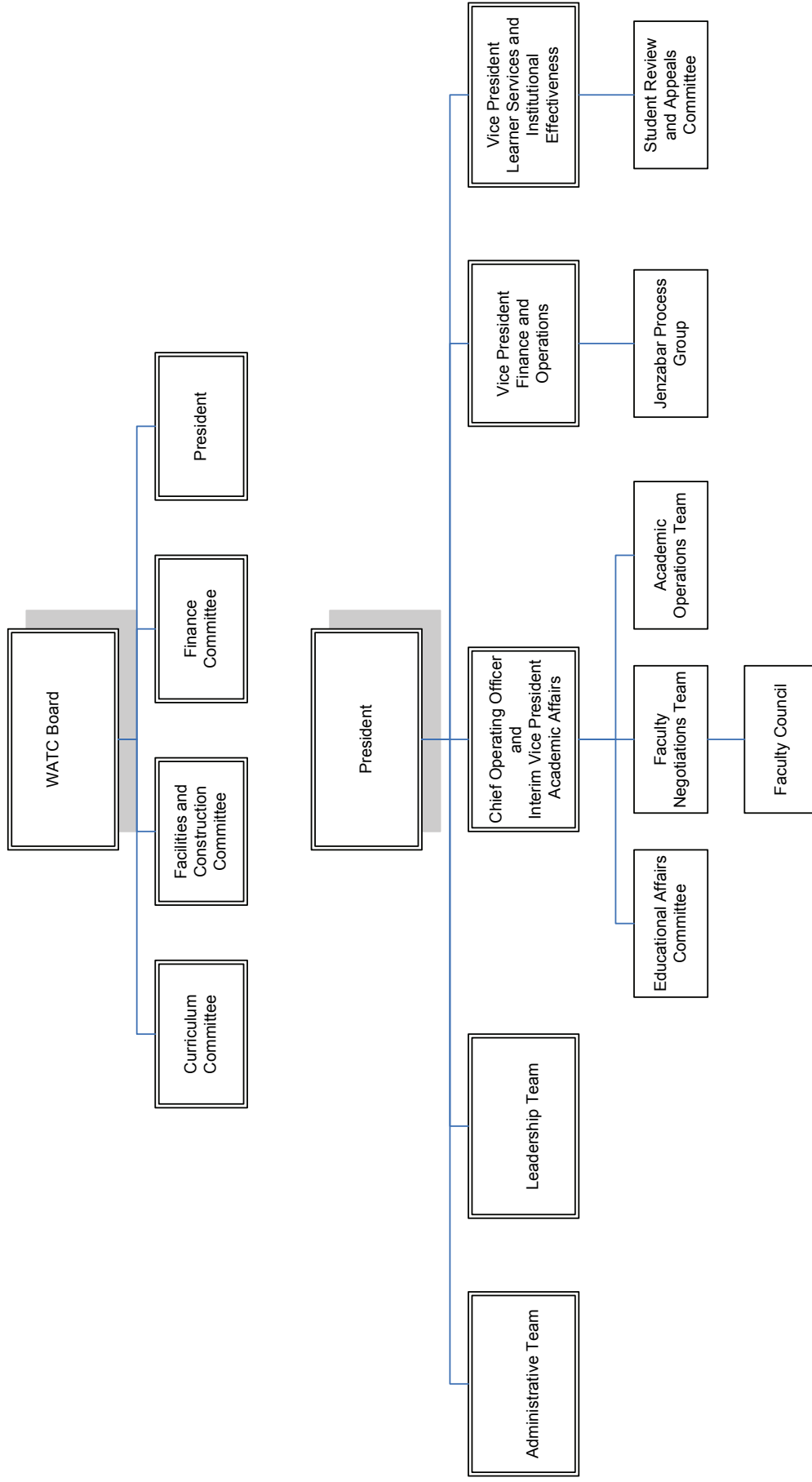
SELF-STUDY

APPENDIX I

WATC Standing Committees

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Wichita Area Technical College Standing Committees 2007-2008



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Wichita Area Technical College Standing Committees 2007–2008

Committee Name	Member Name	Title
Academic Operations Team		
Purpose/Charter: The Academic Operations Team reviews policies and procedures for Academic Affairs and serves as the Strategic Enrollment Management Committee to develop and implement strategies and actions related to enrollment management. Other key individuals from the college are included as necessary.		
Reports to: Chief Operating Officer / Interim Vice President, Academic Affairs	Diane Wright, Chair	Chief Operating Officer / Interim Vice President, Academic Affairs
Meeting Frequency: Weekly	Paity Aubert	Program Assistant, Academic Affairs
Meeting Length: 2 hours	Mary Ann Clark	Practical Nurse Chair
	Paul Jackson	Director, Online Learning
	Tina Lott	Health Sciences Chair
	Keith Rhea	Skilled Trades Chair
	Jessica Ross	Associate Vice President, Enrollment Management Services
	Trish Schmidt	Director, Professional Services
	Denise Sherman	Director, Instructional Services
	Terry Smith	Manufacturing Chair
Administrative Team		
Purpose/Charter: The Administrative Team is made up of management team members. This team responds to operations issues central to the mission, vision, and success of the college.		
Reports to: President	Pete Gustaf, Chair	President
Meeting Frequency: Monthly	Shirley Antes	Vice President, Learner Services and Institutional Effectiveness
Meeting Length: 1 hour	Laura Barker	Director, Student Success Services
	Sarah Bryant	Supervisor, Accounts Payable
	Ginnie Cary	Vice President, Finance and Operations
	Willow Dean	Registrar, Registrar's Office
	David Duncan	Director, Financial Aid
	Steve Field	Controller
	Margaret Harris	Associate Vice President, Adult Literacy
	Paul Jackson	Director, Online Learning
	Scott Lucas	Director, Institutional Effectiveness
	Heather Perkins	Director, Human Resources
	Kirk Peterson	Director, Operations
	Jessica Ross	Associate Vice President, Enrollment Management Services
	Trish Schmidt	Director, Professional Services
	Rita Severt	Director, Library and Learning Resources
	Denise Sherman	Director, Instructional Services
	Helen Thomas	Chief Marketing Officer, Marketing and Community Relations
	Robert Vierthaler	Director Management Information Systems
	Anne Wenger	Executive Director and Champion for Industry, WATC Foundation
	Gerry Winters	Director, Testing Services
	Diane Wright	Chief Operating Officer / Interim Vice President, Academic Affairs
	Joyce Young	Supervisor, Accounts Receivable

Wichita Area Technical College Standing Committees 2007–2008

Committee Name	Member Name	Title
Curriculum Committee		
Purpose/Charter: The Curriculum Committee is made up of WATC Board members and two WATC administrators. This committee reviews curriculum for approval by WATC Board and does strategic plan highlights.		
Reports to: WATC Board	Kim Shank, Chair	Sedgwick County Technical Education and Training Authority/WATC Board
Meeting Frequency: Monthly	Shirley Antes	Vice President, Learner Services and Institutional Effectiveness
Meeting Length: 1 hour	Cindy Hoover	Sedgwick County Technical Education and Training Authority/WATC Board
	Derek McLuckey	Sedgwick County Technical Education and Training Authority/WATC Board
	Diane Wright	Chief Operating Officer / Interim Vice President, Academic Affairs
Educational Affairs Committee		
Purpose/Charter: The Educational Affairs Committee is composed of faculty and administration responsible for the academic standards and academic integrity of college programs and courses. This committee is responsible for reviewing proposed curriculum generated for new courses/programs; reviewing major, proposed modifications to current course/program curriculum; providing suggestions related to professional development activities for faculty; and providing leadership for and facilitation of assessment activities.		
Reports to: Chief Operating Officer / Interim Vice President, Academic Affairs	Sherry Parsons, Chair	Instructor, Medical Assistant / Medical Laboratory Technician
Meeting Frequency: Monthly and as needed	Danya Burks	Adjunt Instructor, Technical Math
Meeting Length: 1.5 hours	Tess Carter	Instructor, Medical Assistant / Medical Laboratory Technician
	Denice Klassen	Instructor, Medical Assistant
	Keith Rhea	Skilled Trades Chair / Instructor, Air Conditioning Technology
	Jim Ward	Instructor, Carpentry
	Patty Aubert **	Program Assistant, Academic Affairs
	Paul Jackson **	Director, Online Learning
	Scott Lucas **	Director, Institutional Effectiveness / ex-officio
	Denise Sherman **	Director, Instructional Services
	Diane Wright **	Chief Operating Officer / Interim Vice President, Academic Affairs / ex-officio
	** Only one of this group attends each meeting.	
Facilities and Construction Committee		
Purpose/Charter: The Facilities and Construction Committee is made up of WATC Board members and jiree WATC management team members. This committee responds to facilities issues central to the mission, vision, and success of the college.		
Reports to: WATC Board	Derek McLuckey, Chair	Sedgwick County Technical Education and Training Authority, WATC Board
Meeting Frequency: Bi-monthly	Ray Federick	Sedgwick County Technical Education and Training Authority, WATC Board
Meeting Length: 1.5 hours	Ginnie Cary	Vice President, Finance and Operations
	Paul Gray	Sedgwick County Technical Education and Training Authority, WATC Board
	Peter Gustaf	President
	Kirk Peterson	Director, Operations

Wichita Area Technical College Standing Committees 2007–2008

Committee Name	Member Name	Title
Faculty Council		
Purpose/Charter: The mission of Faculty Council is to serve as an advocate for faculty issues with the goal of promoting a quality work environment that assures excellence in teaching and supports the mission of the college.		
Reports to: Chief Operating Officer/Interim Vice President, Academic Affairs	Melanie Mitchell, Chair	Program Director / Instructor, Dental Assistant
Meeting Frequency: Monthly	Barb Wenger*	Program Director / Instructor, Medical Laboratory Technician
Meeting Length: 1.5 hours	Keith Rhea	Skilled Trades Chair / Instructor, Air Conditioning Technology
	Sandra Herder	Instructor, Practical Nurse
	Chris Colton	Instructor, Aerostructures Technician
	David Young	Instructor, Commercial Driver Education
	George Hull	Instructor, Auto Collision Repair
Faculty Negotiations Team		
Purpose/Charter: The Faculty Negotiations Team is made up of selected WATC administrators, instructors and a WATC Board member. This committee facilitates representation of faculty to administration related to benefits and compensation.		
Reports to: Faculty Council	Kris Pfeifer, Chair	Instructor, Medical Assistant
Meeting Frequency: As needed	Shawne Boyd	Director, Human Resources
Meeting Length: 1 hour	Ginnie Cary	Vice President, Finance and Operations
	Dan Dymarkowski	Sedgwick County Technical Education and Training Authority, WATC Board
	Robbie Gaeddert	Instructor, Composites Fabrication Technician
	Melanie Mitchell	Faculty Council Representative
	Aaron Tuttle	Instructor, Aviation Cabinetmaker
	Diane Wright	Chief Operating Officer / Interim Vice President, Academic Affairs
Finance Committee		
Purpose/Charter: The Finance Committee is comprised of WATC Board members and two WATC management team members. This committee responds to financial issues central to the mission, vision, and success of the college.		
Reports to: WATC Board	Dan Dymarkowski, Chair	Sedgwick County Technical Education and Training Authority, WATC Board
Meeting Frequency: Monthly	Ginnie Cary	Vice President, Finance and Operations
Meeting Length: 2 hours	Steve Field	Controller
	Peter Gustaf	President
	Tim Norton	Sedgwick County Technical Education and Training Authority, WATC Board
	Lyndon Wells	Sedgwick County Technical Education and Training Authority, WATC Board

Wichita Area Technical College Standing Committees 2007–2008

Committee Name	Member Name	Title
Jenzabar Process Group		
<p>Purpose/Charter: The Jenzabar Process Group is comprised of WATC administrators and staff. This group provides a setting where Jenzabar issues, problems, or solutions can be discussed with the goal of making sure these issues are thoroughly researched and resolutions consistently and successfully implemented.</p>		
Reports to: Vice President, Finance and Operations	Ginnie Cary, Chair	Vice President, Finance and Operations
Meeting Frequency: Bi-monthly	Paity Aubert	Program Assistant, Academic Affairs
Meeting Length: 1 hour	Sarah Bryant	Accountant / Supervisor, Accounts Payable
	Willow Dean	Registrar
	David Duncan	Director, Financial Aid
	Steve Field	Controller, Finance and Operations
	Ila Foreman	Senior Developer, Management Information Systems
	Kelly Koehn	Report Developer, Management Information Systems
	Scott Lucas	Director, Institutional Effectiveness
	Jessica Ross	Associate Vice President, Enrollment Management
	Robert Vierthaler	Consultant, Management Information Systems
	Lindy Wood	Purchasing Agent
	Joyce Young	Supervisor, Accounts Receivable
Leadership Team		
<p>Purpose/Charter: The Leadership Team is comprised of the WATC president and selected administrators. This team meets weekly to address items specific to this level of WATC leadership.</p>		
Reports to: President	Pete Gustaf, Chair	President
Meeting Frequency: Weekly	Shirley Antes	Vice President, Learner Services and Institutional Effectiveness
Meeting Length: 2 hours	Ginnie Cary	Vice President, Finance and Operations
	Margaret Harris	Associate Vice President, Adult Literacy
	Heather Perkins	Director, Human Resources
	Jessica Ross	Associate Vice President, Enrollment Management Services
	Helen Thomas	Chief Marketing Officer, Marketing and Community Relations
	Anne Wenger	Executive Director and Champion for Industry, WATC Foundation
	Diane Wright	Chief Operating Officer / Interim Vice President, Academic Affairs
Student Review and Appeals Committee		
<p>Purpose/Charter: The Student Review and Appeals Committee is made up of WATC administrators and faculty. This committee listens to students' concerns and makes recommendations to the president regarding students' appeals.</p>		
Reports to: Vice President, Learner Services and Institutional Effectiveness	Shirley Antes, Chair	Vice President, Learner Services and Institutional Effectiveness
Meeting Frequency: As needed	Melanie Mitchell	Program Director / Instructor, Dental Assistant
Meeting Length: As long as needed	Jessica Ross	Associate Vice President, Enrollment Management
	Terry Smith	Manufacturing Chair



2008

SELF-STUDY

APPENDIX J

Audit Summary

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Audit Summary

Fiscal Years 2007 and 2006

A draft copy of the financial statement package for Wichita Area Technical College (WATC) for the years ending June 30, 2007, and 2006, is included as a supplement to the self-study. This package includes the various financial statements and notes, the Management Discussion and Analysis, the auditor's report on the financial statements, and the auditor's reports associated with the audit of federal programs.

BKD, LLP performed the audits of the financial statements and the federal programs. WATC received unqualified opinions from BKD, LLP on the college's financial statements and federal programs for the years ending June 30, 2007, and 2006.

As part of the audit for the year ending June 30, 2006, BKD, LLP noted five findings as described in the financial statement package. WATC takes these findings very seriously and has appropriately addressed them. Two of the findings were related to inadequate segregation of duties, one was related to timely reconciliations of subsidiary ledgers, one was related to timely notification to National Student Loan Data System (NSLDS) of student status changes, and one was related to timely and correct disbursements of Title IV funds upon students' withdrawal. Due to a lack of personnel, true segregation of duties is not feasible; however, the college understands its importance and continually restructures policies and procedures where possible to help limit its exposure to this concern. WATC instituted process changes to address the other three findings, and the college believes they are no longer an issue.

At the time of this writing, the final audited financial statement package for the year ending June 30, 2007, is not yet available. Per discussions with BKD, LLP, the three findings included in the year ending June 30, 2006, audit have been corrected, and there is one new finding involving the Pell Grant program for the year ending June 30, 2007. However, since their final report has not yet been received, this is subject to change. The audited financial statement package for the years ending June 30, 2007, and 2006, will be forwarded as soon as it is available.

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