



# WATC

TECHNICAL COLLEGE

## CHAPTER 3

CRITERION ONE: MISSION



SELF-STUDY  
**2014**



# Chapter 3...

## Criterion One: Mission

*The institution's mission is clear and articulated publicly; it guides the institution's operation.*

Wichita Area Technical College's (WATC) mission documents, which include the mission, vision, values, and strategic plan, provide the college with a common sense of purpose and direction for the future while providing guidance on the paths selected to achieve the goals.

### Mission

The mission of WATC is to provide quality higher education and leadership in workforce training that supports economic development for a global economy.

### Vision

WATC will be the leading provider of higher education, specializing in the delivery of career technical education, utilizing state-of-the-art facilities with highly qualified faculty and offering a competitive advantage that drives economic development in the region.

### Values

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 an environment of professionalism and excellence for students, faculty, and staff to learn and work.

**Innovation:** WATC values cutting-edge technology and delivery methods to encourage lifelong learning within a rapidly changing society.

**Customer Service:** WATC values its customers as it strives to exceed their expectations, while responding to the needs of its various constituents.

**Equity/Diversity:** WATC values the diverse nature of its students, faculty, and staff and seeks to treat each person with the utmost respect.


**Global Professional Standards:** WATC values and practices behaviors that promote responsible, successful, and ethical students, employees, and citizens.



Mission, Vision, Values



To achieve its mission, the college provides quality higher education by offering certificates of completion, technical certificates, associate of applied science (AAS) degrees, and the opportunity to complete general education courses that transfer to the next level of postsecondary education. Leadership in workforce development is achieved through the technical programs and the mutually supportive relationships with local business and industry, which result in training opportunities for the local and regional workforce. All of these educational opportunities support economic development by preparing students to be successful in the workplace.

 [Programs of Study](#)

## Core Component 1.A

*The institution's mission is broadly understood within the institution and guides its operations.*

The mission is the guiding force behind all college activities, and this is achieved by using a process that includes the college's constituents. WATC utilizes the mission documents to guide decisions in student support services, curriculum and instruction, finance, and human resources.

### Core Component 1.A.1

*The mission statement is developed through a process suited to the nature and the culture of the institution and is adopted by the governing board.*

## Mission Development

The 2007–2010 mission documents reflected a major step forward for the college. For the first time, the mission, vision, and values moved beyond a focus on technical education to reflect an understanding of the college's role in workforce training. The [strategic plan](#) reflects this understanding by including a strategy focused on providing need-based, relevant, and quality programs, training, and services to individuals and businesses. As this strategic plan drew to a close, the college found that the plan's strategies and goals were still relevant for institutional success; this resulted in the decision to extend this plan one additional year.



 [Strategic Plan Matrix](#)

In 2010, WATC embarked on a review of its mission documents. Current mission documents point to a well-established college that recognizes its leading role in workforce development and in providing quality higher education in the technical and general education arenas. The 2011–2015 strategic plan supports this commitment with the inclusion of goals and performance indicators that address the college's core areas and its purpose of supporting economic development.

 [Mission Options for Board](#)

## Strategic Planning Process

The [strategic planning process](#) facilitated the evolution of the mission documents. This process ensured that WATC created these documents using a consistent methodology and insight from internal and external constituents. Focus groups included business and industry advocate teams (IAT); the Sedgwick County Technical Education and Training Authority (SCTETA), the governing board for WATC (WATC Board); and WATC students, faculty, and staff. In a series of six meetings, the vice president, External Affairs, and the director, Institutional Research, facilitated the focus groups to revise the mission, vision, and values to reflect the current state and future direction of the college. The facilitators provided a number of draft options to encourage discussions about possible changes to the documents that would reflect the college's current and future role in the community. The Leadership Team reviewed the compiled results and created a final draft.

 [Focus Group Results](#) [Strategic Plan 2011-2015](#)

*WATC has a successful and effective process in place for developing and re-designing mission documents. The process is inclusive of all college constituent groups, and results have been utilized to transform the documents*

The most recent strategic planning process took place between fall 2009 and spring 2010 and resulted in revised mission, vision, and values statements and a five-year strategic plan. The WATC Board approved the final draft versions of the mission, vision, and values statements in March 2010, and it approved the strategic plan in July 2010.

 [SCTETA Board Meeting 3-20-10](#)

The college community began academic year 2010–2011 equipped with a new sense of purpose, core goals, and a detailed action plan regarding workforce development. However, by spring 2011, it was apparent that a number of internal and external forces were coalescing to require a revised strategic plan after only one year of use. The internal factors contributing to revision of the 2011–2015 strategic plan included new college leadership and a desire to simplify the reporting process. The process, while thorough, was difficult to understand and time consuming for employees tasked with providing the documentation.

 [SCTETA Strategic Plan Review](#)

The external factor driving the revision was the need to align the college's strategic planning with the state-mandated planning system. In September 2010, the Kansas Board of Regents (KBOR) adopted Foresight 2020, a ten-year strategic agenda for public institutions of higher education in Kansas. [KBOR's Foresight 2020](#) is the organizational structure used for KBOR's performance agreements. These agreements provide access to any new state-funding dollars for KBOR institutions that meet agreed-upon goals and are reviewed annually. In 2011, WATC created a [three-year performance agreement](#) with KBOR, which began in 2012. During the performance agreement development process, it became clear the college should align its strategic plan with performance agreement indicators and KBOR's Foresight 2020 goals. This alignment process em-

 [SCTETA Board Meeting](#)

phasized comparison group data derived from sources, such as previous-year data and Noel-Levitz Student Satisfaction Inventory (Noel-Levitz SSI) comparisons with national and state two-year colleges.

The revision process focused on reducing the number of performance indicators to only those deemed most critical. These recommendations were forwarded to the director, Institutional Research, who worked with the Leadership Team on the next stage of the revision. This stage began with removing the objective level of the strategic plan structure. Next, key performance indicators were evaluated to identify those most relevant to the mission. As a result, performance indicators were reduced from 173 to 34. The college completed the 2011–2015 strategic plan revision in October 2011. This resulted in a more focused approach to planning that includes alignment with external indicators and the internal goals of the college's new leadership while making reporting easier.

*WATC's current strategic plan integrates state planning initiatives and external and internal benchmarking indicators into the college's performance indicators.*

 Strategic Planning Reduction Results

## Core Component 1.A.2

*The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.*

### Academic Programs

Academic programming moves through a life cycle with multiple stages that are linked to, and directly influenced by, employers. This connection ensures the college is providing quality education and leadership in workforce training.

### New Program Development and Implementation

The life cycle of new programs starts with the new [program development process](#), which creates new programs to fulfill educational needs in workforce that are linked directly to employers. This program development process relies on the college's business and industry partners to provide input concerning their current and future workforce needs. Once local and regional business and industry needs are determined, they are combined with national workforce data and student interest data to identify new program areas. The next step is the identification of specific skills and knowledge that must be included in the curriculum to ensure quality programs. Using an occupational-analysis process known as Developing a Curriculum (DACUM), the college again relies on business and industry partners to ensure that program- and course-level outcomes and competencies provide quality educational and training experiences that meet business and industry needs. As an example, in 2005, Kansas Technical Training Institute, Sedgwick County officials, and aviation original-equipment manufacturers conducted a program-needs assessment in the Wichita area. The goal of the assessment was to deter-

 Workforce Readiness Partnership



mine current and future needs of the aviation industry in the region. The results guided the development of the National Center for Aviation Training (NCAT) facility and the development and/or redesign of the college's programs housed at the facility. A list of potential programs was compiled and then pared down to the most critically needed programs. Between 2006 and 2010, the college developed curricula for these programs with the help of employees from 19 companies. Implementation of the programs identified in this process began in 2008 and was completed with the implementation of the Robotics program in fall 2012. Table 3.1, New Program Development and Implementation 2008–2012, provides an [outline of programs developed](#) through this process.



*B & I Partners Curriculum Development*

Table 3.1		
New Program Development and Implementation 2008–2012		
Name	Award	Implementation Date
Aerospace Coatings and Paint Technology	AAS and TC	Spring 2011
Aerospace Quality Control	TC	Fall 2010
Applied Science of Aviation Interiors	AAS and TC	Not implemented
Aerospace Manufacturing Technology	AAS and TC	Fall 2009
Aviation Core (part of programs)		Spring 2008
CATIA Mechanical Engineering Design	COC	Spring 2008
CATIA Machining Technology	COC	Spring 2008
Composite Technology - Repair	COC	Spring 2009
Composite Technology	AAS and TC	Summer 2011 and Spring 2010
Data Cable Installation	COC	Fall 2010
Electromechanical Systems	AAS and TC	Spring 2012
Engineering Design Technology	AAS and TC	Fall 2009
Machining Technology	AAS	Fall 2010
Nondestructive Testing	AAS, TC, and two COCs	Fall 2009
Robotics	AAS, TC, and COC	Fall 2012
COC = Certificate of Completion		
TC = Technical Certificate		
AAS = Associate of Applied Science		

## Program Revision

The next step in the life cycle of a program is revision. Program revision guarantees that students receive skills and knowledge that are valued in the workplace. By ensuring that students receive a quality education with employer-validated skills, the college solidifies its leadership role in workforce training and fulfills its mission.

There are two primary catalysts for program revision — [KBOR Program Alignment](#) and input from business and industry. KBOR Program Alignment is a statewide initia-



*KBOR-WATC Alignment Meeting 11-04-09*




tive driven by business and industry to map the preferred outcomes for a particular business or industry. Business leaders, college IATs, and faculty across Kansas work to produce common programs with multiple exit points, industry-recognized credentials, common course design to facilitate transferability, and common program lengths. WATC's faculty and IAT members have a significant impact on the final outcomes of the alignment process. For example, in the Medical Assistant program, college representatives successfully lobbied KBOR to adjust the proposed alignment map to include elements that are critical to an urban-based Medical Assistant program. In particular, the college lobbied for including a transferable Human Anatomy and Physiology course and maintaining a rigorous externship requirement. These elements are now an integral part of the Medical Assistant state alignment. Once the state alignment is complete, faculty work with IATs to add courses and content to the aligned base that reflect local business and industry needs outside the aligned requirements. Prior to academic year 2012–2013, the college worked on ten alignment projects. Table 3.2, Kansas Board of Regents Program Alignment at WATC, provides further details.

 [\*KBOR Program Alignment Map for Surgical Technology\*](#)

Table 3.2		
Kansas Board of Regents Program Alignment at WATC		
Program Name	Completed	Implemented
Practical Nurse	Fall 2007	Fall 2008
Auto Collision Repair	Fall 2009	Fall 2011
Automotive Service Technology	Spring 2010	Fall 2011
Surgical Technology	Spring 2010	Fall 2011
Machining Technology	Fall 2010	Fall 2012
Welding	Fall 2010	Fall 2012
Medical Assistant	Spring 2011	Fall 2011
Medical Coding	Spring 2011	Fall 2013
Police Science	Fall 2011	Fall 2013
Dental Assistant	Spring 2012	Fall 2013

The second major catalyst for program revision is input from the college's IATs who provide feedback on a wide range of topics, from simple curriculum adjustments designed to align courses with external accrediting body requirements to more complex issues, such as course and program redesign. An example of IAT input that resulted in program redesign occurred in the Electromechanical Systems program. This program was initially developed in 2008 as two separate programs called Industrial Systems and Mechanical Systems. These programs, launched in 2009, were not successful due to a lack of equipment funding, difficulty in finding and funding qualified instructors, and low enrollment. IAT members worked with WATC's instructional designer to streamline the coursework into a single program and then integrated five of the streamlined courses into the new [\*Robotics program\*](#). This sharing of courses across two programs allowed the college to spread out the cost of expensive equipment while easing enrollment issues.

 [\*Electromechanical Curriculum Meeting Minutes\*](#)






## Program Suspension


Suspending a program is not the goal of any academic institution; however, WATC's willingness to make these decisions based on the needs of local employers indicates the college takes its role as a leader in workforce training seriously. An excellent example of this is the Aerospace Manufacturing Technology program that prepares students for entry-level positions in the aviation industry as aviation assembly mechanics, more commonly called sheetmetal assemblers. In academic year 2007–2008, 369 students enrolled in this program; however, by spring 2009, enrollment had dropped by two-thirds. This drop in enrollment was attributed to the national recession's impact on the local aerospace industry. By summer 2009, college leadership made the decision to internally suspend the program as local employers were not hiring for these positions and were furloughing employees with these same skills. Throughout the economic downturn, the college and its industry partners remained committed to this program. College leadership and IAT members understood from previous economic cycles that once general aviation recovered, employers would need refresher training for incumbent and displaced workers and initial training for new employees. WATC showed its commitment by reserving space for the program at the NCAT Campus and allocating funding for new equipment. By spring 2011, a scan of the employment market indicated an improving general aviation market. The program returned to active status by fall 2011, and by spring 2013, it had an enrollment of over 100 students. The flexibility to open and close an academic program based on regional economic needs, along with the college's long-range commitment to the program, is further evidence of its dedication to its mission and core goals of providing quality higher education and leadership in workforce development.


*Due to annual changes in curriculum and program design and redesign due to industry needs, WATC invested in the Worldwide Instructional Design System to help administer and link changes within departments and technology applications.*

 [Banner Report Aerostructures Enrollment](#)

## Employer Services

The college also drives the development of today's workforce by delivering high-quality, credit- and noncredit-based courses and programs designed to meet the needs of specific customers. These offerings follow a life-cycle pattern that is similar to that of academic programming based on the needs of local business and industry. WATC's ability and willingness to respond to these needs is an example of the college's dedication to its mission.

 [Spirit Refresher and Plate Test Scores](#)

 [WATC Health Training with Wichita Clinic](#)


## Student Support Services

The Student Services division and the Career and Disability Services department provide an array of services designed to ensure that students are equipped to be successful. These services provide three critical functions — help overcome barriers to college enrollment, remove barriers that keep students from being successful in the classroom, and bridge the gap from college to the workforce. The goal is to ensure that students are successful in the classroom, and that they are prepared to move into the workforce.





WATC is an open-admission institution. As a result, some students arrive on campus without the foundational knowledge and skills needed to be successful in college courses. This lack of skills is a significant barrier to student success. The college has [Academic Success Centers](#) (ASCs) staffed with professionals who are dedicated to working with students to remove these barriers.

 [Aviation Core](#)


 [Health Care Core](#)

Many students approach postsecondary education unsure of their educational goals. This often results in students failing to enroll, dropping out, or changing their majors, which results in the loss of significant time and money. To mitigate these situations, the college offers core sets of courses in the Aviation and Health departments that include coursework common to multiple programs within these departments. These core courses provide students with an awareness of the industry they are considering. [Academic coaches](#) guide students who express an interest in a program, but have not chosen a specific program of study, into core courses. As students move through the core courses, they meet with their academic coaches to discuss their developing interests and educational goals. Academic coaches help students solidify their goals and help remove barriers to their success.

The Career and Disability Services department is another integral part of student success that impacts the mission. A role of Career and Disability Services is to assist students with workforce placement by counseling them on how to create a career-search plan and to help newly hired graduates understand salary and benefit information. In 2011, WATC recognized the need to expand the services in this area and provided funding for a new position focused on both career and disability services.

*Successful placement rates are a reflection of the college's dedication to its mission to provide technical education that enhances economic development of the region.*

 [Career Services](#)


 [Disability Services](#)

## Enrollment Profile

A review of WATC's enrollment profile reveals direct links between the characteristics of the students served and the college's mission of providing higher education opportunities and workforce development. These links, particularly evident in the areas of age and racial demographics, indicate the college's enrollment profile is consistent with its mission.


Traditional students, those ranging from 18 to 21 years old, have been under-represented at the college in the past; however, recent trends indicate that efforts to increase the number of students in this age group are impacting the makeup of the overall student population. The college's work to increase enrollment in this age demographic is related to the KBOR [Foresight 2020](#) initiative, which includes a goal that Kansas will achieve first-in-the-nation status for participation in higher education among traditional students. Specific college efforts to continue the growing trend in this demographic are

 [Student Characteristics - Age](#)

 [Student Characteristics - Ethnicity](#)



related to goals incorporated into the [strategic plan \(1.4\)](#), as well as its KBOR performance agreement. Activities to ensure the college meets these goals include increasing the number of articulation agreements and [concurrent enrollment](#) programs. Table 3.3, WATC's High School Partnerships, provides details on some of these activities.

 [Student Characteristics - Gender](#)


 [WATC Performance Agreement 2012-2014](#)

Table 3.3			
WATC's High School Partnerships-through Academic Year 2012-2013			
Institution	Program	Type	Date
USD 265 – Goddard	Automotive Service Technology, Auto Collision Repair, Welding	Concurrent	2006
USD 385 – Andover	Computer Aided Drafting, Welding	Articulation	2011
USD 259 – Wichita	Machining Technology; Computer Aided Drafting; Welding	Articulation	2012
USD 259 – Wichita	Aviation Core, Allied Health, Certified Nursing Aide, Certified Medication Aide, Home Health Aide	Concurrent	2012
USD 261 – Haysville	Computer Education, Business, Accounting	Articulation	2012
USD 375 – Towanda	Computer Aided Drafting, Air Conditioning and Refrigeration	Articulation	2012
USD 266 – Maize	Computer Aided Drafting	Articulation	2012
USD 266 – Maize	Allied Health, Biology, Certified Nursing Aide, Certified Medication Aide, Home Health Aide, Physics, Psychology	Concurrent	2012
USD 262 – Valley Center	Computer Aided Drafting	Articulation	2012
USD 262 – Valley Center	Biology	Concurrent	2012
USD 260 – Derby	Aviation Core	Concurrent	2012
USD 265 – Goddard	Police Science, Business	Concurrent	2013


### Core Component 1.A.3

*The institution's planning and budgeting priorities align with and support the mission.*

WATC's mission, strategic goals, and accompanying performance indicators, determine the college's future plans and spending priorities.

### Budgeting

The college utilizes a modified zero-based approach to determine the annual budget. This approach includes program costs and allows the college to link its mission to setting budget priorities. Each December, college leadership works with faculty and staff to determine what resources are necessary to meet program, department, and division goals expressed in the strategic plan. Projections and corresponding tuition and fee rates for each program are estimated using historical data, anticipated changes in economy, and program changes to form a base for the budget process. While prior budgets and actual costs are used to begin the budget-development process, every cost is analyzed to determine what resources are needed to meet students' needs.

 [Budget Planning Process FY2013](#)



Salary budgets, professional development, equipment, and technology requests are evaluated and prioritized based on their support of the mission and strategic goals. Salary budgets are based on current positions; however, each position is evaluated to determine if it is still needed to meet strategic goals and workforce needs. Faculty, deans, and the vice president, Academic Affairs, work together to determine the appropriate mix of full-time and adjunct faculty. While the college attempts to provide for the needs of each department through the budget process, situations do arise each fiscal year that require adjustments to budget-dollar allocations.


*WATC lacks a long-term sustainable process for program development that includes long-range forecasting of program needs, regional and global scans of economic trends and their impact on the college's programs, and technological innovations that generate a need for new programs or program revisions.*


A good example of how this process allows the college to link budget and mission occurred during the development of the budget for fiscal year 2013. As the budget was being prepared, a scan of the aviation industry indicated that local demand for skilled aviation sheetmetal workers would continue to trend upward during the year. Knowing this

increase in demand would result in corresponding enrollment increases in the Aerospace Manufacturing Technology program, college leadership responded by allocating additional institutional and foundation funds to provide scholarship opportunities to students interested in this program.

## Budget Initiatives

President Tony Kinkel brought with him the [leadership council](#) concept. This group meets monthly and consists of representatives from all of WATC's internal constituent groups — administration, faculty, staff, deans/directors, adjunct faculty, and students. Part of Leadership Council's purpose is the budget-initiative process, which determines where funding beyond the base budget can be spent during the academic year. Members of the college community prepare budget initiative proposals by describing the project and identifying what part of the strategic plan the initiative will impact. Leadership Council then reviews the proposals and prioritizes projects through a voting process. The deliberate link of budgetary decisions to strategic planning is an example of the college's commitment to its mission. An analysis of the selected projects for fiscal year 2013 indicated that 72 percent of the projects directly support higher education and leadership in workforce development through the addition of faculty and support staff, while the remaining projects provided for improvement in

 [Douglas Howerter Scholarship Agreement](#)

 [Spirit Aerosystems Gift to WATC Foundation](#)

 [Approved Budget Initiatives](#)

 [Budget Initiative Forms](#)



infrastructure and employee salary increases. Table 3.4, Budget Initiatives Approved for Fiscal Year 2013, indicates projects and their associated strategies.

Table 3.4				
Budget Initiatives Approved for Fiscal Year 2013				
Project Name	Strategy	Strategy	Strategy	Strategy
Salary Increases	3.3			
Certified Nursing Aide Full-Time Faculty	1.4	2.1	2.2	2.4
Human Anatomy and Physiology Full-Time Faculty	1.4	2.1	2.2	2.4
Director, High School Programs	2.1			
Director, Security/Police Science Program	4.4			
Credit Card Software to Increase Customer Service in Bookstore	1.1	4.4		
Academic Coaches Overtime Pay	2.1	4.1		
Heat Exchanger at Southside Center	4.4			
Psychology/Sociology Full-Time Faculty	2.1	2.2	2.4	
Training Assistant in Workforce Development	1.4	4.1		
Tutors (One Part-Time for Computer Applications and Math)	2.2	2.3	2.4	4.1

## Planning

The college's internal and external constituents have opportunities to shape the strategic plan through participation in focus groups that provide input on strategic initiatives. College personnel, including administrators, faculty, and staff, determine goals and performance indicators that are designed to ensure that the college fulfills its mission while meeting all state and national requirements. The WATC Board approves the final strategic plan.

An excellent example of how the college's budget and planning align with its mission at the program level is a long-term project currently known as the National Aviation Consortium (NAC) project. This project, in collaboration with five other states, will result in the development of six aerospace manufacturing certifications with funding awarded through the Department of Labor's (DOL) Trade Adjustment Assistance Community College and Career Training (TAACCCT) \$14.9 million federal grant. The goals of the NAC project are to provide manufacturers with a well-trained candidate pool in critical areas, such as mechanical assembly and composites, while providing students with nationally recognized and transferable certifications.

*The college lacks a mechanism for review to determine if the allocation of funds in the budget initiative process produces the expected results in reference to strategic goals.*









While WATC was working with local companies to create aviation manufacturing curriculum, the national aerospace industry was publicly grappling with the potential loss of its preeminent position in aviation and aerospace manufacturing due to the lack of a skilled workforce. Additionally, the aerospace industry lacked certification for specialized aviation manufacturing skill-sets.

In spring 2011, the National Association of Manufacturers' (NAM) Manufacturing Institute training division approached WATC with a proposal designed to ensure that the United States retains its leadership role in aviation and aerospace manufacturing. At the core of this proposal was the creation of an Aviation and Aerospace Technician Certification (AATC) endorsed by NAM. The proposal recommended that WATC serve as the national model for aviation manufacturing training. As the college reviewed the proposal, it became apparent that this was a unique opportunity for WATC to fulfill its mission while expanding its position in the realm of aerospace training. By July 2011, college leadership officially endorsed the partnership with NAM and demonstrated its commitment to the project by putting in place the long-term institutional support mechanisms needed for success.

The work on the project with NAM began in earnest in September 2011. At the program level, activities included course sequencing, external state-level approvals, and changing the name of the program from Applied Science of Aviation Manufacturing to Aerospace Manufacturing Technology. At the course level, the activities included integrating nine modules of interactive content into the primary laboratory course, redesigning laboratory projects, creating six new online courses using interactive content, and obtaining specialized equipment and materials for new laboratory projects. The full alignment phase took a year to complete.

As the college worked on the NAM project, the DOL issued a Request for Proposal for a [TAACCCT grant](#). It was determined the grant was an excellent vehicle for advancing the NAM project objectives, and that it would provide significant funding to further aviation manufacturing curriculum locally and across the nation. Working with its aerospace partners, federal and state agencies, and the Manufacturing Institute, additional college partners were recruited around the nation. WATC submitted the [National Aviation Consortium](#) (NAC) project on behalf of the five consortium college partners in the spring of 2012, with the college acting as the lead and fiscal agent for the grant. The NAC project was awarded to WATC in September 2012 and is dedicated to the development and implementation of industry-recognized aerospace credentials.

WATC used an incremental approach to add the personnel resources needed to meet the workload. For example, in spring 2011, the college transitioned a position from a teaching faculty role to an [instructional design](#) role dedicated to aviation curriculum development. WATC allocated funds for a second instructional designer for fiscal year 2013

 [MSC Curriculum Meeting](#)
 [KBOR New Program Request](#)
 [Advancing the Aviation Workforce National Plan](#)
 [Department of Commerce NAM News Release](#)
 [07-21-11 Board Minutes-Discussion of NAM Project](#)
 [Aerospace Manufacturing Crosswalk with NAM Certifications](#)
 [Aviation Manufacturing Technology Matrix](#)
 [NAC and WATC Roll Out Project](#)
 [WATC Awarded Largest Grant in College's History](#)


from NCAT funds in anticipation of the DOL's TAACCCT grant. Additionally, the [NAC project](#) itself included funds for a grants management team, creation of online content, student materials, instructor professional development, and a local project coordinator to ensure that the college meets all of its project requirements and responsibilities. All of which "contribute to quality higher education and leadership in workforce training that supports economic development for a global economy".

WATC's award of the [DOL's TAACCCT grant](#) is indicative of the college's commitment to its mission. This commitment clearly shows WATC's ability to effectively plan and budget its resources to support higher education and workforce training.



Project Coordinator, WATC -  
NAC Project

## Core Component 1.B

*The institution's mission is articulated publicly.*

WATC works hard to ensure that the mission statement is readily available to a diverse range of internal and external audiences in print and electronic form. The most prominent and readily accessible channel is the college's Web site. The [mission, vision, and values](#) statements are one click away from the home page under the About tab. The college's [Facebook](#) page contains a tab making the mission statement viewable to the public. [LinkedIn](#) is yet another online resource where the mission statement is available.

### Core Component 1.B.1

*The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.*

Many of the college's forms and documents refer to the mission documents, which are comprised of a mission statement, a vision statement, and six core values that guide the college's [strategic planning](#) and daily operations. WATC uses promotional materials to familiarize faculty, staff, students, and the general public with the mission documents.

Mission documents can be found in the traditional locations: [Web page](#), [college catalog](#), [myWATC](#), and the [Intranet](#). Printed versions of mission documents are available from admission counselors and the front desks at both NCAT and Southside. In addition, the mission statement is distributed and explained to current employees throughout the year and to new employees during new-employee orientation. Mission and vision statements are included on the college's employee performance evaluation form used for all college employees. Employee computers have the mission documents as the desktop background and screen saver. Mouse pads displaying the mission documents are given to each employee, made available at computer stations across campuses, given to visitors, and gifted to college advocates in the community.



Mission Statement Flyer



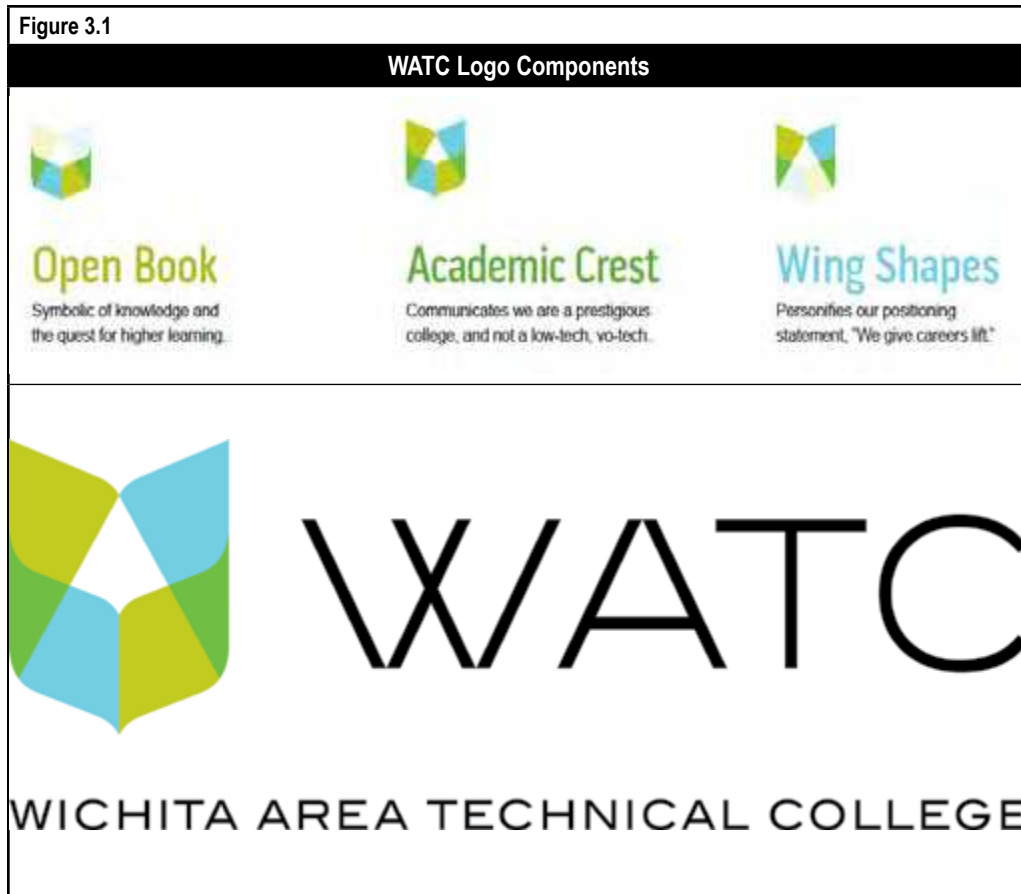
Sample WATC Performance Review





## Logo Interpretation

An innovative method for articulating the college's mission is found in WATC's logo. The logo is designed to reflect key elements of the college's mission, including a commitment to the academic goals of its students (book imagery in lower half), the college's commitment to serving as a first-class educational institution (full academic crest comprised of all images), and the needs of local industry (airplane wings imagery on sides). The following graphic illustrates the three components found in the logo and the complete logo. Figure 3.1, WATC Logo Components.



## Mission Documents and Public Relations

When an employee represents the college as a public speaker, key elements of the mission documents are often incorporated into their remarks. For example, when the Recruiting and Marketing department conducts informational presentations for high school students, these verbal and electronic [presentations](#) typically include references to the college's mission, vision, and values.



In its public relations efforts, WATC distributes a [background document](#) to media that provides basic information about the college. This document contains the mission statement, which helps reporters understand WATC's values when writing about its activities.





The Recruiting and Marketing department's [Brand Book](#) details appropriate logo usage and other guidelines that direct the college's marketing efforts. This document also includes key talking points that are influenced by the mission statement and other college information.

WATC makes every effort to be available to the local community through open houses, concerts, speakers, and other public events. Many college facilities and conference rooms are also available for rental and use by the general public, local companies, and other organizations. The college often mentions its mission, vision, and values to groups and individuals who visit the college.



[Facilities Reservations](#)



[NCAT Tour Highlights](#)

In summary, the mission of WATC is clear, widely disseminated, and well-known by internal constituents, and is publicly available through a variety of channels. Because of these efforts, the mission serves to influence and direct day-to-day activities of employees.

## Core Component 1.B.2

*The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.*

The previous sections discussed the aspects of the mission and the extent WATC emphasizes the elements of the mission within a variety of operations. The other two aspects of the mission documents, the vision statement and values, are embodied in the college's activities.

### Vision Statement

*WATC will be the leading provider of higher education, specializing in the delivery of career technical education, utilizing state-of-the-art facilities with highly qualified faculty and offering a competitive advantage that drives economic development in the region.*

By offering more than 75 [programs](#) in specialized areas of career and technical education, WATC is achieving its vision to be the leading provider of technical higher-education opportunities in the region. WATC has grown to be the largest technical college in Kansas. WATC was also selected as the lead institution of the NAC project and awarded a major U.S. DOL TAACCCT grant.

*Translating the role of technical education in higher education to parents, school counselors, and potential students is sometimes difficult in today's educational environment.*



[WATC Awarded Largest Grant Press Release](#)

State-of-the-art facilities exemplify a commitment to cutting-edge learning environments. Such modern laboratories and classrooms give students a competitive edge as they enter careers and provides local employers with more valuable employees who require less training.



WATC has highly qualified and knowledgeable faculty. Many of them arrive with years of experience in their respective industries. For example, two Welding instructors bring 47 and 27 years of industry experience and five different industry credentials to the classroom. Similarly, 93 percent of Practical Nurse faculty have ten or more years of nursing experience; 100 percent have bachelor's degrees in nursing, and more than 50 percent have master's degrees. As a result of WATC's commitment to attracting and retaining highly-qualified faculty, [see Appendix G](#), students learn from subject-matter experts with real-world experience.

*One of the future benefits of the NAC project will be the hiring of a director, Industry Advocacy, to be a facilitator between WATC's current and future offerings and regional business and industry workforce needs.*

By focusing on its unique mission within higher education and exposing students to state-of-the-art facilities and highly qualified faculty, WATC is redefining the potential of technical education in Kansas and in the nation. The success of the college benefits students, employers, communities, and the local economy.

## Values

To achieve its vision and fulfill its mission, WATC embraces the values below. These values 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 business and industry.


**Accountability:** *WATC values the resources entrusted to it and will use them responsibly to support the college's mission.*


The college provides a first-class experience for its stakeholders by aligning technical programs with numerous external industry certifications, credentials, and program accreditors. The expectations set forth by these organizations ensure that WATC's programs are meeting or exceeding industry standards.

**Quality:** *WATC values an environment of professionalism and excellence for students, faculty, and staff to learn and work.*


The college provides a first-class experience for its stakeholders by aligning technical programs with numerous external industry certifications, credentials, and program accreditations. The expectations set forth by these organizations ensure that WATC's programs are meeting or exceeding industry standards.

State-of-the-art equipment encourages and increases educational value. For example, the Aviation Maintenance Technology program has a cut-away version of the industry's popular [PT6 turbo propeller engine](#) that allows students to see the engine's inner workings. This visual aid is a great learning tool for students to see the relationship and placement of parts inside an engine that is very difficult to show


 [BKD Management Letter 2011](#)

 [BKD Management Letter 2012](#)

 [BKD Audited Financial Statements 2011](#)

 [BKD Audited Financial Statements 2012](#)





*College finances are subjected to rigorous oversight, including internal controls and external accountability.*

on paper. The Practical Nurse program provides a first-class, state-of-the-art [simulation laboratory](#) for students to use. Additionally, the simulation laboratory and skills laboratory are available to students in other medical programs. The M-liA CERT cart was the first

robot purchased for the college's Robotics program. These are a few examples of technologies that meet or exceed what students will encounter in the workplace.

The [Aspen Institute's College Excellence Program](#) named WATC one of the nation's top 120 community colleges in 2012 — only 10 percent of all community colleges in the United States made the cut. The Aspen Institute evaluates community and technical colleges in three primary areas: (1) student success in persistence, completion, and transfer; (2) consistent improvement in outcomes over time; and (3) equity in outcomes for students of all racial/ethnic and socioeconomic backgrounds.

**Innovation:** *WATC values cutting-edge technology and delivery methods to encourage life-long learning within a rapidly changing society.*

WATC consistently seeks progressive and original methods of serving students and industry. Students and industries have several options for gaining technical education training.

[NCAT Campus](#): Funded and built by Sedgwick County in 2010, this state-of-the-art facility houses top-notch technology. To satisfy industry demand for cutting-edge training tools, the state of Kansas has provided \$17.5 million in funding since 2008. These efforts demonstrate the innovative nature and unique public/private partnerships between the county, state, and local employers in the development of the next generation of skilled aviation workers in the Wichita area.

[Use of iPads](#): In keeping with latest technological trends, the WATC Instructional Design and Technology department partnered with the Information Technology department to introduce Apple iPads to encourage faculty, staff, and student use of mobile devices for professional, instructional, and educational uses. The college purchased the iPads and distributed them to all full-time faculty and select staff. Participants received initial training in hands-on workshops. Continuing support provides various professional development opportunities, such as workshops and demonstrations. A bi-monthly digital newsletter highlights new applications and uses available for the iPad, as well as feature stories



and photographs of faculty and staff using the devices for professional and instructional use. In spring 2013, WATC provided mobile devices to a pilot student group and gathered data regarding their experiences with mobile learning and the educational benefits.


*WATC students not only learn on real-world equipment, but also faculty bring extensive industry experience, which contributes to the educational value of WATC programs.*

**Customer Service:** *WATC values its customers as it strives to exceed their expectations, while responding to the needs of its various constituents.*

WATC places a premium on the delivery of outstanding services to its students and local employers who seek qualified job candidates. In 2012, responses to the Noel-Levitz SSI were above the state and national averages for the first time in WATC history for numerous items related to customer service.

 [Noel-Levitz Student Satisfaction Inventory Report](#)

The college offers various methods to assist students and employers. [Career and Disability Services](#) personnel assist students with résumé writing, interview coaching, mock interviews, and job fairs. An e-mail showing available job openings is sent weekly to all students.

 [myWATC Alerts](#)

**Equity/Diversity:** *WATC values the diverse nature of its students, faculty, and staff and seeks to treat each person with the utmost respect.*

WATC is committed to providing students and employers with the richest possible experience by creating an environment that values equity and diversity. Career and [Disability Services](#) personnel are readily available to students; students can make reasonable accommodation requests and receive support to set them on a path to successful academic careers. Recruiting practices encourage marketing to diverse demographic populations. The Human Resources division practices [equal employment opportunity](#) in selecting, hiring, and promoting qualified individuals.

 [Student Body Diversity](#)

The college's student body is comprised of greater diversity than the ratio contained in the Wichita metropolitan area. Ethnicity and age are very diverse in WATC's student population and exposes students to the same type of diversity they'll find in the workplace.

**Global Professional Standards:** *WATC values and practices behaviors that promote responsible, successful, and ethical students, employees, and citizens.*



WATC mission documents place a premium on workplace skills and strives to teach them throughout college programs. Many of the college's courses have a grade for [work ethics](#) which is included on students' transcripts. In addition, students enroll in WATC's [Global Professional Standards](#) (GPS) course and learn key elements necessary for workplace success. This course is required for many technical programs.

### Core Component 1.B.3

*The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.*


The college's mission documents acknowledge several key intended constituents. WATC's training efforts benefit students, employers, and community members, and are directed toward relevant career and training pathways.

### Students

WATC is dedicated to providing students with the actual materials, equipment, and resources (machines, laboratory equipment, simulators, etc.) used in business and industry. Cutting-edge technologies and experiences are instrumental to students' success in the workforce. IATs make recommendations based on what business and industry currently use.

*Lifelong learning, even with technological support, is hard to articulate to students who have only short-term goals. Convincing them that workforce training and development is a life-long process, and not a terminal goal, is sometimes difficult.*

Students participate in, and are assigned to, various projects depending on the nature of their studies. These projects help students increase their knowledge and skills in the technical area they have chosen. Projects are designed in cooperation with the Instructional Design and Technology department, faculty, and IATs to ensure that students engage in innovative, standards-based projects that are relevant to business and industry demands.

 [Electromechanical Lab Pictures](#)

 [Industrial Wiring Project](#)

WATC's emphasis on career development is evidenced in its ["Give Your Career LIFT"](#) positioning statement and accompanying graphic treatment. This statement conveys the importance of what WATC does and its direct contribution to the career development and professional opportunities that help its students achieve their goals. See Figure 3.2, Give Your Career LIFT.



Figure 3.2


## Give Your Career LIFT





## Employers


*The college is broadening its efforts to identify and disseminate career opportunities, including employment outside of normal career paths.*

Key members of [IATs](#) represent companies, such as Auto Craft Collision Repair, Inc., Bombardier Learjet, Cessna Aircraft Company, Plumbers and Pipefitters Union Local #441, Rusty Eck Ford, Spirit AeroSystems, State Farm Insurance, Via Christi Health, and Wesley Medical Center. Recommendations from these companies contribute to successful student entry and advancement in specific occupations and ensure that WATC keeps programs current with emerging technologies.

 [\*Industry Advocate Team - Aviation Maintenance Technology\*](#)

 [\*Industry Advocate Team - Healthcare Industry\*](#)

 [\*Industry Advocate Team - Manufacturing Industry\*](#)

 [\*Industry Advocate Team - Design\*](#)

## Community

WATC's mission documents refer to supporting economic development for the region by offering a competitive advantage. The college teaches the skills and objectives needed for students to obtain jobs and for employers to easily fill skilled positions. By providing students with the skills needed to obtain employment, employers require less on-the-job training for their workforce.

In an article published in the *Wichita Eagle*, Keith Lawing, Executive Director, Workforce Centers of South Central Kansas, said partnering with WATC is an effort that serves the community well. "(Employers) want somebody delivered to them that can already do the job," he said. Working with WATC, Lawing said, will "help us deliver the training employers have been wanting and asking for, for some time." At a Kansas Skills Summit hosted at WATC in October 2012, Jennifer McNelly, President, Manufacturing Institute in Washington, D.C., acknowledged that only three out of ten parents encourage their children to go into manufacturing in spite of the industry's competitive wages and a need for strong minds and creative thinking. "Outdated stereotypes about manufacturing have not caught up with reality for many of today's high-tech, high-wage manufac-

 [\*Kansas Skills Summit\*](#)



turing job opportunities available to those with industry-recognized credentials earned at technical and community colleges," McNelly argued.



*WATC initiated efforts to link the mission to actions across the college. The goal is to weave the message into everyday activities.*

Educational and business partnerships are opportunities embraced by Kansas Governor Sam Brownback. "We're really trying to get our state to the front of the pack on this," Governor Brownback said. "We're trying to urge the business community to say ... if you're going to work here, you're going to need a certification. Healthcare has done it, now we need to do it in manufacturing."



*\$9 Million Grant*

The mission, vision, and values statements that WATC adheres to are important, not only in the development of the college's programs of study and day-to-day operations, but also to the economic development of the region. The mission documents are reflected by the way WATC faculty and staff carry out their responsibilities.

## Core Component 1.C

*The institution understands the relationship between its mission and the diversity of society.*

WATC acknowledges its role in a multicultural society by identifying and responding to the needs of its constituents — all while focusing on its mission, vision, and values. WATC responds to this role through diversity in academic programs, teaching and learning environments, student characteristics and support, and funding sources. Traditional instruction is often augmented by digital classrooms and Web-enhanced courses. Curriculum is designed and delivered to produce graduates who are ready for entry into today's workforce.

### Core Component 1.C.1

*The institution addresses its role in a multicultural society.*

### Core Component 1.C.2

*The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituents it serves.*

## Diversity in Academic Programs

Successful entry into the job market requires a diverse menu of choices for prospective employees. WATC meets the varied needs of industry and interests of job seekers by offering an array of educational paths designed to prepare individuals for employment.

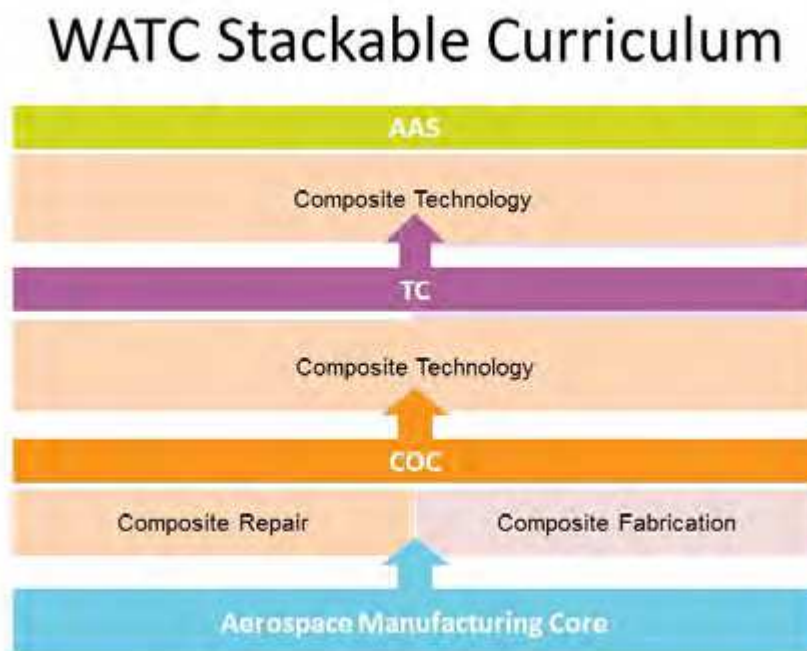





WATC's curriculum model is based on stackable sets of credentials including certificates of completion, technical certificates, and AAS degrees. In the Aviation and Health departments, a core set of courses provides students with additional flexibility when selecting their final education paths. This diversity of pathways — stackable curriculum and core courses — presents students with numerous degree choices and exit points. See Figure 3.3, WATC Stackable Curriculum.

Figure 3.3

WATC Stackable Curriculum




Traditional general education courses are offered as transferable credits to other institutions, and they are integrated into technical programs to ensure that students receive a well-rounded education. Stackable degree offerings in technical programs coupled with general education courses ensure that WATC graduates are also work-ready. See Appendix E, Certificate of Completion, Technical Certificate, and Associate of Applied Science Degree Award.

 [Program Curriculum Matrices](#)

*Stackable curriculum allows students entry and exit points applicable to their personal education needs while integrating work-ready skills.*




An excellent example of the college's drive to fulfill its mission through diversity in academic programming is the innovative partnership between the Practical Nurse program at WATC and Pratt Community College (PCC). This one-plus-one partnership allows WATC's Practical Nurse graduates to earn an Associate Degree in Nursing in the evening and on weekends while they continue to live and work in the Wichita area. In support of this partnership, state-of-the-art laboratories and classrooms were constructed at the NCAT Campus at a cost of approximately \$200,000 with the cost split between the two colleges. This partnership supports the mission by providing practical and registered nurses for the local region and highlights WATC's dedication to its values of innovation and customer service.

 [Nursing Partnership Featured in Splurge](#)

New programs are created to address and reflect the diversity in the local job market's employment opportunities. For example, the Robotics program was created in conjunction with local aviation companies and robotic integrators. Program faculty are joint employees of Wichita State University (WSU) and WATC with extensive academic credentials and industry experience. They deliver curriculum and do research that supports the mission of both organizations. In conjunction with WSU's College of Engineering, the Robotics program is currently establishing equipment requirements in Welding Technology, [Aerospace Coatings and Paint Technology](#), and Machining Technology to outfit each program with a relevant robotics system for cross-training.

*One drawback of having a wide array of workplace-ready, stackable programs is the loss of students. Instead of focusing on award completion, students earn the workplace skills and leave college affecting graduation, completion, and retention rates.*

 [Robotics Training with NIAR](#)

### Diversity in Teaching and Learning Environments

The 21<sup>st</sup> century consumer expects a myriad of options, and students are no exception. The college's commitment to diversity in its teaching and learning environments allows WATC to meet students' expectations while fulfilling its mission, vision, and values.

The college offers AAS degree programs with multiple exit points that result in completion times as long as two years and certificates of completion that are as short as ten weeks. Day and night courses are scheduled to meet the needs and lifestyles of students. Course lengths vary according to the program of study's requirements. Curricula is delivered using multiple modalities, including face-to-face, Web-enhanced, hybrid, and online. Face-to-face courses utilize the traditional college instructional model. Online courses are available to students at a time they choose, while hybrid courses provide students the flexibility to learn content online at their convenience and then to come to campus to perform laboratory work.

 [Summer Fall 2013 Schedule](#)



Major programs of study are grouped by campus, which allows students ease of access to state-of-the-art facilities that are dedicated to their areas of interest. These facilities are augmented with computer technologies that enhance the learning environments. The campus-wide availability of computers (desktops, laptops, tablets) and Wi-Fi enhance the diversity of instructional methods and give students opportunities to participate in



Web-enhanced, online, and hybrid courses. The college utilizes its Web portal ([myWATC](#)) and ANGEL, an online-learning platform, to coordinate the use of various instructional methods. In addition, WATC supports access to resources by providing students access to [log-in remotely](#) to college servers and to utilize numerous Web-based resources.

The Employer Services department provides a wide range of services that meet the diverse needs of its customer base, which ensures the college is meeting its mission goals to support the economic development of the region.

### Diversity and Student Characteristics

WATC is an open-admissions institution that accepts all students who are ready to learn and who can benefit from the training available. WATC's open-admission [policy](#) encourages all individuals who are interested in, and are capable of, extending their education to apply for admission. WATC's targeted recruiting efforts and the availability of support services reflect the college's commitment to student diversity.

*For many ethnic groups, WATC's student population exceeds the demographics of its region.*

As Table 3.5, WATC Student Demographics for Fiscal Years 2009–2012 and Sedgwick County 2010 Census Data, illustrates, WATC's student base is extremely diverse. This represents a population much more diverse than that of the surrounding community. WATC continues to reach out to potential students of all ethnic groups.

Table 3.5							
WATC Student Ethnicity Demographics for Fiscal Years 2009–2012 and Sedgwick County 2010 Census Data							
Ethnicity	2009	2010	2011	2012	WATC Percentage	Sedgwick County 2010 Census Data	Sedgwick County Percentage
American Indian (AI)	66	63	51	79	2%	American Indian	1.5 %
Asian (AS)	256	201	213	191	5%	Asian	4 %
African American (BL)	528	653	678	742	19%	Black	9 %
Hispanic American (HI)	337	298	298	303	7%	Hispanic	13 %
Pacific Islander or Native Hawaiian (PI)	NA	NA	NA	8	<1%	Pacific Islander	<1%
White (WH)	2,576	2,093	1,809	2,015	51%	White	70 %
Unknown (UNK)	260	558	632	631	16%	Two or More	3 %



When comparing WATC's population to that of Sedgwick County, Hispanic/Latino students are not as represented in the college. Beginning with the 2012–2013 [strategic plan](#), WATC committed to increasing its Hispanic/Latino student population to ensure that it reflects the diversity of the surrounding community.

The college's Recruiting and Marketing department participates in [marketing campaigns](#) and recruitment events to accomplish this goal. The college posted over 200 radio advertisements on Radio Lobo, a local Spanish-speaking station, to promote the college's open-house event. Radio Lobo also performed a live, on-air remote broadcast in Spanish from the open house and interviewed two WATC Hispanic/Latino students. The programs of study document has been converted to Spanish for distribution at Hispanic/Latino recruiting events. Recruiting representatives distribute the document at events, such as the high school graduation for migrant workers, the Hispanic Health and Wellness Fair, and the Cinco de Mayo Festival where scholarships are donated as door prizes.

*Although the college's student population is ethnically diverse, the ethnic background of faculty does not always reflect the diversity in their classrooms. WATC is being more active with regards to diversity in hiring practices.*

WATC admissions personnel work directly with [adult literacy](#) students and General Educational Development (GED) graduates to encourage them to pursue postsecondary education. Regular recruiting visits to NexStep Alliance, the college partnership with Goodwill Industries of Kansas for students currently seeking GED's provides easy access to students in WATC programs. WATC is a recipient of the Accelerating Opportunity-Kansas AO-K grant, which helps transition students from adult education to postsecondary education in pursuit of industry credentials to break the cycle of intergenerational poverty.

At-risk students are targeted at many WATC recruitment events. Tours of campuses and visits to high schools have been arranged for students from various organizations, such as Judge Riddel Boys Ranch; Crossroads Recovery Center; Workforce Investment Act (WIA) Youth Program; and alternative high schools, such as Haysville Alternative High School, Complete High School Maize, Simon Youth Foundation, and Extend High School in El Dorado.

The average age of WATC students trends toward nontraditional between the ages of 26–28 years old. WATC has engaged in a number of efforts to increase the age diversity in the student population. At the institutional level, a desire to increase the number of traditional students was added to the 2011–2015 Five-Year Strategic Plan. With the passage of Kansas Senate Bill 155 (SB 155), the college fully engaged in seeking partnerships with local high school districts. This bill allows high school students to begin their technical education free of charge while still completing their secondary education, with tuition and fees paid by the state. Currently, numerous courses are available to these

 [Recruitment Activity Calendar](#)

 [Enrollment up at WATC](#)



students, at high school campuses and at WATC campuses. As a result, WATC saw a dramatic increase in students under the age of 18 enrolled during academic year 2012–2013.

Nontraditional [gender roles](#) are demonstrated throughout WATC's programs. In academic year 2011–2012, 54 females were enrolled in manufacturing programs, a traditionally male-dominated field. Enrollment in healthcare programs, typically a female-dominated field, included 72 males. Increases in nontraditional gender enrollments are the result of WATC's commitment to provide students career opportunities without barriers or restrictions.

*WATC continues to examine ways to recruit and market programs for nontraditional genders*


### Addressing Diverse Student Population Needs

Ensuring that WATC's diverse student population successfully reaches its educational goals is a challenge. WATC responded to this challenge by providing a director-level position dedicated to high school partnerships and increased Student Services staff. These additions provide a variety of support services that are available to students from their initial contact with the college throughout their educational experiences. The various departments within the college work together to provide students with the services and tools needed for success.

To meet the diverse needs of students, academic coaches consider students' individual circumstances to connect them with appropriate resources. Academic coaches also assist international students as they navigate the process to obtain a Form I-20 student visa and be admitted to the college. In academic year 2011–2012, WATC hosted 16 international students in four different majors.

As an open admission institution, WATC students arrive on campus with a wide range of prior education levels. WATC requires [placement assessments](#) prior to enrollment in academic programs. Students who fall below the minimum scores required for admission into a program are registered in Essential Basic Skills (EBS) courses. EBS courses address student gaps in academic preparedness and provide opportunities for under-prepared students to prepare for, advance to, and excel in college coursework. These services are provided in the ASCs, and students gain access through self-referral, staff referral, and placement score recommendations. Examples of EBS courses include Basic Writing Skills, College Reading Skills, and Math Fundamentals. ASC personnel also provide free [tutoring](#) to students in several areas, such as math, writing, reading, dosage calculations, anatomy and physiology, and basic computer skills. Faculty may also request tutoring services for one student or for a group of students. Faculty can propose a plan of assistance for students to receive tutoring services.

 *Student Services Staff Since 2009*

 *Academic Coaching*



Higher education is expensive, and higher education in technical fields requires additional costs, such as tools, materials, and laboratory fees. To ensure that students from all levels of the socioeconomic ladder have access to educational opportunities, the college provides diverse funding options. Student aid packages are created from a variety of funding sources, including federal student aid, local and state government funds, federal and state grants, local and regional employer funds, local charity donations, and WATC Foundation funds.

*A challenge every year for WATC is setting tuition, fees, and other student charges in order to keep programs from becoming too expensive.*

In fiscal year 2011, Workforce Alliance provided funding for 240 individuals who sought educational opportunities at WATC. This represented 41.9 percent of Workforce Alliance's total education budget for the year. The 2011 [\*Workforce Alliance of South Central Kansas Annual Report\*](#) provides the example of a

student who received educational training from WATC to become a licensed practical nurse when her spouse was furloughed from his job at an aircraft company. The student's funding came from the American Recovery and Reinvestment Act, which was received through Workforce Alliance. A second example is WIA funding used to pay the cost of tuition and fees in the Aerospace Manufacturing Technology program. Program graduates are hired by local aviation companies that are seeking trained employees.

 [\*PACES Status Report\*](#)

### Institutional Diversity of Funding

WATC's revenues are derived from a variety of sources. The two largest external sources are the state of Kansas postsecondary aid and funding from the Sedgwick County Board of County Commissioners. Between fiscal years 2008 and 2012, the college received between \$6.6 and \$5.8 million on an annual basis in postsecondary aid from the state. The reductions in years 2009–2012 were a result of overall decreases in funding rates due to economic conditions in the state. In academic year 2012–2013, the state began its move to a tiered-funding model for postsecondary aid, which resulted in the college receiving additional funding due to growth in technical credit hours. Local funding for the college came from Sedgwick County Board of County Commissioners, which resulted in an average of \$972,166 between 2008 and 2013. While the college experienced a reduction in revenue from Kansas postsecondary aid and Sedgwick County Board of County Commissioners, this reflects the economy and does not indicate a lack of support for WATC from the state and/or county.

In addition to appropriations and funding from governmental entities, WATC also relies on other funding sources, including student tuition, fees, books, materials, federal and state grants, workforce development, interest, and other contribu-

*Other than a slight increase in revenue in fiscal year 2013, during the past five years the college has either lost or not gained state appropriations, even though it is the fastest growing two-year public college in the state.*

 [\*WATC Funding Sources\*](#)





tions. The charts below show changes in revenue sources from 2012 to 2013. The major change is due to the U.S. DOL TAACCCT grant.

The charts emphasize the diversity of funding sources with less than a quarter of revenue coming from governmental agencies in 2013. See Figure 3.5, 2012 Revenue Sources, and Figure 3.6, 2013 Revenue Sources.

Figure 3.5

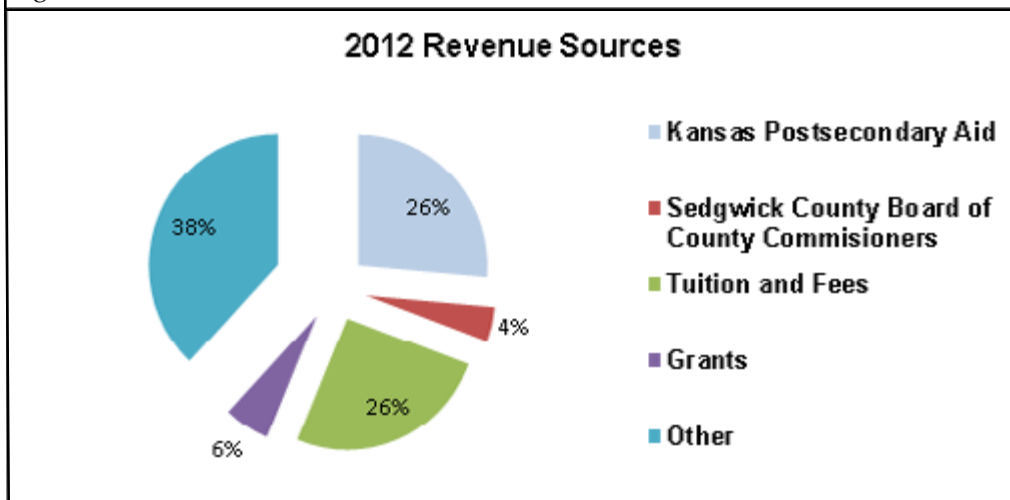
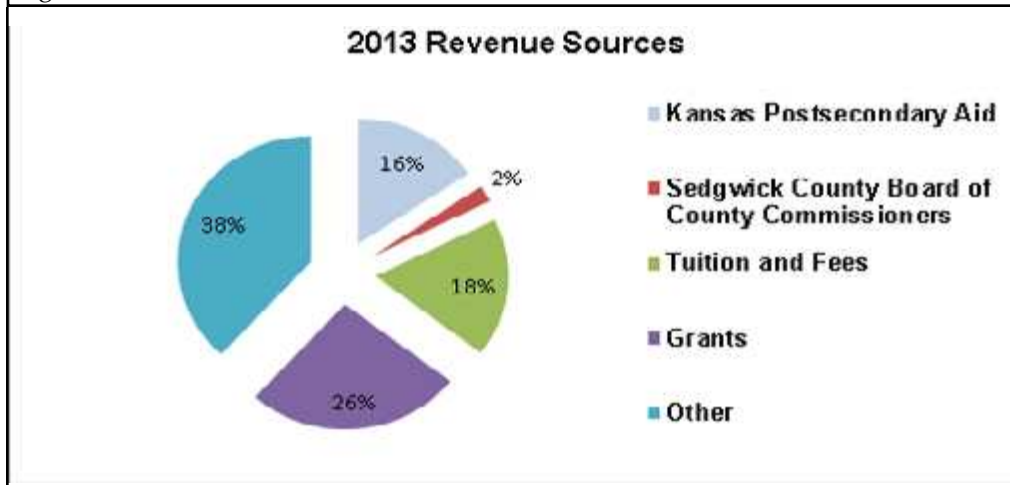


Figure 3.6





Like many postsecondary institutions, WATC has had to increase tuition for students. As previously stated, WATC helps students access the resources necessary for them to afford and achieve their educational objectives.

### Other Grants

WATC regularly applies for and receives [grants](#) from many sources. WATC receives approximately \$1 million annually in grant funding. WATC's largest current grant was approved September 19, 2012. The DOL announced that WATC and four other community colleges would receive \$14.9 million in a TAACCCT grant beginning October 1, 2012. WATC is the lead entity in the national aviation consortium of community colleges in the development of industry-standard aviation manufacturing training curricula. WATC's portion of the grant is approximately \$9 million. This further demonstrates that the global leadership in workforce training that WATC provides has value at the federal level.

## Core Component 1.D

*The institution's mission demonstrates commitment to the public good.*

WATC is committed to working with the community to promote higher education. WATC furthers the public good by advocating for, promoting, and investing in individuals, the workforce, and the community, all of which benefit the public as a whole.

### Core Component 1.D.1

*Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.*

In keeping with its educational role, WATC fulfills its mission and serves the public good through its partnerships, curriculum content, and foundation activities.

Aligned with its mission, WATC's public obligations also factor in training and workforce activities. Kansas Quick Careers is a WATC and [Urban League](#) of Kansas Workforce Development partnership that offers the Patient Care Assistant (PCA) training program. The PCA training program provides students with comprehensive, short-term training that introduces them to the healthcare field. The PCA training program helps participants gain and retain employment, while climbing the career ladder. WATC also partners with Workforce Alliance, Goodwill Industries of Kansas, and numerous other governmental and not-for profit agencies that focus on workforce employment and re-training opportunities.

The largest student organization on campus is SkillsUSA, which employs an applied method of instruction to prepare America's high-performance workers for public career and technical programs. As members of SkillsUSA, many of WATC's students work to



*Skills USA Involvement*



add skills in leadership, organization, and teamwork to the technical skills learned in the classroom. However, SkillsUSA is about more than just developing skills — it is about giving back to the community. The WATC SkillsUSA chapter sponsors events, such as collecting food for the Ronald McDonald House; working on vehicles for Car Care Month; and sponsoring a Spring Carnival for WATC students and families.




*Currently SkillsUSA is the only student organization on campus.*

Instructional content at WATC is designed for learning; however, it does allow the college to fulfill its obligation to the public good. For example, students enrolled in General Psychology or Principles of Sociology are required to complete an approved service-learning project. The purpose of service learning is to promote learning through active participation in service experiences, to reflect on the experiences through discussion and writing, to apply classroom concepts to real-life situations, and to foster a sense of caring for others.

The WATC [Foundation](#) also factors into the college's public obligations. The WATC Foundation provides external financial support to students and faculty that enables WATC to produce a skilled workforce. The WATC Foundation accepted thousands of dollars from business and industry and significant gift-in-kind contributions, and it implemented a new payroll-deduction process for employees in 2012, all directly related to scholarship offerings. The WATC Foundation, individual programs, and IATs accept donations from outside organizations that support the college. Although these donations relate to WATC's educational role, and the relationships that develop support the public good in many ways. For example, in the Auto Collision Repair program, almost all of the paint utilized in the program is donated by local body shops. These donations help local companies dispose of scrap materials and lessen the impact on the environment, while saving the college thousands of dollars every year.

## Core Component 1.D.2

*The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to related or parent organization, or supporting external interests.*



*WATC engages the community and contributes to the public good by seeking input from the community and business and industry leaders. The college responds to this feedback by adjusting program offerings to align with local business and industry needs.*

WATC delivers high-tech, high-wage, and high-demand career pathways for students. WATC's programs are developed and implemented in collaboration with employers to prepare students with relevant skills for the job market. WATC measures success by the number of students who leave prepared for a career. This attitude of educating and preparing students defines WATC's perspective of its educational responsibilities. The college tracks



student placement to gauge employment and post-graduate activities. Career and Disability Services personnel oversee career placement tracking, which is a year-long activity. In addition to providing data to required governmental agencies, WATC uses placement data in marketing and planning activities. Although emphasis is placed on tracking long-term program graduates, WATC also follows-up with graduates of short-term programs and non-completers to identify their job-placement status.

WATC demonstrates its commitment to the public good by entering into partnerships that drive economic development through education. The primary example of this commitment is the college's relationship with Sedgwick County. In 2004, the Sedgwick County Technical and Training Authority (SCTETA) was formed. SCTETA's mission was to identify and respond to training requirements, specifically aviation and manufacturing, in Sedgwick County. In 2006, SCTETA and the Sedgwick County Board of

*WATC lacks a successful channel for receiving feedback information from graduates and employers of these graduates.*

County Commissioners announced that they were going to build a new campus to house aviation and manufacturing training programs. In 2006, the Sedgwick County Board of County Commissioners began providing annual financial support to WATC and named

WATC as the managing partner of the new facility that was to be completed in 2010. In 2007, SCTETA became the governing board of WATC (WATC Board). WATC committed to the partnership at the new facility. The college performed needs assessments, conducted curriculum development sessions, invested in equipment and technology, and ultimately developed the programs to be housed at the new facility. WATC signed a lease with Sedgwick County to operate this facility. The lease states that WATC has the authority to plan, improve, construct, operate, maintain, and determine occupancy of NCAT without consent from Sedgwick County Board of County Commissioners. The NCAT Campus officially opened to students in August 2010.

The WATC Board supports the college through its actions. WATC's mission is to develop and provide quality higher education, and Sedgwick County has assisted the college in meeting this mission by providing financial support and building a facility to train the local workforce. The college's mission and the county's financial support are aligned to ultimately lead to economic development.

WATC is a public entity that receives state-appropriated funding from the state of Kansas. WATC's charter is found in state statute.

[KBOR](#) and the Kansas Postsecondary TEA provide oversight of the college. While the college has no investors or parent organizations, WATC does answer to and support its constituents by ensuring that its primary goal is to provide education leading to employment.

*Nine of the 11 WATC Board members hold executive-level positions in local business and industry including aviation manufacturing, healthcare, and finance.*

 Sedgwick County-WATC Lease



### Core Component 1.D.3

*The institution engages with its identified external constituents and communities of interest and responds to their needs as its mission and capacity allow.*

Through its mission, WATC supports and invests in individuals and the workforce. The college also recognizes that engaging in the community and responding to its needs is equally important.

WATC plays a vital role for the citizens of south-central Kansas by providing the education and training they need to lead more productive lives. As a result of their experiences at WATC, students obtain jobs, refine professional skills, transfer to four-year colleges and universities, and acquire knowledge that enriches every aspect of their personal and professional development. In addition to serving individual students, the college provides technical training for regional businesses and industries, supports the economic development of local businesses and government, and hosts various events and seminars.

Students, faculty, and staff are encouraged to participate in community activities. Annually, WATC holds a [United Way](#) drive that culminates in a pizza party and prizes for those who participated. Many faculty and staff are active in civic and community organizations, recreational and sports activities, public school events, and church activities, with many of them holding board-level memberships. One example is the director, Institutional Research, who serves as the chair of his town's public library board, coaches youth softball, runs the youth group at his community church, and volunteers at one of the local long-term care facilities.

Each year, WATC faculty and staff give their time and talents to support the local community. Faculty actively support a number of events, including the Annual Boy Scouts of America Merit Badge College (Boy Scouts) and the Kansas Mission of Mercy. At the Boy Scouts event, faculty facilitate merit-badge courses in Composites, First Aid/CPR, Welding, and other areas. At the Kansas Mission of Mercy event, WATC faculty from the Dental Assistant program work alongside their students and dental professionals from across the state to provide free dental care to those in need.

Youthville is a nonprofit child-welfare agency in Kansas that is involved in foster care, adoption, psychiatric residential treatment, counseling, and therapy. WATC has helped Youthville's mission by promoting events, such as Youthville's Big Hearts Challenge (in conjunction with Wendy's Restaurants and Sunflower Bank); Youthville's Cell Phone Donation Drive (in conjunction with Sprint-Nextel); and Youthville's yearly Wish List that serves adults, children, and animals in Wichita, Dodge City, and Newton. WATC is also involved in an annual Easter basket program to help underprivileged children celebrate the holiday.

 [Boy Scouts Merit Badge College](#)

 [Youthville Activities](#)




*The college recognizes that an opportunity for the future is student involvement outside of the classroom. However, the college realizes that with multiple campuses, no residence halls, and diverse class times and instructional methods, additional preparation and planning are needed to get students involved.*

## Social and Cultural Impact


The college recognizes it has a social and cultural impact on students while they are attending WATC. The college embraces social and cultural growth within the community by hosting community activities on campus. In 2012, WATC hosted four community concerts to enrich community growth at the NCAT Campus. All concerts were free and open to the public.

## Facilities

The [NCAT Campus](#) is comprised of classrooms and conference rooms, a commons area, and a 200-seat lecture hall. When NCAT partners are not using these facilities, they are available for outside organizations to use.

 [NCAT Events and Activities](#)

College members, high schools, governmental agencies, and community groups utilize WATC's facilities at little or no cost. Companies, such as ACDelco, Snap-on Incorporated, and Haas Factory Outlet, use WATC's facilities to conduct proprietary training. Many times, WATC instructors are allowed to attend these sessions at no charge. WATC provides a large venue for state events, such as the state SkillsUSA competition, which brings students, parents, community members, and staff from all over Kansas. Multiple state high schools, technical colleges, and technical schools also participate in the state competition, which recognizes the accomplishments of students in leadership and their skilled trades.

 [Airbus Supplier Summit](#)

WATC hosted an exciting first-time meeting between Airbus America and 114 aviation suppliers. Over 200 representatives attended to hear Allan McArtor, chairman of Airbus America, and U.S. Senator Jerry Moran discuss the future of Airbus America in the United States and, specifically, in Kansas. WATC hosts numerous fairs and training functions at the NCAT Campus.

These examples show that WATC interacts frequently with communities of interest. The college takes pride in the numerous community activities hosted by, or held at, its campuses. As enrollment grows, WATC will monitor capacity and other indicators, including assessment and student success, to ensure that the college's mission is being met.

*The addition of the NCAT Campus, a large facility with multiple resources, has allowed WATC to better engage the public by being a meeting and conference location.*

