WATC

TECHNICAL COLLEGE

CHAPTER 5

CRITERION THREE: TEACHING AND LEARNING – QUALITY, RESOURCES, AND SUPPORT

SELF-STUDY
2014

Chapter 5…

Criterion Three: Teaching and Learning - Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

WATC has a responsibility to respond quickly and effectively to the needs of students and *employers*. Because students' needs go beyond conventional course times and locations, WATC strives to accommodate these needs by offering day, evening, weekend, and online learning opportunities. Similarly, when an employer identifies a need for trained employees, WATC works to develop the appropriate *curriculum*, if one does not already exist, and strives to implement the curriculum according to the employer's needs.

WATC must remain flexible to meet the needs of students, employers, and other stakeholders. The challenge of such flexibility is maintaining high-quality and consistent instruction, resources, and support throughout the curricula. WATC has implemented *policies* and processes to ensure that students, regardless of where or when they take WATC courses, have the same opportunities for successful employment.

Interactive Schedule

Mission Statement

Career Services

Core Component 3.A

The institution's degree programs are appropriate to higher education.

Core Component 3.A.1

Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

Stackable Curriculum

> *WATC's stackable curricula provide opportunities for students to have multiple and progressive career options.*

Many WATC programs provide *stackable credentials* that progress from a certificate of completion to a technical certificate and then to an associate of applied science (AAS) degree. The credentials are defined in collaboration with business and industry partners during the program development process.

KBOR Program Alignment

The curriculum for each credential is designed to develop a specific set of skills appropriate to a specific job. Students have the opportunity to earn a certificate of completion and enter the work force. Students then have the option to continue to work and gain experience within the field while pursuing a technical certificate and, if desired, an AAS degree. Completion of the higher credential may qualify them for more advanced jobs within their field.

WATC's certificates of completion are 15 credit hours or fewer and focus on the most basic occupational skills. Certificates of completion do not include a general education component. Technical certificates range up to 51 credit hours. They encompass intermediate and advanced occupational skills and typically include six to nine credit hours of general education courses. AAS degrees require 60-67 credit hours and include 15-29 credit hours of general education courses. The college's Aviation Maintenance Technology (AMT) program is accredited by the Federal Aviation Administration *(FAA)* and offers an AAS degree and two technical certificates. The FAA provides oversight and guidance on the length of the AMT program and credit requirements, as well as the content and contact hour requirements for every course offered. The AMT program is longer than other AAS or technical certificate programs offered at WATC. The AMT AAS degree is 135 credit hours in length, and each technical certificate program is 70 credit hours, each having special permission from *KBOR* on program length. The additional hours in general education enhance students' preparation for success in the workplace, and many choose to continue their education at four-year institutions.

Programs of Study

KBOR Approval - AMT Program

Program Oversight

WATC programs and courses are continuously *reviewed* based on internal processes, external accreditations, and state alignment projects. The internal program-review process provides administrators and faculty from each program the opportunity to examine strengths and challenges on an annual basis while providing accountability to stakeholders. Many programs are accredited by external agencies that establish expectations for course and program rigor and monitor compliance with these expectations, *see Appendix F.* Some programs have been through the Kansas Board of Regents (KBOR) *Program Alignment*, a process to align like programs offered by KBOR institutions across the state. This process develops common core competencies for transferability and involves business and industry leaders and program administrators. Programs are also

> *WATC works collaboratively with employers to maintain currency and quality of programs while being responsive to employer needs*

reviewed annually through Industry Advocate Team *(IAT)* meetings. At these meetings, industry partners make recommendations for improvements to program curriculum and provide guidance on emerging technologies and job opportunities within the field. These review processes are key to the continuous improvement of program and course quality and provide assurance that the skills, knowledge, and abilities obtained by students are appropriate and current.

Transferring Credits

WATC's *general education courses* are accepted for transfer at most four-year colleges and universities. KBOR facilitates the alignment of general education courses through the KBOR Core Outcomes Project. Faculty from KBOR institutions meet annually to identify common course competencies and outcomes for courses in their disciplines.

Currently, 32 courses have been identified within the KBOR system, and WATC offers 25 of these courses. For these courses to qualify for system-wide *transfer*, each institution must use the outcomes developed in the KBOR *Core Outcomes* Project for each course. These courses transfer seamlessly among all KBOR institutions. WATC courses in disciplines that have not yet been aligned are still accepted for transfer at other colleges.

Most WATC students who continue their education choose Wichita State University (WSU) for completing baccalaureate degrees. WSU publishes a WSU/WATC *transfer guide* each year and has a Web page that outlines the *transferability* of each WATC general education course and some program courses. Several colleges have partnered with WATC to provide students who have AAS degrees a seamless transfer to baccalaureate programs through a 2+2 articulation agreement. The acceptance of WATC courses for transfer to other colleges is further evidence of the quality and integrity of WATC's courses and programs.

> *With the growth of the general education program and increased number of students transferring courses to other colleges, WATC needs to make transfer information more accessible to students.*

🖥 *WSU Transfer Guide*

📁 *Southwestern College - Articulation*

📁 *Newman University - Articulation*

📁 *University of Phoenix - Articulation*

Core Component 3.A.2

The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

The learning goals for WATC's certificates of completion, technical certificates, and AAS degrees are articulated through program curricula. The curriculum for each credential is carefully constructed through *collaboration* with subject-matter experts (SME). Learning goals are further articulated by external accreditors who guide the curriculum in some programs, such as *Surgical Technology* and Aviation Maintenance Technology-*Airframe*. Furthermore, curricula for technical certificate and AAS degree programs are approved by *KBOR*.

> *Student Services is developing a list of general education classes that transfer to specific colleges that can be used in the coaching process.*

📁 *Course Standard - ACC 160*

📁 *Course Standard - ROB 100*

Learning goals are differentiated through the stackable curriculum model. A challenge of this model is that students do not necessarily have to complete a credential to become employed. Some students are eager for immediate employment and often do not choose to complete program options. For example, an *Automotive Service Technology* student may complete the Automatic Transmission Repair course and find employment in a transmission repair shop. Consequently, retention and program completion rates are impacted.

📁 *Health Programs*

General education *learning goals* are tied to *outcomes* established in the KBOR Core Out-

comes Project. Furthermore, many of WATC's general education courses relate to the college's general education outcomes and are assessed using common course measurements. Most students enroll in general education courses to pursue one of two goals ─ to meet program requirements or to earn credits to transfer.

Core Component 3.A.3

The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual-credit, through contractual or consortial arrangements, or any other modality).

Consistency in Curriculum

Consistency across instructional methods, locations, and student groups is important to WATC faculty and Academic Affairs staff who coordinate curricular activities. Course standards are the primary method used to ensure consistency across curricula. These standards outline course outcomes and competencies associated with each course. Course syllabi provide an additional level of consistency across curricula. Syllabi for all technical and general education courses are written on a standard *template* based on course delivery methods. The template includes policies and information established throughout the college.

Syllabus Template - Face-to-Face

Syllabus Template - Hybrid

Syllabus Template - Online

Each semester, faculty submit a syllabus for each course to their program director or dean who reviews it to ensure that course content is appropriate for the established objectives. Syllabi are loaded into *course shells* in ANGEL®, an online learning management system. Each semester, course shells are created for every course taught at the college regardless of instruction method. The *ANGEL course shells* are provided for all faculty and must be used to house syllabi and to maintain current grade and attendance records. ANGEL course shells also provide communication tools, such as e-mail and discussion forums, which are used to increase interaction between faculty and students. The online learning management system also provides students access to all pertinent information regarding their courses and their progress.

> *Instructors are given course standards with learning goals for each class; however, students in some courses do not have access to these standards.*

Curriculum consistency is further enhanced by the creation of *master courses*. The Instructional Design and Technology (ID&T) department works with SMEs to create a master course in an ANGEL course shell, which becomes the basis for all sections of that course. The master course addresses all competencies and outcomes outlined on the course standard. Each instructor is able to add content to the master course, but is not able to delete content. ID&T continues to grow the number of master courses within ANGEL.

Consistency in Assessment

The college has processes and practices in place to ensure that *assessment* measures and oversight are standard across course sections. Common course *rubrics* and *standardized final exams* are utilized by faculty in general education courses and then analyzed within the college's assessment process. Program faculty prepare students for workforce success by measuring their ability to successfully meet program outcomes.

Consistency in Distance Learning

WATC faculty prepare and teach online courses with assistance from the ID&T department. ID&T works with faculty to design online course content and instructs them on how to utilize new technologies. Online courses are reviewed by ID&T using a rubric based on *Quality Matters*© standards. Deans, program directors, or lead faculty discuss the results with each faculty member within their discipline. When new faculty are hired, an *orientation* is scheduled with a member of ID&T to make them aware of their reporting responsibilities within ANGEL and to help them learn the technology to meet these responsibilities.

ID&T and faculty maintain the Learning Object Repository *(LOR)* in ANGEL for each course. LOR houses supplemental teaching materials that are available for all faculty in that discipline to use. LOR also houses common assessments that are used in some courses as a grading tool to help students pinpoint successes and challenges. The availability of common resources contributes to the quality and consistency of courses.

Consistency at all Locations

WATC monitors consistency of courses and programs that are offered at multiple locations. All courses, regardless of location, share course standards, syllabi shells, ANGEL course shells, and LOR if applicable. General education courses are offered at all three campuses and in hybrid and online formats, *see Chapter 8.*

Dual-Credit

With the influx of high school enrollment, navigating the number of program options for each school district has given WATC an opportunity for new areas of growth.

Beginning in academic year 2011–2012, WATC bolstered its *high school* dual-credit offerings, and in academic year 2012–2013, with the passing of *Senate Bill 155*, the college further expanded the offerings. Currently, dual-credit *courses* are offered at WATC campuses — those integrated with postsecondary students and those strictly limited to high school enrollment. In both cases, WATC faculty teach the courses. Another option is when WATC faculty teach a WATC course at the high school location. The college has contracted with several high schools to teach technical and general education courses at high schools for dual credit.

Public Speaking Course Guide

Intermediate Algebra Final

College Algebra Final

Adjunct Faculty Expectations

Chapter 5: Criterion Three

Finally, some dual-credit courses are offered at high schools and are taught by high school instructors. In these cases, WATC and high school administration sign *agreements* to follow WATC syllabi and utilize the same textbooks used in other sections of WATC courses. The high school instructors attend WATC *adjunct faculty in-services* and work with WATC faculty to follow course standards. In addition, WATC faculty and administration visit the high schools to tour facilities and laboratories. High school instructors must have the appropriate credentials to teach courses for WATC credit, *see Appendix G.*

Maize South Agreement

Wichita West Agreement

Faculty Credentials

Regardless of type of course, instruction method, location, or faculty status, WATC monitors and controls the course curricula being offered for dual credit. This ensures that students enrolled in dual-credit courses are held to the same standards as all other students.

Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

Core Component 3.B.1

The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

WATC's general education offerings have grown exponentially since HLC-NCA's site visit in 2008, which was an important year in the history of the college. In summer 2008, WATC acquired the Southside Education Center (Southside) from Cowley College (Cowley) in a transaction that included curricula, many faculty and staff, and the lease on the facility. Since courses taught at Southside were primarily general education courses, WATC could now provide the general education component for its technical programs. Previously, WATC students were referred to Cowley's Southside to fulfill requirements for AAS degrees and/or prerequisite general education courses.

General Education Enrollment - 2009

General Education Enrollment - 2012

General education was further bolstered by HLC-NCA's accreditation of WATC in October 2008, which enhanced the transferability of courses to other colleges and universities. Additionally, all program curricula was reviewed and revised as necessary to include a general studies component as stipulated in the *Report of a Comprehensive Evaluation Visit*. Through the revision process, an AAS degree was established for each program. By fall 2012, WATC was offering 26 technical certificates and 25 AAS degrees, each including a general education component to complement the technical component, *see Appendix E.* As a result of these changes, WATC had enrollment of 15,015 credit hours of general education for academic year 2008–2009. The growth has continued each year, with enrollment of 26,740 credit hours of general education for academic year 2011–2012.

Integration of General Education into Programs

General education is integrated into curricula for all degrees and technical certificates to promote mastery of general education outcomes.

The general education components for technical certificates and AAS degrees are appropriate and relevant for the level of the credentials. All AAS degree programs include a minimum of 15 hours of general education, primarily in courses such as Composition I, Public Speaking, Interpersonal Communication, College Algebra, Computer Applications, Principles of Sociology, General Psychology, General Chemistry, Physical Science, and Principles of Biology. Technical certificate programs typically include nine hours of general education, most commonly Computer Essentials, Public Speaking or Interpersonal Communication, and a mathematics course appropriate to the major.

Program Curriculum Matrices

Core Component 3.B.2

The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

General Education Outcomes

The expansion of general education better prepares WATC graduates to be successful in a global economy. This component of the curriculum centers on the development of critical thinking, literacy, communication skills, and a broader understanding of the world and its citizens. The following are identified general education core outcomes:

- Communicate effectively by writing clearly, concisely, and accurately in a variety of contexts and formats.

- Communicate effectively by speaking clearly, concisely, and accurately in a variety of contexts and formats.

- Demonstrate mathematical skills utilizing quantitative problems and drawing conclusions within various contexts.

- Identify, define, and systematically analyze problems from a global perspective.

- Identify and express awareness, sensitivity, and respect for the self and the diverse needs of others within the community.

- Demonstrate computer literacy by applying current technology within coursework and career fields.

These outcomes are integrated throughout general education curricula; however, each can be tied to a course(s) that directly supports the specific outcome.

Writing skills, although utilized in most courses, are developed through the composition sequence. New students are assessed to determine their skill levels and are enrolled in the appropriate courses based on *assessment results*. Two basic skills courses, Basic Writing Skills and *English*, help students achieve the skills necessary to be successful in college-level courses, *Composition I* and Composition II. Entering students take Basic Writing Skills, English, or Composition I and must earn a grade of C or higher to progress to the next level. Composition I is required for all AAS degrees, and Composition II is required in some programs where research and documentation skills are particularly important. Composition II is also an option for students taking general education courses at WATC for the purpose of transferring to a four-year college or university. Student achievement is assessed by a common *rubric* utilized on the final essay in all Composition I courses.

Students develop oral communication skills through speech courses. In *Public Speaking*, students learn how to speak clearly, concisely, and accurately in a public context. The Interpersonal Communication course develops communication skills through smaller, more personal contexts. All AAS degree programs require a speech course. Most programs allow students to choose which course they take, but other programs specify the particular course based on its relevance to the career. For example, Interior Design requires Public Speaking since this field requires frequent presentations in business and corporate environments. The Aviation Maintenance Technology program requires Interpersonal Communication since communication in this field is typically among colleagues or in less formal settings. Oral communication is assessed in all sections of Public Speaking by using a common rubric on the persuasive speech.

Mathematical skills are developed through *College Algebra* and its prerequisite courses — Basic Arithmetic, Math Fundamentals, *Elementary Algebra*, and *Intermediate Algebra*. New students are *assessed* to determine the appropriate initial courses, and a grade of C or higher must be earned in each course to proceed to the next level. College Algebra or higher is required for all AAS degrees. All mathematics courses utilize common final exams, and College Algebra is used to assess the mathematics general education outcome.

Science courses enhance students' problem-solving skills by teaching the scientific method and providing opportunities for utilization. Through research, investigation, and analysis, students learn a methodological, structured approach to solving problems. Assessment is achieved through a common *rubric* on a specified project in all Human Anatomy and Physiology and Principles of Biology courses. A five-credit-hour laboratory science course is required for most AAS degrees.

Intermediate Algebra with Review - Course Standard

College Algebra with Review - Course Standard

Math Department Guidelines - Spring 2013

Math Department Agenda - Fall 2013

Awareness and respect for self and a diverse world are the focus of social science courses, particularly Principles of Sociology and General Psychology. These courses examine concepts related to human behavior and social interactions. A *service-learning* component reinforces these concepts and provides students opportunities to apply what they have learned. The ability to identify and express awareness of self and others is assessed through a common rubric that is used to evaluate service-learning projects. Almost all AAS degrees require a social science course.

Science courses have presented the most difficulty in linking course assessment with the college's general education outcome due to a variety of factors.

WATC offers two courses specifically related to computer literacy — Computer Essentials and *Computer Applications*. Both of these courses cover basic Microsoft applications; however, Computer Essentials is a two-credit-hour course designed for inexperienced users, and Computer Applications is a three-credit-hour course that covers the applications in more depth and at a faster pace. Computer literacy is assessed through the use of a common final exam in all sections of Computer Applications. All AAS degrees require Computer Applications.

Course Outcomes

The purpose, content, and learning outcomes of general education courses are clearly articulated. Course outcomes are available through a course standard, which includes a course description, prerequisite, outcomes, and competencies. WATC is working to make course standards more readily available to current and prospective students through the implementation of the *Worldwide Instructional Design System*©. Each course also has an online learning shell where the course syllabus is available for students to access. Syllabi include school policies, faculty policies, a schedule of assignments, and other important information. Many instructors quiz students over syllabus information at the beginning of the course to ensure that they have read it and to reinforce key components.

Course objectives are clearly outlined in a course standard.

📁 *Sample Course Standard*

📁 *Sample Course Syllabus*

Workplace Readiness

WATC's ultimate goal is to prepare students for employment and to provide a skilled workforce for the community, and the college's process to develop and monitor programs reflects this goal. New programs are identified based on business and industry needs and developed with input and guidance from business and industry leaders. Each program has an IAT that meets at least twice a year to review the program and ensure it is current and relevant to the workplace. Any changes to program curriculum must be approved by the IAT, who frequently recommend the changes.

📁 *Sample IAT Agenda*

📁 *SampleIAT Minutes*

Many programs are accredited by external accrediting agencies who guide the curriculum to ensure that the skills students obtain are current and relevant to the evolving

workplace. Students are provided opportunities to earn industry-recognized credentials through external licensing or certification agencies. Such credentials provide objective validation of students' technical skills sets and their readiness for the workplace, *see Appendix F.*

Area employers have emphasized the importance of time management, punctuality, professionalism, and other soft skills to employee success in the workplace, and they have identified these skills as being generally underdeveloped in new employees.

With the addition of a Director of Educational Partnerships, processes are being developed for implementation and assessment of dual-credit partnerships.

WATC has responded by implementing a *Global Professional Standards* course that is required for most technical certificate and AAS degree programs. This course helps students obtain and retain employment through the development of ten basic work ethics — attendance, character, teamwork, appearance, attitude, productivity, organizational skills, communication, cooperation, and respect. These work ethics are reinforced in technical courses, and at the end of these courses, students receive a work ethics *grade* in addition to their grade for course objectives, which gives prospective employers insight into students' workplace readiness.

WATC pursues its mission of providing workforce training not only by delivering graduates who are ready for the workplace, but also by offering continuing education courses for employees already on the job. The *Employer Services* department delivers training options to help employers maintain a skilled and relevant workforce. The continuous evolution of business and industry requires that employees be retrained to keep pace with new technologies and processes. WATC's processes for course development and faculty assignment are followed for all training courses.

Faculty Expertise

Highly qualified faculty provide the foundation for quality education. All WATC faculty, whether teaching general education, technical, or customized training courses, have appropriate *credentials* and are evaluated regularly. They are SMEs who provide leadership within their fields of expertise.

Finding and hiring full-time faculty with all of the appropriate credentials is sometimes difficult because the college competes with industry for the same employees.

Technical education faculty generally have numerous years of industry experience. All general education faculty have a bachelor's degree with a minimum of 18 credit hours of coursework in the discipline taught, and 89.55 percent have a master's degree or above, *see Appendix G.* Because of its metropolitan location, WATC is fortunate to have a robust pool of qualified adjunct faculty. Most adjunct faculty work full-time in the discipline they teach, which enhances the quality of instruction through current information and practical application. For example, a Business Law instructor is a licensed attorney;

three of the *science* instructors are practicing chiropractors; and one English instructor writes for the *Wichita Eagle.* A *speech instructor* owns and operates a theatre and has written award-winning plays. Many of the faculty belong to professional organizations, such as National Science Teachers Association, American Chemical Society, National Council of Teachers of English, American Institute of Architects, and the Kansas Bar Association.

Although research is not part of WATC's mission, faculty are lifelong learners who participate in professional activities and organizations. Many have presented at professional conferences. For example, one of the English instructors presented at the Langston Hughes Symposium at the University of Kansas, as well as several other symposiums throughout the state. One of the *Police Science* instructors is a retired police officer who has *presented* at national conferences on topics, such as connecting campus/school security with law enforcement. The program coordinator for Allied Health and Laboratory Sciences conducted research with the support of Wichita's Sewage Treatment Plant and presented her findings, "Utilizing chemical analyses and macroinvertebrates to determine mixing zone of the Arkansas River," to the Kansas Department of Health and Environment. One adjunct math instructor co-authored an article titled "Comparing classroom interactive behaviors of science and non-science pre-service teachers" for publication in the *Journal of Research in Science Teaching.*

Colin Gallagher - Conference Agenda

Faculty Survey - Presentations and Publications

A sense of civic responsibility and community pride is demonstrated by the involvement

WATC faculty integrate outside projects into course materials when possible in programs that do not require clinicals or internships.

of faculty in community activities. Faculty support organizations, such as Big Brothers Big Sisters, the Make-A-Wish Foundation, Boy Scouts of America, Sedgwick County Mental Health Advisory Board, and many others. Some faculty provide services to the community through their programs. For example, faculty and students in the Automotive Service

Faculty Survey - Community Outreach

Technology program occasionally provide services to community members who need car repairs. These are just a few ways in which faculty exemplify the importance of good citizenship and being active in the community.

The quality of instruction provided at WATC is enhanced by collaboration with other institutions. In 2013, WATC hosted and co-sponsored a technology conference, Innovative Technology to Recharge and Connect! *(iTRAC)*. The spring conference was a collaboration of 13 colleges and universities and eight corporate sponsors. The iTRAC conference provides a forum for area colleges and universities to share ideas for new technology options for the classroom and new ways of using current technology.

Core Component 3.B.3

Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

Core Component 3.B.4

The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

Application of Knowledge

WATC faculty continually monitor student progress and find creative opportunities for students to apply the knowledge they acquire in their courses. In addition to homework assignments and unit assessments, students complete projects that require them to synthesize concepts learned in the course and demonstrate a holistic understanding of the subject. In *Microbiology*, students draw upon skills built throughout the semester to identify bacteria.

Classroom activities also provide students opportunities to apply what they learn throughout the semester. One of the most effective activities in *Human Anatomy and Physiology* requires students to determine the cause of death in pig cadavers. The investigation requires students to utilize an overview of the anatomy concepts they have learned to determine how the pigs died. This activity reinforces the critical-thinking and problem-solving skills developed and provides students opportunities to demonstrate their understanding of basic concepts and skills presented in the course.

Several programs provide internship or clinical opportunities for students to apply what they have learned in actual job settings. CATIA Mechanical Engineering Design Technology and Interior Design are two programs in which internships are available, and all of the healthcare programs have a clinical component. In many cases, students are hired for full-time positions by the internship or clinical facilities.

Intership to Employment - Interior Design

Core Component 3.B.5

The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Student Involvement Outside the Classroom

WATC has the largest *SkillsUSA* chapter in Kansas, and many students compete in SkillsUSA events for their discipline. Those who win first place in the state competition proceed to the national competition. In 2012, 54 WATC students participated in the state competition; four of these students competed at the national level in the Automated Manufacturing and Auto Collision areas. These competitions motivate students to excel in their technical skills and in their personal and professional development.

Each WATC IAT includes a student member to provide feedback on the program and input on suggested changes. This experience exposes students to the realities of the industry in which they will work. By networking with people currently employed in the field and hearing the challenges and successes facing the industry, students attain a practical level of understanding that exceeds what is acquired in the classroom.

Creating new and innovative ways to get students involved in the collegiate environment is a challenge.

Sample IAT Minutes

Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

WATC's faculty and staff are highly trained and committed to providing a professional environment, high-quality programs, and exemplary services for students. They continuously strive to achieve the necessary training and skills needed to help students reach their goals. WATC faculty and staff make it a priority to be available for student inquiries and create an environment of open communication and support.

Core Component 3.C.1

The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

A priority of WATC is to provide sufficient numbers and continuity of faculty to carry out their classroom and non-classroom roles. The college primarily does this by maintaining a sufficient ratio of full-time faculty to adjunct faculty. The count for fall 2012 was 54 full-time faculty, and approximately 113 adjunct faculty. These numbers will vary as needs change within the college. The college also maintains a sufficient instructor/student ratio of 19:1.

Human Resources IPEDS Summary - 2013

College Navigator Page

The college makes it a priority to provide continuity in the classroom by employing professionals who have the necessary workforce skills to teach their subject matter. In aviation and manufacturing programs, faculty have real-world experience and first-hand knowledge of how their industry functions. An example of this real-world experience is one *automotive instructor* who worked in the automotive industry for 20 years and owned and operated two automotive shops during this time.

State and federal standards for teaching Practical Nurse courses require that each instructor be a registered nurse with a current Kansas license and have a minimum of two years' licensed experience. A bachelor's degree is required, but a master's degree is preferred. Certified Nursing Aide and related course instructors must have completed a course in teaching adults or have experience in teaching adults or supervising nurse aides. They are also required to have at least 1,750 hours as a registered nurse in a

Kansas Department of Aging - CNA Instructor Requirements

setting that provides long-term, geriatric-nursing care, such as an adult-care home, a distinct-part long-term care unit, or a state institution for the mentally disabled.

Many WATC faculty and staff have years of experience in their fields.

General education faculty are required to have a bachelor's degree with a minimum of 18 credit hours of coursework in the discipline taught. Technical education faculty are required to have an associate degree with three to five years' industry experience.

Continuity is provided for non-classroom roles through the use of release time or stipends for faculty. Directors and coordinators are given reduced teaching duties, so they can focus on non-classroom roles, such as strategic planning, serving on committees, and tending to other administrative duties. The distinction of time spent in the classroom versus preparation (or level of responsibility for program preparation or development) is included in directors' and coordinators' position descriptions. The *associate dean, Healthcare,* has many duties in addition to a reduced teaching load. These duties include serving as a Faculty Council member; interviewing potential employees; hiring and training new faculty; developing new courses; and coordinating the science courses among WATC sites and area high schools. The *Dental Assistant director* performs many duties in addition to teaching, such as updating student records; reviewing and updating curriculum; reporting annually to accrediting bodies; coordinating clinical rotations; mentoring adjuncts; recruiting students; attending IAT meetings; and serving on committees.

Another way WATC maintains sufficient numbers and continuity of faculty is by adding positions and support personnel in response to higher enrollment levels and students' needs; examples include new faculty positions in Engineering Design Technology, *Aviation Manufacturing Technology*, Human Anatomy and Physiology, and Certified Nursing Aide. Some adjunct faculty moved to full-time positions, including *math* and Practical Nurse instructors. Furthermore, adjunct faculty are added as the needs arise.

WATC must continually work to retain employees and reduce turnover to maintain continuity of faculty and staff.

Student Performance

WATC faculty oversee curricula and define expectations of student performance. As a technical college, standard assessments are utilized and overseen by faculty, including quizzes and exams. *Laboratory assignments* or projects often have procedure steps, tables, calculations, or other outcomes on which to base the progress, and a rubric is used to grade papers and projects. ID&T is consulted when *rubrics* or other measurement tools must be designed and automated fohe online environment. In some cases, external oversight defines expectations for faculty. For example, in the AMT program, faculty are responsible for enforcing FAA requirements in their curricula.

HLC Action Item Report

Budget Initiatives - FY13 and FY14

Enrollment Growth Trend - 2012

Fuel Metering Systems Criteria

Aircraft Landing Gear Criteria

English Guide

Public Speaking Guide

Drawing Check Sheet

Course Development Process

Another way that WATC oversees student performance is by requiring faculty to send *Student Academic Reports* and Statement of Action reports to students who are encountering academic problems. Through the Student Academic Report, faculty contribute directly to increasing retention by the early detection of students who are doing poorly in courses, chronically absent from classes, or experiencing other kinds of problems that affect academic performance. In addition to communicating with students who are doing poorly, faculty can also recognize students who are doing well in courses and encourage their continued progress.

Statement of Action reports are developed for some programs in specific situations where students are consistently performing poorly and are placed on a plan for improvement. Specific situations include students failing to meet expectations, which results in course failure and inability to continue in the program. Examples include continued lack of attendance, safety violations, or behavior issues.

> *WATC's program faculty interact with students every day in the classroom, laboratory, and sometimes clinical settings where they monitor, assess, re-teach, and implement other instruction principles to reinforce the key elements of their program.*

Core Component 3.C.2

All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.

General education courses are taught by faculty who have qualifications appropriate to their disciplines. All full-time general education faculty, and many adjunct faculty, have master's degrees or higher with at least 18 credit hours of coursework in their teaching discipline. (3.C.16)

WATC requires program *faculty* to have the level of educational attainment and industry credentials appropriate to industry standards and external accrediting agencies. WATC requires that faculty have not only proper credentials, but also industry knowledge and professional experience in the industry. WATC prefers that program faculty have a minimum of 3–5 years of practical work experience. In some cases, instructors have the industry credentials, but lack the required degrees. In this case, they create a plan of study with their dean to meet the requirements, *see Appendix G*.

U.S. Government Printing Office

Faculty Job Description

Courses taught in conjunction with an outside constituent and offered for credit have faculty with appropriate credentials. For example, some faculty work for National Institute for Aviation Research *(NIAR)* as well as WATC and have split-salary agreements. Faculty for these courses must have the credentials required by the college as well as the outside constituent. The instructor for the Aerospace Coatings and Paint program has a bachelor of science in chemistry and 18 years of experience in the coatings field. Contractual courses, which are noncredit courses, are taught by WATC faculty, and are offered for particular clients. These faculty have the *credentials* required for their particular subject matter. All high school instructors teaching for dual-credit have appropri-

ate educational *credentials* for WATC requirements.

Core Component 3.C.3

Instructors are evaluated regularly in accordance with established institutional policies and procedures.

In accordance with established institutional policies and procedures, WATC's full-time faculty are *evaluated* using a multilayered process that meshes student feedback, *classroom observation*, self-evaluation, and administrative summary to identify individual faculty strengths and areas for improvement. Students have opportunities to evaluate all faculty each semester. New full-time faculty are evaluated annually in all areas for three years and every two years thereafter. Once evaluations are completed and reviewed by the appropriate deans/directors, meetings are scheduled with the vice president, Academic Affairs, and individual faculty.

> WATC full-time and adjunct faculty are regularly evaluated through student evaluations and classroom observations.

Adjunct faculty are evaluated with student evaluations and classroom observations once each year. New adjunct faculty, as shown in Figure 3.1, Faculty Evaluations, are evaluated with classroom observations and student evaluations for the first two years. Adjunct faculty meet with the appropriate supervisor to review evaluation materials.

Faculty Evaluation Diagram

Faculty whose evaluations have identified areas where growth is needed are placed on improvement plans. Improvement plans are designed to provide faculty opportunities to strengthen areas within an agreed-upon timeline.

Figure 3.1

Faculty Evaluations
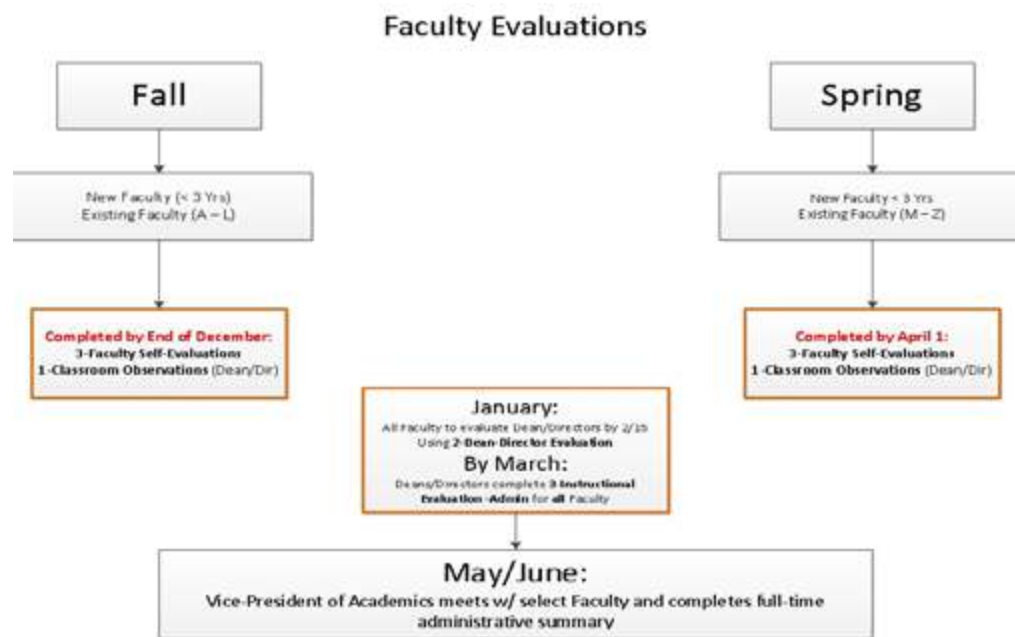
Core Component 3.C.4

The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

WATC has processes and resources for assuring that faculty stay current in their disciplines and adept in their teaching roles. To assist with this, the college supports faculty *professional development*. Several processes are in place to provide professional development opportunities, such as the *Foundations of Instructional Practices*, a series of courses. In response to growth of online credits, these training activities were developed to ensure quality and consistency in hybrid and online courses, and it also offers training for face-to-face instructors who use ANGEL. The training includes four tracks that are offered online for faculty. Faculty are highly encouraged, but not required, to take these courses before they teach hybrid or online courses for WATC. Once completed, these courses are recorded in the professional development database.

- **Foundations of Instructional Practices:**

  o New Faculty Orientation is a self-paced online course for new faculty at WATC. It focuses on the policies and procedures at WATC, and it takes approximately three hours to complete.

  o Face-to-Face Track is a self-paced online course for face-to-face instructors. It focuses on how a face-to-face instructor uses ANGEL for required classroom maintenance, and it takes approximately 15 hours to complete.

  o Web-Enhanced Track is a six-week online course for face-to-face instructors who want to Web-enhance their course with supplemental materials in ANGEL. It focuses on best practices for Web-enhanced courses and the different tools available, and it takes approximately 30 hours to complete.

  o Hybrid/Online Track is an eight-week online course for instructors who want to learn the best practices of online pedagogy. It focuses on how to effectively design and facilitate a hybrid or online course, and it takes approximately 45 hours to complete.

Another professional development opportunity that the college provides is *Bootcamp*, which takes place prior to the fall term. Bootcamp is a series of workshops that provide training in different topics, such as assessment of student learning, new technology, classroom management, and how to navigate ANGEL.

Beginning in 2012, WATC began hosting the iTRAC conference, which provides training in technology and online pedagogy. Nineteen WATC faculty from all areas of the college attended. The iTRAC domain is owned by WATC.

The college provides in-services every fall and spring semester for full-time faculty. In-services for adjunct faculty are held each semester as well, but at a different time. The *academic calendar* communicates these dates to faculty. All-college in-services may include a state-of-the-college address from the president or a guest speaker; a report on accreditation status; assessment and program-review practices; group activities; group discussions on strategic planning; and/or departmental meetings.

Faculty Inservice Agenda - Fall 2013

> *The ID&T department has added employees who deliver guidance and training to instructors regarding instructional practices and online instruction. Training provided by this department allows instructors to be prepared for the online world, to provide better service to their students, and to increase the quality of their courses.*

WATC faculty receive budget dollars for external training to stay current in their fields. AMT faculty attend the annual *Wichita FAA Aviation Maintenance Safety Seminar and Inspection Authorization Renewal Seminar*. More than 75 percent of the faculty have previously attended. AMT faculty also receive specialized training on various aviation systems to keep current with the technological advances in the industry.

Practical Nurse faculty are required by the Kansas State Board of Nursing to complete continuing education for nursing licensure. To help meet this requirement, they attend nursing educator courses and clinical conferences. One such conference is the *Elsevier Faculty Development Conference*. They also complete courses through *Nurse Tim*, Inc.

For training, directors and employees regularly meet with KBOR for specified program alignment or the *KBOR Core Outcomes* project. For example, the president, a dean, and six faculty attended the KBOR Core Outcomes Project meeting that was held October 19, 2012. These meetings bring representatives from colleges together to develop common course outcomes, so students who take courses at one KBOR institution can transfer seamlessly to another KBOR institution. This opportunity ensures that WATC faculty are actively engaged in the development and implementation of course outcomes.

Faculty at WATC are encouraged to keep their skills up-to-date by engaging in professional development activities, which are recorded in the *professional development* tracking system found on myWATC under the Employee tab. As with all WATC employees, faculty are expected to earn 20 hours of professional development a year. Directors and deans are able to *track* faculty professional development by running a report in the tracking system.

Different financial resources are used to ensure that faculty obtain necessary professional development. One resource is *Perkins* funding, which is used to pay for training activities. For example, Auto Collision Repair faculty annually attend automotive-specific conferences. This training helps to fulfill the National Automotive Technicians Education Foundation (NATEF) requirement that faculty have 20 hours of professional development each year.

While WATC provides many internal opportunities for professional development, more professional development from external sources and program-specific sources should be encouraged and supported.

By providing access to professional development opportunities, WATC assists faculty in gaining current knowledge and skills in their subject matter. This, in turn, leads to higher-quality education being offered.

Core Component 3.C.5

Instructors are accessible for student inquiry.

WATC faculty are accessible for student inquiries, which contributes to a collaborative learning environment and quality education for students. To ensure accessibility, faculty maintain posted office hours. General education faculty maintain 35 site hours per week of classroom time and office time excluding overload courses.

📁 *Faculty Negotiations*

Full-time and adjunct faculty are also listed in the *Employee Directory*, which can be found on WATC's Web site under the Contact tab. All faculty have voicemail and their own telephone number, and it is required that their WATC e-mail and telephone numbers be published in each *syllabus*. For face-to-face courses, faculty are expected to be available for pre- and post-classroom times to answer students' questions.

📁 *Adjunct Faculty Expectations*

Core Component 3.C.6

Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

While faculty are available for student inquiries during pre- and post-classroom times, other staff are available to provide student services, such as library services, tutoring, financial aid advising, academic advising, and curricular activities. All staff are appropriately qualified, trained, and supported in their professional development.

Tutors are required to have a bachelor's degree in education or in a teaching field. Financial aid specialists and academic coaches are required to have an associate degree, with a bachelor's degree preferred. Student support personnel must have working knowledge of Microsoft Office and Banner, the college's enrollment, student records, financial aid, finance, and human resource computing system. Family Educational Rights and Privacy Act of 1974 *(FERPA)* training is provided, and the *FERPA policy* is available

for all students and employees. _Training_ for dealing with difficult people and _sexual harassment training_ opportunities are provided to all employees. Financial aid specialists receive specialized _United Student Aid Funds training_, in addition to _Kansas Association of Student Financial Aid Administrators_, _Rocky Mountain Association of Student Financial Aid Administrators_, and _Veterans Upward Bound training_.

Emergency Guidelines

Emergency Operations

Library assistants are required to have associate degrees, and the library director is required to have a master's degree. Library workshops, conferences, and webinars are available for continuing education.

Regularly scheduled meetings provide a forum for continuous training. Most employee groups meet regularly to discuss events and new information. Staff are also required to maintain regular office hours so they are accessible to students. Office hours for the Student Services division are available to students on myWATC

> _WATC's investment in technology has allowed for improved processes and efficiencies for sharing information. These technological tools include a digital phone system, Microsoft Share-Point (WATC Intranet), and myWATC._

on the Student tab. Overall, staff are trained and supported by the college, so they can better help students achieve their goals.

Core Component 3.D

The institution provides support for student learning and effective teaching.

Core Component 3.D.1

The institution provides student support services suited to the needs of its student populations.

Most students attend WATC to establish, develop, or further their job skills and represent a variety of backgrounds. A significant percentage of the student population has not been involved in pre-college preparation for the academic environment. In response, WATC continues to develop an infrastructure of support to assist students in their educational journeys. The college recognizes that its students require a range of support services while at the college. These resources provide academic support, direction, and infrastructure and include Recruiting and Marketing, Academic Coaching and Enrollment, Financial Aid, Academic Success, Testing, Bookstore, Information Technology, Instructional Design and Technology, Library, and Career and Disability Services, as well as student support services embedded in the programs and academic departments. Through a process of placement assessments, ongoing advising, varied course offerings, and departmental cooperation, WATC works to ensure that students are properly prepared, placed, and supported in their programs and courses.

Core Component 3.D.2

The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

Testing Services and Placement Testing

Testing services are available at the NCAT and Southside campuses and provide placement tests, course and make-up tests, and external credentialing tests. Day and evening hours are available to accommodate the needs of students.

Spring 2013 Testing Schedule

Testing Hours

WATC administers primarily the ACT® COMPASS® assessments to entering students for admittance to programs and to direct them to the appropriate level of mathematics, reading, and English coursework. *Program admission scores* and course placement scores are available online. Some programs do not require all three areas —reading, writing, and mathematics — to be assessed. For example, the Medical Assistant program requires only the reading and math assessments, and the Certified Medication Aide program requires only the reading assessment. Program placement score minimums are set at levels appropriate to the incoming skills required for program success. Students receive individualized feedback, including referrals to the appropriate courses and information on the short-term, brush-up options available.

For students who may have completed ACT, ASSET®, ACCUPLACER®, or SAT® assessments rather than the COMPASS, the *general education course placement* scores are cross-referenced to equivalent scores for these tests. The Practical Nurse program uses applicants' Test of Academic Skills® (TEAS) scores as one component of its program selection criteria. WATC requires the TEAS, as it is the standard selection for other area colleges' Practical Nurse programs, and it more strongly correlates with their licensure exams — the National Council Licensure Examination-Practical Nurse® — than COMPASS does. Beyond assessment in academic areas, WATC utilizes the *VALPAR* Upper Extremity Range of Motion assessment to ensure that applicants to various aviation

Some WATC programs use program specific entrance tests to mirror requirements of industry.

manufacturing programs possess the necessary entry-level manual dexterity and mechanical comprehension skills. WATC's testing centers also administer WorkKeys® assessments, which are required as criteria for employment by some area employers.

Academic Success

WATC's students represent a wide range of educational backgrounds, and they may have been away from formal education for a number of years. WATC's Academic Success Centers (ASC) provide students with an academic safety net, assist students in mastering the necessary skills to ready themselves for entry into college-level coursework, and help them improve their skills so they successfully progress with their college education.

Tutoring is provided to enrolled students in a variety of general education courses. All ASC tutors are expected to provide assistance in basic computer, writing, and math skills. In addition, tutors have individual areas of expertise and specialties. Materials and tutorial assistance are available at the NCAT and Southside campuses. Tutoring is free and appointments are not required, which allows students the freedom to come and go as they need. Additionally, students have access to _PLATO_ Learning Environment®, an online learning system that helps develop fundamental skills.

Spring 2013 Tutoring and Test Prep Schedule

Beginning in August 2011, the tutoring staff at the Southside _ASC_ shifted from assigned hours for faculty to dedicated ASC tutoring personnel. This allowed the hours of operation to expand and eliminated the previous gaps in instructional staffing. One of the greatest gap decreases (from 1.43 to .86) on the _2012 Noel-Levitz_ SSI results was in response to the "tutoring services are readily available" item.

WATC offers a wide range of services, many of them free, to help students in developmental education.

WATC works to ensure that applicants know _what to expect_ when taking placement assessments. This includes providing free opportunities for reviewing test-specific knowledge. The _ASCs_ facilitate open-learning format sections of these test-prep courses. For students who require greater development of their academic skills, WATC offers a range of Essential Basic Skill _(EBS)_ courses in reading, writing, and mathematics, and in extreme cases, students are referred to WATC's Adult Literacy department.

COMPASS Placement Test

TEAS Placement Test

Developmental Courses

Recognizing that some entering students may not be prepared for direct placement into programs or degree-fulfilling, college-level academic courses, the college offers _developmental coursework_ in mathematics, reading, writing, and computer skills. While these EBS courses do not fulfill degree requirements, they are designed so that successful progression through the course sequence allows students to ultimately complete the college-level courses required for a degree.

Developmental course offerings continue to be developed, implemented, and adjusted. The college is in the process or reviewing and adjusting course-placement guidelines in recognition that students with the greatest academic developmental needs may be more successfully served by referral to adult literacy options. The college's _Adult Literacy_ department transitioned from an internal department to a partnership program with Goodwill Industries of Kansas that allows the college to optimize its resources while more effectively serving the needs of these students.

An added component of the Adult Literacy department is WATC's participation as one of nine community and technical colleges sharing in the Accelerating Opportunity-Kansas (AO-K) grant. This grant provides Kansans opportunities to gain valuable skills and earn credentials for well-paying jobs. It provides a clear pathway from training to

Adult Literacy - GED

credentials to entry-level jobs. Under the AO-K grant, students who are seeking General Educational Development (GED) diplomas are provided support services that allow them to take college courses while concurrently preparing for their GEDs. For students who have high school diplomas or GEDs, AO-K provides support services as they build fundamental skills while concurrently obtaining industry credentials.

While the college continues to adjust its developmental course offerings and processes, student success rates in these classes and completion rates for students who begin at the developmental level could be improved. The college needs to address how best to address the needs of students at this foundational level.

Core Component 3.D.3

The institution provides academic advising suited to its programs and the needs of its students.

Admissions and Academic Coaching

WATC strives to provide convenient and effective advising services, from pre-enrollment through post-program completion, for applicants and enrolled students. Responses to the 2009 through 2012 *Noel-Levitz* Student Satisfaction Inventories (SSI) revealed mixed results of students' satisfaction with advising services. Advisors were consistently perceived as approachable, and students expressed satisfaction that the registration process and procedures were convenient. Satisfaction gaps occurred in regard to advisors' knowledge of program requirements, availability, and concern for students' success. Under the previous process, advisors were expected to have working knowledge of more than 75 programs, and they did not have a consistent way to track student enrollment or student success.

A change to an academic coaching model was implemented in late 2012 to provide greater assistance to students as they enroll, to ensure their readiness to learn, and to promote greater student retention in their respective programs. The model promotes ongoing communication between academic coaches and students. Academic coaches continuously monitor students for any obstacles to success and attempt to intervene before there is a negative impact on their performance. Specifics of the academic coaching model include the following services:

- Receptionists serve as admissions counselors and assist with walk-in inquiries.

- Undecided prospective students complete assessments to ensure accurate program placement.

- Student intake is facilitated through admissions checklists, online resources, and student self-service.

- Programs are assigned to specific academic coaches, which allow them direct interaction with applicants, program students, and faculty.

Chapter 5: Criterion Three

- Academic coaches monitor student progress through Student Academic Reports (SARs), which are generated by faculty.

- Academic coaches spend more time helping students overcome obstacles to their success.

- The dean of students serves as an additional resource to assist students with life situations that are beyond the role of *academic coaches*.

Coaching Resource Guide

Coaching Model in Action - A Success Story

Academic coaches, faculty, and deans work together to ensure that each student receives a quality education. Students may go to their assigned academic coaches for non-academic issues. For example, academic coaches may help students overcome obstacles, such as transportation and other personal challenges. They can also assist students to clear holds from the Business Office or to turn in financial aid forms, thus allowing students to start classes on the first day.

WATC strives to continually improve the support services provided to students as recently exemplified by the change to an academic coaching model of advising.

Students continue to have online options for applying, enrolling, and registering. Students have access to an interactive program on myWATC on the Student tab, called *myDegreePlan*. This tool helps them organize their educational plan and allows them to visually see what courses they have taken, what courses they still need to take, how each semester will look as they proceed, and how any changes will impact their educational plan.

Financial Aid

The *Financial Aid* department helps students identify sources and apply for financial assistance applicable to their circumstances. The Financial Aid department serves as a conduit to internal and external funds. The college's financial aid program combines grants, loans, and scholarships for students who meet certain eligibility requirements. In 2012, over 2,300 individuals received financial aid, with over $13.5 million awarded in grants, loans, and scholarships. Financial aid specialists are available year round at the NCAT and Southside campuses to guide students through the process of applying for aid, to assist in completing forms and applications, and to determine student eligibility. Two Financial Aid staff serve as specialists for *veterans' services*. WATC participates in the federal work-study program to allow qualified students to work in paid positions at WATC. The positions are flexible and allow students to work around their course schedules. The Financial Aid department also provides assistance and *financial literacy education* to financial-aid-eligible and non-financial-aid-eligible students. The college refers students to financial information available on a number of non-profit Web sites, such as the Federal Trade Commission Web site. In addition, beginning in the summer 2013 term, the college began providing more customized financial literacy information.

Scholarship Committee Update

Federal Student Aid

Financial Aid Summary Reports - 2011 and 2012

See Table 3.1, WATC Students Receiving Federal Financial Aid 2012.

Table 3.1				
WATC Students Receiving Federal Financial Aid 2012				
Type of Aid	**Number**	**Percentage of Students Receiving Aid**	**Percentage of Total Students**	**Amount**
Pell Grant	1884	81.3	47.0	$5,704,444
Subsidized Stafford Loan	1550	66.9	38.6	$3,927,960
Unsubsidized Stafford Loan	1213	52.3	30.2	$3,589,976
SEOG Grant	249	10.7	6.2	$80,200
Work Study	43	1.9	1.1	$95,475
Parent Plus Loan	9	0.4	0.2	$52,508
TOTAL Students Receiving Aid	**2318**			**$13,450,563**

Career and Disability Services

WATC's *Career and Disability Services* assists prospective, current, and former WATC students with their professional career goals, securing relevant employment, or identifying continuing education choices after graduation. WATC partners with College Central Network, Inc. *(CCN)*, an online job and résumé board. This service, available to current students, alumni, and employers, provides resources on writing résumés, *tips on interviewing*, and information on job openings. *Job Flash* provides weekly e-mail updates of new CCN job postings. Career and Disability Services also facilitate on-campus student and alumni interviews with regional employers. Each fall and spring, they host Health Sciences Career Fairs and Aviation and Manufacturing *Career Fairs*. These events allow students to discover career options, submit résumés to potential employers, gather employment materials from regional business organizations, and network with recruiters.

Disability Services

When a disability prevents a student from fulfilling a course requirement through conventional means, consideration is given to alternative methods, programs, and services, while maintaining academic standards. The Career and *Disability Services* staff maintain offices at the NCAT and Southside campuses. At both sites, the offices are located in close proximity to the academic coaches and admissions personnel for students' convenience. Reasonable accommodations are provided to individuals with documented disabilities. Individualized accommodation plans are communicated to all appropriate faculty and staff. The staff also provide information and referrals to outside agencies and resources.

At the last HLC visit, WATC did not have a dedicated Career and Disabilities Services department. The investment in staff and resources provides students better opportunities to enter the workforce.

For academic year 2011–2012, 33 individuals with self-identified, documented disabilities received accommodations. These students en-

rolled in a variety of programs, including general education, aviation, manufacturing, healthcare, and design. *Disabilities* included learning disabilities, visual impairment, hearing impairment, orthopedic impairment, emotional disorders, autism, and brain injuries. Accommodations included adaptive devices and technology; assistance personnel, such as sign language interpreters; adjustments to the classroom environment; and other academic support.

Core Component 3.D.4

The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).

Laboratories and Clinical Practice Sites

WATC's laboratories are equipped with all the necessary tools and equipment to help students learn. The aviation and manufacturing laboratories are located primarily at the NCAT Campus. These include a fully functioning aircraft maintenance hangar, specialized support shops, and laboratories where students can explore various aviation and manufacturing fields. Students can gain the skills to move seamlessly into the workforce as productive contributors. Specialized laboratories for automotive and manufacturing programs are provided at the Grove Campus.

About Campuses

Health and Natural Sciences and Nursing laboratories at the NCAT and Southside campuses allow students to experience emergency and bedside care in a simulated environment. These laboratories are equipped with the tools and supplies necessary for students to understand what will be required of them when they transition to clinical practice sites. The Practical Nurse partnership with PCC includes a state-of-the-art simulation laboratory at the NCAT Campus. Resources include camera feeds that allow faculty to monitor student activities from a central control room and manikins that come with a VitalSim™ computerized control unit to provide more realistic experiences in training activities.

> *The college's continued investment in laboratory space and resources better prepares students to enter the ever-changing workplace.*

Students in the Health and Natural Sciences and Nursing programs gain hands-on work experiences through their program's *clinical* practice sites. An extensive number of area medical facilities work in conjunction with WATC's programs to provide on-the-job training. Students in these programs spend significant hours in clinical practices prior to their program completion.

Dental Assistant Rotations

Facilities and Operations

WATC provides productive work and learning environments through high quality classrooms and laboratories ─ safe, clean, functional, and comfortable for students, faculty, staff, and visitors. An e-mail tracking system is used to respond to maintenance requests across all campuses. The Facilities and Operations department is responsive to expanding and emerging space needs. A recent example is the conversion of a former food-service area into a student self-serve kiosk area at Southside. Responses on student and employee *satisfaction surveys* indicate high satisfaction with maintenance of facilities and responsiveness to facility-related problems.

Facility Maps

Master Facilities Guide

Safety and Security

The *safety* and security of all individuals while on WATC property and in all classrooms and laboratories are of the utmost importance to the college. WATC's Safety and Security department provides personnel, equipment, and real-property security for faculty, staff, students, and visitors in a professional and proactive manner. The security team embodies a philosophy of customer service. One service includes escorting individuals to and from their vehicles. The college utilizes *myWATC Alerts* as an efficient notification system to keep WATC campuses informed and safe. With myWATC Alerts, WATC security personnel can engage students quickly by sending messages by text and voicemail to their mobile devices, as well as through personal and WATC e-mails. On the *2012 Noel-Levitz SSI*, students responded to the "the campus is safe and secure for all students" item with a high level of satisfaction.

Safety and Security Training for Employees

WATC has invested heavily in security over the past three years. In AY 2013-2014, all WATC campuses have a security presence during all business hours.

Bookstore

WATC's *Bookstore* supports student learning by supplying the required and optional course and support materials, as well as other items of convenience, such as snacks, supplies, and school memorabilia. In compliance with the Higher Education Opportunity Act of 2008, detailed textbook information for all courses is located on WATC's Web site. The NCAT and Southside Bookstores are open during hours that coordinate with students' needs. The bookstores assist faculty in the book adoption process by discussing textbook options that are cost effective and that benefit students and faculty. The bookstores communicate with publishers and vendors when purchasing books and other support materials.

In fall 2013, the Bookstore launched a dedicated Web site that provides easy-to-locate, easy-to-use complete textbook information.

Information Technology

WATC's Information Technology (IT) department is a critical provider of support services to students and employees. WATC's emphasis is on anytime, anywhere, any-de-

vice computing services to provide the access and tools needed for all students, faculty, and staff. On the _Noel-Levitz_ SSI and Employee Satisfaction Surveys, WATC students and employees consistently respond as being satisfied with their access to quality computers and computer laboratories.

Employee Satisfaction Survey Results

IT Plan - 2012-2017

The college's IT infrastructure includes high-speed, wireless network services throughout all campuses. Open-use computer laboratories and common-area computer stations provide students with ready access to computers and printers at all campuses. Faculty and staff have computer, copier, and printer access from office areas and adjunct faculty workrooms. Nearly all WATC classrooms have video projection systems connected to computers. Beginning in February 2012, virtual computing via _remote-desktop_ access was extended to students and faculty. Through this remote-desktop feature, individuals can access the Microsoft Office suite and some course-specific software.

The _Student IT HelpDesk_ and the Employee IT HelpDesk are available by phone and e-mail 24 hours a day, seven days a week, and in person during college hours. To ensure a timely response to all requests, the college utilizes a ticket system to track and reply to phone calls and e-mails. On myWATC, students have easy access to a wide array of information and services including career services, library resources, and general information. Online Learning and Web mail may also be accessed through myWATC through a synchronized sign-in system. _Tutorials_ are provided for individuals to follow at their convenience, including a comprehensive Technology Guide for Students.

> _WATC provides excellent information technology (IT) access and support, an example of which is the extension of remote desktop connection to students._

Instructional Design and Technology

The ID&T department has undergone continual expansion to provide greater support and enhance online activities within WATC courses. ID&T helps improve the clarity, comprehensiveness, and presentation of course materials, whether for face-to-face, hybrid, or online-format sections. Common _syllabi templates_ and course shells were developed to provide consistent core information and navigation. Common elements include a Read Me First folder that contains introductory course information and the course syllabi, and a Course Content folder that contains all subject-matter information.

ID&T Strategic Plan - 2012-2016

ID&T works with faculty to augment the online tools used to present subject matter. Full-time and adjunct faculty are automatically enrolled in the _Instructor Resources_ course shell inside ANGEL. This course shell provides a user-friendly structure and organization, and it covers topics from class planning and preparation to course development and management. Faculty are also provided links to _The Technology Hub_, a go-to spot for educational technology, and LiveBinders™, a site that provides a wealth of resources for Web 2.0 tools for classroom use. ID&T helps facilitate the use of interactive content in multiple courses. This interactive content includes software, such as myItLab and myMathLab for general education courses and unique interactive content for the

aviation programs. ID&T utilizes an online ticket system for individual questions, and a computer laboratory is available at Southside for small-group or individual faculty assistance.

ID&T is instrumental in checking the quality and completeness of online course materials. ID&T performs *quality checks* of all the college's online courses to confirm that appropriate information has been uploaded before student access to courses is activated. ID&T also monitors initial student log-on to online courses. Blackboard Connect™, an online mass-notification system, is used to send a series of text messages, automated phone messages, and e-mails to remind students to log in to their individual online courses. ID&T follows up with personal phone calls to any students who fail to do so. This extra communication has been particularly beneficial for students who are not yet accustomed to online course format and navigation.

Online Hybrid Quality Assurance Reporting

Core Component 3.D.5

The institution provides to students guidance in the effective use of research and information resources.

Library

The *library* supports students, WATC constituents, and community members by providing relevant library and information resources, on-shelf and online. Concise collections of circulating books, audio books, reference materials, kits, games, videos, magazines, journals, and newspapers provide relevant on-shelf research and learning resources. Resources include special collections, professional development resources, career materials, and a rotating collection provided by the South Central Kansas Library System. The rotating collection consists of fiction books of varied genres and select consumer-based nonfiction titles. Flip cameras, computer cameras, and headphones can be checked out by faculty and staff for use in the classroom or the library.

Library Catalog

The *physical library*, located at Southside, provides space and resources conducive to students' study needs, such as Internet-accessible computers, Wi-Fi connectivity, a lounge area, group-use tables, quiet places to study, and personal customer service that supports a proactive, scholarly environment. Research, copyright, and citation assistance is available from the library staff. At the NCAT and Grove campuses, the library provides print periodicals for magazine stands, and students can check out materials by e-mail or phone requests and have the materials sent by the campus courier to a specified instructor or staff member.

Although students have access to a wide-range of information resources and materials, WATC has only one physical library, which is located at Southside.

The library maintains a library-without-walls feeling by providing materials through an interlibrary loan service. The *Kansas Library Catalog and WorldCat*, a database of holdings from 95 percent of the libraries in the world, are access points to finding materials that can be ordered through interlibrary loan. Physical interlibrary books

are received in two to three days; articles are sent to the library and to students by e-mail or through interoffice mail. Virtual academic databases, which include e-books, library catalogs, periodical subscriptions and streaming videos, provide 24 hours a day, seven days a week, online access to research information on the myWATC Library tab. The databases that are used the most are the Auto Repair Reference Center and Chilton's Automotive Repair Information databases. These databases are accessed through computers located at the Grove Campus in the Automotive Service Technology area.

Library Catalog
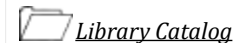
Faculty and staff are made aware of the library's services through the librarian's training at orientations; individual e-mails; an e-mail *newsletter*, *Library Nugget;* a blog, Rita's Review; and Twitter, Rita the Librarian. At the library, students learn to identify and utilize information resources. The librarian collaborates with faculty from all programs and campuses to provide literacy training to students. Librarian-led general information sessions are available for composition courses, and subject-specific sessions are taught in technical program courses. The research process and analysis of information in a digital world are inherent in all training sessions. Access to library information is available on the library's Web page or on the myWATC Library tab. Videos are available to faculty for use in online courses through permalinks within the individual databases.

The library evaluates the use of the resources through *statistics* gathered electronically for the catalogs and databases. The statistics are used to determine specific user trends; this information is used for future training, collection development, and budget planning. Library services are primarily evaluated through the *Noel-Levitz SSI*. In 2012, the two items specifically referencing the library showed that students rate the library staff as helpful and approachable; a greater gap was recorded as to whether library resources and services are adequate.

Orientations

Ensuring that students get off to a strong academic start and that they feel a part of the WATC community is important to the college. Academic coaches coordinate with their programs' faculty to arrange times to meet with students who are new to programs. These customized orientations offer times for academic coaches to facilitate orientations that present foundation-based information specific to the structure of the programs they oversee and the courses offered. The academic coaches also provide baseline information about the college, such as college policies, withdrawal deadlines, refund guidelines, an overview of how concerns should be addressed, and how to use and navigate myWATC. Faculty and academic coaches collaborate to improve these orientations, including the best ways to provide orientations for new general education students who are not enrolled in technical program courses. In addition to these program-specific orientations, ID&T facilitates orientations that focus on using ANGEL.

In fall 2013, an *online orientation* course became a mandatory prerequisite for all students. This orientation course is comprised of two parts and is accessed through AN-

GEL. The first part, College Orientation, includes learning modules on a variety of topics, such as students' first steps to take courses at the college; student services and financial aid; an overview of programs, degrees, and WATC services; tips for college success; campus technology; student conduct; and safety policies and procedures. The second part of the orientation focuses on *online learning* and covers topics, such as basic navigation and use of ANGEL; communication in the learning management system — ANGEL; checking grades and attendance records; and viewing, submitting, and reviewing assignments in ANGEL. Additionally, students are exposed to a variety of tips and strategies for being successful in the online-learning environment. The online orientation includes an assessment that requires students to complete at an 80% competency rate to gain access to their courses in ANGEL.

> *Previous attempts at student orientations have not had great participation, one reason the new orientation was implemented was to get more student involvement.*

Program-Specific Support

Full-time faculty have regular office hours to assist students one-on-one. They are available to help students before and after their face-to-face class sessions. Faculty contact is also available through e-mail, chat, and telephone. Program faculty also assist with guiding students in appropriate course enrollment. This varies from informal conversations to more formal information, such as the detailed "enroll in this course next" list provided by Engineering *Design Technology* faculty to their program students. *Practical Nurse* faculty recognized a need for *supplemental tutoring* for students who are deficient in their skill sets, and they offer weekly tutoring for students. They also encourage students to utilize additional college resources, such as math tutoring and English remediation.

Syllabus Templates

Through its services and infrastructure, WATC provides quality support for student learning and effective teaching. Services are crafted to meet the needs of the student population. Importance is placed on providing the learning support students need, to meeting their needs, and to directing them to appropriate courses and programs. The academic coaching model focuses on meeting the varied needs of the college's students. The services, personnel, and programs necessary to support effective teaching and learning are in place at WATC and continue to be evaluated and enhanced as part of the college's emphasis on providing a continuum of success.

Core Component 3.E

The institution fulfills its claims for an enriched educational environment.

Core Component 3.E.1

Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.

Core Component 3.E.2

The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Enriched Educational Environment

WATC takes pride in the educational environment provided for its students. Beyond maintaining a clean and safe physical environment for students, the college provides many opportunities for educational enrichment. The integrity of any academic program begins with its curriculum. At WATC, each program is thoughtfully developed to combine technical skills with an appropriate component of general education that leads to success in the workplace. General education courses help students develop skills essential for advancement in the workplace and supplement their technical skills. Program curricula follow an academic model rather than a technical model with courses such as College Algebra, Composition I, and speech.

One of WATC's most prominent co-curricular programs is *SkillsUSA*, a national organization that serves students enrolled in technical, skilled, and service occupations. WATC students in designated technical programs are members of SkillsUSA and are eligible to demonstrate their skills in state and national competitions. *Through SkillsUSA*, students connect with students from other colleges who have similar interests. Student involvement in the organization contributes to the development of technical, personal, and social skills that help them compete for high-tech, high-wage jobs in a global economy.

To further enrich the educational environment, faculty coordinate *field trips* for their students. Students in CATIA courses visit local businesses to see the various ways CATIA is used. Science students visit WSU's cadaver laboratory for an authentic perspective on human anatomy. Art Appreciation students tour the local art museums to see actual examples of art in a dimension not possible in text or on video. Auto Collision Repair students visit local body shops to see professional applications of the skills they are learning.

Due to the size of Wichita, WATC students have many out-of-classroom opportunities that may not be available to students at other Kansas technical colleges.

Classroom education is enhanced by on-the-job training. Many programs provide *internships* or clinical practice opportunities for students to give them exposure to the actual work their careers will entail. The learning experience culminates in real-world experiences that enrich the learning environment by introducing them to supervisors, colleagues, and customers. On-the-job training is essential to the mission's focus on the development and placement of skilled workers, *see Appendix A Table 6.* Many students participate in community events as part of program activities. *Interior Design* students decorate a Christmas tree each year for the Festival of Trees, a fundraiser for Goodwill Industries of Kansas, and have won awards for their work. They also evaluate the work

of other area designers in the semi-annual Wichita Area Builders Association's Parade of Homes. The annual Wichita Symphony Showhouse raises money for the Wichita Symphony by charging admission to a house that has been completely redecorated by area designers, including WATC Interior Design students.

The educational environment is further enriched by college activities that promote collaboration among students, faculty, and staff. Several events are coordinated by the library, such as The *Big Read* campaign that is part of a nationwide effort to promote literacy. A book is selected for all participants to read, and they meet to review and discuss the book. The library also coordinates Banned Books Week and holiday activities. Other events are coordinated by faculty, such as celebrations for *Black History Month* and National Poetry Month.

The educational environment could be enriched by adding more extracurricular options for students.

Black History Month - Celebrating and Educating

WATC students are provided multiple opportunities to participate in college operations. For example, the president's *Leadership Council* includes a student representative. This group represents all aspects of the college and is instrumental in major decisions regarding budget and policies. Students are also represented on *IATs*, which provide guidance for each of WATC's programs. Students support college operations through *federal work-study* positions. Students who qualify for work-study funds are eligible to work for pay in an area related to their program of study. A job description is written for each position, and students go through the standard hiring process of submitting an application and being interviewed. Their performances are evaluated, and continued employment is contingent upon satisfactory performance.

In 2013, the student member of Leadership Council debated, voted, and passed numerous budget initiatives that had a major impact on the college such as salary increases for all full-time employees, three new full-time faculty positions, and 100% security coverage on all campuses.

Mission-Centered Programs

The educational experience of the WATC student is consistent with the college's mission to "[support] economic development for a global economy." All programs are created with the guidance of business and industry experts and are based on emerging needs of the workforce. These experts identify appropriate industry certifications to enhance the employability of program graduates. In some cases, such as the NATEF certification for *Automotive Service Technology* and Auto Collision Repair, the certifying body prescribes at least a portion of the curriculum. The focus on job placement guides the development of all programs, *see Appendix A Table 6* WATC students are supported in their efforts to gain employment by WATC's Career and Disability Services, which serves current students, WATC graduates, and local employers. Resources are available to help them

Chapter 5: Criterion Three

prepare résumés and practice interviewing skills. *Jobs Channel*, which is located on my-WATC on the Career Services tab, provides a link to CCN, a central repository for résumés that are made available to registered businesses. A *Job Flash* notice is e-mailed each week to current students and graduates to inform them of available positions.

Each semester, Career and Disability Services hosts *job fairs* to match students with prospective employers. During the 2012 calendar year, four job fairs were held, with 755 students and 88 employers participating. The success of WATC students in the workforce is also a key measure for how well the college supports economic development for a global economy. Matching students with employers and seeking feedback from employers on the job-readiness of graduates are essential to an enriched learning environment when quality technical education and a skilled workforce are central to the mission.

Service learning is a crucial aspect of the WATC culture and supports the college's mission. Students who participate in service-learning hours required for sociology and psychology courses find their own service-learning opportunities and have them approved by their instructors before providing the services. After performing the services, students write response papers and incorporate the concepts learned in the courses. These students have read to children and senior citizens, cleaned up public areas, worked with Alzheimer patients, and organized Parents' Night Out events.

Students are provided opportunities for service learning.

Students participate in other *service-learning projects* coordinated by the college. Each spring, students donate items and help assemble Easter baskets for Youthville, a residence for homeless and abandoned children located next to Southside. Students also donate coats and food for the annual Inter-Faith Ministries' Operation Holiday project. In February, the college hosts the Boy Scouts Merit Badge College, an event that relies heavily on student participation to help manage logistics and provide support in the classrooms. While many students participate in the SkillsUSA competition each spring at the NCAT Campus, other students volunteer to help with the event. Students assist with other community events that are held at WATC, such as concerts, open houses, and workshops. These service opportunities support WATC's commitment to equity and diversity by instilling in students a heightened awareness of the needs of others.

WATC strives to continuously enrich the educational environment by evaluating all aspects of the learning experience, revising as necessary, and introducing innovative learning activities and opportunities. These efforts are guided by the college's mission statement and core values. The development of skilled and successful employees requires an environment that is flexible and adaptable to the changing needs of a dynamic workforce while maintaining a solid and consistent academic foundation.

WATC is a dynamic and progressive college that is responsive to student, faculty, and employer needs. WATC is committed to excellence and focuses on superior instruction and resources to support its mission of providing quality higher education and leadership in workforce training.

Chapter 5: Criterion Three