Waukesha County Technical College Aligning

College Strategic Goals → Guided Pathways Domains and Essential Practices → High Learning Commission Criteria
Lassoing the Wild, Wild West
Guided Pathways Data Infrastructure and Framework Alignment

3. Keeping Students on the Path

Guided Pathways

Accreditation Plans

Departmental and Assessment Plans are operationalized at the departmental level through activities of the Key Processes (see tabs), which contribute to meeting WCTC’s Strategic Goals.

Accreditation Criteria

College Strategic Goals
### Lassoing the Wild, Wild West

Guided Pathways Data Infrastructure and Framework Alignment

<table>
<thead>
<tr>
<th>Domain Name</th>
<th>WCTC Guided Pathways Essential Practice</th>
<th>Key College Processes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Accreditation Criteria</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strategic Goals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Institutional Metrics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Trends/Benchmarks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Targets</td>
</tr>
</tbody>
</table>

#### 3a) Programs develop predictable course schedules that meet students' needs for enrollment intensity, mode of delivery, and time of day to allow efficient completion.

- **Instructors**: Academic Support, Advising
- **Non Academic Student Support**: Academic Support SEM

#### 3b) College personnel monitor student progress toward completing program requirements.

- **Advising**: Veteran Center
- **Financial Aid**: Veteran Center
- **Student Dev-Ret**: Academic Support

#### 3c) The College enables students to easily monitor their own progress toward completing program requirements.

- **Advising**: Academic Excellence
- **Non Academic Student Support**: Non Academic Student Support

#### 3d) The College quickly intervenes when students struggle or deviate from their program plans.

- **Instructors**: Academic Support, Advising, Counseling, Student Accessibility, Student Development
- **Non Academic Student Support**: Academic Support SEM

#### 3e) The College provides proactive, individualized outreach as soon as possible to support course success and retention to address cognitive, non-cognitive, and external factors that hinder completion.

- **Advising**: Counseling
- **Financial Aid**: SAO
- **SAO**: Student Dev-MRC
- **Veteran Center**: Academic Support

#### 3f) Intensive supports are provided to help substantially underprepared students to transition into and succeed in college-level courses as soon as possible.

- **SAO**: Academic Support
- **Academic Support**: Non Academic Student Support SEM

#### 3g) Intensive supports are provided to help all students succeed in courses critical for success.

- **Advising**: Career Connections
- **Financial Aid**: Counseling
- **Library**: Academic Support

#### 3h) Students who have stopped out of their program of study are offered career, educational, and financial assistance to encourage re-enrollment and completion.

- **Advising**: Financial Aid, Counseling
- **Career Connections**: Non Academic Student Support SEM

---

**2.2 Course Success Rate (SCAAS)-ST**

- 2015: 75.3%
- 2016: 76.7%
- 2017: 76.7%

**80%**

**2.2 Retention (ROPRB)-MT**

- 2015: 72.6%
- 2016: 73.7%
- 2017: 72.9%

**75%**

**2.2 Graduation Rate (CGNCK)-LT**

- 2013: 28.8%
- 2014: 33.6%
- 2017: 40.8%

**40%**

---

**3. Keeping Students on the Path**

**3D** The institution provides support for student learning and effective teaching

**4C** The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

**Essential Practices are operationalized at the departmental level through activities of the Key Processes (see tabs), which contribute to meeting WCTC's Strategic Goals.**
<table>
<thead>
<tr>
<th>Domain Name</th>
<th>WCTC Guided Pathways Essential Practice (Throughput)</th>
<th>Process Owners (See Tabs for Assessment Plans)</th>
<th>Key College Processes</th>
<th>Accreditation Criteria</th>
<th>Strategic Goals</th>
<th>Institutional Metrics</th>
<th>Trends/ Benchmarks</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Ensuring Students are Learning</td>
<td>4a) Learning outcomes are designed to measure students’ mastery of the</td>
<td>IMs (Instructors) SLE Processes-CLS and PMM</td>
<td>SLE-CLS and PMM Processes</td>
<td>1.1 Course Success Rate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4b) Learning outcomes are designed to measure students’ mastery of the</td>
<td>IMs (Instructors) SLE Processes-CLS and PMM</td>
<td>SLE-CLS and PMM Processes</td>
<td>1.1 TSA Pass Rate-MT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4c) Students are provided opportunities to participate in experiential education to enhance learning.</td>
<td>Student Development-NSO</td>
<td>Non-Academic Student Support</td>
<td>1.1 OBF#1 Placement (GOIEA)-LT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4d) Learning outcomes are regularly assessed inside and outside the classroom.</td>
<td></td>
<td>SLE-CLS and PMM Processes</td>
<td>1.2 Average CLS Pass Rate-Curricular</td>
<td>2016: 87%</td>
<td>2017: 93%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4e) Learning outcome assessment results are used to improve teaching and learning through program review, professional development, and other intentional campus quality improvement efforts.</td>
<td></td>
<td>SLE-CLS and PMM Processes</td>
<td>1.2 Average CLS Pass Rate-Co-Curricular-Internships</td>
<td>2016: 93%</td>
<td>2017: 95%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4f) The college helps students document their learning by developing industry-appropriate documentation of achievement for future employment or further education.</td>
<td>IMs (Instructors) Career Connections</td>
<td>Academic Student Support</td>
<td>SLE-CLS and PMM Processes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3D- The institution provides support for student learning and effective teaching
3E- The institution fulfills the claims it makes for an enriched educational environment.
4C- The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.
### WCTC Guided Pathways Essential Practice (Throughput)

<table>
<thead>
<tr>
<th>Process Owners</th>
<th>(See Tabs for Assessment Plans)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3d) The College quickly intervenes when students struggle or deviate from their program plans.</td>
<td>Advising</td>
</tr>
<tr>
<td>4d) Learning outcomes are regularly assessed inside and outside the classroom</td>
<td>Advising</td>
</tr>
<tr>
<td>4e) Learning outcome assessment results are used to improve teaching and learning through program review, professional development, and other intentional campus quality improvement efforts.</td>
<td>Advising</td>
</tr>
</tbody>
</table>

### Operational Departments Assigned GP Essential Practices prepare assessment plans for their outcomes, activities, and targets.

#### Throughputs WCTC Essential Practices

<table>
<thead>
<tr>
<th>Intended Outcome</th>
<th>Key Activities/Processes</th>
<th>Metric</th>
<th>Trends/Benchmark</th>
<th>Departmental Target</th>
<th>Institutional Impact</th>
<th>Institutional Level Domain Metrics</th>
<th>Trend</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students on Academic Probation return to Good Standing following the term</td>
<td>Intrusive, timely Advising intervention with Academic Probation (AP) students</td>
<td>% of students participating in Advising’s AP intervention that move from AP to Good Standing (GS)</td>
<td>Trends S17-19%, 9/47 F17-37%, 28/71</td>
<td>Meet or exceed baseline measure of 37% of AP students returning to GS (GS-S18/AP-F17)</td>
<td>2.2 Course Success Rate (SCARS)-ST</td>
<td>2015: 75.3% 2016: 75.7% 2017: 75.7%</td>
<td>80%</td>
<td></td>
</tr>
<tr>
<td>Students Demonstrate the Self-Management Critical Life Skill</td>
<td>Academic Advising Sessions</td>
<td>1-4 Scale Standard Rubric</td>
<td>N/A</td>
<td>90% or more of students are assessed at 3 or better.</td>
<td>1.2 Average CLS Pass Rate-Curricular</td>
<td>2016: 87% 2017: 93%</td>
<td>&gt;90%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.2 Average CLS Pass Rate-Co-Curricular- Internships</td>
<td>2016: 93% 2017: 98%</td>
<td>&gt;90%</td>
<td></td>
</tr>
</tbody>
</table>