

A photograph of three people standing in front of a brick building with a large, arched, glass-paned window. The woman in the center is wearing a red sweater and holding a book titled 'PROFESSIONAL OFFICE PROCEDURES'. The woman on the left is wearing a red cardigan over a white shirt and holding a blue book. The man on the right is wearing a brown button-down shirt and holding a calculator. The background shows trees with yellow autumn leaves under a clear blue sky.

WISCONSIN FORWARD

*Award Application
Western Technical College
July 2011*

Western Technical College
THE ESSENTIAL EXPERIENCE

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GLOSSARY OF TERMS AND ABBREVIATIONS

A

ABE – Adult Basic Education

ADA – Americans with Disabilities Act

ADC – Academic Deans Council

Administrators – non-union employees with supervisory responsibility

ALT – Academic Leadership Team

AQIP – Academic Quality Improvement Program; an alternative accreditation process embracing a quality improvement philosophy (see NCA)

B

BOT – Business and Operations Team

C

COGNOS – data warehouse and reporting application

Cohort – a group of students categorized by common criteria for research and data-gathering purposes

Core Ability – A college-wide student learning outcome

COMPASS – Computerized Adaptive Placement Assessment and Support System exam; a commercial college placement exam

CQIN – Continuous Quality Improvement Network; a network of education institutions established to share best practices and learn from world-class organizations

D

District Board – composed of representatives from two local employers, two employees, three at-large members, a public school administrator and one elected official responsible for establishing local governing policy, approving College, budget, establishing property tax levy, and personnel issues

E

EEO – Equal Employment Opportunity

EPA – Environmental Protection Agency

ES – Employee Success

F

FASB – Financial Accounting Standards Board

FTE – Full-time Equivalent Student; computed by taking the total number of eligible credits divided by 30. 24 credits is used to determine on a fiscal year basis whether a student is counted as full-time; 24+ is treated as full-time; <24 is treated as part-time

G

GASB – Government Accounting Standards Board

General Studies – offers courses in mathematics, physical and social sciences, and communication that are required of all associate degree programs and many technical diploma programs

GED – General Equivalency Diploma (High School Credential)

H

HIPAA – Health Insurance Portability and Accountability Act of 1996

HLC – Higher Learning Commission; the accreditation component of the North Central Association (see NCA)

I

IPEDS – Integrated Postsecondary Education Data System

ISS – Instructional Support Services

ITV – Interactive Television; alternative instructional delivery method used to connect Western with its extended campuses, K-12 System, Wisconsin Technical College System, and University of Wisconsin System

L

LEAN – Process for producing services with less time and more efficiency

Lifelong Learning - non-credit programming at Western

M

Management Forum – A monthly forum conducted with all administrative personnel

N

NTP – Non-teaching Professional; job classification which includes counselors, specialists (tech-prep, program evaluation, technology, etc.)

O

OSHA – Occupational Safety and Health Act

P

PACE – Personal Assessment of the College Environment; Western's Employee Satisfaction Survey tool

PS - PeopleSoft – commercial MIS; Financial, Human Resources, and Student Administration are converted

PDCA – Plan, Do, Check, Adjust cycle

PLT – Policy and Legislative Team

PSRP – Paraprofessional and School Related Personnel; job classification including technical and clerical support employees

Program Mix Analysis – A process by which all credit programs are consistently compared across a variety of variables. The outcome is a set of action steps that include grow, shrink, modify, or discontinue

Q

Quality Academy – A workshop conducted for programs launching the Quality Review Process (QRP). Conducted on Professional Development day, this workshop helps programs understand the QRP and share best practices and innovations with other programs

QRP – Quality Review Process

QRPDS – Quality Review Process Data System

S

SLT – Senior Leadership Team; composed of the president, vice presidents, directors of research and planning and educational support services. Role is to set direction and plan, to communicate and aligning, to review and make adjustments, and to increase learning and innovation

Student Learning Outcomes – expected outcomes of graduates include occupational-specific outcomes and 'general studies' learning outcomes

W

Western – Often used as an alternate name for Western Technical College

WFA – Wisconsin Forward Award – Wisconsin organization promoting continuous improvement

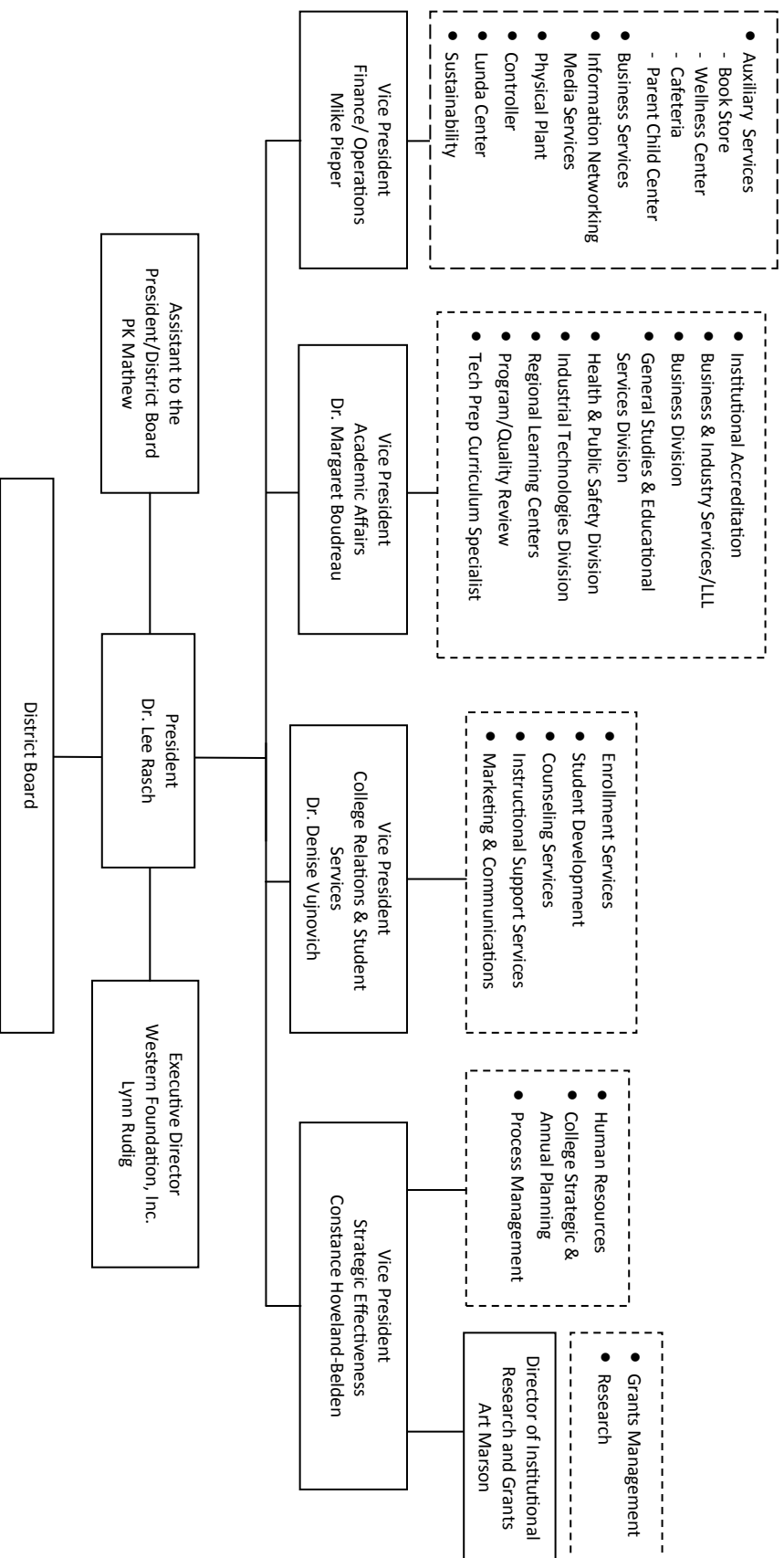
WIDS –Worldwide Instructional Design System curriculum software

WIRE – Western Information, Resource and Exchange; the college intranet

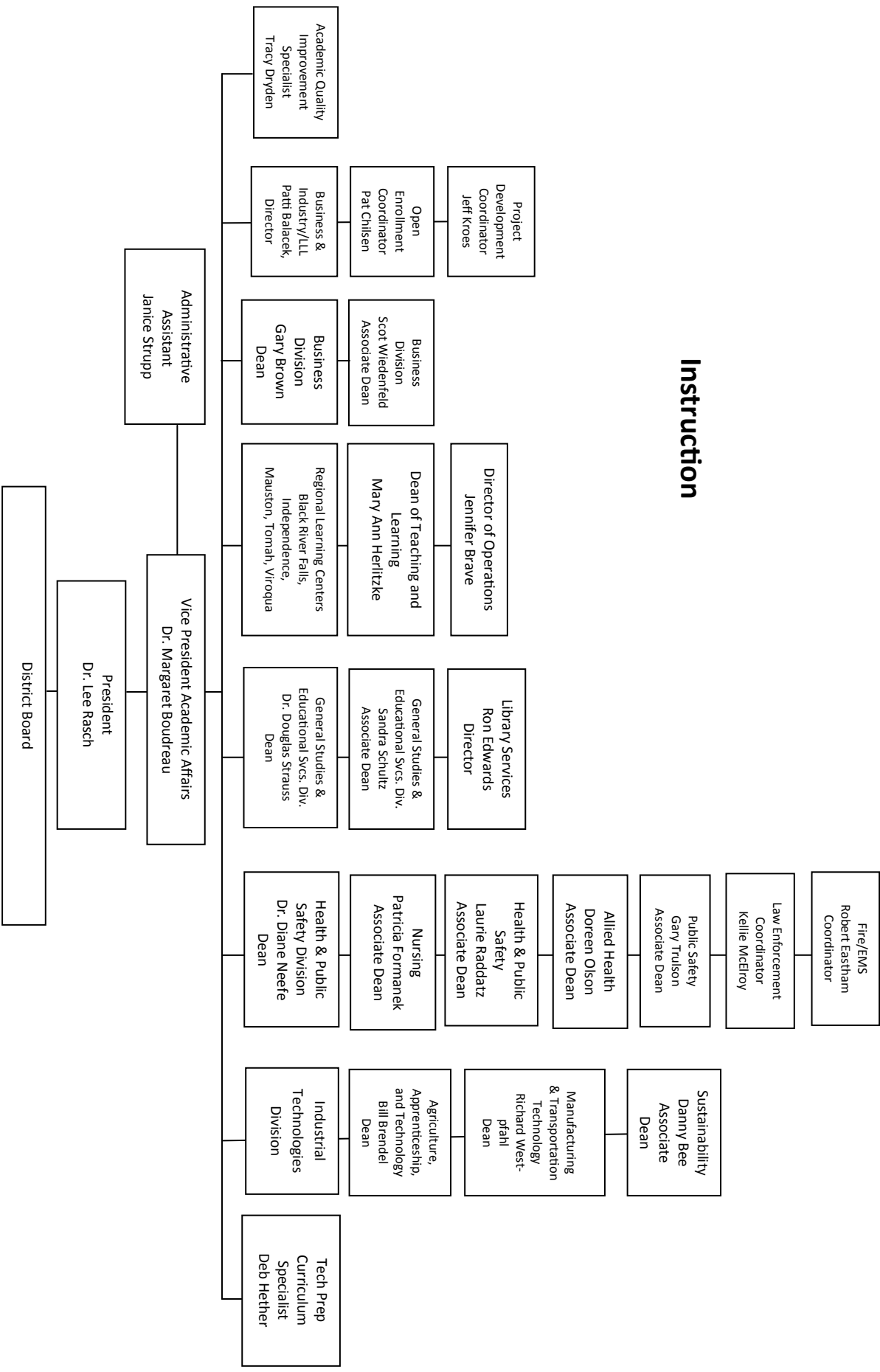
WLDI – Wisconsin Leadership Development Institute

WTCS – Wisconsin Technical College System

Organizational Chart

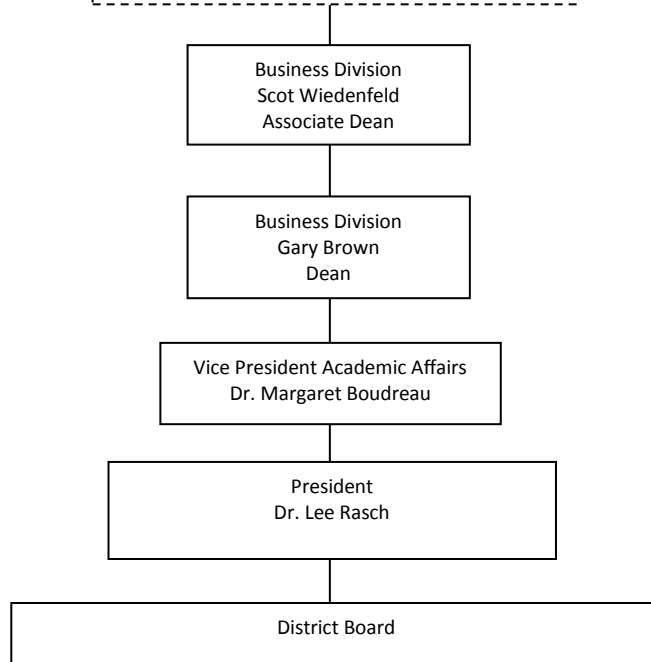


Instruction

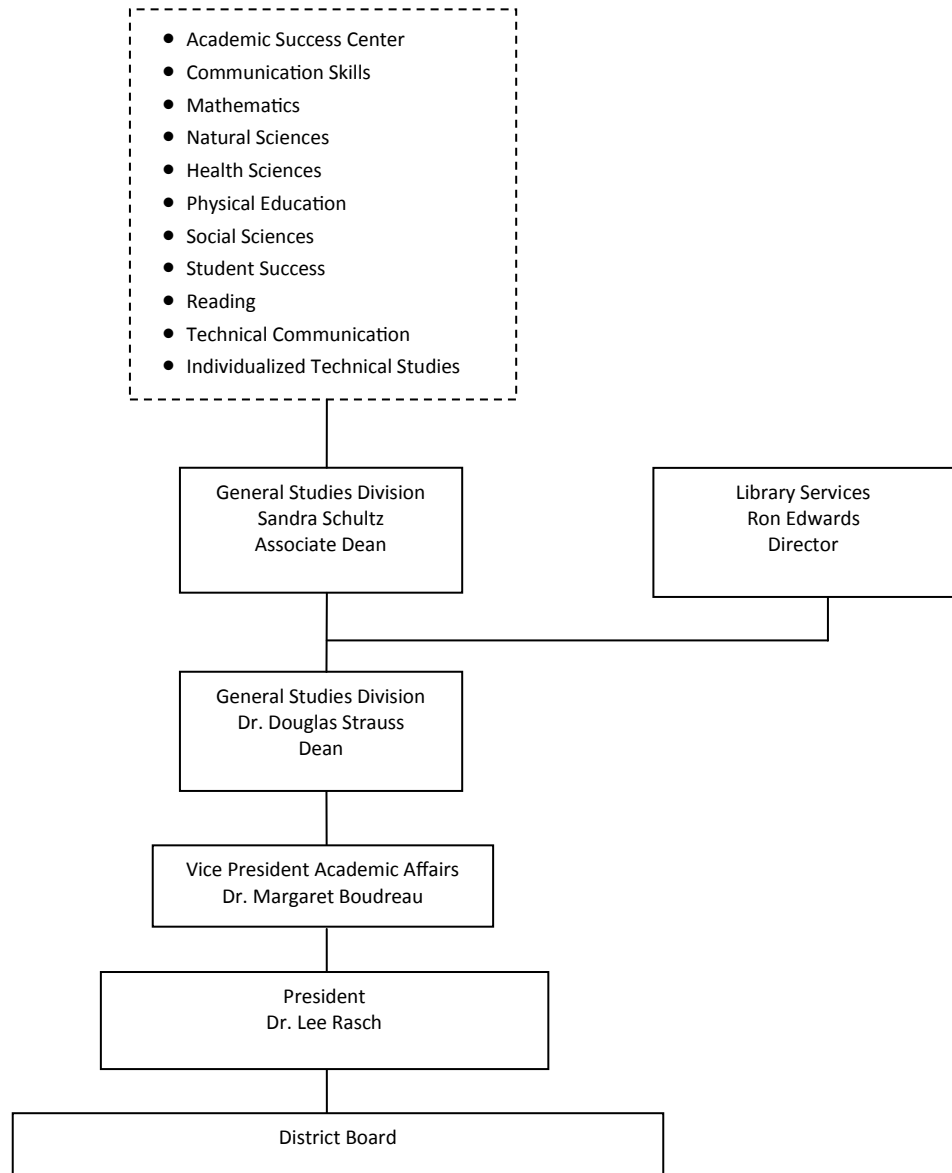


Business Division

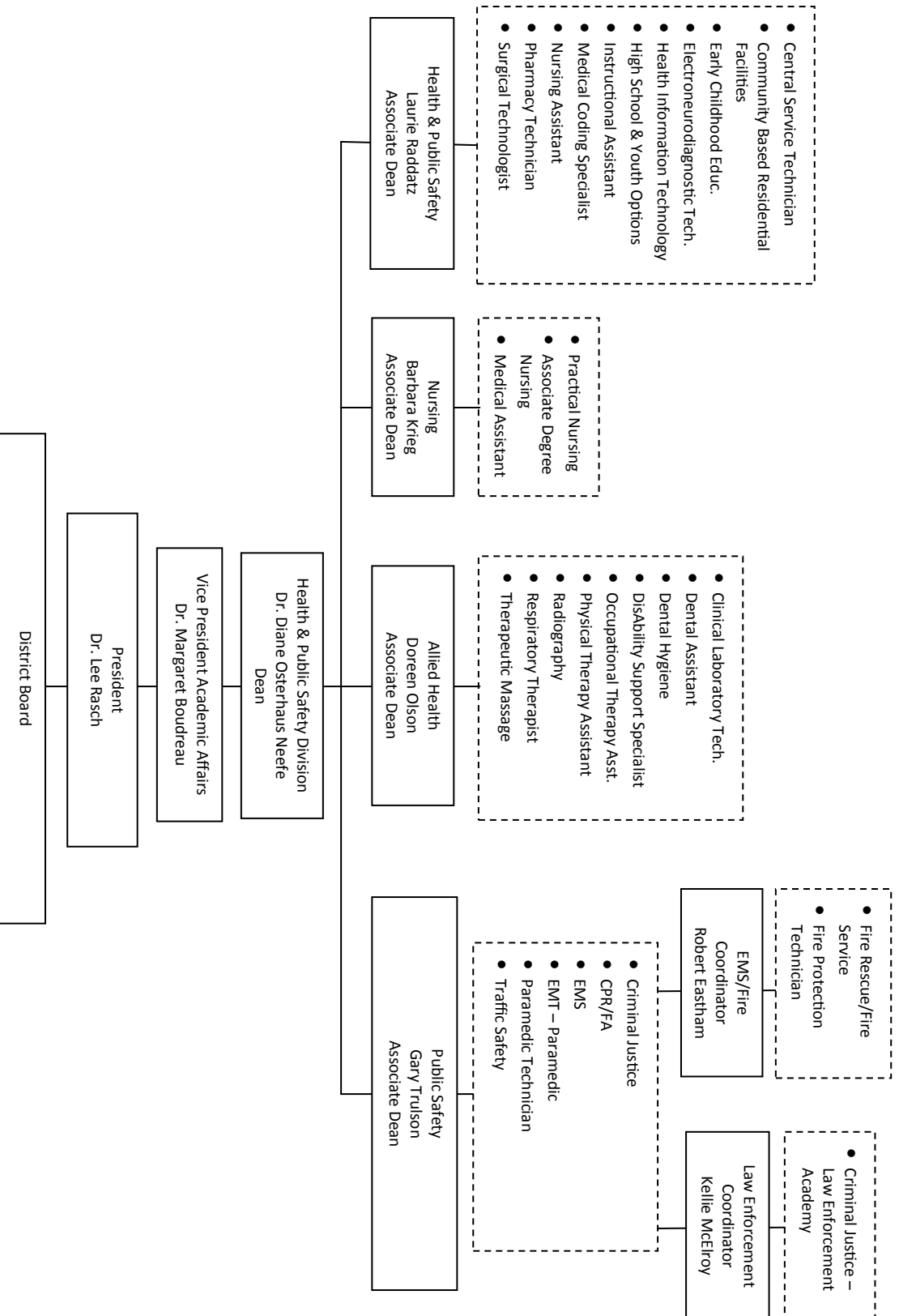
- Accounting
- Accounting Assistant
- Administrative Professional
- Business Management
- Finance
- Graphic Design
- Human Resource Management
- IT – Computer Support Specialist
- IT – Computer Support Technician
- IT – Network Systems Administration
- IT – Web and Software Developer
- Marketing
- Office Support Specialist
- Paralegal
- Supervisory Management
- Visual Communications



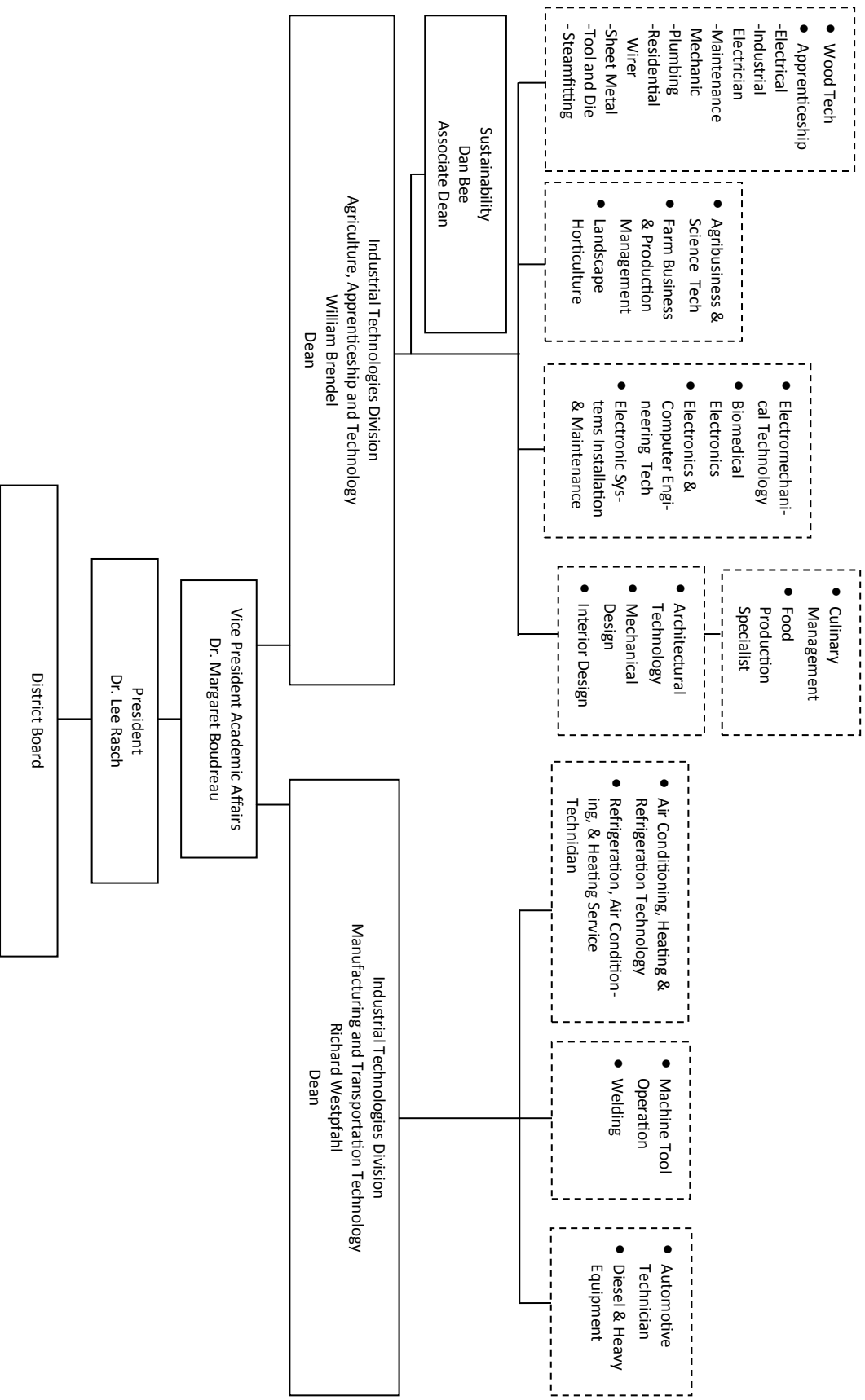
General Studies Division



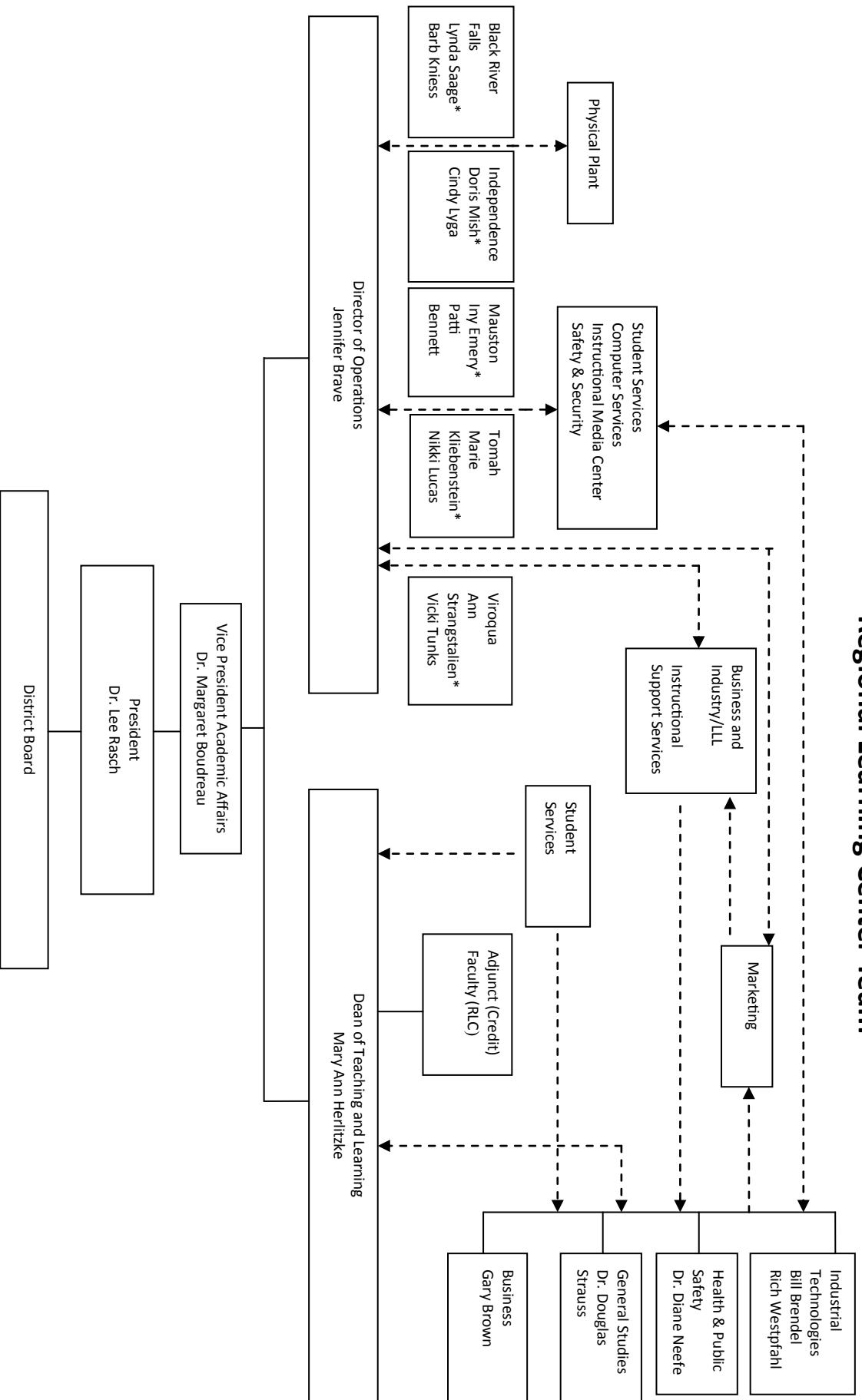
Health and Public Safety Division



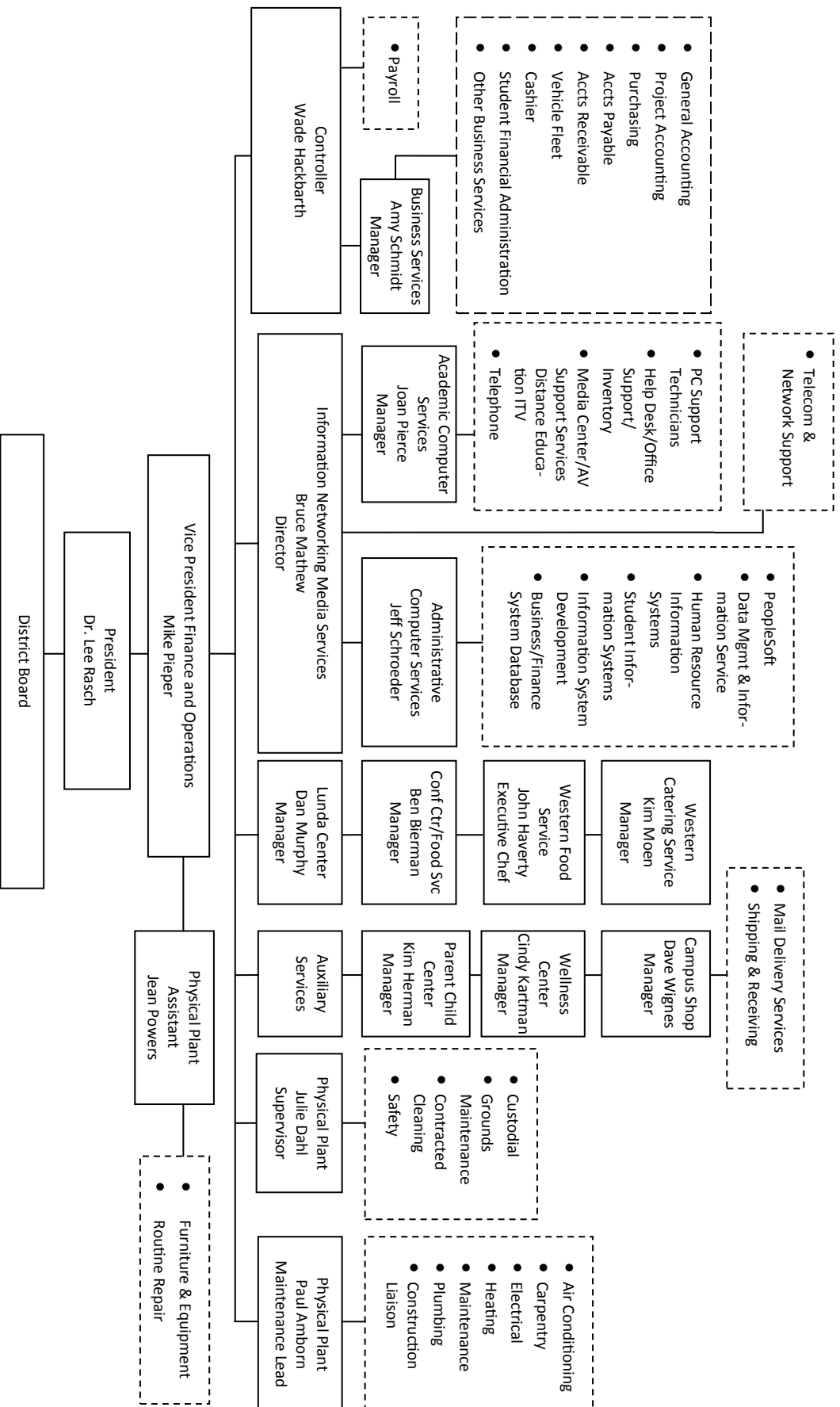
Industrial Technologies Division



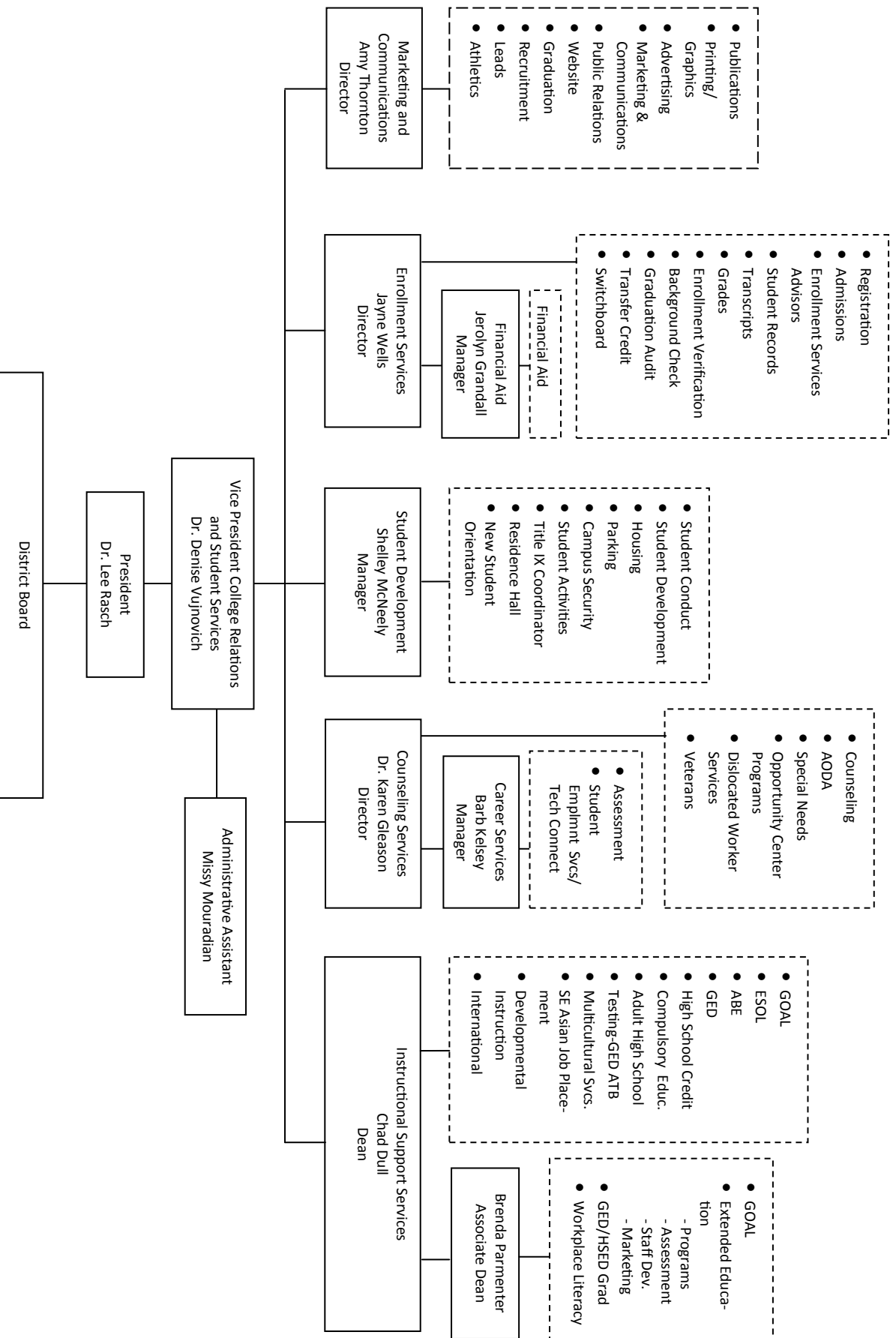
Regional Learning Center Team



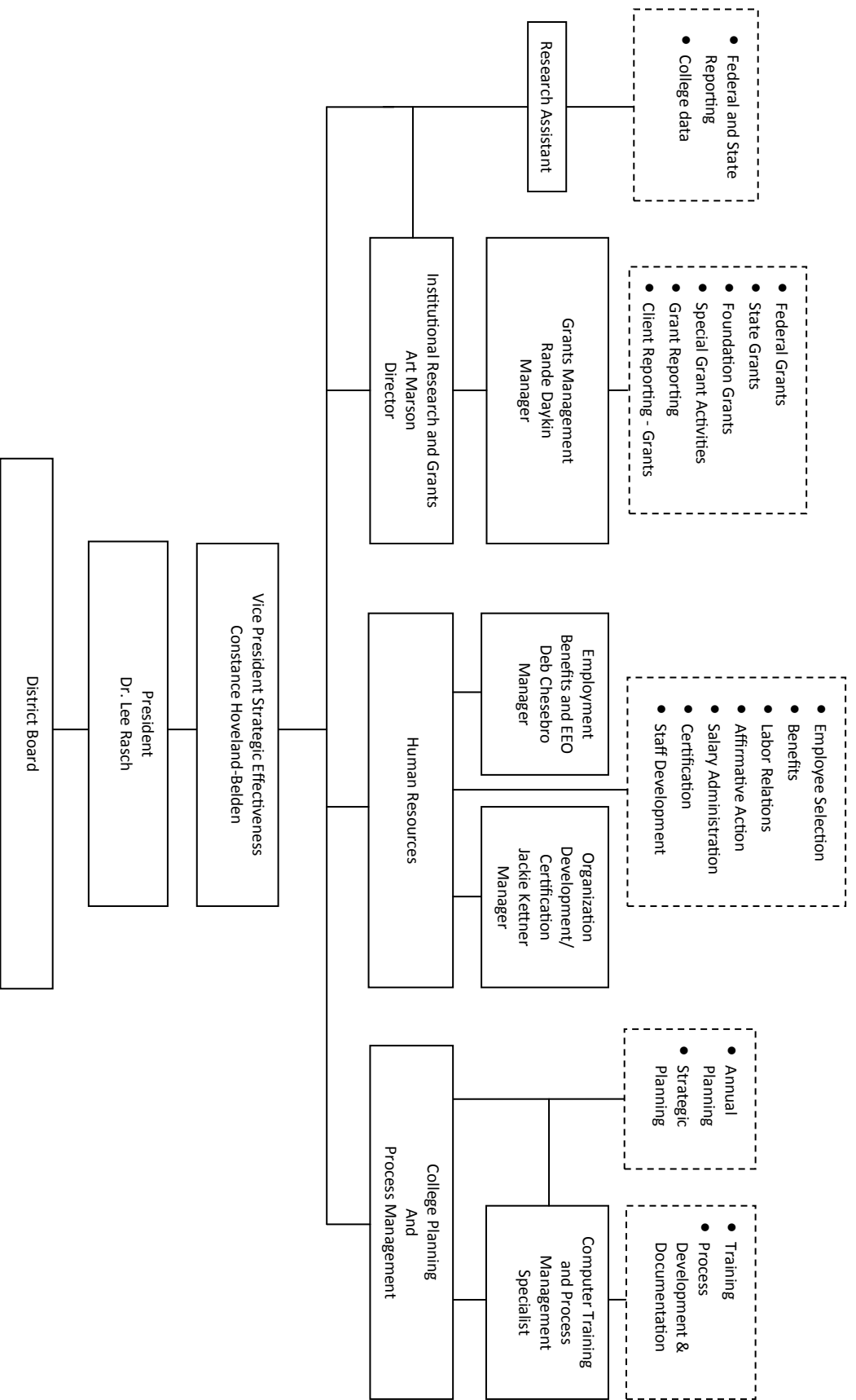
Finance and Operations



College Relations, Student Services and Instructional Support Services



Strategic Effectiveness



P.1 ORGANIZATIONAL DESCRIPTION

P.1.a Organizational Environment

P.1.a(1) Education Programs and Services

Western Technical College (Western) was established in 1912. Over the past 100 years, Western has provided quality career and technical education and training for the residents of an eleven county district in Western Wisconsin. It has evolved into a comprehensive, publically supported technical college focused on customers and committed to being the college of first choice for technical education and training for the region.

Wisconsin State Statute 38.001 defines the Wisconsin Technical College System (WTCS) mission and determines which student segments and/or markets Western’s educational programs and services will address. Western offers credit and non-credit programming for individuals seeking associate degrees, technical diplomas, certificates, customized training, adult basic education, and enrichment. Programming is delivered in a variety of formats including traditional face-to-face, online, interactive television, accelerated, and hybrid. Programming is offered on the main campus in La Crosse and at seven (7) additional locations (La Crosse Transportation Center, Sparta Public Safety Training Facility, Black River Falls, Tomah, Mauston, Independence, and Viroqua). Customized training is delivered off-site in business and industry, and on-site in the Lunda Center, Western’s corporate and community training facility.

P.1.a(2) Vision and Mission

Western’s culture is one of teamwork, inclusion, process and systems thinking, societal responsibility, and performance excellence. Collectively, the mission, vision, and values translate into policies, procedures, and practices that focus on student access and student goal attainment.

Western’s core business is education. Core competencies include (1) the ability to change lives through flexible entry points and career pathways that prepare individuals for the workplace; (2) the ability to provide high quality education and curriculum in environments fortified with cutting edge technology, experiential learning opportunities, and highly qualified faculty; (3) the ability to respond quickly to the community and regional labor market needs; and (4) the ability to leverage organizational resources to meet fluctuations in customer and stakeholder demand.

P.1.a(3) Workforce Profile

Western’s workforce consists of 460 full-time staff (Figure P-1). All faculty are required to meet and maintain certification requirements set forth by the Wisconsin Technical College System Board (WTCSB). In addition, Western employs 555 adjunct faculty and 65 temporary clerical and secretarial staff. Sixty-three percent (63%) of Western’s faculty have a masters degree, 32% a bachelors or equivalent, 3% a doctorate, and 2% an associate degree or technical diploma. Western’s workforce is engaged in accomplishing the mission and vision through a clearly articulated set of strategic goals and objectives and a strategic plan that is connected to a series of master plans, program and services action plans, and individual employee success plans.

Figure P-1 Western’s Workforce Breakdown

Category	#	Representation
Full-time faculty (state-certified, non-tenured)	217	Local 3605-AFT-WI – Faculty chapter
Part-time faculty (state-certified, non-tenured)	555	Non-unionized
Executive/administrative/managers	54	Non-unionized
Other professionals (NTP)	27	Local 3605-AFT-WI-Non-teaching professionals chapter
Technical and paraprofessionals (PSRP)	10	Local 3505-AFT-WI – Paraprofessional and school-related personnel chapter
Clerical & secretarial (PSRP)	136	Local 3505-AFT-WI – Paraprofessional and school-related personnel chapter
Other part-time clerical and secretarial (PSRP)	65	Non-unionized
Skilled crafts (exempt)	3	Non-unionized
Service/maintenance (Custodial)	18	Local Teamsters 695 (custodians); Local 3605-AFT-WI - Paraprofessional and school-related personnel chapter

(Source: IPEDS, November 2010)

MISSION
Western Technical College provides relevant, high quality education, in a collaborative and sustainable environment, that changes the lives of students and grows our communities.

VISION
Western Technical College is the college of first choice in our region.

VALUE STATEMENT
We value the success of our students, and hold ourselves accountable for providing excellence in student learning, based on the diverse needs of each student, and built on a foundation of integrity, teamwork, and respect.

P.1.a(4) Assets

Western delivers programs and services to stakeholders in an area that encompasses 4,736 square miles and eleven counties in Wisconsin. Facilities are located in seven communities as mentioned in P.1.a(1). Western’s commitment to provide state-of-the-art facilities for career and technical education is one of the hallmarks of its continued growth and success. The College has invested over 45 million dollars in facility improvements since 2005 (Figure 7-14). In recent years, Western has (1) created a Welcome Center that centralizes student access to all support services; (2) created a corporate and community training center on its main campus; (3) constructed a new residence hall; (4) purchased a new building for two of its regional locations; and (5) revitalized student spaces throughout the college.

Technology innovations allow Western to deliver services to students and staff more efficiently and effectively. Employee workspaces, classrooms, and the community and corporate training center are equipped with state-of-the-art computers, distance education systems, simulators, labs, and equipment.

P.1.a(5) Regulatory Requirements

Western is accredited by the North Central Association of the Higher Learning Commission (HLC) through 2015. In 2000, Western was one of the first colleges to adopt the Academic Quality Improvement Program (AQIP) as its accreditation framework. In addition to institutional level accreditation, seventeen individual programs are accredited by professional associations. Other regulatory, financial, safety, and legal affiliations are listed in Figure P-2.

P.1.b Organizational Relationships

P.1.b(1) Organizational Structure

Western is one of sixteen technical colleges in the WTCS that operate under Chapter 38 of the Wisconsin Statutes. It uses a shared governance model with responsibilities balanced between two critical stakeholders: the District Board and the WTCS Board. The WTCS Board members are appointed by the Governor. Collectively, the WTCS Board is responsible for distribution of state aid, establishment of employee certification requirements, approval of programs, establishment of tuition rates, setting statewide direction, and outlining the discretionary powers of the District Board.

The District Board consists of representatives residing in the district and is made up of two employers, two employees, three at-large members, a public school administrator, and an elected official. Three members of each gender must be represented. Members serve three-year terms. The District Board establishes local governing policy, approves the College budget, establishes the property tax levy, and approves local personnel-related actions such as labor contracts, retirements, hiring, terminations, and lay-offs. The District Board is appointed by the county board chairs from the eleven counties that comprise the Western Technical College District.

Western’s organizational structure is depicted on pages i-x in the application materials. The Senior Leadership Team (SLT) consists of the President, Vice President of Academic Affairs, Vice President of Strategic Effectiveness, Vice President of Finance and Operations, and Vice President of College Relations and Student Services. The President reports directly to the District Board and is a member of the WTCS Presidents’ Association. The SLT directs work through steering teams identified in Figure P-3. Numerous ad-hoc cross-functional teams, task forces, and committees are aligned with these steering teams to drive improvement efforts and accomplish the strategic goals of the College.

Figure P-2 Western’s Affiliation with Regulating Bodies

Regulating Body	Regulatory	Safety	Legal	Financial
Higher Learning Commission (HLC)	x			
Wisconsin Technical College System Board (WTCSB) & Chapter 38 - Wisconsin Statutes	x			
Western District Board	x			
U.S. Department of Education	x			
Professional Associations	x			
Americans with Disability Act			x	
Environmental Protection Agency			x	
Occupational Safety and Health Act		x		
Equal Employment Opportunity			x	
Government Accounting Standards Board				x
Financial Accounting Standards Board				x

Figure P-3 Steering Teams and Strategic Goal Alignment

	Recruitment	Retention	Learning	Satisfaction	Financial Stability	Systems Integration
Senior Leadership Team (SLT)	x	x	x	x	x	x
Academic Deans Council (ADC)		x	x	x		
Academic Leadership Team (ALT)	x	x	x	x		x
Business and Operations Team (BOT)					x	x
Policy and Legislative Team (PLT)						x
Research and Technology Team (RTT)						x

Figure P-4 Key Customers

Student Groups	% of FTEs	Key Requirements and Expectations
Credit-seeking students	87	Degree completion (associate degrees, technical diplomas, certificates, transfer degrees); skill enrichment courses; assessment of academic readiness; cost-effective and relevant education; regional access to high-tech learning environments; experiential learning opportunities; job placement; financial; technology; and learning support
Non-credit seeking students	13	Certificates, lifelong learning and enrichment courses, customized training, basic skills, GED completion, high school credential, prepare for college level courses, improve English language skills, technology and learning support, assessment of academic readiness

Figure P-5 Other Key Stakeholders

Stakeholders	Key Requirements and Expectations
WTCS and District Boards, Regulatory Agencies	Operate according to state statute; alignment with WTCS strategic direction; alignment with District Board policies; comply with hiring practices; fiscal responsibility
Employers and Advisory Boards	Skilled workforce (graduates); customized training for incumbent workers; input to program and service offerings; large group meeting spaces
Parents/family of students	Program and services information; support for students
Community at Large	Viable economy stimulated by well-trained workforce; direct services from employers who hire graduates; meeting spaces; fiscal responsibility

P.1.b(2) Customers

Western’s key customers are students. They are segmented as credit-seeking and non-credit-seeking students. Credit-seeking students are the primary customer as they represent 87% of full-time equivalent enrollment. Student segments and the programs and services they seek are defined in Figure P-4. Within the credit-seeking and non-credit-seeking segments, students are also segmented according to other characteristics. Western has segmented other key stakeholder customers and their key requirements and expectations as depicted in Figure P-5.

P.1.b(3) Suppliers, Partners, and Collaborators

Western has formal partnerships and agreements with district high schools and several four-year post-secondary institutions. Formal transfer, articulation, transcribed credit agreements are in place, reviewed, and adjusted on a regular basis. The College also has a formal partnership with its Foundation and the La Crosse Medical Health Science Consortium which consists of the University of Wisconsin La Crosse, Viterbo University, and two major healthcare providers. Through this consortium, learning space, technology, and other resources are shared to provide learning experiences for students and a feeder system of workplace-ready graduates for regional healthcare providers.

Primary collaborators include workforce development boards and other human services agencies. Western’s suppliers provide products and services such as software, computer hardware, professional services, employee insurance and benefits, property and casualty insurance, and construction and property services.

Western applies the WTCS state-wide procurement process to the selection of most suppliers. This process sets forth guidelines and expectations related to working cooperatively, working innovatively, and aligning with college values. Western embraces LEED standards for construction and uses suppliers within a 500 mile radius.

Figure P-6 Competitors within 30 Miles of Regional Sites

College	Type of College	Proximity (miles)
Viterbo University	Private, WI, 4-year	1
University of Wisconsin-La Crosse	Public, WI, 4-year	1
Globe University	For-profit, 2-year/4-year	6
Chippewa Valley Technical College	Public, WI, 2-year Technical College	20
Minnesota Southeast Technical College	Public, MN, 2-year Technical College	28
Winona State University	Public, MN, 4-year	30
St. Mary’s University	Private, MN, 4-year	30

P.2 Organizational Situation

P.2.a Competitive Environment

P.2.a(1) Competitive Position

Western’s vision is to be the college of first choice for district students. With program offerings that include adult basic education,

lifelong learning, certificates, technical diplomas, associate degrees, and liberal arts transfer degrees, Western competes with both 2- and 4-year institutions. Because of its physical presence in seven regional communities, institutions within a 30-mile radius of the regional locations are considered competitors. Figure P-6 displays competition as defined by this criterion.

P.2.a(2) Competitiveness Changes

Several key changes currently taking place that impact Western’s competitive situation. Because Western is looked to as a college of first choice for populations such as dislocated workers and veterans, the fluctuating economy and recent military deployments and drawdowns provide an ebb and flow of students. When the economy struggles, enrollments rise and opportunities to partner with workforce development agencies increase. Western’s close proximity to Fort McCoy and recent veterans’ benefit changes have resulted in an influx of veterans and their dependents (Figure 7-47). Recent funding cuts have required competing public institutions to limit enrollments and increase entrance requirements. With its open access philosophy, Western witnesses enrollment increases when entrance requirements at competing colleges are elevated or when access to those colleges is limited due to decreases in funding (Figure 7-45).

Other changes that impact the competitive situation include the emergence of a new proprietary post-secondary education institution (Globe University); new programs and services offered by competitors; and advances in teaching and learning technology. Combined, these changes represent opportunities for the college to stay true to its mission, collaborate, and innovate with workforce development agencies, post-secondary education partners, and employers.

P.2.a(3) Comparative and Competitive Data

Western uses a variety of sources for comparative and competitive data (Figure P-7). The WTCS data system provides a robust warehouse of comparative data that allows Western to benchmark against fifteen other post-secondary institutions in Wisconsin with similar missions, visions, values, organizational structures, policies, student demographics, and resources. The Integrated Postsecondary Education Data System (IPEDS) allows for selection and comparison against peer groups. The Continuous Quality Improvement Network (CQIN) provides a forum to glean qualitative and quantitative data and best practices from other similar colleges and world-class organizations outside of education.

Figure P-7 Comparative and Competitive Data

Source	Type	Sector	Data Type
Wisconsin Technical College System (WTCS)	Comparative Competitive	Education	Enrollment, retention, graduation, course completion rates, facilities, finance, staffing levels
Integrated Post-Secondary Data System (IPEDS)	Comparative Competitive	Education	Enrollment, retention, graduation, cost
Noel-Levitz Student Satisfaction Inventory	Comparative	Education	Student satisfaction
Personal Assessment of College Environment (PACE)	Comparative	Education	Workforce satisfaction
Parent Perception Survey	Competitive	Education	Parent attitude, satisfaction, perception
Employer Follow Up	Comparative Competitive	Education	Employer satisfaction with graduates
Bond Rating	Comparative Competitive	Financial	Credit ratings, Standard & Poor's
Energy Usage	Comparative	Education	WTCS comparison
Continuous Quality Improvement Network (CQIN)	Comparative	Education & Outside Education	Benchmarking, best practice sharing

P.2.b Strategic Context

Western’s strategic goals address its decision drivers and key areas including (1) recruitment; (2) retention; (3) learning; (4) satisfaction; (5) financial stability; and (6) systems integration.

Western’s greatest strategic challenges include: (1) declining state and federal aid to support new and existing programs and services; (2) an increase in demand for developmental education and career pathways for underprepared students; (3) energy conservation and utility cost control; and (4) human resources transitions due to changes in the Wisconsin collective bargaining law.

Western’s strategic advantages include: (1) regionally driven program development process that focuses new program development on district employer needs and allows for flexibility in career pathway options for students; (2) state-of-the art facilities and

technology that provide for experiential learning; (3) up-to-date and relevant curriculum and assessment strategies; (4) strong community partnerships and a physical presence in multiple regional communities; and (5) high levels of parent and student satisfaction.

P.2.c Performance Improvement System

Western's performance improvement system consists of three major components including (1) college and program level scorecards with drilldown capabilities; (2) comprehensive evaluation process for all instructional programs known as the Quality Review Process (QRP), and (3) a process for creating cross-functional teams to address organizational and student performance issues. An example of cross-functional teams and Plan, Do, Check, Adjust (PDCA) is the Online Student Readiness initiative that was deployed over a period of three years. This project incorporated a team charter; a self-led cross-functional team of faculty, administration, information technology, personnel and support personnel; a series of metrics; and multiple cycles of PDCA. The results for this successful initiative are included in (Figure 7-12).

SCORECARDS

Guided by its strategic plan and key decision drivers, Western incorporates a college-level scorecard to monitor key performance indicators. This tool is used by the SLT to monitor organizational progress towards its goals. Several indicators on the college scorecard have drilldown capabilities. The scorecard is presented in Figure 4-1 and drilldown demonstrations are available on site.

QUALITY REVIEW PROCESS

The WTCS provides a comprehensive framework known as the Quality Review Process (QRP) for all instructional programs. Instructional programs and their respective deans analyze program-level scorecard data (Figures 4-3 and 4-4), identify opportunities for improvement, conduct root cause analysis, focus on solutions, identify metrics, collect and analyze results, and revisit improvement plans on a regular basis.

Improvements plans are stored in the WTCS QRP data system known as QRPDS. Through this system, programs have the opportunity to compare results across all colleges within the WTCS. Throughout the year, improvement plans are monitored by faculty, deans, and the Academic Quality Improvement Specialist for progress and adjustment.

In addition, Western developed a set of program mix analysis tools in 2009. Through the program mix analysis process, additional indicators are examined on an annual basis. These include labor market demands, cost, and community value. Through consistent practice, the QRP is accepted by employers and the college community as a key component for program improvement.

CROSS-FUNCTIONAL TEAMS

When Western identifies an opportunity for improvement or an action project, the customary approach is to assemble a cross-functional team so that systems implications can be considered. Western practices the PDCA in its improvement efforts. The College minimizes risk in introducing new processes or initiatives by first establishing a pilot phase. Through the pilot phase, a charter is created, metrics are identified, the plan is implemented, measured, and adjustments are made before the initiative is fully deployed. Continued monitoring may occur through the development of an initiative-specific scorecard, such as the diversity task-force scorecard.

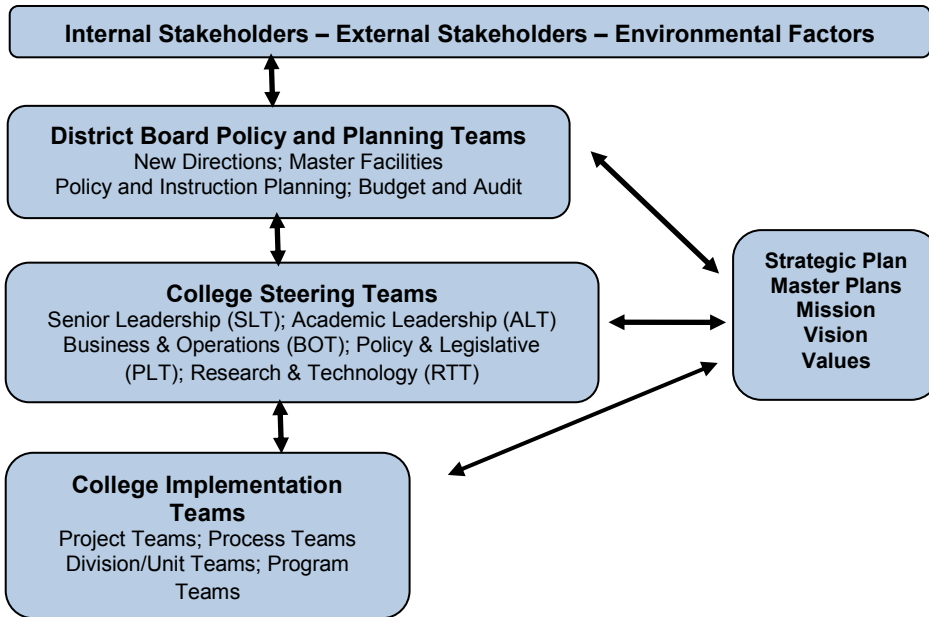
CATEGORY 1 Leadership

1.1 Senior Leadership

As described in the Organizational Profile, Western operates under a shared governance model with responsibilities balanced between the local District Board and the WTCS Board. Through this model, alignment with state statutes, regulatory requirements, legal and ethical behavior, communication, organizational performance, societal well-being, and community support are ensured.

The organizational chart (p. i-x) describes the formal leadership structure. Following feedback from the self-studies such as the Wisconsin Forward Award and AQIP accreditation, internal surveys such as *Are We Making Progress* and the Personal Assessment of the College Environment (PACE), Western's steering team structure was redesigned in 2007 to enhance communication and effectiveness. Figure 1-1 displays Western's integrated team structure and communication system.

Figure 1-1 Integrated Team Structure & Communication System



Western's president and SLT set direction that is aligned with the College's mission. Together, the president and SLT with input from college stakeholders have articulated the vision -- to be the college of first choice in the region for students, employees, and employers.

Several key steering teams championed by members of the SLT align and deploy the College's mission, vision, values, and strategic plan. These steering teams consist of cross-functional team members with multi-level representation from across the college. Figure 1-3 provides detail as to steering team structure, alignment, and areas of focus. The SLT and steering teams operate under a set of guidelines and assumptions that ensure that the college's core business of credit programming, and its key student learning system and processes are agile, sustainable, and optimized. Several key

decision drivers described in **P.2.b** help the organization remain focused on the College's core business, core competencies, the systems and processes that enable and support the College as a whole, and the strategic direction. These decision drivers and associated actions are measured through the College Scorecard (Figure 4-1).

1.1.a Mission, Vision, & Values

1.1.a(1) Vision & Values

In 2010, Western embarked upon a process to revisit the College's mission, vision, and values. Through internal and external stakeholder input that included employees at all levels, students, board members, employer advisory groups, regional communities, and partners, the College articulated new mission, vision, and values statements. Mechanisms such as focus groups, town hall meetings, surveys, and Board and College Day presentations were used to shape and disseminate this vision. Displayed in **P.1.a(2)**, the mission, vision, and values have been

deployed through formal and informal communication as described in Figure 1-2.

Western's SLT incorporates the mission, vision, and values into all aspects of the organization.

Figure 1-2 Mission, Vision, and Values Deployment Methods

Formal Methods	Informal Methods
<ul style="list-style-type: none"> • President Information Flow Sheets • Presentations at steering team meetings • Board presentations • Internal and external Web Site • Presentations at department-level meetings • Imprinted on business cards • Printed visual to depict vision 	<ul style="list-style-type: none"> • Employee Success Plans/Special Performance Appraisals • Theme-based College Days • Theme-based Professional Development Days • Rocks imprinted with college values • Courtyard bricks imprinted with college values • Incorporated into messaging at key internal and external events • Incorporated into public relations and media communications • Incorporated into College Core Abilities for students

These values set forth the College’s expectations regarding ethics and equity, social responsibilities, and community service and involvement. The SLT actively demonstrates their commitment to these values through their actions and the framing of conversations and action plans around the College values.

As described in 2.1, the College’s strategic planning serves as the overall framework for identifying the College’s strategic challenges, goals, key objectives, annual actions, performance measures, and targets (Figure 2-1).

Figure 1-3 Steering Teams

Team	Purposes	Areas of Focus	Related Teams
Senior Leadership Team (SLT)	Establish direction for the College through a strategic planning process Monitor progress through College scorecard Use environmental scanning to plan for the future Guide Human Resource’s strategic objectives	Strategic planning development and monitoring Investigate, track and improve core business processes Communicate to college at large Coordinate communication between teams Human resources Data tracking Confidential issues Final budget review	Management Forum Negotiations Teams Business and Operations Team Academic Leadership Team Policy and Legislative Team Research and Technology Team
SLT Membership: College President & Direct Reports –Chairs of: BOT; ALT; PLT; RTT			
Academic Leadership Team (ALT)	Enhance enrollment, retention, and learning processes based on systems perspective of student success Evaluate and monitor enrollment, retention and learning processes Monitor Perkins performance	Infrastructure to manage and support student goal attainment – starting with recruitment and ending with student goal attainment Overall student satisfaction with educational experience at Western – including support services	Academic Deans Council Student Services Managers Computer Steering Team Welcome Center Operations
ALT Membership: Vice President of Student Services/College Relations; Vice President of Academic Affairs; Deans; Admissions/Registration; Counseling/Assessment; Student Development; Academic Quality Improvement Specialist; ISS; Regional Learning Centers; BIS; Marketing/Recruitment; Career Services			
Business & Operations Team (BOT)	Align the annual budget with Western’s strategic plan and master plans Develop alternative approaches to fulfilling the College’s plans through new funding and efficiency mechanisms	Budget cycle/process and forecasting Benchmarks and standards Capital borrowing cycle/process Capital equipment planning Open position process Facility planning	Lunda Center Team Coleman Building Study Group Welcome Center Building Parking Committee Job Classification Committee
BOT Membership: Controller; Vice President of Finance/Operations; Associate Dean; Vice President of Student Services; Vice President of Academic Affairs; Custodial Supervisor; Employee Benefits Administrator; Director of INMS; Director of BIS; Grants Manager; Campus Shop Manager; Director of Marketing and Communications; Director of Operations - Regional Learning Centers			
Policy & Legislative Team (PLT)	Evaluate, monitor, review and recommend policies and procedures Steer and coordinate legislative activities	Review and recommend policies and related procedures Monitor and advocate for legislative issues Coordinate Institutional Review Board activities Safety	Lunda Center Team Academic Lab Procedures Team Student Email Policy and Procedures Team Incident Command Team
PLT Membership: College President; Director of Institutional Research; Deans (2); Faculty (2); Student Government; VP of Student Services and College Relations; Union representative; Dean of Students			
Research & Technology Team (RTT)	Establish the direction for the institutional research/data management processes Set direction for information technology projects at the College	Determine appropriate data elements, sources and definitions Establish standard information reports and scorecards guidelines Approve and prioritize IT programming if an approved standard report or data source is not available Develop and implement a prioritization process for information technology projects at the College	Information Resource Team SWC Directions Team Distance Learning Infrastructure Committee
RTT Membership: VP of Strategic Effectiveness; Director of Institutional Research – Co-Chairs; Director of INMS, Manager Academic Computer Services; Director Counseling Services; Faculty (2); AQIP Specialist; Research Assistant; Dean of Health and Public Safety; Dean of Business			

1.1.a(2) Promoting Legal and Ethical Behavior

Western’s SLT also promotes legal and ethical behavior through transparency in the decision-making process; through established and published policies and procedures that apply to leadership, employees, students, and district board members; and through

a values system that emphasizes integrity, accountability, and respect. The President, District Board, and employees each have specific Codes of Ethics. An extensive policy and procedures library is available on Western's internal web site (WIRE). Expectations regarding legal and ethical conduct are conveyed through 1:1 conversations, team meetings, email, Special Performance Appraisals, and Employee Success Plans. Town hall meetings, College Day presentations, and Professional Development Day activities also address ethical and legal behavior. For example, special training and information sessions have been conducted related to student information confidentiality. Programs that place students at clinical sites also provide student information sessions that cover legal and ethical issues such as patient confidentiality. Ethical behavior is measured through PACE (Figure 7-38, item 16) and recent organizational research.

1.1.a(3) Creating a Sustainable Organization

Western's philosophy of performance excellence along with the College's values provides a foundation for creating a sustainable organization. The SLT encourages employees at all levels and District Board members to seek future opportunities, innovations, best practices, and benchmarking outside the organization. Widespread involvement in continuous improvement activities such as the QRP and college-wide customer service training reinforce the college value of excellence and a culture that emphasizes student engagement, success, and satisfaction.

The SLT helps to build and sustain a learning environment by targeting resources to encourage employees to continuously learn and grow (Figures 7-41 and 7-42). Leadership skill development is encouraged and strengthened at many levels in the organization, and in a variety of ways including through the use of the Employee Success Plan process. Each employee is introduced to the Employee Success Plan policy through new employee orientation. The Employee Success Plan model provides a mechanism for leaders to identify emerging leaders and professional development needs. Funding for professional development aligns with Employee Success Plans, college values, and the strategic plan.

In addition to investment in individual professional development, Western fosters teamwork and leadership development by sending a team of formal and informal leaders to national conferences such as the CQIN Summer Institute and the Higher Learning Commission (HLC) Annual Meeting. The SLT also makes recommendations for individuals to participate in formal local, state, and national leadership development activities including the Greater La Crosse Chamber of Commerce Leadership Program, Viterbo University's Servant Leadership Program, and through the Wisconsin Leadership Development Institute (WLDI).

Western's commitment to organizational and environmental sustainability is evident in the adoption of a new College value and on a new Core Ability for all students related to sustainability. Faculty have the opportunity to receive training related to how sustainability can be infused throughout the curriculum. Western signed the American College and University Presidents Climate Commitment (ACUPCC) which includes a pledge to develop measurable strategies to reduce carbon emissions.

Western ensures that its mission, vision, and values are passed on during leadership transition and succession by providing the opportunity for leaders and managers to plan retirements at least one year in advance. This allows for employees to declare retirement plans and to develop a transition plan while still employed. Organizational sustainability is also considered with District Board representation. Prior to taking office, a new District Board member participates in an orientation program that includes job shadowing, observing at board meetings, and attendance at various College committee and team meetings.

1.1.b Communication and Organizational Performance

1.1.b(1) Communication

Communication occurs at all levels of the organization as is identified in Figure 1-1. The integrated team and communication systems provides a steady flow of information in multiple directions to and from students, employees, SLT, steering teams, District Board members, and other stakeholders. As displayed in Figure 1-4, Western uses a variety of communication techniques to reach internal and external stakeholders. Two-way communication is encouraged and the SLT has an open door approach to engage the entire organization in open communication. The public web site provides contact information for all employees and for District Board members. It is not uncommon for the president or District Board members to receive feedback directly from employees, students, and stakeholders.

The College values on-going communication and shared decision-making. Important decisions are typically communicated through information flow sheets from the president. When the communication relates to critical issues, the SLT typically conducts a town hall meeting that is shared via videoconferencing with all regional centers. The SLT and the District Board practice a "no surprises" rule. Through this approach the two leadership entities work together to remain informed. This practice is shared with the steering team structure as well.

The SLT takes an active role in recognizing employees, students, and stakeholders through a variety of approaches. A portion of the monthly District Board meeting is used to recognize employees and student groups for their contributions to the College. The District Board also holds monthly New Directions sessions where outside guest speakers address emerging trends and issues. In addition, the SLT recognizes high performance through personal written cards and letters, and public recognition at all-college events such as College Day, Professional Development Day, and the Breakfast Classique. Tuition reimbursement and salary adjustments recognize educational achievement. Individuals throughout the organization are comfortable in sharing their personal successes with members of the SLT, as is evidenced by the frequent emails direct from faculty to the president and other members of the SLT.

Communication practices are evaluated through pulse-checks and through the PACE. Results are presented in Figures 7-36 and 7-39.

1.1.b(2) Focus on Action

Western's strength in strategic, master, unit, and program level planning focuses the organization to accomplish its goals and objectives. The College's Strategic Plan (Figure 2-3), key decision drivers of recruitment, retention, learning, satisfaction, financial stability, and systems integration, and the College Scorecard (Figure 4-1), provide a roadmap and navigational tools. The PDCA model and cross-functional team approach provide the framework for achieving results.

Review of Western's progress in meeting or exceeding performance measures takes place throughout the year in a variety of venues. The College Scorecard measures the achievement of specific objectives related to the key decision drivers. The SLT meets weekly to review progress on the Vision 2020 Strategic Plan and to work through the PDCA process. The District Board receives monthly updates. Progress is celebrated organization-wide on College Days and through information flow sheets. Program and regional location advisory committees receive updates during their regular meetings.

The SLT relies on its relationships with employees, steering teams, District Board members, community members, employer advisory groups, program advisory committees, regional location advisory groups, and other stakeholders to identify the need for change or action. These relationships enable the College to remain engaged in the community and informed of trends such as shifts in demographics, labor market demand, workforce needs, employer challenges, and economics. Political, financial, and organizational issues are reviewed through special SLT sessions and retreats with the District Board.

Master plans for academic affairs, human resources, facilities, information technology, and marketing, and drilldown capabilities within the College Scorecard provide the opportunity for all employees to engage in the focus on action. Employees have the opportunity to connect their own growth and development goals to program, unit, master, and strategic planning through the Employee Success Plan. In addition, Western's participation in the HLC's Academic Quality Improvement Program (AQIP), Baldrige Performance Excellence Program, Wisconsin Forward Award Program, and CQIN provides an opportunity for the College to receive feedback from peers and individuals outside education. This information is funneled into the SLT for consideration in the planning process. These tools foster the agility to address the strategic challenges the College faces.

Figure 1-4 Communication Methods

Method	Employees	Students	Stakeholders	One-Way/Two-Way Methods
Public Web Site	X	X	X	One-way
Internal web site (WIRE)	X			One-way
Staff Portal	X			One-way
Student Portal	X			One-way
Social Media	X	X	X	Two-way
Student Newsletter	X	X		One-way
Essential News	X			One-way
Interactive TV	X	X	X	Two-way
Web Conferencing	X	X	X	Two-way
1:1 Meetings	X	X	X	Two-way
Meeting Minutes	X	X	X	One-way
District Board Meetings	X	X	X	Two-way
Team and Committee Meetings	X	X	X	Two-way
Employer Advisory Meetings	X	X	X	Two-way
Information Flow Sheets	X			One-way
College Day	X			Two-way
Planning and Budget Forums	X			Two-way
New Employee Orientation	X			Two-way
Email	X	X	X	Two-way
Town Hall Meetings	X	X	X	Two-way
Emergency Text Messaging	X	X	X	One-way
Emergency Web Site	X	X	X	One-way
Information Sharing Sessions	X	X	X	Two-way
Issue Papers	X		X	One-way
Continuing Communications (labor/management)	X			Two-way
WTCS State-Called Meetings	X		X	Two-way
Strategic Planning Documents	X	X	X	One-way

1.2 Governance and Social Responsibilities

1.2.a Organizational Governance

1.2.a(1) Governance System

Wisconsin State Statute Chapter 38.00 outlines the role of the WTCS. As detailed in **P.1.b(1)**, Western has a shared governance model with responsibility shared between Western’s District Board and the WTCS Board. Through this structure, Western’s SLT is held responsible and accountable for how funds are used and services delivered within the communities it serves. Respect for taxpayer funds and the public trust are essential in remaining viable.

As an accredited, publicly funded, post-secondary education institution, Western is subject to the scrutiny of several entities. Wisconsin State Statute 38.00 dictates that Western is expected to declare a mission that is congruent with the WTCS goal of technical education and workforce preparation that meets the specific needs of the region. Western is accredited by the North Central Association’s HLC.

In addition to institutional accreditation through the HLC, many of Western’s programs hold accreditation in their field. Examples of program-level accrediting bodies include the National League of Nursing, American Registry of Respiratory Therapists, and the American Bar Association.

Western is audited annually and adheres to the standards and practices of the Government Accounting Standards Board (GASB) interpreted by the Financial Accounting Standards Board (FASB). The College has access to comparative data related to cost per FTE and operational efficiency. The College is consistently ranked as one of the most fiscally responsible districts in Wisconsin as evidenced by one of the lowest cost per FTE colleges in the WTCS (Figure 7-25).

1.2.a (2) Performance Evaluation

The collective performance of the SLT is evaluated through the PACE (Figures 7-36 through 7-39). This assessment instrument examines the College climate and the role of leadership. It is administered college-wide and results are used to pinpoint where the SLT as a whole can focus its energies and initiate change. Results are shared with employees, the District Board, and used in organizational improvement. Individually, members of the SLT solicit feedback through their Employee Success Plan reviews with the President. Over the past few years, several SLT members have incorporated a 360 degree review. Through a combination of discussions with the President, consideration of the PACE results, and development of the Employee Success Plan, individual senior leaders pursue professional development geared as specific interests, organizational needs, or opportunities for improvement.

1.2.b Legal and Ethical Behavior

1.2b (1)(2) Legal Behavior, Regulatory Behavior, Accreditation, and Ethical Behavior

Western addresses its societal responsibilities through the development of policies, procedures, and practices that focus on long-term health of employees and the organization, safety, security, and ethical standards for students, stakeholders, and employees. The PLT is responsible for clearly articulating College policies and Western’s position on ethical issues. Depending upon the nature of the policy, input is sought from employees closest to the process related to the policy and procedure. Employees are updated on policy and procedure changes via email, the College newsletter, team meetings, and through District Board information packets. Western has developed a code of ethics for employees, District Board members, as well as students. These foundational documents are sup-

Figure 1-5 Key Processes and Measures of Legal, Ethical, and Societal Responsibilities

Key Process	Measures	Target
College Accreditation	Attainment	7-year reaffirmation of accreditation
Program Accreditation	Attainment	Maximum Allowed/varies by program
Regulatory	ADA management	100% compliance
	EPA Management	100% compliance
	EEO Management	100% compliance
	Chapter 38 Wisconsin Statutes	100% compliance
	GASB Standards	100% compliance
Safety	FASB Standards	100% compliance
	Safety Management	Zero recordables - OSHA
	Safety and Fire Inspections	100% on-time inspections
	Staff and Student Safety	Lost time
Legal	Safety Training	100% compliance
	Policy establishment	100% complete
	Breaches in student confidentiality	Zero reported
	Breaches in patient confidentiality (students in clinicals)	Zero reported

ported by complaint procedures should staff or students behave in a way that causes adverse impact on other students and staff in the College at-large.

Western has identified key processes, measures, and targets for accreditation, regulation, safety, and legal requirements that address the risks associated with College operations (Figure 1-5).

1.2.c Societal Responsibility and Support of Key Communities

1.2c (1) (2) Societal Well-Being and Community Support

Western’s key communities include the eleven county district established by the WTCS and described in the Organizational Profile. Regional locations have been strategically located to optimize connections with regional employers and concentrations of district residents. Approximately fifty percent of Western’s funding base is the result of local property tax revenue. As described in P.1.b(3), students, parents, high schools, 4-year institutions, employers, incumbent workers, and lifelong learners are supported by the core business and core competencies described in P.1.a(2). Western’s centrally located main campus and its regional locations expand the impact the College has on the community.

Through its engagement in the community, Western is in a position to contribute positively to the economic vitality and growth of the District and adjacent counties. The College’s close proximity to the Minnesota border attracts out-of-state students and employers. Western demonstrates public responsibility and citizenship by encouraging employees and students to be actively involved in local community groups. As representatives of the College, employees, students, and District Board members participate in service learning, committee and task-force membership, consortiums, volunteer work, and professional associations. Many of Western’s employees are involved in local school boards, the United Way, Rotary, Lions, and other community service activities. Figure 1-6 displays the SLT’s depth of involvement in the community. Depending upon the nature of the position, most employees are allowed time in their work schedule to attend meetings and professional development events as part of the College’s social responsibility and support of key communities.

Figure 1-6 Senior Leadership Community Involvement

La Crosse Chamber of Commerce	La Crosse Winona Fulbright Association	La Crosse Community Theatre
Mayo Clinic Health Systems –Franciscan Skemp Community Advisory Committee	La Crosse Area Servant Leadership Learning Community (Co-Chair)	Hmong Community and Cultural Center – <i>Member of the Fund Raising Task Force</i>
Instructional Support Administrators (WTCS)	Rotary Club of La Crosse (Member)	La Crosse Dubna Friendship Association
Downtown La Crosse Rotary	7 Rivers Region Business Alliance	La Crosse Luoyang Friendship Association
Coulee Chordsmen	La Crosse Medical Health Science Center	La Crosse Bantry Friendship Association
Continuous Quality Improvement Network (CQIN)	Community Coalition - Changing the Culture of Risky Drinking Behavior (Co-Chair)	City of La Crosse International Relations Committee
School Boards	Myrick Hixon EcoPark	Western’s Foundation Executive/Finance Committee
Association for Career and Technical Education (ACTE)	Wisconsin Association for Career and Technical Education	Wisconsin Association Of Agriculture Educators (WAAE)
Board Member of A Place of Grace Catholic Worker House	WTCS Presidents’ Association Diversity Committee	American College & University Presidents’ Climate Commitment
Mississippi Valley Conservancy	WTCS Presidents’ Association	Wisconsin Center for Performance Excellence
La Crosse & International Lions Club	Wisconsin Lions	La Crosse Area Friends of Cameroon
Great Rivers United Way		

CATEGORY 2 *Strategic Planning*

2.1 Strategy Development

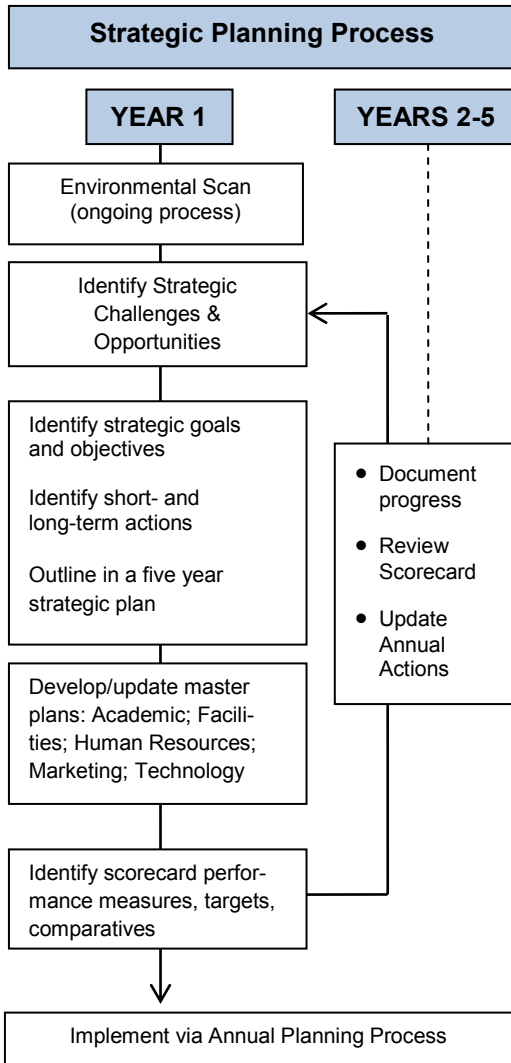
Western considers its abilities to respond quickly to community labor market needs and the ability to leverage organizational resources as two of its core competencies. Its strategic planning process provides a framework to optimize these organizational characteristics. Proficiency in strategic planning propels the organization towards its vision of college of “first choice” in the region.

2.1.a Strategy Development Process

2.1.a (1) Strategic Planning Process

Western’s strategic planning process (Figure 2-1) serves as the overall framework for identifying the College’s strategic challenges, goals, key objectives, annual actions, performance measures, and targets. At Western, strategic planning includes a college-wide strategic plan and master plans for facilities, technology, academics, marketing, and human resources. As identified in Figure 2-2, the comprehensive annual planning process ties the strategic planning process to (1) program and services plans, (2) division/department plans, (3) unit plans, and (4) the college budgeting process.

Figure 2-1 Strategic Planning Process



Western strategic planning process is facilitated by the Office of Strategic Effectiveness. Responsibility for the process resides with the SLT. Strategic planning is conducted on an annual basis. As part of the strategic planning process, the SLT (1) reviews current goals; (2) analyzes changes, trends, and shifts that are occurring and their impact on the future; (3) synthesizes information collected through student and stakeholder listening mechanisms (Figure 3-1 and 3-2), environmental scanning, and self-assessment; (4) identifies core competencies, blind spots, strategic advantages, and challenges; (5) establishes priorities; (6) articulates actions; (7) communicates the plan; (8) checks for progress; and (9) adjusts as needed.

District Board members, administrators, faculty, staff, students, and other stakeholders are involved at various stages throughout the strategic and master planning processes. Information is shared through town hall meetings, College Day presentations, information flow sheets from the President, departmental and unit team meetings, program advisory committee meetings, and regional locations advisory group meetings. A brochure that captures Western’s Strategic Plan is readily available through the Office of Strategic Effectiveness and through Western’s internal web site.

Blind spots and strategic challenges are identified through the two-way communication methods identified in Figure 1-4 and through the listening mechanisms described in 3.1.a. In addition, they are identified through environmental scanning, market research, benchmarking and best practice sharing with other organizations, audits, self-assessment, accreditation, process flowcharting, and the SLT’s involvement in community and regional committees and organizations (Figure 1-6).

Western’s Vision 2020 strategic plan (Figure 2-3) presents the long-term vision for the College. This is influenced by timelines set by the WTCS and through the College’s desire to position itself for the future. Through a series of goals and objectives related to the College’s key decision drivers (recruitment, retention, learning, satisfaction, financial stability, and systems integration) and a set of actions that direct college resources, the plan connects to the College Scorecard (Figure 4-1). Plans are revisited frequently throughout the year and adjusted as needed to reflect changing strategic challenges or advantages. The

College Scorecard and individual project charters provide a mechanism to monitor progress and performance.

Western’s mission, vision, and values are described in P.1a(2). Combined, they provide the context for setting the strategic direction. Western’s core business, core competencies, strategic challenges, and strategic advantages are considered in the strategic planning process. Figure 2-5 displays how these elements are aligned.

Comprehensive Annual Planning Process

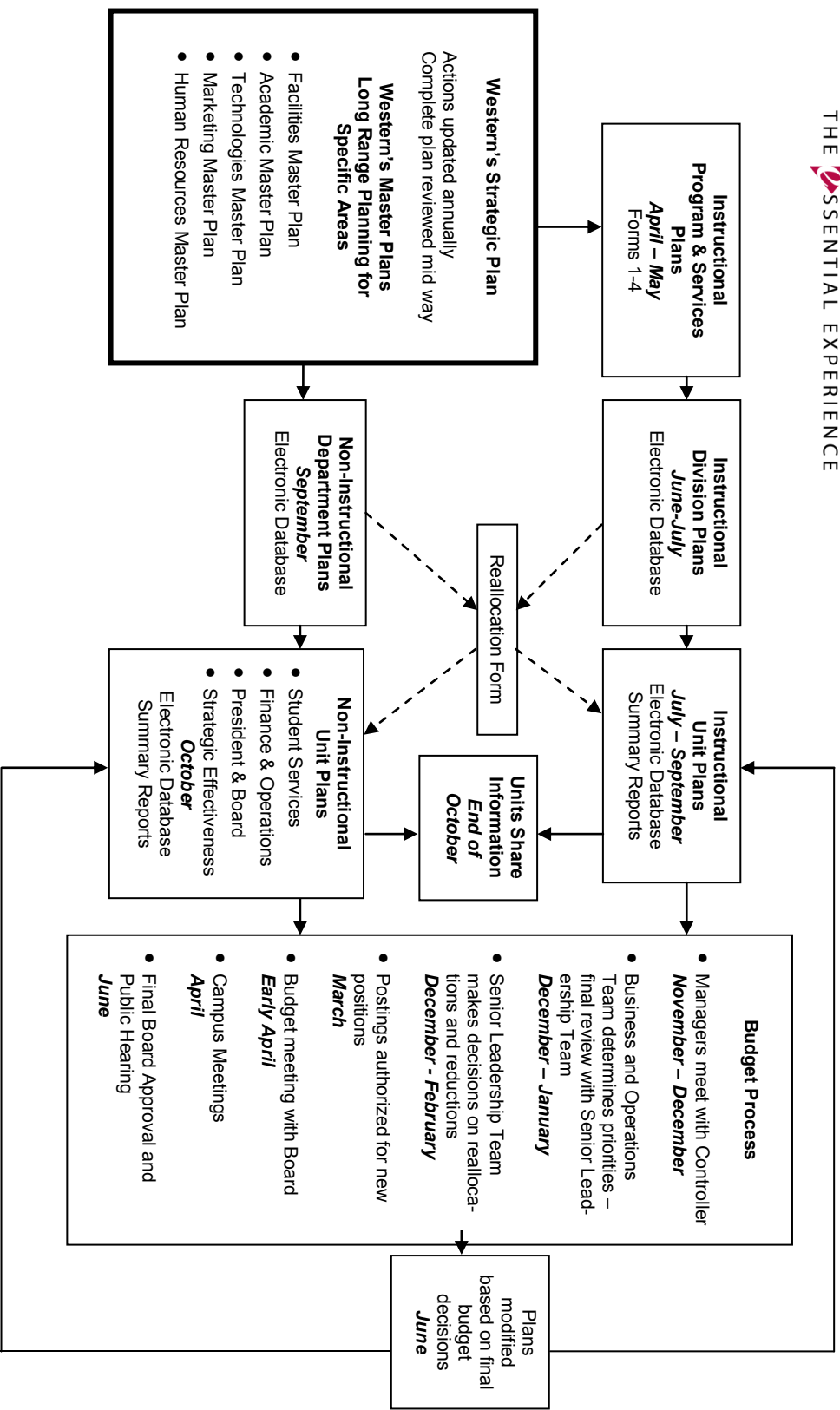


Figure 2-2 Western's Comprehensive Annual Planning Process

VISION 2020 Strategic Plan

Mission
Western Technical provides relevant, high quality education, in a collaborative and sustainable environment, that changes the lives of students and grows our communities.

Vision
Western Technical College is the college of first choice in our region.

Values
Learning - Excellence
Accountability
Diversity - Student Success -
Teamwork

Practices
Care of Others – We serve others with courtesy, kindness, respect and compassion.
Attitude – We are all responsible for creating a positive, essential experience at Western.
Professional Appearance – We represent Western and respect those we serve by modeling proper grooming and appropriate dress, and in taking care of our facilities.
Communication – We talk, listen, and interact with others in a way that is consistent with our values.
Commitment – We rely on one another to consistently and collaboratively achieve our mission every day.

Goals/Objectives

- 1. GOAL: Recruitment – Do We Get Them?**
OBJECTIVES
1. Align program/services with the community businesses, secondary education organizations and other stakeholder needs
2. Respond to new and emerging trends in programming
- 2. GOAL: Retention – Do We Keep Them?**
OBJECTIVES
1. Design curriculum and delivery methods to meet needs of 2020 students
- 3. GOAL: Learning – Do They Learn?**
OBJECTIVES
1. Create career and educational pathways where appropriate
2. Implement strategies that will promote student engagement to improve retention
3. Move toward all employees having a balance of strengths through policy, process, practice and staff development
- 4. GOAL: Satisfaction – Are They Satisfied?**
OBJECTIVES
1. Implement employee engagement policies and procedures
2. Identify and implement consistent operational processes when working with employees
3. Maintain and promote positive labor management relations
4. Implement strategies that will promote student development and engagement
- 5. GOAL: Financial Resources – Are We Financially Secure?**
OBJECTIVES
1. Provide affordable education to our students
2. Commit to sustainability in College operations
3. Commit to regional strategies in sustainability
4. Establish financial sustainability
- 6. GOAL: Systems – Do Our Systems Work & Support Our Values?**
OBJECTIVES
1. Utilize high tech, high touch to free up resources to focus on student and employee engagement
2. Drive decisions through knowledge management
3. Provide technology that is end user based and supports an: anywhere, anytime, anyone, affordable philosophy
4. Identify and implement improvement and efficiencies within College systems

Actions

- 1. a. Plan for and implement a college wide enrollment management system b. Develop and implement Regional Learning Center plan
2. a. Institutionalize environmental scanning
- 1. a. Transition to a three semester system; b. Maximize the hours and days the College provides course offerings
c. Increase simulation/virtual labs; d. Provide educational experiences through learning/living labs
- 1. a. Standardize classrooms and technology; b. Develop cross discipline Academic Centers which reflect workplace; c. Shorten completion time for selected programs
2. a. Grow Service Learning
3. a. Define and develop leadership philosophy; b. Provide ongoing professional development in the technology area to keep all staff current
- 1. a. Use College values to describe expectations wherever appropriate; b. Develop policies, processes and practices that support all employees developing "balance" in their work; c. Set future direction for employee health and wellness programming; d. Create HEART (Human Engagement and Recognition Team) e. Develop a faculty and staff innovation/resource center
2. a. Centralize the hiring process and reflect the diversity of our community
3. a. Focus labor management relations toward common goals through continuous improvement and communication
4. a. Expand face to face services through use of technology; b. Consider more student housing (townhouses, single parent)
- 1. a. Decrease student loan indebtedness
2. a. Meet or exceed LEED Silver for all new and existing buildings; b. Implement people oriented energy management savings map
3. a. Buy and invest regionally; b. Hold vendors/partners/suppliers to the College's sustainability standards and expectations
4. a. Broaden community support to help the College meet its challenges; b. Implement energy mitigation strategy; c. Align Western Strategic Plan with Foundation Strategic Plan; d. Balance auxiliary services budgets e. Balance staffing levels and total compensation with available revenue
- 1. a. Identify, prioritize, and move forward to automate key business processes
2. a. Establish standardized data systems and processes
3. a. Develop a utility plan for software b. Utilize new technology to expand access to information and people
4. a. Complete a system analysis of core business; b. Research and formulate a centralized scheduling system; c. Develop and implement a utility system for all college equipment

Figure 2-3
Western's
Vision 2020
Strategic Plan



2.1.a (2) Strategy Considerations

Western has several processes that are designed to support the strategic planning process. The environmental scanning process, program mix analysis process [6.2.b(3)], and the QRP [6.2.b(3)] all focus on Western’s core business (education), and core customers (credit students). Because the College’s business model, operations, and enabling processes are designed to enhance the core business and meet core customer needs, information from these processes can be used to identify strategic advantages, challenges, and opportunities for improvements. Conducted annually, they result in data and information that are used to innovate educational programs and services.

Early indications of major shifts in environmental factors such as technology, educational programs and services, demographics, markets, economy, and the regulatory environment are revealed through the listening mechanisms described in 3.1.a. Other examples of mechanisms used to identify early indications of shifts are identified in Figure 2-4.

Figure 2-4 Mechanisms to Identify Environmental Shifts

Mechanism	Informs
Environmental Scanning	Programs, services, technology, operations, business models, demographics, markets, economy, competition
Program mix analysis	Programs, markets, competition
Program, employer, and regional advisory committees	Programs, services, operations, business models, competition
Faculty input	Programs, markets, technology, competition
EMSI – economic modeling software	Programs, demographics, markets, economy
Community partnerships	Programs, services, operations, business models, technology, demographics, markets, economy
HLC annual meetings, accreditation	Regulatory, programs, services, demographics
CQIN, benchmarking	Programs, services, operations, business models, demographics, markets, economy, technology
Student and stakeholder surveys, classroom evaluations, student learning outcomes assessment	Programs, services, competition
Employee surveys	Programs, services, operations, business models
Market research	Programs, services, competition, markets, demographics

Western’s strategic planning process addresses the organization’s long-term sustainability by taking into consideration changes that are likely to occur within programs, services, regional demographics and economics, markets, and the regulatory environment. The strategic planning process, current strategic plan, and master plans recognize the strategic challenges and advantages described in P.2.b. As a result, specific objectives and actions are aligned accordingly.

For example, the college recognizes that there will be an increase in the demand for developmental education and flexible career pathways for students. Goal number two in the plan addresses this through an objective that emphasizes the design of curriculum and delivery methods to meet the need of the student of 2020 (Figure 2-3). This objective ties directly to the Academic Master Plan program mix pillar. This pillar focuses on the development of educational offerings and services that meet the needs of regional stakeholders while reflecting the available resources of the College - time, people, budget (Academic Master Plan document available on site).

Western ensures that it has the ability to execute its strategic plan by (1) prioritizing the actions within the plan; (2) connecting the actions to the respective master plans; (3) spreading the activities out over a three-year timeline; (4) assigning a champion; (5) assigning a cross-functional team; and (6) providing frequent reports to the SLT and District Board. The SLT has allocated one meeting each week specifically to strategic planning. During this meeting, progress is discussed, adjustments are made, and a tracking spreadsheet is updated. Adjusting and reprioritizing is common practice as part of the PDCA model.

Finally, Western strategic and master plans guide the College’s annual planning process. Western’s annual planning process (Figure 2-2) takes program improvement plans from the QRP, and other individual program and service plans and rolls them into division and department plans. Ultimately these are wrapped into unit plans that include activities, performance measures, resource, needs, and budget implications. These annual plans guide the development of the subsequent year’s budget. Employees are encouraged to align their Employee Success Plans [5.2.a(3)] with actions in program and services plans and the College’s Strategic Plan.

2.1.b Strategic Objectives

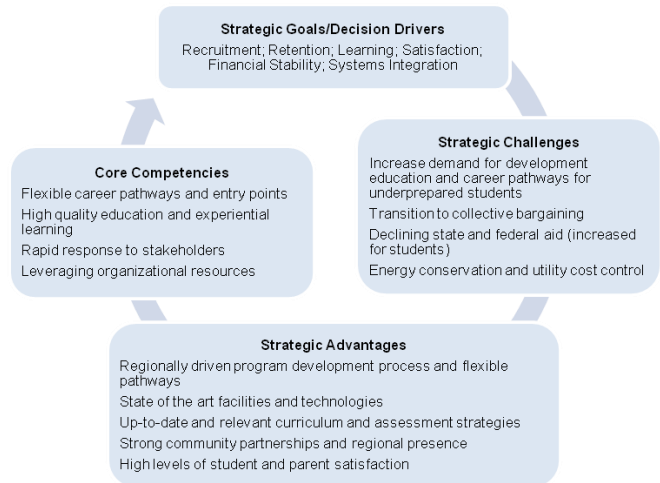
2.1.b(1) Key Strategic Objectives

Western's key strategic goals, objectives, and important actions are presented in **P.2.b** and Figure 2-3. As mentioned in **P.2.b**, Western's strategic goals address its decision drivers and key areas such as: (1) recruitment; (2) retention; (3) learning; (4) satisfaction; (5) financial stability; and (6) systems integration. The College translates these key decision drivers into a series of questions to help internal stakeholders stay true to the strategic objectives. These questions include: (1) Do we get them? (2) Do we keep them? (3) Do they learn? (4) Are they satisfied? (5) Is the College financially stable? (6) Are systems integrated?

2.1.b(2) Strategic Objective Considerations

Western's key strategic challenges and advantages are identified in **P.2.b**. Figure 2-5 illustrates how strategic goals, core competencies, strategic challenges, and advantages interact. With a long-term focus, short-term objectives, and action plans that are aligned with the core business, the strategic plan allows for agility in addressing changes that occur. Frequent environmental scanning, listening to students and stakeholders, checking, measuring, and modifying, all contribute to a plan that is designed to position the college as one of first choice in the District. The connection to the budgeting process helps the College balance funding issues with the needs of students and stakeholders (**2.2a (3)**).

Figure 2-5 Alignment of Strategic Goals, Challenges, and Advantages



2.2 Strategy Implementation

2.2.a Action Plan Development and Deployment

2.2.a (1) Action Plan Development

The annual program and services planning process is driven by the College's strategic plan and master plans. The process to develop action plans and tactics begins at the closest point of impact to the student – at the program level. The process then moves up through the College. Steps in the process are as follows:

- The College Scorecard, the Dean's Dashboard, the Carl Perkins Performance Report Card, and individual department or program scorecards flag opportunities for improvement.
- Information gained through the listening mechanisms described in 3.1 is funneled into the process.
- Faculty and staff begin by completing annual spreadsheet documents. Program improvement plans that are the result of the program QRP guide the annual planning process and emphasize priorities at the program-level.
- Division and department managers then add actions that impact the entire division or department. Managers, faculty, and staff meet to discuss overall priorities.
- All division and department actions that require new funding are rolled into a database where the unit managers and the assigned Vice President determine priority requests for the unit.
- Each unit brings forth top priorities to the Business and Operations Team (BOT) as part of the budget deliberation process. Recommendations provided by BOT are reviewed by the SLT and presented and approved by the District Board.
- When final budget decisions have been made, information is conveyed back to the unit, department/division, and ultimately to faculty and staff for implementation.

2.2.a(2) Action Plan Implementation

As described in **2.2a(1)**, there is a strong alignment across the College's strategic plan, master plans, and the planning that occurs at the unit/division and program and services level. Faculty and staff are active in the program and services planning process. This provides the mechanism for individuals to become engaged in action plan implementation. Through engagement in the planning process, individuals have a better understanding of how what they do in their respective positions impacts the College as a whole. In addition, faculty and staff involvement provide great opportunity for customization of offerings, innovative approaches, partnerships, and commitment across faculty and staff. These are the individuals who will ultimately implement the action plans to address the College's challenges and enhance its advantages. Action plan implementation and faculty and staff involvement guided by management and SLT are what contributes to the achievement of the College's vision to be the college of first choice. Project charters guide action plan implementation.

2.2.a (3) Resource Allocation

One of Western's strategic goals is to maximize financial stability. The College faces the strategic challenge of continued decline in state and federal aid to support new and existing programs and services (**P.2.b**). Western has taken several steps to align planning and budgeting processes to ensure that adequate resources are available to deploy action plans including specific action plans to (a) broaden community support to help the College meet its challenges, (b) align Western's strategic plan with the Foundation's strategic plan, (c) balance auxiliary services budgets, and (d) balance staffing levels and total compensation with available revenue. In addition:

- The annual planning process requires a focus on a limited number of new actions. It requires a clear rationale as to how the new actions align with the strategic plan and master plans. This has eliminated the previous "wish list" approach to planning.
- Under an improved budget development process, funds are divided between one-time activities, on-going activities, and revenue-neutral or revenue-generating activities.
- On an annual basis, each budget manager meets with the controller to identify reallocations.
- As described in **4.1.c(2)** the College has recently implemented a program mix analysis process that assists in identifying programs that may need to grow, shrink, be maintained, or discontinued. This process identifies possible reallocations from one program to another as needed.
- The College involves Western's Foundation, grants office, and Business and Industry Services department in resource allocation and revenue generation.

2.2.a (4) Workforce Plans

Workforce plans are guided by the Human Resources department and the Human Resources (HR) master plan. Updated on an annual basis and grounded in the strategic plan, the HR master plan includes strategic objectives that focus on (1) recruitment and hiring; (2) wages and benefits; (3) staff development; (4) employee relations; and (5) operational processes. Specific strategies within the HR master plan include:

- Strengthen Western's employee success through development of operational strategies that foster a culture to support Western's mission, vision, and values.
- Identify, negotiate, and implement compensation systems that are fair and equitable when related to market data and internal comparisons.
- Develop, negotiate, and implement benefit systems that free staff from short term anxieties and enable them to plan for long term security.
- Provide training and educational opportunities to assure the employees continue to have the ability to perform their current positions as well as develop skills and knowledge for advancement within the College.
- Identify and implement feedback and reward systems that enable staff to be aware of their successes and to identify, correct and learn from their errors.
- Facilitate the College's recruiting and succession planning to assure continuity of student and employer services.

The HR master plan provides a clear picture as to how the College will meet the challenges of the future in an orderly and pragmatic fashion. Each year, the HR department completes the annual planning process and checks for alignment with the HR master plan and the College's strategic plan.

2.2.a (5) Performance Measures

The College Scorecard, Deans' Dashboard, Carl Perkins Performance Report Card, and individual department or program scorecards allow for tracking the achievement and effectiveness of action plans. Once an action plan has been identified and documented, it is monitored with a project charter. Programs with improvement plans generated through the QRP are monitored through the WTCS data system (QRPDS). The College Scorecard (Figure 4-1) drills down to individual programs and specific populations within each of the key areas of the strategic plan. The Deans' Dashboard (Figure 4-2) provides additional opportunity for data analysis related to action plans. Specific action plans within the College's master plans are plotted across multiple years and provide a 3-year snapshot of activity. Cross-functional teams with responsibility for deploying action plans provide updates to the College's steering teams, SLT, and District Board as appropriate. Progress is highlighted during communications on College Day, Professional Development Day, division and department meetings, and through *Essential News*, the College's internal newsletter.

2.2.a (6) Action Plan Modification

Western has a track record of success in responding to sudden changes requiring a shift in plans. The frequency of communication with stakeholders, analysis of listening mechanism results, and SLT and steering team meetings allows for pro-active responses to emerging trends and issues. If the SLT determines a need for a shift in plans, a champion is assigned, a cross-functional team is established, and a timeline articulated. The cross-functional team provides frequent reports on progress to the SLT and other steering teams.

2.2.b Performance Projections

As mentioned in P.2.a.(1) Western compares itself to its competitors within a 30 mile radius, to the WTCS, and to the IPEDS-selected peer group. Where comparative or competitive data is available, the College has set performance goals at or above the 90th percentile. When comparative or competitive data is not available, the College sets performance projections for a 2% improvement each year. The District Board has set a goal to maintain the undesignated fund balance at 10% (Figure 7-22), limiting expenditures for employee benefits to 25% of total compensation, and operating auxiliary services at break-even or at profit generating levels.

CATEGORY 3 *Customer Focus*

3.1 Voice of the Customer

One of Western’s core values is the success of its students. Key decision drivers such as recruitment, retention, learning, and satisfaction influence the strategies related to the College’s approach to customer focus. The voice of the customer is prevalent throughout Western’s systems, processes, strategic planning, and improvement efforts.

Figure 3-1 Listening throughout the Life Cycle of the Credit Student

Potential Students	Beginning Students	Progressing Students	Completing/ Transitioning Students	Former
<ul style="list-style-type: none"> • High School Surveys and Focus Groups • Ask the Cavalier (online) • Middle School – Camp W • Middle School Robotics Competition • Intent to Enroll Process • High School Visits Campus Tours 	<ul style="list-style-type: none"> • Ask the Cavalier (online) • Admissions Counseling • New Student Orientation Survey • Online Student Readiness Training Survey • Faculty advising sessions • Student Email • Classroom Assessment Techniques • Student Services • Pulse-Checks • Quality Review Process Survey 	<ul style="list-style-type: none"> • Noel-Levitz Student Satisfaction Inventory (Figure 7-31) • Course Evaluations • Focus Groups • Ask the Cavalier (online) • Community College Survey of Student Engagement (Figure 7-34) • Facebook • Blackboard Discussion Groups • Student Grievance Process • Student Email • Student Government Input Sessions • Critical Incident Reports • WTCS Reports 	<ul style="list-style-type: none"> • Student Learning Outcomes Survey (Figure 7-10) • Student Email • Facebook • Student Grievance Process • WTCS Reports 	<ul style="list-style-type: none"> • 6-month Graduate Follow Up Survey (Figure 7-32) • 5-Year Graduate Follow Up Survey (Results) • Focus Groups Alumni Association • Student Email • Facebook • National Student Clearinghouse Transfer Data • WTCS Reports

3.1.a Student and Stakeholder Listening

3.1.a (1) Listening to Current Students and Stakeholders

As mentioned in P.1.b(2), Western segments its current students into credit and non-credit-seeking students. It segments its external stakeholders as employers, parents/families of students, community at large and regulatory bodies. Several listening mechanisms are in place for each stakeholder group (Figure 3-1 and 3-2). These listening mechanisms provide the opportunity for Western to (1) identify student and stakeholder expectations; (2) measure satisfaction and perception; (3) identify opportunities for new programs and services; and (4) grow and maintain its position as college of first choice in the Western district.

Western systematically measures satisfaction throughout the life cycle of the credit student (Figure 3-1). The Noel-Levitz Student Satisfaction Inventory (Figure 7-31) provides a way for Western to identify both importance of and satisfaction with programs

and services. In addition, market research, the QRP student survey, and the Student Learning Outcomes (Figure 7-10) assessment process provide the opportunity for students to offer suggestions for improvements on a regular basis.

As part of Western’s PDCA model, students have the opportunity to give feedback throughout their time at the college through classroom assessment techniques, course evaluations, topic specific surveys, focus groups, and through post-transaction pulse checks. Pulse checks and classroom assessment techniques offer the opportunity for the college to make adjustments to student experiences in a timely manner. These include social media and web-based technologies such as Facebook, Twitter, YouTube, and Western’s “Ask the Cavalier” web feature. End-of-program listening mechanisms such as the Student Learning Outcomes assessment process provide the opportunity for graduating students to offer input and the College to plan for future improvements.

Western measures non-credit student and adult basic education satisfaction through mechanisms such as course or instructor evaluations, focus groups, pulse checks, and special topic surveys. Non-credit student and stakeholder listening mechanisms are detailed in Figure 3-2.

Western’s listening processes are aggregated for college use and disaggregated for individual program and service area use. Themes are identified and shared through channels such as team meetings, town hall meetings, information flow sheets, presentations on College Day, and through *Essential News*. Results from these mechanisms are often the catalyst for AQIP Action Projects or special projects related to student success. They are shared with various groups such as the ALT, Academic Deans’ Council (ADC), Management Forum, faculty and front-line groups, and they are taken into consideration during the annual and strategic planning processes.

Figure 3-2 Non-Credit Student and Other Stakeholders Listening Mechanisms

Non-credit Student	Employer	Parents & Families of Students	Community at Large
<ul style="list-style-type: none"> • Course evaluations • Training follow up surveys • Focus groups • Student surveys • Critical incident reports • Needs assessments 	<ul style="list-style-type: none"> • Advisory Committees (biannual) • Employer follow up survey (Figure 7-33) • Ad-Hoc focus groups • New program development focus groups and surveys • Clinical/internship site evaluation (semester) • Economic Modeling Specialists, Inc.(EMSI) 	<ul style="list-style-type: none"> • Parent perception survey [7.2a(1)] • College night survey 	<ul style="list-style-type: none"> • Community Perception Survey • District Board meetings (monthly) • State-wide impact study • Environmental scanning (quarterly) • High School Tech Prep Council • Economic Modeling Specialists, Inc. (EMSI)

3.1.a(2) Listening to Potential and Former Students and Stakeholders

In addition to the mechanisms to listen to current students and stakeholders, Western also has several processes in place to listen to potential and former students. Former students may be students who graduate, transfer, find employment before completion, or leave for personal reasons. Listening mechanisms for both potential and former students are captured in Figure 3-1.

From a programs and services perspective, the new program development process and the environmental scanning process are two well-honed tools to gather just-in-time data from potential students, stakeholders, and competitors. A compilation of more than 90 data sources are packaged in an economic modeling software (EMSI). This rich source of stakeholder information is updated and shared with ADC on a quarterly basis to provide district-specific competitive information, labor market information, and demographic trends. It is used in the program mix analysis [4.1.c(2)] process as well as by faculty as part of the QRP (P.2.c).

Similar to the process for current students and stakeholders, this information is funneled back into the PDCA model and strategic planning processes. It provides the opportunity to (1) innovate program and services offerings through the new program development process; (2) refine marketing approaches; and (3) better meet the needs of student, employer, and community stakeholders.

3.1.b Determination of Student Satisfaction and Engagement

3.1.b(1) Satisfaction and Engagement

Western determines student and stakeholder satisfaction and engagement through a variety of mechanisms. As mentioned in 3.1a(1), Western uses the Noel-Levitz Student Satisfaction Inventory (Figure 7-31) to gauge student satisfaction in a variety of areas. This assessment tool provides a mechanism for Western to compare itself to peer groups as identified by Noel-Levitz. In addition, Western administered the Community College Survey of Student Engagement (CCSSE) for the first time in 2011 (Figure 7-34).

The processes within Western’s Student Learning System (Figure 6-2) and Student Support System (Figure 6-3) present an opportunity to measure satisfaction and engagement. These metrics are captured in the College Scorecard and are presented in Category Seven:

- Full-time Equivalent Enrollments (FTEs) (Figure 7-45)
- Students accessing veterans benefits (Figure 7-47)
- High school market share (Figure 7-44)
- Retention (Figures 7-1 through 7-7)
- Graduation/GED pass rates (Figure 7-11)
- Student satisfaction (Figure 7-31)

Engagement is also monitored through key college events and on a day-to-day basis through the Welcome Center and in the classroom. Mechanisms for measuring include:

- Admissions inquiries
- Course/program enrollment monitoring
- Attendance at new student orientation (Figure 7-48)
- Participation in the online student readiness training (Figure 7-12)
- Faculty advising logs
- Counselor calendar tracking
- Attendance in class

3.1.b(2) Satisfaction Relative to Competitors

Western determines student and stakeholder satisfaction relative to its competitors through the Parent Perception Survey [7.2a(1)] and the Community Perception Survey. The college monitors the National Student Clearinghouse transfer patterns for students who leave the college to pursue education at competing institutions, and reviews articulation agreements with high schools and other post-secondary institutions. Employer focus groups and advisory committees are an avenue to collect feedback about Western graduates and interns as compared to those of the competition.

3.1.b(3) Dissatisfaction

Along with satisfaction, Western determines student and stakeholder dissatisfaction through the listening mechanisms described in 3.1.a. For current students, a formal grievance process is available. This process is described in detail in the Student Handbook available via the College's web site and bookstore. Program advisory committees that meet twice each year also provide a mechanism to communicate stakeholder satisfaction or dissatisfaction with program and service offerings both at the main campus and at the regional locations.

3.2 Customer Engagement

3.2.a Educational Programs and Services and Student Stakeholder Support

3.2a(1) Programs and Services

Student, stakeholder, and market requirements are identified through on-going environmental scanning, market research, and input from students and other stakeholders. Requirements for credit-seeking students are identified through periodic student surveys and pulse checks. In addition, requirements are identified through labor market analysis, consultation with workforce development agencies, input from employer advisory committees, consultation with business and industry groups, discussions with high school counselors and teachers, feedback from student government and other student clubs, and through the use of economic modeling tools to identify emerging trends.

Requirements for non-credit seeking students are identified through student surveys, consultation with regional employers through the college's Business and Industry Services unit, workforce development agencies, and through needs analyses conducted with regional employers. Programs and services are innovated through the use of EMSI software that helps predict the future labor market needs for the district. In addition, the college conducts benchmarking through the program QRP, through attendance at the HLC Annual Meeting, and through its membership in CQIN. The Welcome Center, a recently designed and constructed one-stop shop for student services, the new residence hall, the remodeled cafeteria and courtyard spaces, and three new programs (Medical Administrative Professional, Human Services Associate, Building Systems Technology) are examples of the type of innovation that result from the processes used to identify the changing needs of students and stakeholders.

3.2.a(2) Student and Stakeholder Support

Western enables its students and stakeholders to seek information and support through its Student Support System (Figure 6-3). Key processes in this system span the life cycle of the student and include attraction, conversion, retention, and placement. The College recognizes that while students and stakeholders need access to similar types of information and services, there are also differences across student segments and stakeholders. These differences are identified through the process described in 3.2a(1).

Figure 3-3 Key Communication, Information, and Means of Support - Students

Segment: Students		
Communication Vehicles	Examples of Information Needs	Examples of Services
Public Web Site MyWestern Student Portal Student Newsletter Student Email Blackboard Text Messaging Social Media <i>(Facebook, Twitter, YouTube)</i> Posters Signage Direct Mail TechConnect Web Site	Admissions Information Application Program Information Course Schedules Entrance Requirements Financial Aid Information Job Postings Course Information Job Placement (Results) Policies and Procedures Tuition Information Billing Statements Regional Location Maps Student rights and responsibilities Campus events and opportunities Safety and security notices	Entrance Assessment New Student Orientation (Figure 7-48) Online Student Readiness Training (Figure 7-12) Financial Aid Assistance Veteran's Services Academic Success Center Tutoring Disability Services Minority Services Library Services Computer Labs Bookstore Computer Support Services Food Service Residence Hall Wellness Center Student Email Student Newsletter Student Portal Career Services Counseling Advising Registration Student Life

The College's Welcome Center provides a central physical place for students and stakeholders to access information and services. In addition, the College's public web site and student portal (MyWestern) provide online access. Figure 3-3 through 3-7 describe communication channels, information requirements, and support services provided by the college.

Western ensures that support requirements are deployed to all people and processes involved in student and stakeholder support through new employee orientation, documentation of processes, formal communication mechanisms such as College Day, Professional Development Day, SLT meetings, Town Hall meetings, Management Forum, regional location meetings, and the QRP. The SLT and steering teams lead communication efforts related to supporting students and stakeholders.

Figure 3-4 Key Communication, Information, and Means of Support – Regulating Bodies

Segment: Regulating Bodies		
Communication Vehicles	Examples of Information Needs	Examples of Services
Public Web Site Formal Reports State-called Meetings Webinars Site Visits Email	Program Information Financial Aid Information Enrollment Information (Figure 7-45) Job Placement (Figures 7-2 through 7-4) Employer Follow Up Information (Figure 7-33) Public Meeting Agendas Policies and Procedures Campus Crime and Fire Statistics (Cleary Report)	Annual Reporting On-site Visits Research Reports Process Documentation

Figure 3-5 Key Communication, Information, and Means of Support – Employers

Segment: Employers		
Communication Vehicles	Examples of Information Needs	Examples of Services
Public Web Site Email Program Advisory Committees Employer Advisory Committees New Directions Events 1:1 visits Tours Promotional Materials	Program Information Job Placement (Figures 7-2 through 7-4) Employer Follow Up Information (Figure 7-33) Public Meeting Agendas Policies and Procedures Customized Training Information Labor Market Information	TechConnect Job Postings Customized Training Large Group Meeting Space Organizational Needs Analysis

3.2.a(3)(4) Student and Stakeholder Segmentation and Data Use

Through benchmarking with world-class organizations and peer institutions, best practice sharing with CQIN institutions, internal and external pulse-checks, and comparison with other WTCS institutions, Western has fine-tuned how it segments and uses data. While the primary segmentation of students focuses on credit status (credit or non-credit students), other segmentation may occur when conducting root cause analysis during the PDCA process or QRP, when developing marketing strategies, and when reporting to regulating bodies. The nature of the data collected provides the opportunity to analyze variables such as full-time/part-time status and special populations.

A variety of information sources and listening mechanisms are used to identify current and anticipated student and stakeholder market segments.

Listening mechanisms are described in Figures 3-1 and 3-2. As mentioned in 3.1.a(2), a primary data source for environmental scanning is an economic modeling software developed by Economic Modeling Specialists, Inc. (EMSI). This robust system provides industry, labor market, occupational analysis, demographic trends, competitive offerings, economic forecasting, demographics information, and career pathway trends. It assists in the identification of student and stakeholder segments, employer and industry segments, and the development of innovative programs and services to meet their needs.

In addition, Western has conducted occupational analyses, employer surveys, and new program development focus groups as part of its processes to provide innovative and relevant programming. The National Student Clearinghouse data is analyzed to identify student transfer patterns and to determine the size and scope of articulation and transfer degree options. This information is funneled into the strategic planning process, program planning, and the QRP for faculty use.

3.2.b Building Student and Stakeholder Relationships

3.2.b(1) Relationship Management

Western has implemented several relationship management tools to support its vision to be the college of first choice. These tools are summarized in Figure 3-8. As part of its relationship-building, marketing, and branding efforts, Western conducted community perception surveys in 2005 and 2009 and participated in the WTCS parent perception survey in 2007 and 2010 [7.2a(1)]. Information gleaned from these surveys and

Figure 3-6 Key Communication, Information, & Means of Support – Parents

Segment: Parents		
Communication Vehicles	Examples of Information Needs	Examples of Services
Public Web Site 1:1 visits Tours Signage Promotional Materials	Program Information Financial Aid Information Campus life opportunities Safety and security information Complaint and grievance resolution process	Parent Orientation Tours

Figure 3-7 Key Communication, Information, & Means of Support – Community at Large

Segment: Community at Large		
Communication Vehicles	Examples of Information Needs	Examples of Services
Public Web Site 1:1 visits Tours Promotional Materials Local Media Signage	Enrichment Course Schedule Accreditation Information Graduate Follow Up Results (Figure 7-32) Alumni Events Foundation Events	Enrichment Activities Large Group Meeting Space Tours Foundation Alumni Association Wellness Center Alumni Newsletter Foundation Newsletter

Figure 3-8 Relationship Management Tools

Tool
Redesigned publications and web site
Social media presence (<i>Facebook, Twitter, YouTube</i>)
Social media marketing/per click advertising
Search engine optimization
Essential Experience magazine
Human interest stories – La Crosse Magazine
High school relations model (collaboration with tech prep and recruitment)
Development of Associate of Science Liberal Arts transfer degree and other 2+2 and 1+1 degrees (Figure 7-46)
Online and searchable college catalog
Direct mail to high school juniors and parents
Online request form for tours and program shadows
Ask the Cavalier – online Q & A forum for students and stakeholders
Marketing plan for Business and Industry Services
Marketing plan for Lunda Center (community and corporate training center)
Collaborative marketing with 15 other WTCS institutions
Max and Ben's Manufacturing Adventures web site and video
Program advisory committees
Employee involvement in community (Figure 1-6)

other listening mechanisms such as focus groups helps to shape Western's current brand of the Essential Experience. When Western learned of concerns related to community involvement and communication outside of La Crosse County (location of the main campus), it developed a marketing plan and a series of action plans that promote Western as, "Your Community, Your College."

3.2.b(2) Complaint Management

Western handles student and stakeholder complaints through standard processes articulated in the Student Handbook. Specific policies and processes that are communicated via the College's web site and Western's internal web site provide guidance to students, stakeholders, and employees. Western provides customer service training so that complaints can be diffused immediately. A triage approach is taken in situations such as when negative feedback regarding an instructor or front-line staff member is communicated. The supervisor listens to identify issues, provide suggestions for resolving the issues, and then escalates to a higher level of management if necessary. Care is taken to protect confidentiality and privacy for both students and staff.

Patterns and trends in student and stakeholder complaints are identified through discussions that occur in steering team meetings, through the QRP, and through evaluation of the Noel-Levitz Student Satisfaction Inventory results and pulse-checks.

CATEGORY 4 *Measurement, Analysis, and Knowledge Management*

4.1 Measurement, Analysis, and Improvement of Organizational Performance

Western takes pride in its ability to use data to inform planning and decision-making processes. The 2009 PACE results for institutional information sharing (Figure 7-38, item 10) demonstrate an improvement over 2007 and are above the national norm base. The 2009 results (3.25) for the institution's use of pertinent data and information for decision-making and reporting have improved significantly over the 2007 results (Figure 7-38, items 10 and 50).

Western uses a centralized data collection and retrieval system (Peoplesoft) and has access to several other robust data systems including the WTCS data system portal, the WTCS Quality Review Process Data System (QRPDS), the College's curriculum repository (WIDS), the Integrated Post-secondary Education Data System (IPEDS), the National Student Clearinghouse, EMSI, and most recently, the National Community College Benchmarking Project (NCCBP) data system. In recent years, Western has benchmarked with other organizations and learned from CQIN members how to improve access to these data systems. As a result, a College Scorecard with drilldown capabilities (Figure 4-1), a series of reports for academic deans known as the Deans' Dashboard (Figure 4-2), and a series of reports are available to employees via the internal web site (WIRE). In addition, the College has established a data library within the research department's internal web site, and a systematic process and data request form to streamline the process of collecting the appropriate data for the research question. Finally, the College has several mechanisms that assist in identifying environmental shifts. These are displayed in Figure 2-4.

4.1.a Performance Measurement

4.1.a (1) Performance Measures

Western's strategic plan and decision drivers, systems and process structure, the WTCS, other regulatory agencies such as the HLC, Department of Education, and legislation such as the Carl Perkins Career and Technical Education Act, drive the selection of data that is used to track daily operations and overall organizational performance. The College Scorecard (Figure 4-1) is closely aligned with the College's strategic plan (Figure 2-3). It provides drilldown capabilities that allow the organization to identify specific areas that may be contributing to high or low performance areas. For example, the College Scorecard includes a metric for retention. By clicking on the link within the scorecard, an individual can view retention by program, student status, and year. Because the core business of the College is education and the core customer is the credit student, the academic deans have a need for a comprehensive system to monitor their respective divisions and programs. The Deans' Dashboard has been created to provide additional program-specific indicators and more detailed data. Figure 4-2 displays the data that can be accessed via the Deans' Dashboard. This information feeds other program-related processes such as the program mix analysis and the QRP.

Western's well-established program evaluation process, the QRP, requires access to comparative data for all credit programs. The WTCS QRPDS and the WTCS data system portal are two consistently used systems that supplement local data related to programs. Within these two systems, all programs can be compared to similar programs offered at the other 15 colleges within the WTCS. As part of a program improvement plan, faculty may choose to visit or talk with other WTCS colleges that are high performers. Figure 4-3 is an example of a program scorecard and the indicators that are measured by WTCS. Figure 4-4 is an example of the ability to display a program's trend line for select indicators. The data system also provides the ability to compare specific programs and indicators to other colleges within the WTCS.

Depending upon the nature of the indicator measured and the reporting requirements, data is collected on a daily basis (FTE,

Figure 4-1 College Scorecard

Decision Driver #1 - Do We Get Them?						
Strategic Goal #1	Measures	Updated	Most Recent	Target	Data Detail	Drill Down
Recruitment <i>Do We Get Them?</i>	Get 1.1 - FTEs by Academic Group	15th/30th	4158	4235	1.1	Dashboard
	Get 1.2 - ASLA/UT Degree - Headcount Enrollment by Semester	Monthly	404	N/A	1.2	
	Get 1.3 - ASLA/UT Degree - FTE Enrollment by Semester	Monthly	298	449	1.3	
	Get 1.4 - Students Using Veteran's Benefits	Semester	732	N/A	1.4	
	Get 1.5 - Western's Student FTEs Enrollment Comparison	Annually	4155	4235	1.5	
	Get 1.6 - High School Market Share (Direct-1 year-2 years)	Annually	31%	33%	1.6	
Decision Driver #2 - Do We Keep Them?						
Strategic Goal #2	Measures	Updated	Most Recent	Target	Data Detail	Drill Down
Retention <i>Do We Keep Them?</i>	Keep 2.1 - Retention FALL to SPRING Fulltime & Part-time	Annually	85% 60%	86% 65%	2.1	Data Library Retention Reports
	Keep 2.2 - Retention FALL to FALL Fulltime & Part-time	Annually	52% 31%	59% 47%	2.2	
	Keep 2.3 - Full Time Cohort Graduation Rates (3 years)	Annually	42.64%	43.50%	2.3	
	Keep 2.4 - Part Time Cohort Graduation Rates (5 years)	Annually	37.13%	37.87%	2.4	
	Keep 2.5 - Combination of Graduation & Retention/Transfer	Annually	67.17%	73%	2.5	
Decision Driver #3 - Do They Learn?						
Strategic Goal #3	Measures	Updated	Most Recent	Target	Data Detail	Drill Down
Learning <i>Do They Learn?</i>	Learn 3.1 - All Course Pass Rates C or Better	Semester	Fall 79.8%	80%	3.1	Dashboard
	Learn 3.2 - Graduate Placement Rates - Field/Related Field	Annually	74% related field	83% related field	3.2	Data Library FollowUp
	Learn 3.3 - Service Learning	Semester	--	--	3.3	
	Learn 3.4 - GED Pass Rates	Annually	92%	+90%	3.4	
Decision Driver #4 - Are They Satisfied?						
Strategic Goal #4	Measures	Updated	Most Recent	Target	Data Detail	Drill Down
Satisfaction <i>Are They Satisfied?</i>	Satisfied 4.1 - Student Satisfaction - Noel Levitz	Bi-annual	N/A	N/A	4.1	Charts
	Satisfied 4.2 - Graduate Satisfaction - Six Month Follow-up	Annually			4.2	Data Library FollowUp
	Satisfied 4.3 - Employer Satisfaction - Graduate Skills	Annually	89%	90%	4.3	
	Satisfied 4.4 - Employee Satisfaction - PACE	Bi-annual	N/A	N/A	4.4	
Decision Driver #5 - Are We Financially Secure?						
Strategic Goal #5	Measures	Updated	Most Recent	Target	Data Detail	Drill Down
Financial Resources <i>Are We Financially Secure?</i>	Financial 5.1 - Grant Revenue	Annually	6.30%	7%	5.1	
	Financial 5.2 - Undesignated/Designated Fund Balance	Annually	12.90%	10% min	5.2	
	Financial 5.3 - Sources of Revenue	Annually	N/A	N/A	5.3	
	Financial 5.4 - Mill Rate	Annually	N/A	N/A	5.4	
	Financial 5.5 - Cost per FTE	Annually	Rank 12	Rank 13 or lower	5.5	
	Financial 5.6 - Allocation of Expenditures	Annually	25.50%	25% max	5.6	
	Financial 5.7 - Auxiliary Services	Annually	N/A	All break even	5.7	
	Financial 5.8 - Energy Efficiency	Annually	Top 4	Top 2	5.8	
Decision Driver #6 - Do Our Systems Work and Support Our Values?						
Strategic Goal #6	Measures	Updated	Most Recent	Target	Data Detail	Drill Down
Systems <i>Do our Systems Work and Support our Values?</i>	Systems 6.1 - Flowchart Development	Annually	75 posted	On-going	6.1	Flowchart Library
	Systems 6.2 - Space Utilization	Annually			6.2	By Campus
	Systems 6.3 - Performance Excellence	Annually	--	Continue to Improve	6.3	AQIP website
	Systems 6.4 - Employee Headcount	Annually	471	Maintain	6.4	

Academic Year = Begins with summer session (ex: 2010-11 includes summer and fall of 2010 and spring of 2011)

Fiscal Year = Begins July 1 - Ends June 30

headcount), monthly basis (budget), on a semester-to-semester basis (retention), or on an annual basis (graduation rates, job placement). Local data provides the most current data. It is used to monitor the daily operations of the College. WTCS, IPEDS, NCCPB, and the National Student Clearinghouse data are considered lagging data; however, these sources provide the opportunity for the College to compare to other institutions and analyze trends.

Figure 4-2 Deans' Dashboard

Deans' Dashboard Data Elements	
FTE Reports By Semester/By Year All FTE Division and Program Sample Degree FTE for Division and Program Sample Non-Degree FTE for Division and Program	Headcount Reports By Semester/By Year All Headcount by Division and Program (Declared) Degree Headcount by Division and Program (Declared) Sample Non-Degree Headcount by Division and Program (Declared) All Headcount by Division and Program (Enrolled) Degree Headcount by Division and Program (Enrolled) Sample Non-Degree Headcount by Division and Program (Enrolled)
Enrollment Reports All Classes Enrollments/Capacity Sample Degree Classes Enrollments/Capacity	Course Completion % - "C or Better" By Semester/By Year All Course "C or Better" Completion Rates Sample Degree Courses "C or Better" Completion Rates
Graduate Count Reports Graduate Counts by Term Graduate Headcount by Year	Other Reports Graduate Success Reports College Scorecard Research Data Library Weeks Prior Reports EMSI Reports by Program Enrollment Reports Application Reports Program Summary Admissions Spreadsheets

4.1.a (2) Comparative Data

As mentioned in 4.1a(1), Western has access to several data systems. Within many of these data systems is the ability to compare to other institutions. As described in P.2a(3) and Figure P-7, Western uses a variety of sources for comparative and competitive data. At the College level, comparisons are made to similar organizations, such as those found within the WTCS. Comparisons are also made to peer groups as defined by the creators of instruments used to measure elements such as student satisfaction (Noel-Levitz) and employee satisfaction (PACE). Finally, sources such as IPEDS are used to compare to the competition. The ability to compare to other organizations helps the College to set targets and establish realistic action plans to support the College's strategic plan. Results of these comparisons are presented in Category Seven.

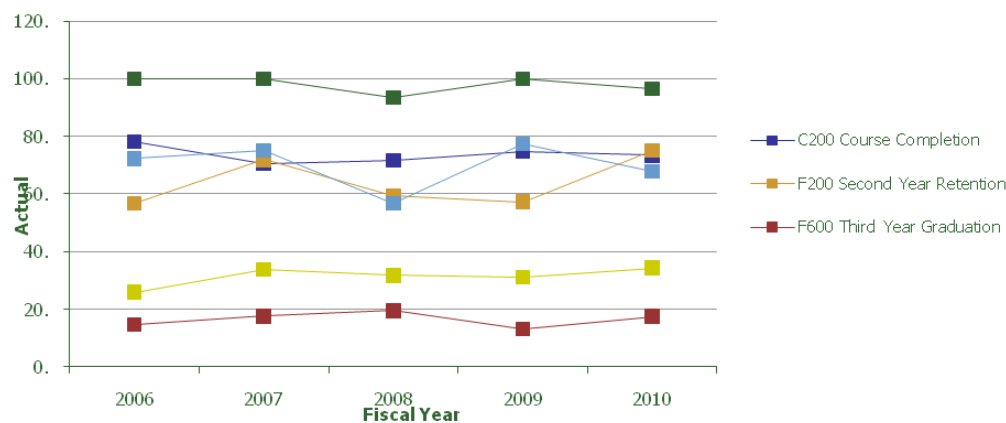
Figure 4-3 WTCS Program Scorecard Example

Indicator Type Name	Indicator Code Name	Threshold	Target	Actual
State Indicators	C200 Course Completion	59.44	85.97	73.36
	C400 Special Populations Course Completion	52.67	84.69	68.15
	C600 Minority Course Completion	45.27	82.29	66.67
	F200 Second Year Retention	46.79	76.21	75
	F400 Third Year Retention	27.4	58.4	48.54
	F600 Third Year Graduation	8.46	34.77	17.48
	F800 Fifth Year Graduation	13.17	43.68	34.29
	I300 Job Placement - All Employment	75.08	100	96.43
I600 Job Placement - Related Employment	53.01	76.87	67.86	

4.1.a (3) Student and Stakeholder Data

Mechanisms for capturing voice-of-the-customer data are detailed in Figures 3-1 and 3-2. The approach to listening to students and stakeholders is described in 3.1a. Using these mechanisms, data may take the shape of survey results, focus group recaps, complaints captured through various mechanisms, feedback on social media sites, email, and recaps of discussions with program advisory committees, and other advisory groups. Western ensures effective use of this data by funneling it to the appropriate programs, teams, leaders, and individuals within the organization. As described in 2.1.a(1), the strategic planning process involves synthesizing information collected through student and stakeholder listening mechanisms. This information is used to identify potential challenges and opportunities for improvement, and to recognize success at both the operational and strategic level. It is used to shape the College's strategic plan, master plans, unit plans, division/department plans, and individual program and services plans. For ex-

Figure 4-4 Program Scorecard Trend Line Example



ample, the QRP requires analysis of student and stakeholder feedback on a program-by-program basis. Data from processes such as the Student Learning Outcomes Assessment (Figure 7-10) and the Graduate Follow-Up (Figure 7-32) are key components of this analysis process. This information informs the creation of program plans. When data from multiple programs are analyzed, trends are identified and shared with the College's steering teams and SLT.

4.1.a (4) Measurement Agility

Western's enterprise system and the use of COGNOS provide the ability to access data as specific issues surface. Local and WTCS data systems include features that allow for running queries to answer questions. The College has a core of internal programmers and "power" users that are skilled at working with multiple sources of data. The Research and Technology Team (RTT) is a resource of cross-functional staff that has the ability to work on special projects or requests.

4.1.b Performance Analysis and Review

Western analyzes overall performance of the institution on both an on-going and annual basis through the use of its scorecards, static and dynamic reports, and through the mechanisms described in Figure 2-4. The following tactics are used in analysis and sharing of information related to overall performance:

- Baselines are established, data is collected and trended over a three- to five-year period with targets and benchmarks identified where possible.
- The SLT assesses overall performance of the strategic goals and objectives on a weekly basis.
- The District Board receives regular updates related to Western's key decision drivers: enrollment, retention, learning, satisfaction, financial stability, and systems integration.
- Management Forum and steering teams meet a minimum of once per month to discuss organizational performance.
- Divisions host department meetings at a minimum of two times per year and discuss organizational results and the division's impact on organizational performance.
- Programs receive an updated scorecard on an annual basis.
- The President shares College performance information during the State of the College address at College Day held at the beginning of the fall and spring semesters.

Achievement of strategic goals, objectives, and actions is monitored at the College, division, and department levels as part of the annual planning process.

4.1.c Performance Improvement

4.1.c (1) Best-Practice Sharing

As mentioned in 4.1, the opportunity to compare to other institutions assists Western in identifying best practices in other organizations as well within the College. At the program level, best practices are shared during the Quality Academy and recorded in the QRPDS. Cross-functional teams conduct debriefing sessions during and after the pilot and implementation of new initiatives. Flowcharting of processes provides the opportunity to identify what is working and what isn't working. Through these processes, individuals and teams within the College are able to learn and share.

4.1.c (2) Future Performance

Western's ability to plot trend lines using data systems provides a mechanism to project future performance. Indicators on the College Scorecard, Deans' Dashboard, and program scorecards inform the decision-making process. In addition, results from the listening mechanisms described in 3-1 and 3-2, and the mechanisms to identify environmental shifts (Figure 2-4) supplement the data used to project future performance. For example, results gathered during the environmental scanning process may indicate a growth in dislocated workers or veterans returning from deployment. This information may indicate that the College will witness an increase in headcount and FTEs in the near future. It is also possible that an analysis of market research may indicate a shift in the number of students graduating from high schools in the district. This in turn may result in a change in the direct from high school market share Western achieves (Figure 7-44). These scenarios describe how Western uses its data and information to adjust priorities and performance projections.

From an academic program standpoint, Western uses two primary tools to project future performance. These include the program mix analysis process and the optimal program capacity worksheet. The program mix analysis process provides the College with a tool to consistently and regularly assess program viability. Conducted annually, this process considers multiple variables related to program success. It results in a recommendation to grow, shrink, discontinue, or maintain a program. The optimal program

capacity worksheet is used primarily by the Business Division to determine how many new students and course sections are needed given the available resources, retention rates, and labor market demands. The College is in the process of establishing a tool for other divisions.

4.1.c (3) Continuous Improvement and Innovation

As described in 4.1.b, data and information is monitored at multiple levels in the College. Opportunities for improvement are identified and decisions are made through an analysis of data and information on a daily, weekly, semester-by-semester and annual basis – depending upon the type and timeliness of data/information. Adjustments to the College’s strategic plan and master plans are the result of careful performance analysis review. The College’s accreditation process (AQIP) and self-assessment efforts (Wisconsin Forward Award Application) also provide avenues for the College to identify improvements and innovation. The AQIP Systems Portfolio is a method for the College to document its systems, processes, results, and improvements. This is submitted every four years and is an accreditation requirement for the HLC. The output of this process is a comprehensive feedback report that assists the College in the identification of significant opportunities for improvement and AQIP Action Projects. As part of the QRP for instructional programs, faculty analyze data and information provided through the WTCS program scorecard. Improvement plans that are tied to scorecard measurements are created and monitored. These improvement plans also tie to Western’s annual planning process and the College’s strategic and master plans.

Western shares its priorities and opportunities with employees and external customers and stakeholders through the channels such as the Integrated Team Structure (Figure 1-1), and through the communication mechanisms listed in Figure 1-4. In addition, the SLT’s community involvement (Figure 1-6) enables the College to create awareness of priorities and opportunities.

4.2 Management of Information, Knowledge, and Information Technology

4.2.a Data, Information, and Knowledge Management

4.2.a (1) Properties

The RTT is responsible for managing organizational data, information, and knowledge to ensure that it is accurate, reliable, timely,

Figure 4-5 Information Systems Effectiveness Strategies

Indicator	Strategies	
Integrity	Access and security checking Password change requirements Nightly backups	Security breach monitoring Virus scanning and automatic updates
Reliability	Data formatting controls Patch and update implementation Uninterruptable power	Automatic updates for Windows Internet traffic filtering
Accuracy	Field level data verifications Regular accuracy scanning of employee and student records	Inventory tracking
Timeliness	24/7 availability Convenient scheduling of maintenance and upgrades (non-peak work hours)	Server and network performance
Confidentiality	Unique User ID - Password for each system	User account management, FERPA, HIPAA
Standardization	Standard hardware platform Central purchasing	Software compatibility review Standard operating system and applications
Security	User authentication Application access	Single authentication point Automatic updates– to Op system and virus
User Friendly	Help desk Staff and faculty training	On Site Technical Assistance

Figure 4-6 Data Access Mechanisms by User Group

User Group	Access Mechanisms	
Employees	Intranet (WIRE) Research data library (WIRE) Public College web site PeopleSoft COGNOS reports QRP Data System (QRPDS) WTCS web site PeopleSoft employee portal Shared file storage drive National Student Clearinghouse database	Access database for assessment of student learning Email/Calendars Blackboard WTCS remote desktop WIDS curriculum database Goldmine – contact management system Survey Gold
Students	Public College web site Instructional web sites Blackboard PeopleSoft student portal Student email	Online library resources – i.e. BadgerNet Newsletters, brochures and catalogs Tech Connect web site (job posting site)
Stakeholders	Public College web site District Board meetings Graduate Follow-up report Meetings Special events	WTCS web site Brochures and Annual Report Newsletters
	Internet downloads State reporting WTCS web site	College web site QRPDS

and secure. Figure 4-5 describes the strategies used to maintain information systems effectiveness.

4.2.a (2) Data and Information Availability

Data availability is described in Figure 4-6.

4.2.a (3) Knowledge Management

4.2.b Data, Information, and Knowledge Management

4.2b(1) Hardware and Software Properties

Western's information technology department has established minimum standards for all of its computers to maintain reliability and continuity across the district. These are both hardware standards and software standards. A user can move to any computer on campus and expect to find the same applications and operating systems. Security is maintained through Active Directory services so that when a user authenticates with the network, they only have access to the applications and files they are supposed to access.

4.2b(2) Emergency Availability

Western has established several layers of safeguards into its network design. Each emergency can have multiple scenarios that must be addressed. The College has invested in a backup generator power supply that supports Western's uninterruptable power supply systems in the data center. Redundant fiber runs between buildings and it can re-direct network outages if needed. Western also has redundant paths to the Internet if absolutely needed. State of the art fire suppression systems are currently being installed in the data center.

With limited resources available, the College is unable to implement fully functional fail-over systems; however, the network design is such that if one part of the campus would fail, the rest of the campus can continue to operate. Equipment can be moved to other data closets to restore services depending on the event.

CATEGORY 5 Workforce Focus

5.1 Workforce Environment

5.1.a Workforce Capability and Capacity

5.1.a (1) Capability and Capacity

Western's workforce is described in Figure P-1. An environment that combines both unionized and non-unionized workforce segments results in a varied approach to processes for managing workforce capabilities and capacity. Union contracts specify conditions of employment, benefits, job classification, and compensation structures. Western's internal web site contains all union contracts and several flowcharts related to management of the workforce. These flowcharts are reviewed annually to reflect adjustments that may occur as a result of changes to work systems or processes, labor contracts, legal requirements, or regulations.

In 2010, Western implemented a process by which all job descriptions are reviewed, revised, and updated. Through this process, specific credentials, skills, and values required for all types of employees are identified. In addition, Western analyzes a variety of elements to determine its workforce capability and capacity. These include:

- Rates of planned and projected retirements based upon current workforce age and changing employment benefits
- Emerging technology that impacts program delivery formats and instructional technology
- Demographics for the students and stakeholders the College serves (age, location, socio-economic status, academic preparedness, etc.)
- Changes in enrollment patterns for students (fluctuations in full-time or part-time students or FTE generation)
- Environmental scanning results including labor market demands and emerging or declining occupations
- Program mix analysis results

Job specifications are developed to describe the qualifications needed and are driven by the duties listed in the job description. Faculty requirements that focus on key duties and responsibilities have been agreed to through contract negotiations and are coupled with state certification and accreditation requirements. Western's certification process has resulted in no fines for non-compliance in the last two audits (conducted in 2008-2009 and 2009-2010). A position reclassification process is available for administrators and paraprofessional and school related personnel (PSRP). The College's open position report is reviewed regularly by the SLT to determine (1) if the position needs to be filled immediately or if it can be held open for a time to allow for a temporary salary savings; (2)

if the position can be combined with one or more existing positions for operating efficiency; and (3) if the position can be eliminated either immediately or after a short transition period.

5.1.a (2) New Workforce Members

Western ensures that its workforce possesses the requisite knowledge, skills, abilities, and characteristics through the use of its defined and documented processes available on the College’s internal web site. Nineteen flowcharts related to human resources processes are available to all employees. New employees are recruited using a variety of media and methods displayed in Figure 5-1.

Figure 5-1 New Employee Recruitment Methods

Electronic postings to internal and external web sites	Local, regional, and national newspapers and trade journals	Social media
Diversity list serves identified through the Diversity Team and HR	Professional referrals	Informal recommendations
Program advisory committees	Alumni	Community organizations
Craig's List	Local Radio	Career Builder
Chronicle of Higher Education		

Figure 5-2 displays Western’s approaches to retaining workforce members. As a result of its retention efforts, the College experiences minimal turnover and high levels of employee satisfaction. Western ensures that its workforce represents the diverse ideas, cultures, and thinking of the organization, student, and stakeholder communities by

forming selection committees that include a variety of employee segments and a member of the Diversity Team. Several indicators in Figure 7-36 through 7-39 point to the success of workforce-related processes and initiatives.

Figure 5-2 Employee Retention Efforts

Benefit package	Wellness Center	Live Well Campaign
Health screening	Professional development funds	Faculty and staff training
Tuition reimbursement	Employee involvement on cross-functional teams	Union contracts
Employee Success Plans	Employee involvement in problem solving	Grievance process
Position reclassification process	Special assignments	Flexible work hours

5.1.a (3) Work Accomplishment

Western’s philosophy of employee success as described in 5.2a(3) a strongly held common values system, clearly articulated vision, and sincere belief in student goal attainment sustain the College’s ability to accomplish its work. Western’s cross-functional team approach to problem solving (Figure 7-38, item 11) and continuous improvement allows the organization to capitalize on the strength of its employees to address strategic challenges and develop action plans. The College is organized functionally as defined in pp. i-x; however, the organization is able to tap into the strength of individual employees as needed. As a result, the organization responds rapidly to student, stakeholder, and market needs, and strategic challenges.

Through this organizational structure, the SLT and steering teams set overall direction. They help develop action plans and tactics. Employees at all levels of the organization are called upon because of their individual strengths and collective core competencies. This approach fosters innovation and buy-in at the appropriate level in the College. The strength in Western’s strategic, master, unit, and program/services planning as described in Figures 2-1 and 2-2 results in the generation of ideas and actions that can and do come from all levels of the College. This is reflected in employee satisfaction as measured by the PACE in (Figure 7-38, item 15; Figure 7-39, items 9, 26, 45).

Western reinforces its focus on student goal attainment and student engagement through professional development activities, formal and informal communication from the SLT and steering committees, an emphasis on college values, communication of student success, satisfaction, and engagement results, and a focus on employee success.

5.1.a (4) Workforce Change Management

Union contracts spell out terms and conditions that affect the approaches taken to add, modify, or eliminate positions. In addition, Western takes several steps to manage its workforce to prevent and minimize workforce reductions. These steps include the following:

- The District Board and the SLT recognize the assumption that layoffs are the last resort.
- If an opening occurs through attrition, Western takes the opportunity to review the duties and responsibilities of that position and considers reconfiguration and possible cost savings.

- When layoffs are necessary, Western supports retraining and repositioning of staff.

Western’s depth of adjunct faculty allows the College to respond to rapid changes in enrollment. In most cases, the College posts internally for open positions allowing for a shift in resources to areas that have greater need.

5.1.b Workforce Climate

5.1.b (1) Workplace Environment

The College demonstrates the importance of workforce health, safety, and security through a variety of mechanisms. It provides a Wellness Center, health assessments, a tobacco-free campus, cash incentives for participation in health risk assessment, ergonomic evaluations, adaptive equipment, keycard entrance to buildings, video surveillance, an Employee Assistance Program, and healthy choices in vending machines and cafeteria. Western also focuses on improving workplace health, safety, and security through the implementation of various activities and initiatives that stem from work coordinated by the steering teams and other ad-hoc or standing committees as shown in Figure 5-3.

5.1.b (2) Workforce Policies and Benefits

Western supports its workforce through policies, procedures, process flowcharts, and an employee handbook that are available via the internal web site. The College treats its employees as professionals and provides latitude in applying policy. If a situation occurs that is perceived as a conflict with a policy or procedure, the manager intervenes to discuss the situation. Conversations are framed within the College’s values. If necessary, an HR manager or a member of the SLT is brought in to interpret the policy. The College provides several attractive benefits and services to employees that increase employee engagement and retention. Benefit summaries are available on the internal web site. Figure 5-4 describes these benefits and services.

Figure 5-3 Health, Safety, and Security Committees and Activities

Committee/Team	Initiatives/Activities
Live Well Committee	Wellness events, awareness, professional development; Collaborate with TC Café for improved nutrition - 500 Club meals/Catering Menu/ Farm-to-Institution; Lactation Rooms established and promoted; Fall Campaign around Employee Assistance Program; Applied & received \$5,000 Active Commuting Grant from LAX County (03/11 - 3/12); Spring Active Commuting Campaign - Safety tips; Commuter Spotlights (400 views); Take 5 & Recharge Campaign - 200 light bulbs distributed; 117 people viewed video; Local, Seasonal Potluck; A New Me program; Getting the Most from Your Healthcare Dollar; Recipe Exchange; Flu Shot Clinic; Commuter Academy; Embody-Health Newsletter (mailed quarterly); Self-Care Postcard Campaign (140 postcards mailed quarterly); Employee Assistance Program; Mayo Clinic Tobacco Quitline; Ask Mayo Clinic Nurseline; Ergonomic Workstation Assessment; Farmer’s Market on campus; Bike to Breakfast; Bike Buddy Program; Live Well Champion - Fall Event
Safety Committee	Safety assessment; risk assessment; professional development, incident review and recommendation for corrective action; analyze safety inspection results, conduct tests for at-risk staff
Crisis Planning Committee	Emergency preparedness; professional development; business continuity
Incident Command Team	Team training; respond to incidents; reduce and minimize loss of life or property damage
Health Benefit Improvement Team	Resource web site; information sharing, provides link to negotiation process for health plan recommendations; monitor issues in healthcare; make recommendations to reduce claims costs; develop plan for population health management
Behavioral Intervention Team	Identify and provide early intervention for students who experience extreme distress or engage in harmful or disruptive behaviors

5.2 Workforce Engagement

5.2.a Workforce Performance

5.2.a (1) Elements of Engagement

Western’s participation in and learning from the CQIN, the Servant Leadership program, the Wisconsin Leadership Development Institute (WLDI), and other benchmarking processes help the College determine in general what fosters employee engagement. Through these efforts, the College explores tools and techniques to engage employees. Examples of practices gleaned through benchmarking and best practice sharing with other organizations include the use of Monday morning meetings for the SLT and their respective support staff; “all-hands on deck” approaches to major events such as new student orientation; information flow sheets from the President to convey important messages; and pulse checks to gauge levels of satisfaction, engagement, and morale.

The PACE survey is conducted every 2-3 years with all employee segments (Figure-36 through 7-39). It consists of four components that measure key factors related to employee well-being, satisfaction, and motivation. These four components include (1) supervisor relations; (2) teamwork; (3) institutional structure; and (4) student focus. The use of PACE allows the organization to identify workforce-related opportunities for improvement that can be tied to both the College values and the strategic plan. Results from PACE can be segmented by variables such as employee category, age, and gender. The College also uses pulse checks, evaluations of college events, and the Employee Success Plan process to stay in tune with employee engagement.

Figure 5-4 Employee Benefits and Services by Employee Category

Category	Employment Benefits and Services
All employees	College Day Events and Professional Development Workshops, Wellness Center (optional), Wellness Programs, Workers Compensation, Tax Sheltered Annuity Program (403(b), 457), FMLA (all eligible)
Full-time Faculty (state-certified, non-tenured)	Salary adjustments, professional development .5 account, Employee Assistance Program (EAP), Health Insurance, Health Reimbursement Account, Health Assessment, Biometrics Screening, Dental Insurance, Qualified Retirement Plan (WRS), Life Insurance (optional), Long-Term-Disability, Flexible Spending Account (optional), Holiday Leave, Sick Leave, Personal Leave, Professional Development Leave, Bereavement Leave, Jury Duty Leave
Exec/admin/managers	Tuition reimbursement, professional dues, EAP, Health Insurance, Health Reimbursement Account, Health Assessment, Biometrics Screening, Dental Insurance, Qualified Retirement Plan (WRS), Life Insurance (optional), Long-Term-Disability, Flexible Spending Account (optional), Holiday Leave, Sick Leave, Vacation Leave, Personal Leave, Bereavement Leave, Jury Duty Leave
Other professionals	Tuition reimbursement/salary adjustment, professional development .5 account, EAP, Health Insurance, Health Reimbursement Account, Health Assessment, Biometrics Screening, Dental Insurance, Qualified Retirement Plan (WRS), Life Insurance (optional), Long-Term-Disability, Flexible Spending Account (optional), Holiday Leave, Sick Leave, Personal Leave, Bereavement Leave, Jury Duty Leave, Non-Contract Leave, Professional Development Leave
Technical and paraprofessionals	Tuition reimbursement, EAP, Health Insurance, Health Reimbursement Account, Health Assessment, Biometrics Screening, Dental Insurance, Qualified Retirement Plan (WRS), Life Insurance (optional), Long-Term-Disability, Flexible Spending Account (optional), Holiday Leave, Sick Leave, Family Sick Leave, Vacation Leave, Personal Leave, Emergency Leave, Bereavement Leave, Jury Duty Leave
Clerical & secretarial	Tuition reimbursement, EAP, Health Insurance, Health Reimbursement Account, Health Assessment, Biometrics Screening, Dental Insurance, Qualified Retirement Plan (WRS), Life Insurance (optional), Long-Term-Disability, Flexible Spending Account (optional), Holiday Leave, Sick Leave, Family Sick Leave, Vacation Leave, Personal Leave, Emergency Leave, Bereavement Leave, Jury Duty Leave
Skilled crafts	Tuition reimbursement, professional dues, EAP, Health Insurance, Health Reimbursement Account, Health Assessment, Biometrics Screening, Dental Insurance, Qualified Retirement Plan (WRS), Life Insurance (optional), Long-Term-Disability, Flexible Spending Account (optional), Holiday Leave, Sick Leave, Vacation Leave, Personal Leave, Emergency Leave, Bereavement Leave, Jury Duty Leave
Service/maintenance	Tuition reimbursement, EAP, Health Insurance, Health Reimbursement Account, Health Assessment, Biometrics Screening, Dental Insurance, Qualified Retirement Plan (WRS), Life Insurance (optional), Long-Term-Disability, Flexible Spending Account (optional), Holiday Leave, Sick Leave, Vacation Leave, Personal Leave, Bereavement Leave, Jury Duty Leave

5.2.a (2) Organizational Culture

Western’s organizational structure, team structure, and “open office” culture promotes open communication as is evidenced by the PACE results (Figure 7-38, items 16, 41; Figure 7-39, items 12, 13) and the communication methods listed in Figure 1-5. Work is designed primarily around functions (pp. i-x). Divisions and departments are housed within several units. Related programs and services are clustered within divisions and departments. The integrated team structure displayed in Figure 1-1 defines how various teams throughout the college interact. Teams serve as the primary mechanism for fostering open communication, high performance work, an engaged workforce. As described in 1.1, the Senior Leadership sets the direction for the College; steering teams guide major work plans and master plans; and cross-functional implementation teams champion action plans. This approach fosters the sharing of information across departments, jobs, and locations and encourages decision-making at all levels. As is evidenced in results for supervisory relations and teamwork (Figures 7-36 and 7-37), the College exceeds the PACE norm-base for performance in these areas.

In addition, the College values diversity in students, stakeholders, and employees. The Diversity Team champions the College’s efforts to ensure that the diverse ideas, cultures, and thinking of the workforce are incorporated into the organizational culture.

5.2.a (3) Performance Management

The Employee Success Policy at Western is an approach to human resource development that emphasizes the inherent ability of every employee to grow and succeed. The Employee Success Plan was adopted in 1999. It focuses on the personal and professional goals of employees, and the development of individual plans to help employees achieve these goals. The Employee Success Plan is designed to connect employee goals to division/department goals, and ultimately to the College’s goals. With this connection, individuals are able to recognize their role in student success and the achievement of College goals. When performance issues arise, the Special Performance Appraisal process and the College values are used to guide employees toward choices and behaviors that are consistent with the College mission, vision, values, and culture.

Western’s compensation plan is structured to attract and retain high quality employees. Compensation is negotiated for all employee groups with the exception of administrators/exempt staff. Administrator/exempt salary increases are determined by the District Board. Western’s compensation and performance evaluation methods are summarized in Figure 5-5.

Figure 5-5 Compensation and Performance Evaluation Methods by Employee Group

Employee Category	Wage and Salary Administration	Salary Adjustment Procedures	Evaluation and Employee Success
Exec/Admin Mgr	Job requirements, individual skills, abilities and training, willingness to accept new tasks and past record of achievement determine position in the salary formula	Annual adjustment Equity adjustments Job reclassification Temporary assignment/ augmentation	Implementation of the Employee Success (ES) Policy Probationary performance evaluations for two years Annual ES Plans are prepared thereafter Special Performance Appraisals, etc.
Faculty/NTP	Contract. Initial placement in the salary schedule is based on the education and relevant experience, both teaching and non-teaching	Additional college credits (up to 35) beyond current degree Additional work experience related to instructional area (up to a maximum of 12 years) Step increases Annual adjustments Lane changes based on educational achievements	Implementation of the ES Policy Probationary faculty are evaluated at least once per semester during the first three years of employment Faculty develop ES Plans every 3 years
PSRP/Custodial	Outlined in contracts	Job reclassification (PSRP only) Longevity pay Step increases Annual adjustments	Probationary reviews are made at the end of three months and prior to the completion of six months Custodial have ES plans PSRP develop annual ES Plans for three year cycles with 18 month reviews

5.2.b Assessment of Workforce Engagement

5.2.b (1) Assessment of Engagement

As mentioned in 5.2.a(1), PACE is the primary tool for assessment of employee engagement. Results from PACE are presented in Category Seven and can be segmented by variables such as employee category, age, and gender. Other indicators of engagement are listed in Figure 5-6.

5.2.b (2) Correlation with Organizational Results

Western values the success of its students and believes that a workforce foundation of integrity, teamwork, and respect contribute to the College’s core business of providing education, and its vision to be the College of first choice for students, stakeholders, and employees in the District. Employees at all levels are involved in processes related to the accomplishment of strategic goals and the decision drivers of recruitment, retention, learning, satisfaction, financial stability, and systems integration. As a result, employee engagement influences the outcome of key organizational indicators included on the College Scorecard (Figure 4-1). Results of employee engagement assessment can be used as leading indicators of potential trends related to the College’s strategic goals and decision drivers. For example, if faculty feel their direct supervisors make professional development and training opportunities available, they may be more apt to take advantage of the opportunity to become better and more qualified teachers. The result may be higher levels of student retention, learning, and satisfaction. Figure 5-7 illustrates the alignment of the major components of PACE with the strategic goals and decision drivers of the College.

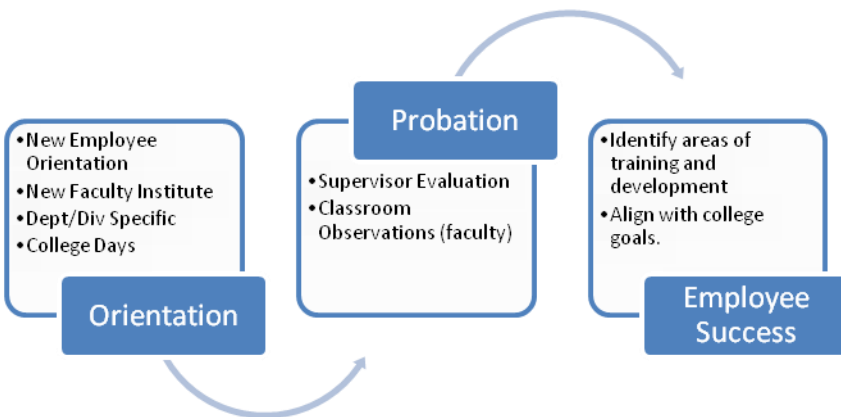
Figure 5-6 Indicators of Employee Engagement

Attendance at College functions (College Day, Professional Development Day, Breakfast Classique)	Participation in Foundation giving
Participation in United Way giving	Absenteeism rates
Attrition rate	Use of professional development funds (results)
Participation in committees and cross-functional teams	Service to the community on behalf of the College (Figure 1-7)
Continuing education/certification	Participation in College surveys
Grievances	Up-to-date Employee Success Plans

Western’s learning and development system includes orientation, probation, and employee success (Figure 5-8). Combined, these processes assist in employee engagement and foster learning and development. Orientations are structured to incorporate the College’s mission, vision, values, strategic goals, and actions. Emphasis is placed on student success. The probationary period provides opportunity for supervisors to make sure necessary tasks are being accomplished and to provide feedback and opportunity for additional training. Faculty receive classroom observations during the first three years of employment.

Once the employee has gone beyond the probationary period, the Employee Success Policy is used to align employee learning and development with department/division goals and the College’s strategic goals. Handbooks and policies are part of orientation and probationary reviews. The Employee Success Plan process provides the vehicle for employees to identify needs and to work with their supervisors to find the best way to achieve the training and find the necessary resources. Retiring employees are asked to provide one year notice. This provides the departing employee with time to document work processes and begin to communicate information and knowledge sharing. Professional development funds and tuition reimbursement are available and frequently accessed by employees (Figures 7-41 and 7-42).

Figure 5-8 Western’s Learning and Development System



ment are provided a generous reimbursement allocation. Supervisors work with them to allow scheduling flexibility to attend classes or work on projects. Faculty and certified professionals receive salary adjustments for furthering their education. Western believes in a commitment to education to help employees in their current and future roles whether within Western or the community.

Participation in formal leadership development programs (WLDI) and informal coaching and mentoring has provided opportunities for managers to take on leadership roles within the organization or at other technical colleges. Opportunities such as participation in CQIN Summer Institutes, the Pegasus Systems Thinking Conference, the Servant Leadership Program, Chamber Leadership, and the HLC’s Annual Meeting provide additional opportunities for employees to network and learn from other leaders.

CATEGORY 6 *Operations Focus*

6.1 Work Systems

6.1a(1) Design Concepts

As stated in **P.1.a(2)**, Western’s core business is education. Work systems are structured around the College’s core competencies of flexible entry points and career pathways; high quality student learning system; agility in meeting community and regional needs; and strength in leveraging resources to meet fluctuating demand. Work systems are aligned with the mission, vision, and values and focus on student access and student goal attainment. Western’s work systems are influenced by Wisconsin State Statute 38.001, collective bargaining processes and agreements, college policies, college-level and program-level accreditation requirements, the Carl

Figure 5-7 Alignment of Employee Engagement Results (PACE) with Strategic Goals and Decision Drivers

	Supervisor Relations	Team-work	Institutional Structure	Student Focus
Recruitment			x	x
Retention	x		x	x
Learning	x	x	x	x
Satisfaction	x	x	x	x
Financial Stability	x		x	
Systems Integration	x	x	x	x

5.2.c (2) Learning and Development Effectiveness

Learning and development effectiveness is measured through surveys at new employee or new faculty institute, college days, and other professional development activities. The results from PACE also provide indication of employee satisfaction or dissatisfaction with the opportunity to learn and develop (Figure 7-39, items 34 and 46).

5.2.c (3) Career Progression

Western supports employee development and career progression through a tuition reimbursement policy and salary adjustment for continued education. Those employees eligible for tuition reimbursement

Perkins Career and Technical Education Act, the Department of Education, and the regional distribution of its learning sites as described in P.1.a (1).

The main campus in La Crosse offers comprehensive full-service and includes fourteen buildings, an online and physical library, multiple computer labs, corporate and community training center, distance learning technology, academic success center, cafeteria, cyber lounge, wellness center, computer support services, bookstore, residence hall, courtyard, on and off street parking, and a comprehensive one-stop Welcome Center with centralized student services. Accessible through the Welcome Center are many of the student support services including assessment, career services, academic advising, registration, counseling, multi-cultural center, minority services, disability services, financial aid, cashier, bursar, and veteran’s assistance.

The regional locations offer on-site services including computer labs, distance learning technology, assessment, advising, counseling, and registration. Many of Western’s support processes and services are facilitated online, providing access for students regardless of location.

When deciding whether to outsource a process or keep it in-house, Western considers three primary criteria: (1) if a process is closely related to Western’s core business, it is not outsourced; (2) if Western has the expertise in-house to perform a process at a level of high quality, it is not outsourced; and (3) if a process is not closely related to the core business and it is less cost effective to establish or maintain the necessary expertise in-house, Western will strongly consider outsourcing.

Figure 6-1 Emergency Readiness and Safety Efforts

Prevention	<ul style="list-style-type: none"> • Safety Signage • Personal Safety Training • Non-violent Crisis Intervention Training • Behavior Intervention Team • Non-academic judicial process for students displaying dangerous or unhealthy behavior • Safety drills • Student Government-purchased hand sanitizer stations • Safety- and security-related email reminders and preventive tips • Webinars • Employee Assistance Program (EAP) • Video surveillance system • Tobacco free environment policy • Crime Prevention Through Environmental Design (CPTED) reviews • 24 hour licensed security staff on La Crosse Campus • Licensed security staff at Tomah regional learning center during academic year • Safety and security audits
Management	<ul style="list-style-type: none"> • In-house faculty and staff expertise in criminal justice and emergency medical services • Evacuation plans • Communications plans • Phone calling trees for all staff • Emergency response plans • Pandemic plan • Logging of all security-related incidents • Crisis/emergency alert system • Incident debriefing process (PDCA) • Student Code of Conduct policy and procedures • Involuntary Student Withdraw policy and procedure • Incident Report System • Safety and Security policy and procedure
Continuity of Operations	<ul style="list-style-type: none"> • Incident Command Team • Crisis Planning Committee • Business Continuity Plan (DRAFT stage) • Power generators and uninterruptable power supply systems for data center • Fire suppression for data center • Automated temperature monitoring data center • Dedicated air-conditioning system for data center
Recovery	<ul style="list-style-type: none"> • Business Continuity Plan (DRAFT stage) • Community partnerships • Tape back-ups of data • Storage Area Network (SAN) for immediate backup needs

6.1a(2) Work System Requirements

Although Western’s organization is structured in functional areas (pp. i-x), the College has defined major work systems and related processes. Major work systems include the (1) Student Learning System (Figure 6-2); (2) Student Support System (Figure 6-3); (3) Leadership and Planning System (Figure 6-4); and (4) Workforce System (Figure 6-5). These systems are supported by a foundation of measurement, analysis, and knowledge management and enable Western to be the college of first choice for district residents.

The college determines key requirements through input from its stakeholders and through benchmarking with high performing organizations both inside and outside of higher education.

6.1b Work Systems Management

6.1b(1) Work Systems Implementation

Western's work systems, processes, and requirements are defined in Figures 6-2 through 6-5. Western uses a variety of methodologies to manage and improve its work systems and processes to achieve its vision as the College of first choice for students, employees, and employers. Western integrates flowcharting, Lean Analysis, and the PDCA model to document and analyze the effectiveness and efficiency of systems and processes. Many processes are documented and shared via the College's intranet site. Cross-functional teams are convened to address systems and process issues.

Students and stakeholders have the opportunity to provide input to the design and innovation of work systems and processes through ad-hoc focus groups, cross-functional teams, board meetings, town hall meetings, regional and program advisory committees, student and parent orientation follow up surveys, exit surveys, Student Government, complaint system, and through formal audits and site visits. The Noel-Levitz Student Satisfaction Inventory (Figure 7-31) allows students to rate both the importance of and satisfaction with Western's services, processes, and systems. The PACE climate survey allows Western's employees to evaluate the

Figure 6-2 Student Learning System

Key Processes	Key Excellence Indicators	Sub-Processes	Examples of Key Requirements
Learner Preparation	Technical & Academic Skill Attainment (Figures 7-2 through 7-4) Retention (Figures 7-1 through 7-7) GED pass rates Employee satisfaction with faculty meeting student needs (Figure 7-36, item 17) Student satisfaction with tutoring (Figure 7-31) Student satisfaction with entrance assessment and course placement (Figure 7-31)	Comprehensive Entrance Assessment Program/division Orientation Faculty Advising Development/remedial Education Tutoring	Open access to college Knowledgeable faculty and staff Comprehensive assessment tools Centralized, one-stop center for services Access for regional learning centers
Instructional Design	New program development frequency Program modification frequency Articulation agreements Currency of curriculum documentation	New Program Development Career Pathway Construction Program Modification Articulation Curriculum Design and Documentation	Access to regional labor market trends and business and industry needs Cycle time Adherence to WTCS program approval and modification processes Transferable credits into and out of Western Curriculum development system (WIDS) Program accreditation
Learning Design & Delivery	Technical & Academic Skill Attainment (Figures 7-2 and 7-4) Retention (Figures 7-1 through 7-7) Graduation Rates (Figures 7-1, 7-2, 7-3, 7-4, 7-8, 7-9) Graduate Placement Rates (Figures 7-2 through 7-4) Quality of Instruction Satisfaction with class schedules Satisfaction with course relevancy and variety Program Scorecards	Course Preparation Classroom Management Course Delivery Program/course Scheduling	Qualified/certified faculty Professional development for faculty Performance-based learning approaches Learning management system (Blackboard) Technology enhanced learning environments (labs, simulators, online)
Assessment	Graduation Rates (Figures 7-1, 7-2, 7-3, 7-4, 7-8, 7-9) Student Learning Outcomes Assessment (Figure 7-10) Licensure exams Employer Satisfaction with Graduate Skills (Figure 7-33) Student satisfaction on timely feedback (Figure 7-31)	Classroom (formative/summative) Exit (core abilities, program outcomes, technical skill attainment) Third Party (licensure, certification)	Professional development for faculty Clearly conveyed learning expectations and criteria Timely feedback to students Student learning outcomes assessment system Student records system (Peoplesoft) College Accreditation Department of Education

Figure 6-3 Student Support System

Key Processes	Key Excellence Indicators	Sub-Processes	Examples of Key Requirements
Attraction	High School Market Share (Figure 7-44) FTEs (Figure 7-45) Headcount Veteran's Benefit Use (Figure 7-47)	High School Recruiting Adult Recruiting Business and Industry Promotion Program Marketing Advertising, Public Relations, Publicity, Events/Campus Tours, Social Media	Relationships with high schools, workforce development agencies, professional associations, industry sectors, employer advisory committees, parents, community members
Conversion	Satisfaction with registration Satisfaction with availability of financial aid Satisfaction with Veteran's services Satisfaction with intake and orientation (Figure 7-31)	College Application College Acceptance Program Application Program Acceptance Financial Aid Registration College Orientation	Customer-focused staff Centralized, one-stop center for services Online access to services Adherence to regulatory requirements
Retention	Satisfaction with academic advising (Figure 7-31) Technical and Academic Skill Attainment (Figures 7-2 through 7-4) Retention (Figures 7-1 through 7-7) Graduation Rate (Figures 7-1 through 7-4; 7-8, 7-9) Non-traditional occupation participation Non-traditional occupation completion Employee satisfaction with non-teaching personnel meeting needs of students (Figure 7-36, item 23) Noel-Levitz Student Satisfaction Inventory (Figure 7-31)	Admissions Advising Career Advising At-risk Counseling Personal Counseling Student Communications Student Policies and Rights Co-curricular Experience Residential Life Faculty Advising	Retention of at-risk or special population groups Qualified, caring staff Centralized, one-stop center for services Confidentiality Access to community resources Easy access to information Fair and unbiased policies Safe and secure residence hall Student development activities
Placement	Graduate Placement Rates (Figure 7-2 through 7-4) Graduate Satisfaction – 6 Month Follow Up (GS) (Figure 7-32) Employee satisfaction with student preparation for careers (Figure 7-36, item 35) Student satisfaction (Figure 7-31) Transfer patterns	Transfer to other institutions Job Seeking Skills Training Job Search/Tech Connect Job Postings	Transfer information Job placement in training related fields Job search preparation Resume writing assistance

College's systems and has a section related to institutional structure (Figure 7-38).

The AQIP accreditation self-study process provides a mechanism for Western to review its own systems and receive external feedback in the form of a check-up visit and written systems appraisal. Information gleaned from these mechanisms is funneled back to the College's SLT, steering teams, and into the strategic and annual planning processes.

Finally, the College adjusts its work systems through the analysis of position vacancies. Prior to planned retirements or resignations, the college attempts to document and verify key processes related to the position, and conduct exit interviews. Each vacancy is analyzed by the Open Positions Team and a job description is reviewed and modified if necessary. Need for the position, and changes to structure or work systems and processes, are considered during this process.

6.1b(2) Cost Control

In support of its core business of providing credit instruction, Western has implemented a comprehensive process designed to analyze the College's educational offerings. This process, called program mix analysis, provides a consistent and systematic approach to analyze program effectiveness, efficiency, and value. It is constructed with algorithms that consider variables such as community value, cost per FTE, ratio of graduates to district job openings, cost for general education, median wage for entry-level graduates, job placement, cost per graduate, and availability of qualified instructors. Through this process, Western is able to identify opportunities to grow, shrink, maintain, or discontinue programs.

Other units of the College control costs primarily through the annual planning process whereby each unit identifies lower priority services for possible reallocation of funding. The SLT then reviews those services to determine those that can be reallocated without impeding the college's ability to support its mission, vision and values. In addition to the annual planning process, some non-instructional units have hired LEAN consultants to improve the efficiencies of processes. To aid in monitoring cost control, a

Figure 6-4 Leadership and Planning System

Key Processes	Key Excellence Indicators	Sub-Processes	Examples of Key Requirements
Governance	Employee satisfaction with structure of organization (Figure 7-38) Employee satisfaction with problem-solving techniques (Figure 7-38, item 11) Employee satisfaction with decision-making (Figure 38, item 4)	Policy Development Strategic Decision-Making Board Governance Accreditation (AQIP)	Knowledge of federal, state, and accrediting body regulations Relationship development Articulated strategic plan Defined planning processes Contract guidelines
Relationship Building	Foundation Employer Satisfaction (Figure 7-33) Lifelong Learning Parent Perception Survey [7.2c(1)] Community Survey Student satisfaction with college reputation in the community (Figure 7-31)	Foundation Fundraising Employer Engagement Community Engagement Supplier Engagement	Lifelong learning opportunities Economic development Customized training Foundation growth Outsourcing
Master Planning	Facility Investment Levels (Figure 7-14) Master Plan Progress reports Employee Satisfaction with Influencing Organizational Direction (Figure 7-38, item 15)	Academic Technology Facilities Human Resources Research and Development	Cost-effective programming that meets the needs of the region Safe, secure facilities that minimize adverse environmental impact Environmental scanning
Measurement	Employee satisfaction with data driven decision making (Figure 7-38, item 50)	Data Collection Data Analysis Data Storage Information Management	Accessible data, reports, scorecards Responsiveness to requests for information Archived information Secure data warehousing Results communication Reporting requirements for Federal, state, local agencies
Performance Excellence	Flowchart development Space utilization (Figure 7-28) Performance excellence Employee Satisfaction with Definition of Processes (Figure 7-38, item 44)	Program Mix Analysis Program Quality Review Plan, Do, Check, Adjust Flowcharting Lean Analysis	Quality instruction Cost effective and relevant programming Process improvement facilitation Defined processes and tools Accessible flowchart library
Financial Management	Cost per FTE (Figure 7-25) Allocation of expenditures (Figure 7-26) Auxiliary Services (Figure 7-27) Grant revenue (Figure 7-21) Mill Rate (Figure 7-24) Undesignated and Designated Fund Balance (Figure 7-22) Sources of Revenue (Figure 7-23) Energy Efficiency (Figure 7-29)	Budget Formulation and Integration Annual Accounting Cycle Capital Borrowing Grants Procurement Foundation/fund-raising	Balanced budget Fund balance Alignment with strategic and master plans Partnership development Audits

monthly report is presented to the District Board that identifies budget to actual spending for each individual budget manager. In addition, each budget manager meets annually with members of the business office to review budget line items for possible reductions.

From an overall cost control perspective, Western closely monitors its total operational costs on a per FTE basis and how it compares to the other 15 technical colleges in the state. Given that Western’s revenue growth is more limited than the other fifteen colleges, it has set a goal of being in the lowest quartile of the WTCS on an operational cost per FTE basis (Figure 7-25).

6.1c(2) Emergency Readiness

Western places the safety and health of its students and stakeholders as a high priority. The College has established several mechanisms to address safety issues and emergency readiness (Figure 6-1). These include: (1) the Safety Committee which is charged with addressing compliance issues and operations; (2) the Crisis Planning Committee which is charged with addressing business continuity through planning and preparing for emergencies; (3) the Incident Command Team which is designed to respond to crisis situations; (4) required hazardous communications and blood-borne pathogen training for all employees; (5) a crisis/emergency alert system that includes email, Facebook, text messaging, a public announcement system, and voice mail; and (6) Student Government funded activities, equipment, and supplies.

Figure 6-5 Workforce System

Key Processes	Key Excellence Indicators	Sub-processes	Examples of Key Requirements
Employment	Employee headcount Currency of job descriptions Employee Satisfaction with Advancement Opportunities (Figure 7-38, item 38) Employee Satisfaction with job relevancy (Figure 7-36, item 8)	Entering Employment Exiting Employment Employee Transition (internal movement)	Legal compliance Diversity Advancement opportunities
Enrichment	Professional Development Funding (Figures 7-41 through 7-42) Employee satisfaction with opportunity for creativity (Figure 7-39, item 39)	Certification Employee Success Professional Development Health and Wellness Management	Adherence to WTCS policy Leadership commitment to employee success Employee commitment to continued growth Professional development funding
Compensation and Benefits	Cost per FTE (Figure 7-25) Employee satisfaction with recognition (Figure 7-38, item 22 and 54)	Compensation Administration Benefits Administration Payroll Employee Recognition	Competitive wages and benefits Timeline processing of payroll Meaningful feedback and recognition
Employee Relations	Grievance tracking Employee Satisfaction with information sharing (Figure 7-38, items 10 and 41) Employee satisfaction with support of upper level management (Figure 7-38, item 52)	Contract Administration Policy Administration Employee Communication	Adherence to contract Transparency in policy development Timely communication

As part of its efforts to engage community stakeholders, the College has conducted focus groups with community emergency management personnel at all of its regional locations in preparation for a major emergency management grant application process. The chair of the Crisis Planning Team participates in a regional emergency preparedness group comprised of community organizations. Through this process and through collaboration with other WTCS colleges, Western has identified best practices related to emergency readiness and safety for its key customers, employee groups, and stakeholders. The PDCA process is used with each team and all incidents are debriefed.

6.2 Work Processes

6.2a(1, 2) Work Process Design and Requirements

As indicated in 6.1a(2), Western has designed its processes to support the core business of providing credit instruction. Similar to work systems, work processes are aligned with the mission, vision, and values and focus on student access and student goal attainment. Processes are influenced by Wisconsin State Statute 38.001, collective bargaining processes and agreements, college policies, college-level and program-level accreditation requirements, the Carl Perkins Career and Technical Education Act, the Department of Education, and the regional distribution of its learning sites. Figure 6-5 details key processes, key excellence indicators, sub-processes, and examples of related requirements.

6.2b Work Process Management

6.2b(1) Key Work Process Implementation

Figures 6-2 through 6-5 display the major work systems, key processes, and sub-processes. These systems and processes are determined through listening and learning with customers, employees, stakeholders, partners, advisory committees, accrediting bodies, professional organizations, and through benchmarking with members of CQIN and other high-performing organizations as identified through state or national quality award recognition.

6.2b(2) Supply Chain Management

6.2b(3) Process Improvement

Scorecards, dashboards, a data library, frequent PDCA cycles, Lean Analysis, process flowcharting, and program quality reviews provide avenues to analyze and modify work systems and processes. Self-studies initiated through accreditation activities and state and national quality award applications; AQIP strategy forums; and strategic and annual planning sessions provide the opportunity to assess system and process integration and results.

CATEGORY 7 Results

7.1 Student Learning and Process Outcomes

Figure P-4 identifies Western’s key customers as credit-seeking students and non-credit seeking students. Because 87% of full-time equivalent enrollments are generated by credit students, the College places significant priority on measuring the success of this customer segment. Figure P-5 identifies other key stakeholders including the WTCS and regulatory agencies that influence what is measured. The Carl Perkins Career and Technical Education Act provides funding to WTCS in support of its credit programs. Key measures of student success and related processes include technical and academic skill attainment; student retention or transfer; credential, certificate, or diploma attainment; and student placement (Figures 7-1 through 7-4). Figure 7-1 displays Western’s results, Western’s target for Perkins performance, and the WTCS Average and Best for the indicator that measures a combination of graduation, retention, and transfer.

Through the WTCS data system, Western is able to compare itself to the other fifteen technical colleges within the WTCS on Perkins performance. Three years of results are presented in Figures 7-1 through 7-4. Western also compares its performance for student success to the IPEDS-identified peer group, the WTCS peer group, and competitor group using IPEDS-defined indicators of success. Several indicators related to students are included on the College Scorecard (Figure 4-1), Deans’ Dashboard (Figure 4-2), program scorecards (Figure 4-3), and available for drilldown to specific populations.

7.1a Student-Focused and Process Results

Western’s Student Learning System and Student Support System directly serve students and stakeholders. Figures 6-2 through 6-5 describe the systems, processes, key excellence indicators, and corresponding results presented in the application. Results for the Learner Preparation Process include the following:

- Technical and academic skill attainment and retention or transfer (Figures 7-1 through 7-7) - above Perkins target
- Employee satisfaction with faculty meeting student needs (Figure 7-36, item 17) - above national norm
- Student satisfaction (Figure 7-31) - consistently above national mean and increase over prior years
- GED pass rates (Figure 7-11) - consistently above state and national mean

Results for the Learning Design and Delivery Process include technical and academic skill attainment, retention or transfer, graduation rates, and graduate placement rates (Figures 7-1 through 7-8); and student satisfaction (Figure 7-31).

Results for the Assessment Process include the following:

- Graduation rates (Figure 7-8 and 7-9) - above WTCS average for 2007-2010 and above average for IPEDS cohort 2006-2010
- Graduate placement rates (Figures 7-2 through 7-4) - at or above WTCS average for 2007-2009
- Employer satisfaction with graduates’ skills (Figure 7-33)

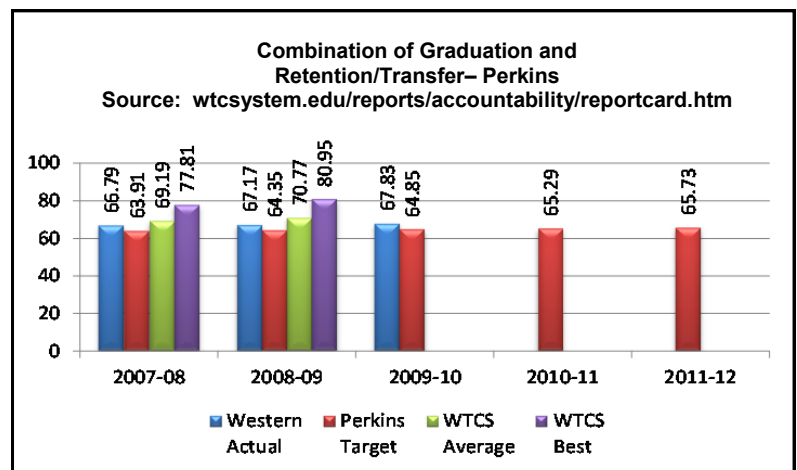
The Student Learning Outcomes Assessment process (Figure 7-10) is the primary mechanism for measuring end-of-program learning for credit students. Results show that students on average 98% of students feel they have achieved the student learning outcomes as set forth by individual programs and the Core Abilities as determined by the College. Faculty feel that 98% of students achieved the student learning outcomes.

Throughout the life cycle of the credit student, other forms of formative assessment are used in the classroom and throughout student development activities.

Non-credit students such as GED completers are also assessed through formative and summative evaluation. Figure 7-11 illustrates Western’s GED pass rates (above state and national means).

Several student-focused indicators are represented on the College Scorecard (Figure 4-1) and associated with strategic goal number two and number three -- retention and learning (Figure 2-3).

Figure 7-1 Combination of Graduation & Retention/Transfer (College Scorecard)



Western's Student Support System (Figure 6-3) includes a number of key processes that span the life cycle of the student. These include attraction, conversion, retention, and placement. Primary indicators of success during the attraction process are captured on the College Scorecard (Figure 4-1) and associated with goal number one in the Vision 2020 Strategic Plan (Figure 2-3).

- High school market share (Figure 7-44)
- Full-time equivalent (FTE) enrollment generation (Figure 7-45)

Primary indicators of success in the retention and placement processes include:

- Retention (Figures 7-1 through 7-7) — in 2009-2010, Western scored above the WTCS Average in retention and close to the WTCS Best (Figure 7-2). When compared to previous years, the College has seen an overall increase in retention (Figures 7-2 through 7-4).
- Western's retention rates as compared to the IPEDS peer group have fluctuated; however, in 2010, the gap between Western and the IPEDS peer group Best has narrowed (Figures 7-5 and 7-6).
- Graduation rates (Figures 7-1 through 7-4 and 7-8 through 7-9) - Western's graduation rates when compared to the IPEDS results for the WTCS group (Figure 7-8), show that Western has an overall increase since 2006 and has surpassed the WTCS Average and closed the gap on the WTCS Best. When compared to the IEPDS peer group, Western surpasses the IPEDS peer group average (Figure 7-9).
- Student placement/job placement rates (Figures 7-2 through 7-4) - Western's graduate job placement rate has remained steady despite declines in the economy.

As mentioned in P.2.c, Western measures the impact of its action plans. Figure 7-12 illustrates the success of one of its initiatives related to preparing students for online and blended courses. These results show that Western's process for preparing students for online and blended courses impacts course completion rates (a 6% increase in online/blended course completion rates).

Other student-focused and process results that align with key requirements and expectations for key customers include:

- Investment in facilities/high tech learning environments (Figure 7-14) - continuous growth with over 45 million invested since 2005
- Financial aid awards (Figure 7-13) - steady increase in funds available and average aid per person
- Student-to-faculty ratio (Figures 7-15 through 7-17) - consistently lower ratios than WTCS, competitor, and IPEDs cohorts (lower is better for student success)

Figure 7-2 Carl Perkins Performance 2009-2010 as Compared to WTCS

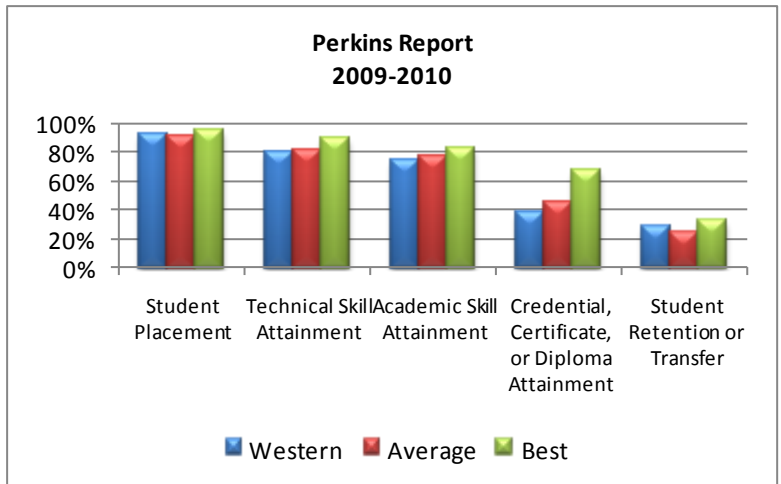


Figure 7-3 Carl Perkins Performance 2008-2009 as Compared to WTCS

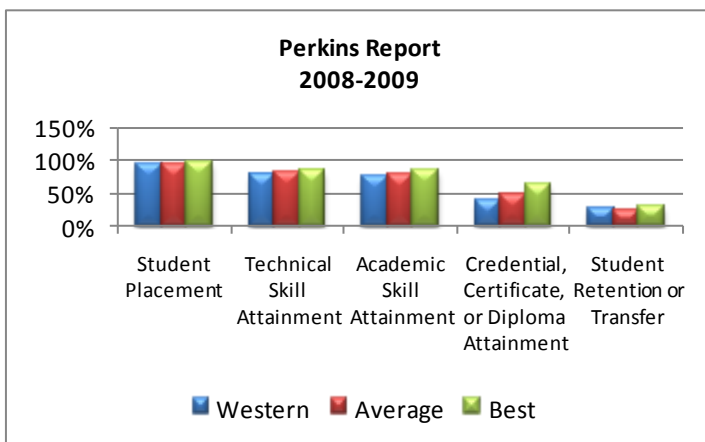


Figure 7-4 Carl Perkins Performance 2007-2008 as Compared to WTCS

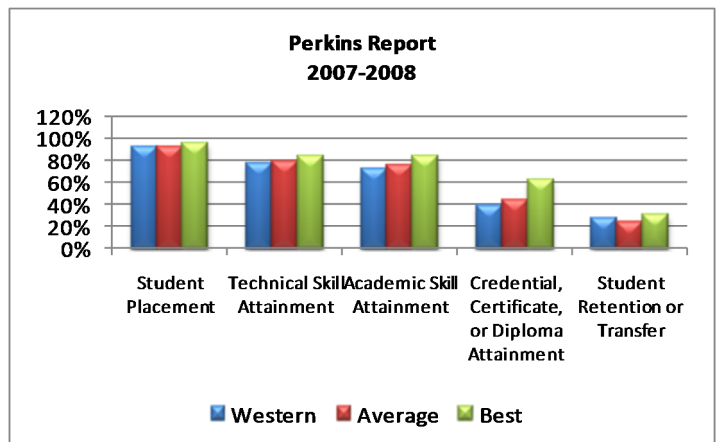


Figure 7-5 Full-time Retention as Compared to IPEDS Peer Group

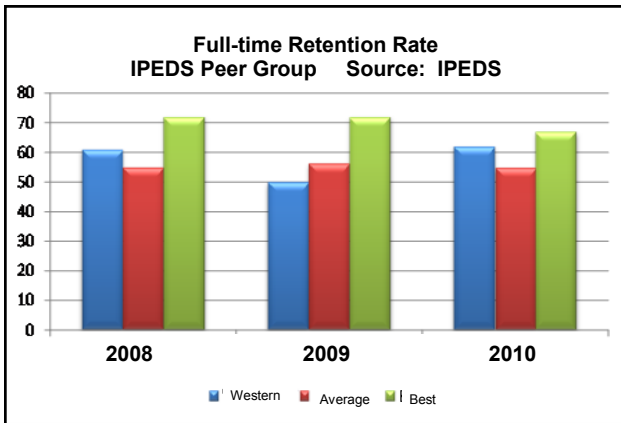


Figure 7-6 Full-time Student Retention as Compared to Competition

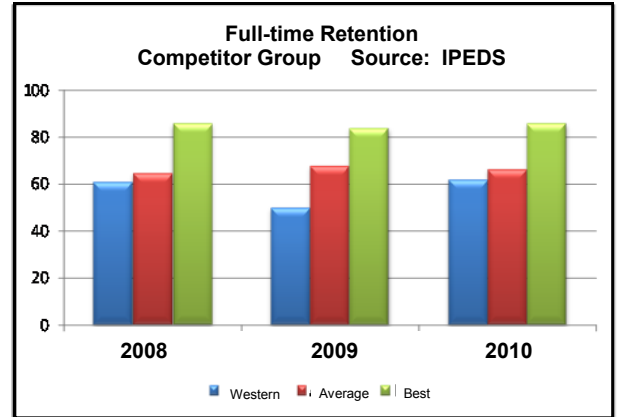


Figure 7-7 Full-time Student Retention as Compared to WTCS Peer Group

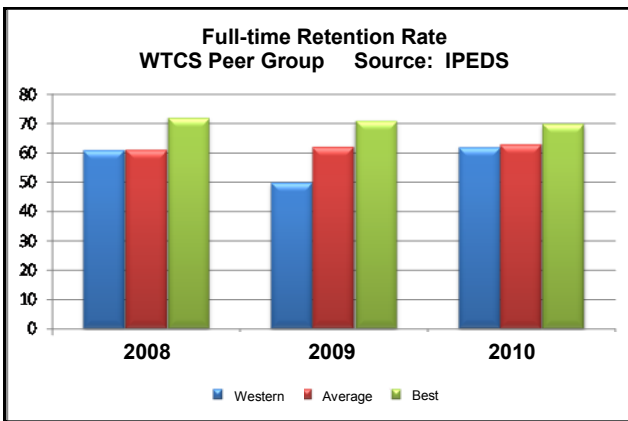


Figure 7-8 Graduation Rate Compared to WTCS Peer Group

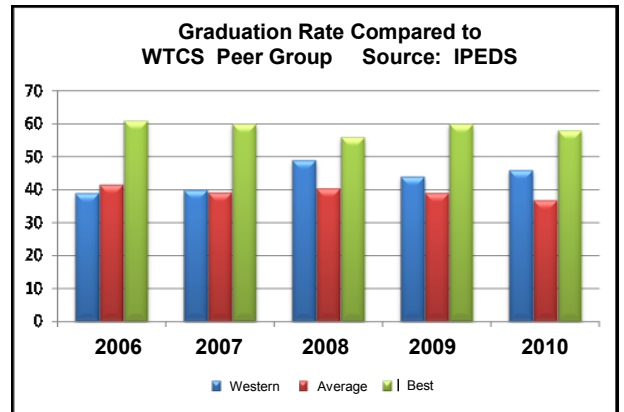


Figure 7-9 Graduation Rate Compared to IPEDS Peer Group

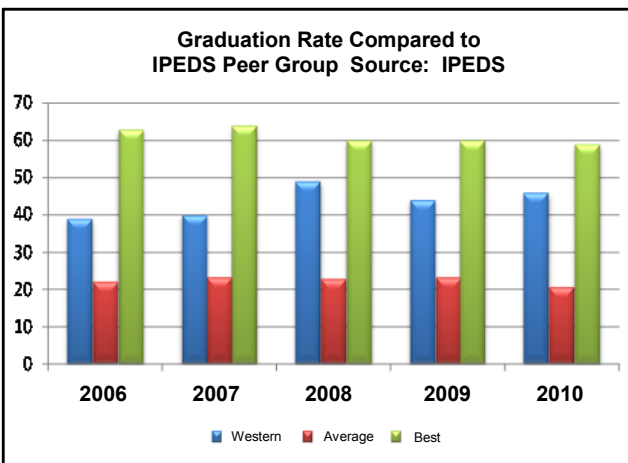


Figure 7-10 Student Learning Outcomes Achievement – Student and Faculty Reported

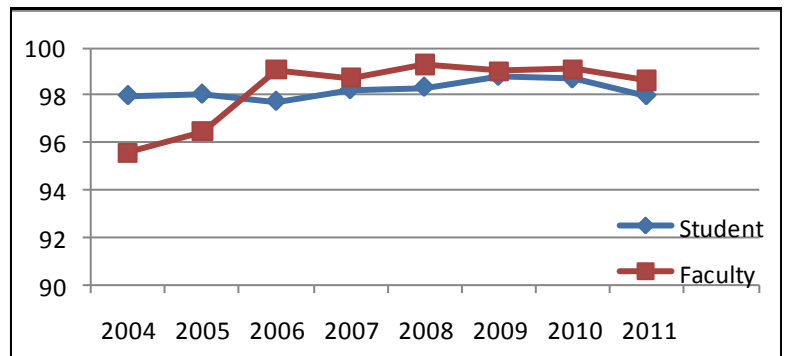


Figure 7-11 GED Pass Rates (College Scorecard)

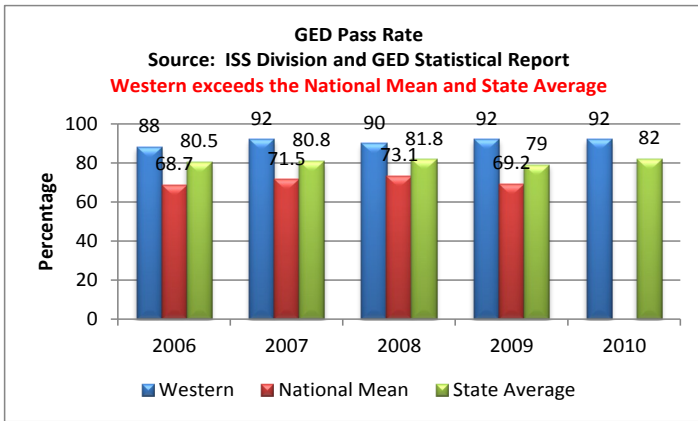


Figure 7-12 Online Student Readiness Training Participation and Impact

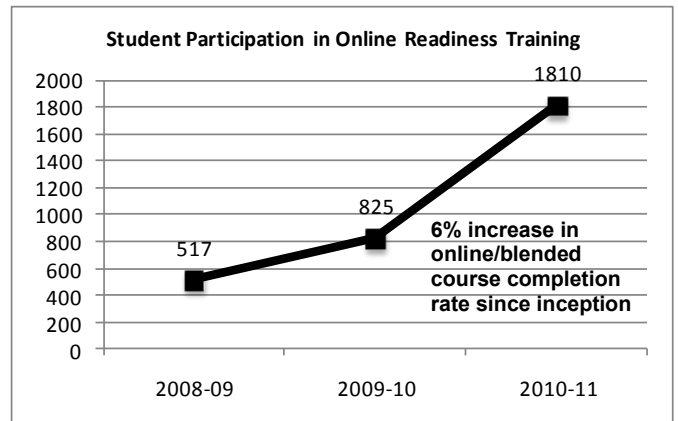
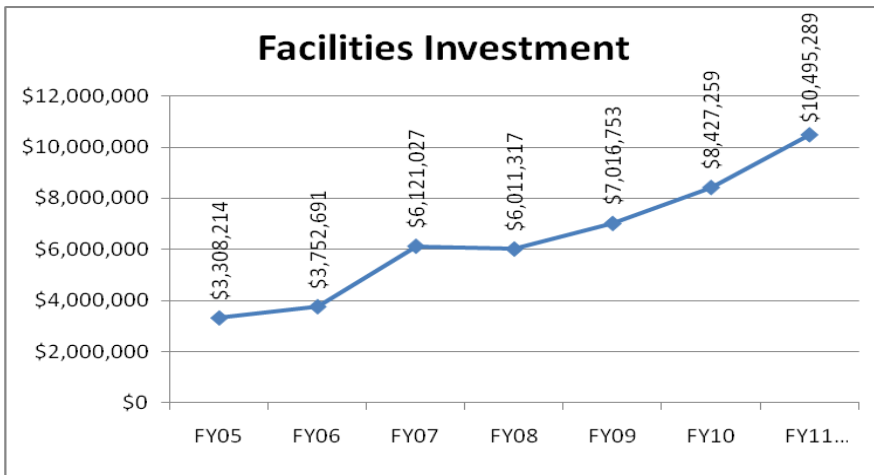


Figure 7-13 Financial Aid Awards

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Total Recipients	2,704	2,856	2,583	3,174	3,660
Total Financial Aid	\$12,727,221	\$12,701,823	\$14,640,761	18,656,156	23,386,639
Percent of Eligible Applicants	69%	77%	69%	82%	76%
Average Aid Per Person	\$ 4,707	\$ 4,447	\$ 5,668	\$ 5,878	\$ 6,390

Figure 7-14 Facilities Investments



Western Technical College
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Figures 7-15 through 7-20 – revised due to an incorrect formula calculation.

Figure 7-15 Student to Faculty Ratio as Compared to Competitors

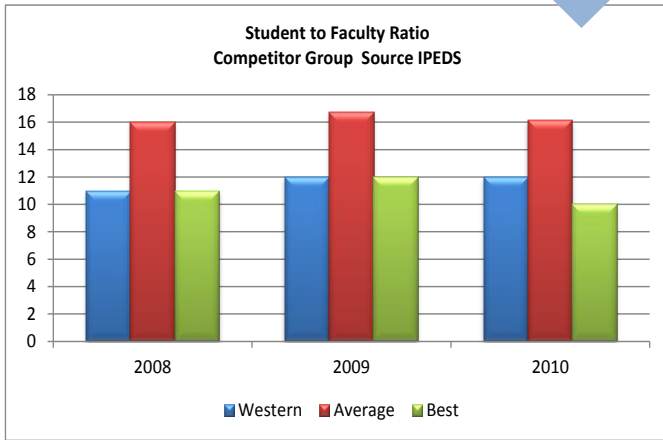


Figure 7-16 Student to Faculty Ratio as Compared to WTCS

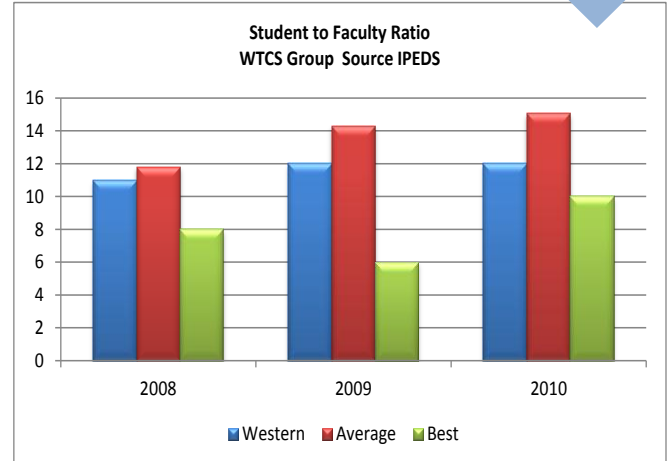


Figure 7-17 Student to Faculty Ratio as Compared To IPEDS Peer Group

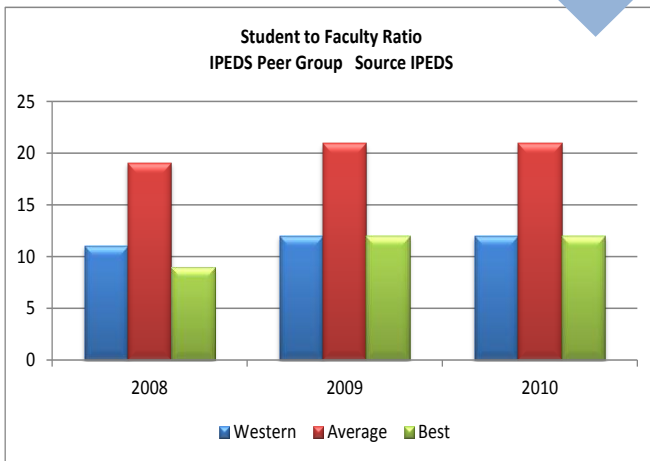


Figure 7-18 Total Cost of Attendance as Compared to Competitors

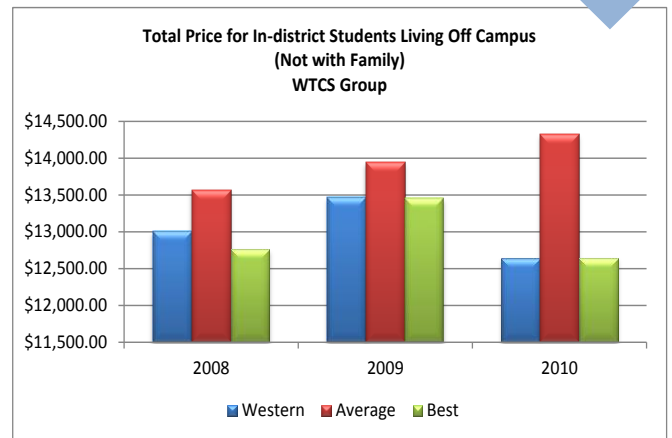


Figure 7-19 Total Cost of Attendance as Compared to WTCS Group

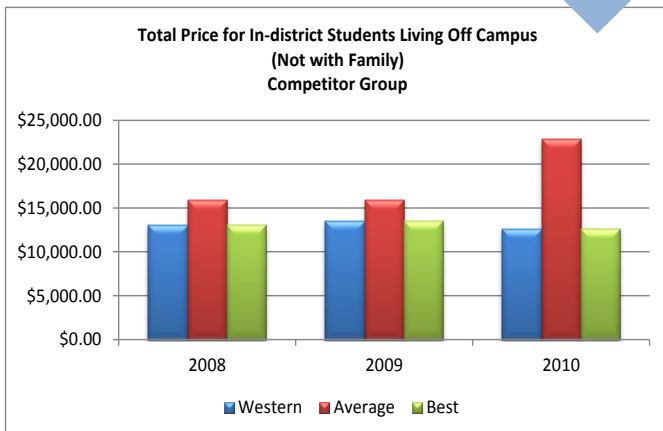


Figure 7-20 Total Cost of Attendance as Compared to IPEDS Peer Group

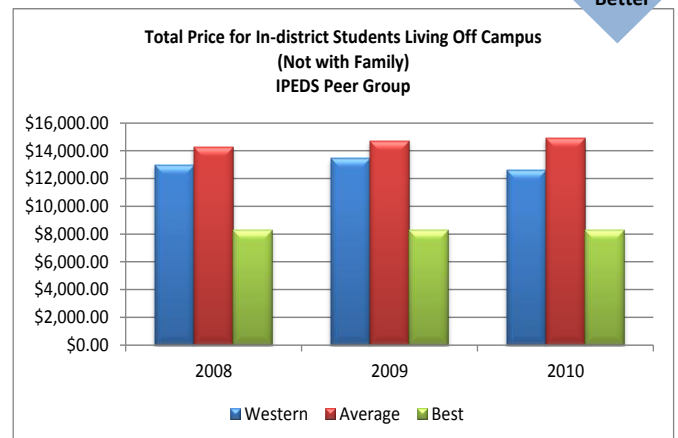


Figure 7-15 Student to Faculty Ratio as Compared to Competitors

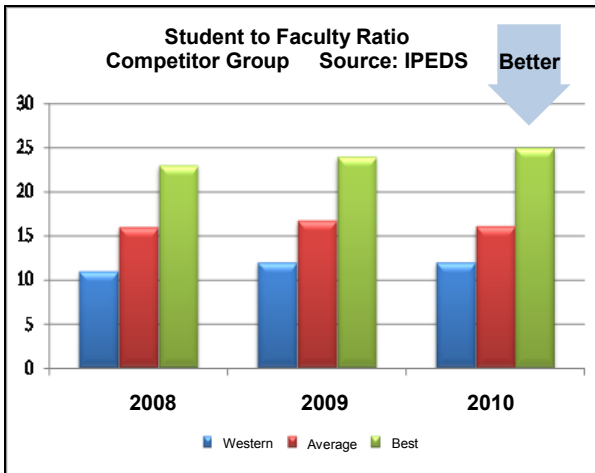
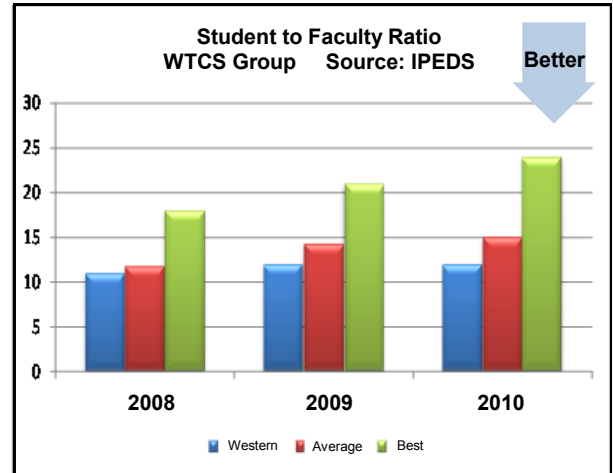


Figure 7-16 Student to Faculty Ratio as Compared to WTCS



7.1b Operational Process Effectiveness Results
7.1b(1) Operational Effectiveness

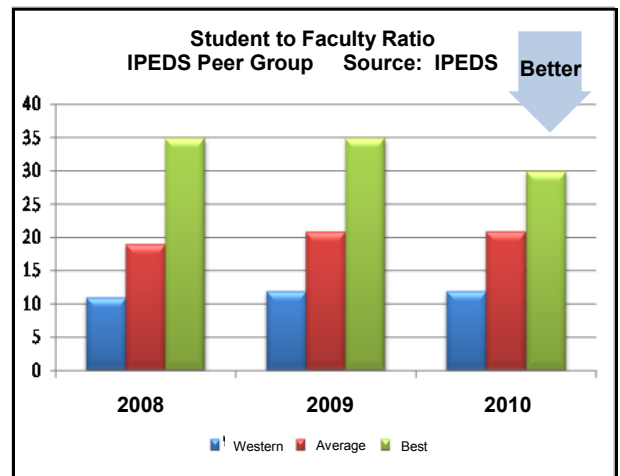
Western’s strategic plan (Figure 2-3) and the College Scorecard (Figure 4-1) speak to the operational effectiveness of the College.

Careful consideration is given to the costs that are passed along to students as a result of operational effectiveness. Figures 7-18 through 7-20 illustrate the total cost of attendance for in-district students living off campus. Western consistently performs below competitor and comparison groups in total cost of attendance. This organizational characteristic enhances Western’s vision to be the college of first choice.

Strategic goal number five (financial stability) and number six (systems integration) are measured by several indicators presented in Figures 7-21 through 7-30. These include:

- Grant Revenue (Figure 7-21) - Recent changes to the Grants office have resulted in an increase in funds secured through grant writing
- Fund Balance Designated versus Undesignated (Figure 7-22) - As mentioned in **2.2b**, Western’s District Board has set a goal to maintain undesignated funds at 10%. Results indicate that Western has been successful with this practice since 2006.
- Sources of Revenue (Figure 7-23)
- Mill Rates (Figure 7-24)
- Cost Per FTE (Figure 7-25) - Cost per FTE is a significant measure of operational efficiency. Because of similar operating structures and funding mechanisms, Western compares itself to the WTCS colleges. Figure 7-25 shows that Western is below the WTCS Mean and significantly below the WTCS High (lower is better).
- Allocation of Expenditures (Figure 7-26) - Western allocates the majority of its funds to salaries. Benefits, an area that can be controlled by the College, are the second largest area for fund allocation. Western’s strategic plan includes a goal to reduce cost for employee benefits to less than 25%. Western is very close to meeting this goal.
- Auxiliary Services Analysis (Figure 7-27) - Western is in the process of making significant changes to its auxiliary services to ensure that they operate at break-even or at a profit. The bookstore has seen a significant increase in revenue generation; the resident hall turned a profit in 2010; the cafeteria has reduced its negative impact on the bottom line; and the parent child center has recently been outsourced.
- Space Utilization (Figure 7-28) - Western analyzes space use by determining how many square feet are allocated to a single FTE. Figure 7-28 compares Western’s space utilization (lower is better). While Western has witnessed a downward trend (which is desired and greater than the downward trend experienced by WTCS), the College is still above the WTCS results as a whole.

Figure 7-17 Student to Faculty Ratio as Compared to IPEDS Peer Group



- Energy Consumption (Figure 7-29) — Western compares its energy consumption levels to the WTCS. As is indicated by the results in Figure 7-29, Western has one of the lowest energy consumption levels within the WTCS.
- Bond Ratings (Figure 7-30) - Western's Bond Rating is designated at Aa1/AA+. Seven of the sixteen colleges in the WTCS have higher bond ratings. A high bond rating is most desirable.

Figure 7-18 Total Cost of Attendance as Compared to Competitors

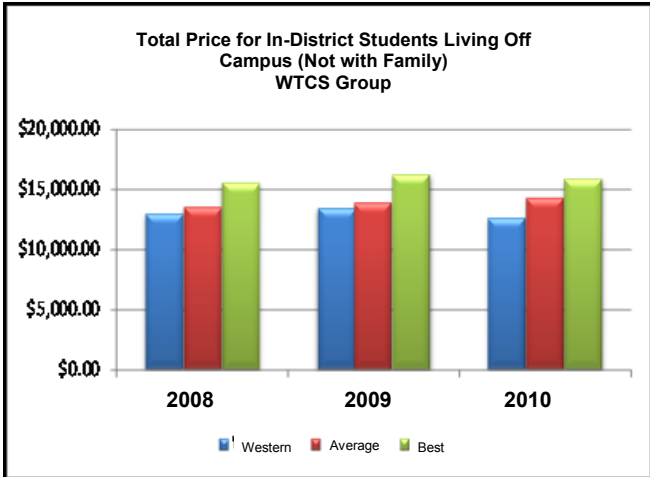


Figure 7-19 Total Cost of Attendance as Compared to WTCS Group

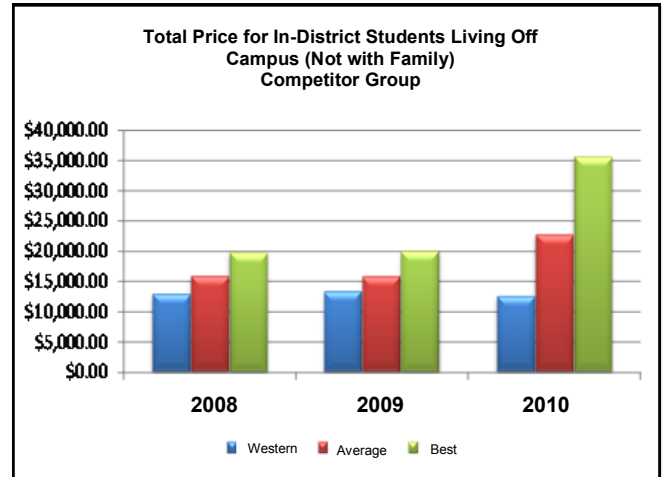


Figure 7-20 Total Cost of Attendance as Compared to IPEDS Peer Group

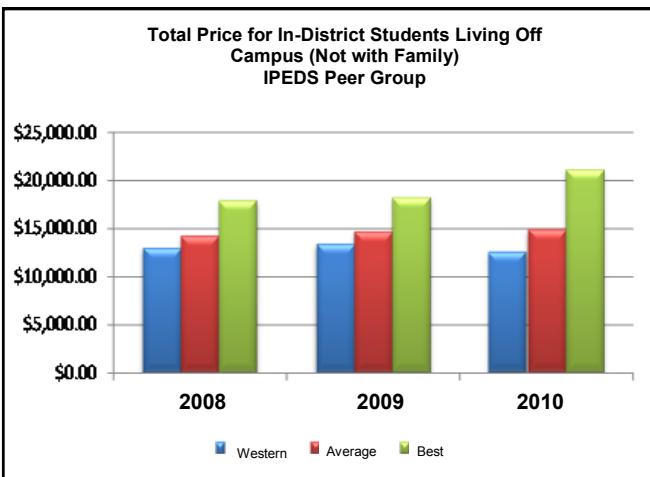


Figure 7-21 Grant Revenue (College Scorecard)

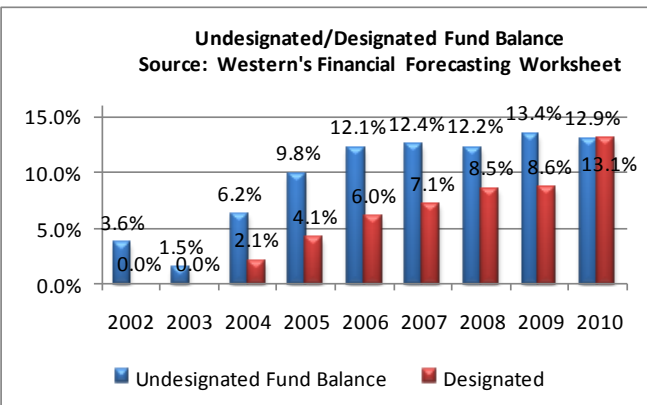
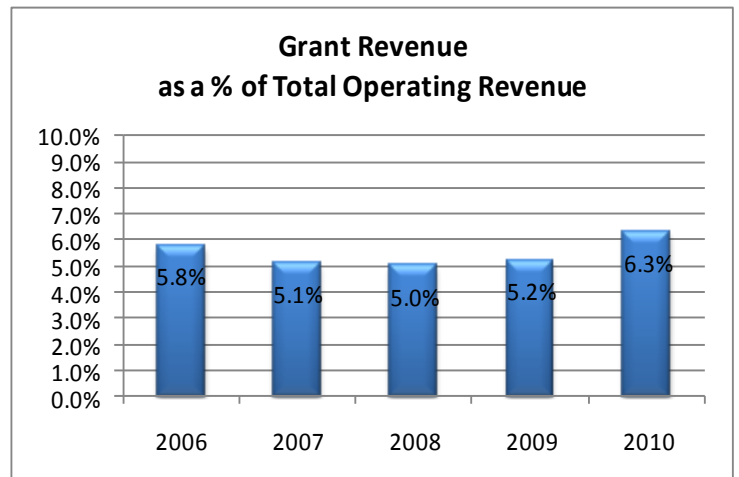


Figure 7-22 Fund Balance Designated vs. Undesignated (College Scorecard)

Figure 7-23 Sources of Revenue (College Scorecard)

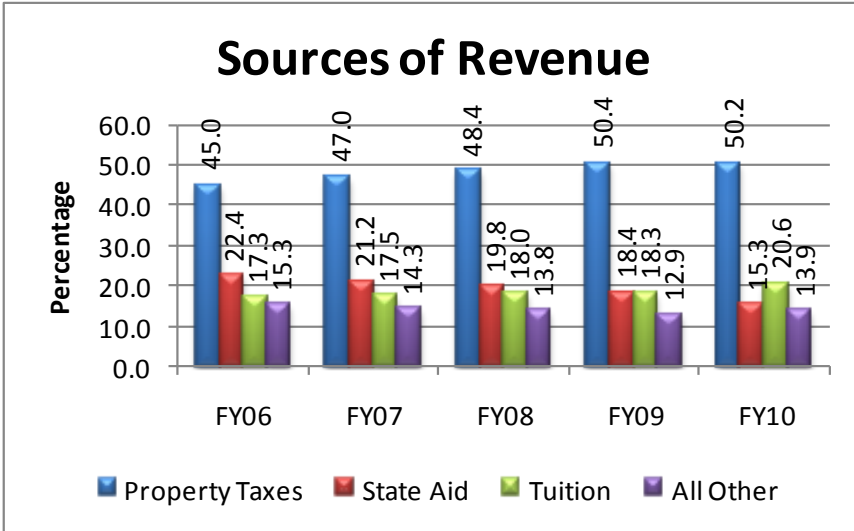


Figure 7-24 Mill Rates as Compared to WTCS (College Scorecard)

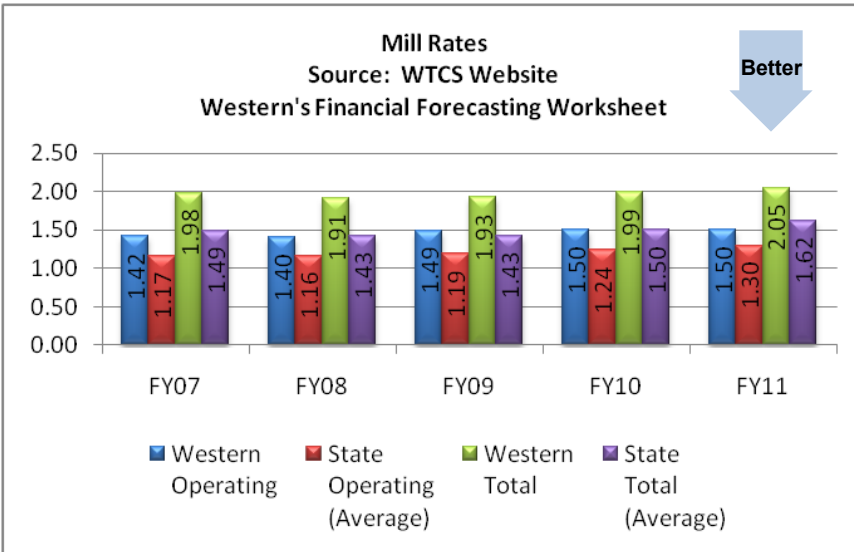


Figure 7-25 Cost Per FTE as Compared to WTCS (College Scorecard)

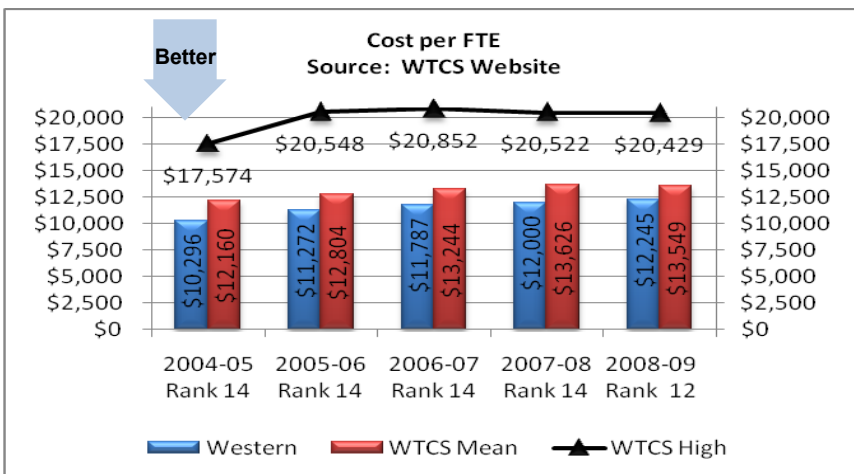


Figure 7-26 Allocation of Expenditures (College Scorecard)

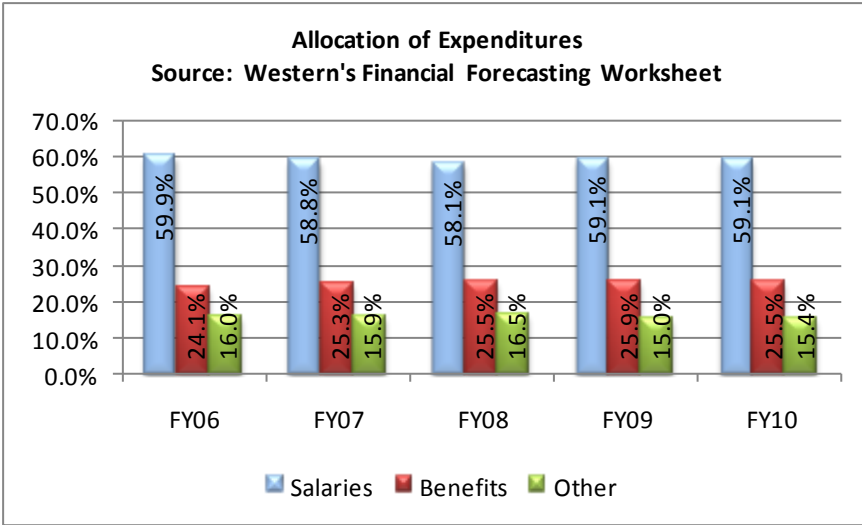


Figure 7-27 Auxiliary Services Analysis (College Scorecard)

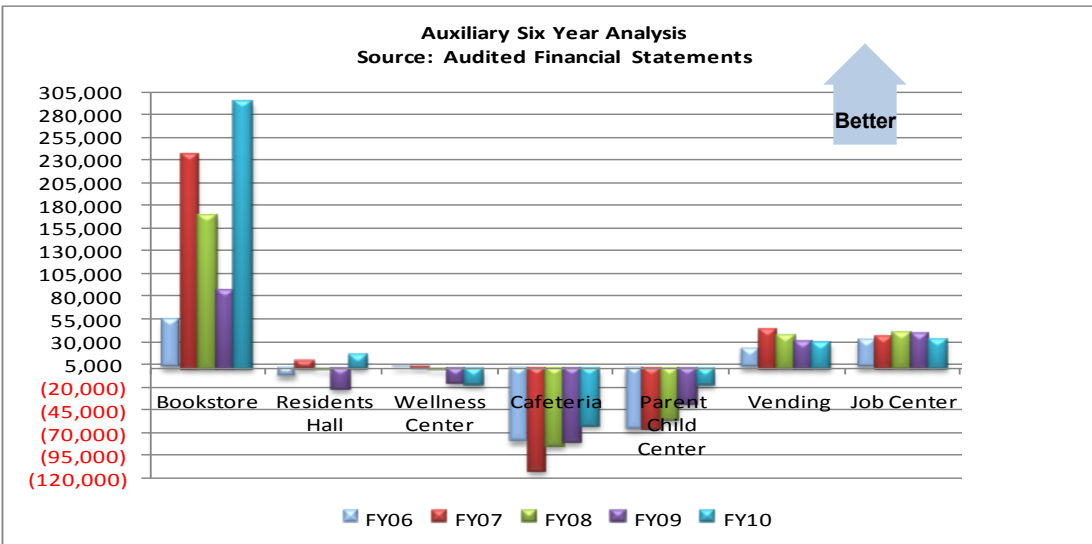


Figure 7-28 Space Utilization (College Scorecard)

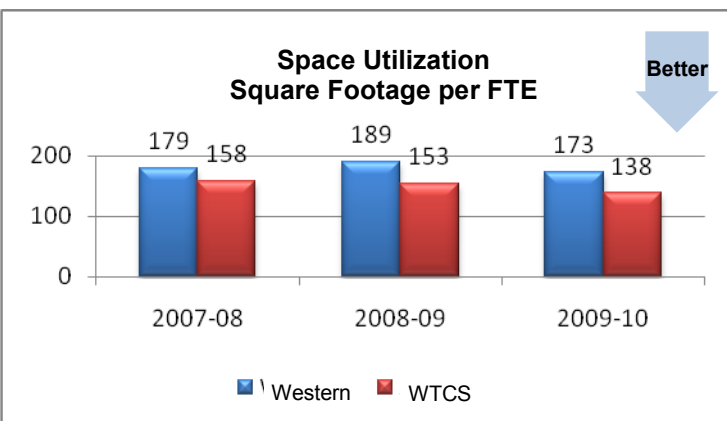


Figure 7-29 Energy Efficiency - Energy Consumption as Compared to WTCS (College Scorecard)

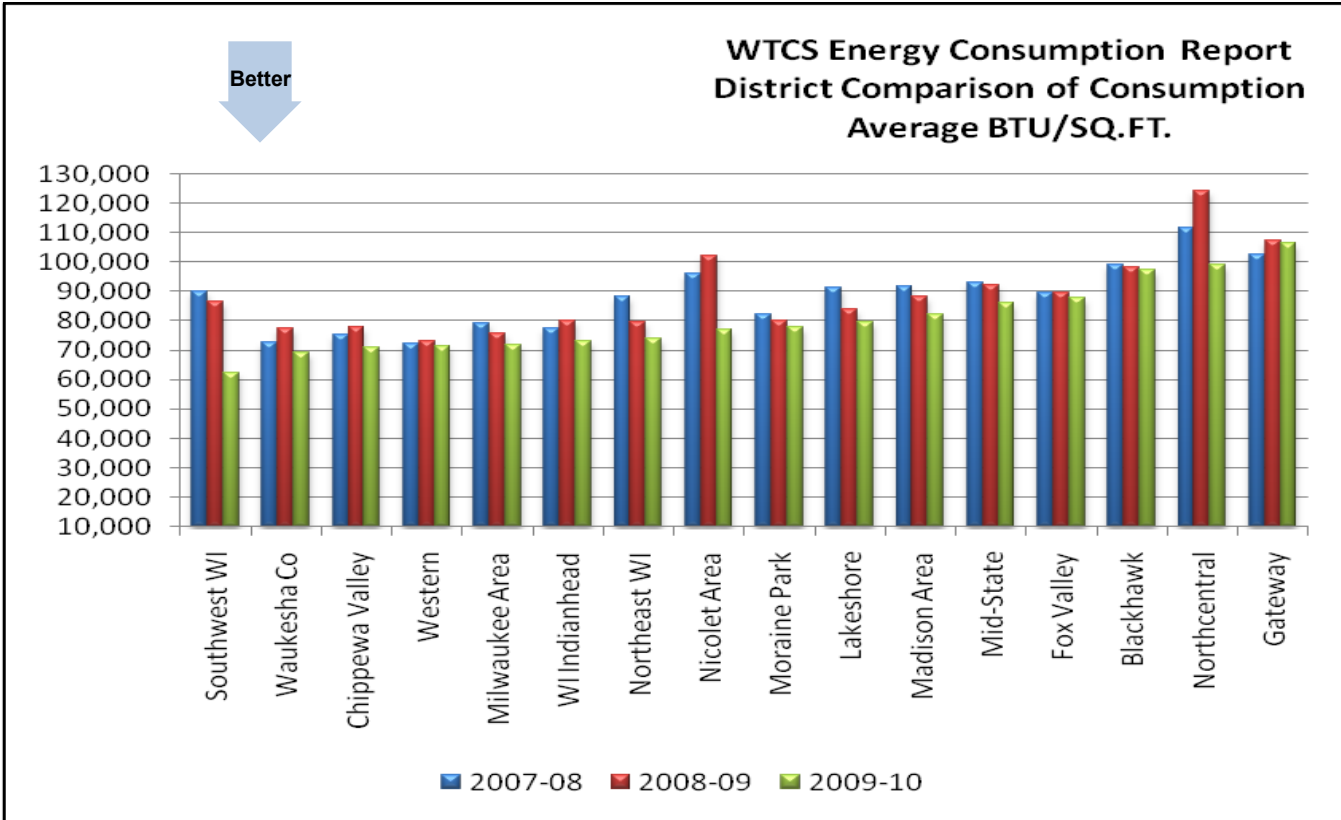
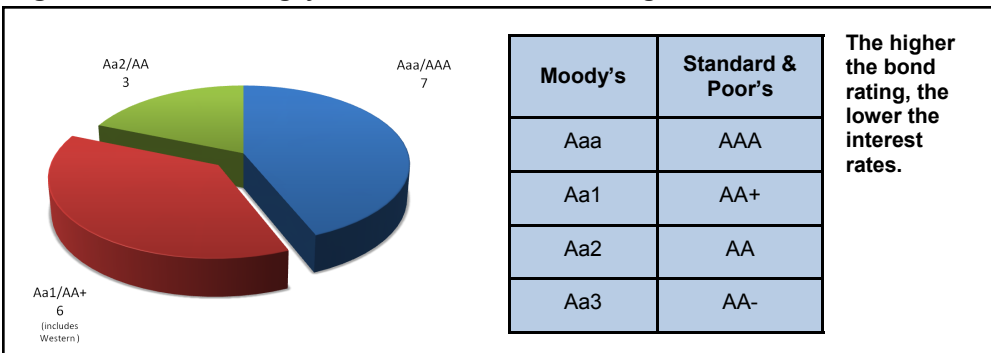


Figure 7-30 Bond Ratings for Wisconsin Technical Colleges



7.1b(2) Emergency Preparedness

Western's efforts to ensure emergency readiness and safety efforts are presented in Figure 6-1. Results related to this area include:

- No reported deaths, injuries, or property damage caused by fire in 2009-2010
- Zero reported hate crimes, murders, manslaughter, sex crimes, assaults, arson, from 2007-2009
- Compliance with fire safety inspections
- 145 staff and faculty trained in non-violent crisis intervention
- All eleven members of incident command team trained in IS100 and IS200 through NIMS
- 5 emergency preparedness drills per year
- 5 individuals trained in BIT best practices
- 5 CPTED reviews completed within past 5 years

7.1c Strategy Implementation Results

Western measures its progress toward its strategic objectives and actions on multiple levels.

College level:

- Overall progress is tracked and reviewed through the College scorecard which contains 31 data points all aligned with the College's strategic plan goals. Eight of the college-wide data points have drilldowns to a more detailed level.
- The SLT has one meeting a week dedicated to reviewing the College's progress toward reaching its vision and mission. The PDCA is used to adjust plans to meet changing needs of stakeholders.

Unit level:

- Major units of the College including instruction, facilities, HR, marketing and technology have developed master plans based on the College's strategic plan and annually evaluate progress through a PDCA process. This process results in an updated plan.

Department/Division level:

- Using the College's strategic plan and master plans, each department and division, with input from their faculty and staff, develop an annual plan that highlights key activities for the upcoming year. This process begins with an evaluation of progress on the previous year's activities through the PDCA process.
- The Academic Deans' Council annually runs all programs through the program mix analysis to determine progress toward achieving the College's goals.

Program level:

- Programs participate in the QRP to measure their success and develop plans for areas that require improvement.
- Each program develops an annual plan that identifies key activities for the upcoming year. This process begins with an evaluation of progress on the previous year's activities through the PDCA process.

7.2 Customer-Focused Outcomes

Western uses the listening mechanisms described in Figures 3-1 and 3-2 to measure customer-focused outcomes.

7.2a Student- and Stakeholder-Focused Results

7.2a(1) Student and Stakeholder Satisfaction

The primary mechanism for measuring student satisfaction is the Noel-Levitz Student Satisfaction Inventory (Figure 7-31). Conducted on a regular basis, this instrument allows for analysis of trends and comparison to peer groups. It also provides a mechanism to measure key systems and processes identified in Figures 6-2 and 6-3 (Student Learning System and Student Support System). Figure 7-31 illustrates that in 2008 and 2010, Western scored at or above the national mean for all major categories. The launch of the Welcome Center as a centralized point for student services, College-wide customer service training, and facility upgrades coincide with the increase in several scores from 2008 to 2010.

The Graduate Follow-Up Survey (Figure 7-32) and the Employer Follow-Up Survey (Figure 7-33) indicate high levels of satisfaction with the education received at Western and the skills of the graduates. The Graduate Follow Up Survey measures graduate satisfaction and job placement six months after graduation. The Employer Follow-Up Survey measures employer satisfaction with the basic and technical skills graduates achieved. These include job knowledge, reading, writing, math, computer, listening, and speaking.

The Parent Perception Survey conducted in 2007 and 2010 (results available onsite) compares Western to the WTCS as a whole and to the other fifteen colleges in the system. This study was designed to create an understanding as to how parents view the WTCS, its competitors, and how they prioritize and think about post-high school options for their children. Of the 16 technical colleges in the WTCS, Western ranks third overall in the Net Promoter Score, an index that reflects how likely parents are to recommend a particular college to their children.

The results indicate that Western's familiarity among parents increased from 87 % in 2007 to 99% in 2010, placing the College second behind University of Wisconsin - La Crosse. Favorability ratings remained constant at 70%. Western remained even in top-of-mind option for children; however, it gained four percentage points in the category of "first choice for my child."

7.2a(2) Student and Stakeholder Engagement

Western measures student engagement through a variety of processes including the Community College Survey of Student Engagement (CCSSE). Figure 7-34 displays three benchmarks that encompass 38 engagement items from the instrument. Each benchmark is calculated by averaging the scores on survey items that comprise the benchmark. Western is compared to a consortium

Figure 7-31 Student Satisfaction

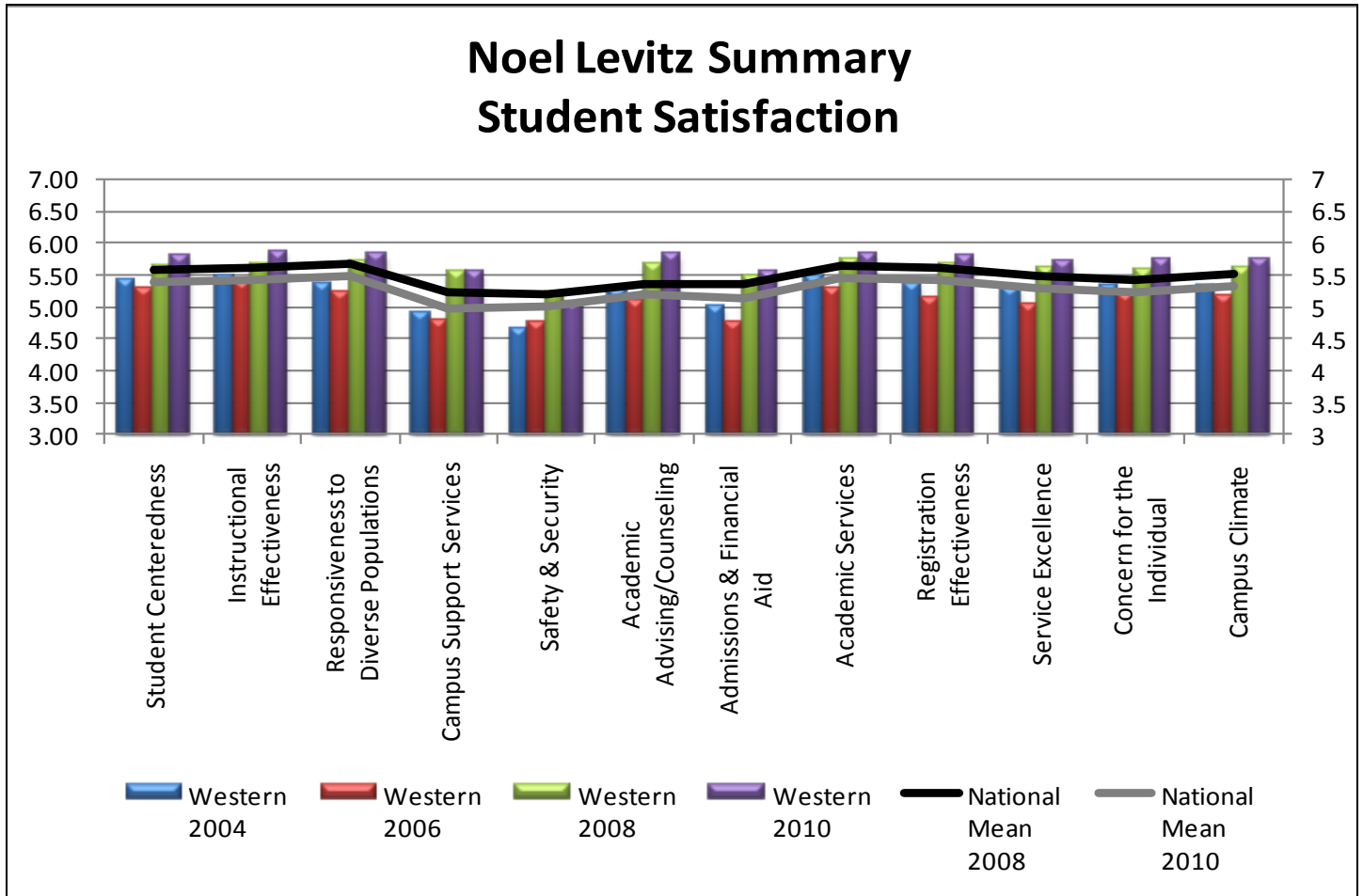


Figure 7-32 Western Graduate Follow-Up - Satisfaction (College Scorecard)

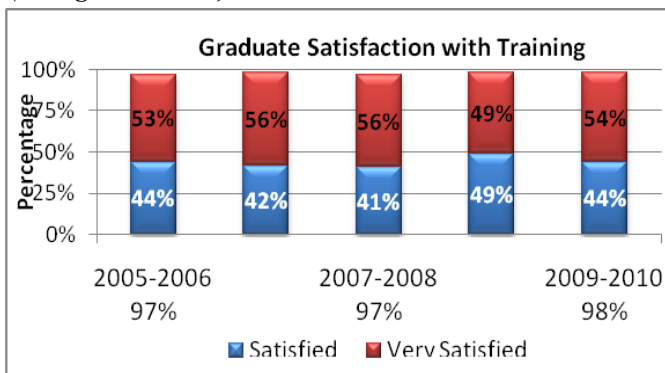
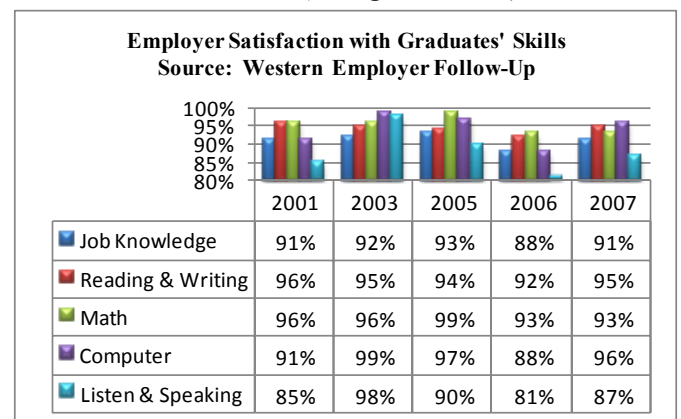


Figure 7-33 Employer Follow-Up - Satisfaction with Graduate Skills - Western (College Scorecard)



of colleges within the WTCS and the 2009 CCSSE Cohort. Western exceeds both the consortium and CCSSE cohort results for student/faculty interaction. Other mechanisms for monitoring student engagement include attendance at new student orientation (Figure 7-48); participation in the online/blended student readiness initiative (Figure 7-12); Wellness Center membership; and

participation in student development activities such as athletics, student government, and student clubs.

Stakeholder engagement is measured through frequency of access to services, attendance at events described in Figure 3-4 through 3-7, relationship management tools identified in Figure 3-8, market share (Figure 7-44), Associate of Science Liberal Arts Degree FTE generation (Figure 7-46), and FTE generation (Figure 7-45).

7.3 Workforce-Focused Outcomes

7.3a(1) Workforce Capability and Capacity

Western analyzes its workforce capability and capacity as described in 5.1a (1). Western’s strategic goal number six (Figure 4-1) includes a metric for employee headcount. Distribution of human resources is monitored to ensure that Western’s systems function appropriately. With the core business defined as providing education and core competencies that speak to high quality education, highly qualified faculty, and the ability to leverage organizational resources to meet demand, it is important for the College to maintain a sizeable faculty workforce. Figure 7-43 illustrates the size of various employee groups. Forty-six percent of the workforce consists of faculty members. Western also monitors the financial penalties related to certification violations and tracks the education levels of its faculty. The College has received no penalties related to certification in the past two years. **P.1.a(3)** describes the education levels of faculty.

7.3a(2) and (3) Workforce Climate and Engagement

One of Western’s primary mechanisms for measuring the workforce climate and employee engagement is the Personal Assessment of College Environment (PACE). Figures 7-35, provides an overview of the major categories within the instrument. In 2009, Western surpassed the national mean in all areas. Figures 7-36 through 7-39 display specific PACE results that are tied to the Workforce System described in Figure 6-5.

In the Spring of 2011, Western implemented a new pulse-check process related to Western’s climate. Figure 7-40 illustrates overall satisfaction with how well the college climate aligns with college values (scale of 1-7). Western also measures employee engagement through the indicators listed in Figure 5-5.

7.3a(4) Workforce Development

As described in Figure 5-5, one of the indicators of employee engagement and workforce development is the availability and use of professional development funds. Figures 7-41 and 42 display the use of professional development funds by non-faculty groups, and tuition reimbursement for faculty and non-teaching professionals. Workforce development is also evidenced by community involvement (Figure 1-6) and the fact that of the 52 managers currently in management roles at the College, 48% were promoted from within.

7.4 Leadership and Governance Outcomes

7.4a(1), (2) Leadership and Governance

Figure 7-34 Student Engagement

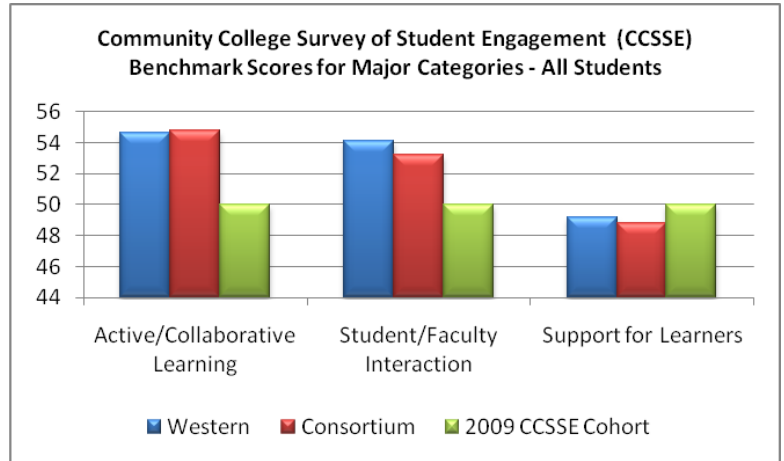


Figure 7-35 Personal Assessment of College Environment (PACE)

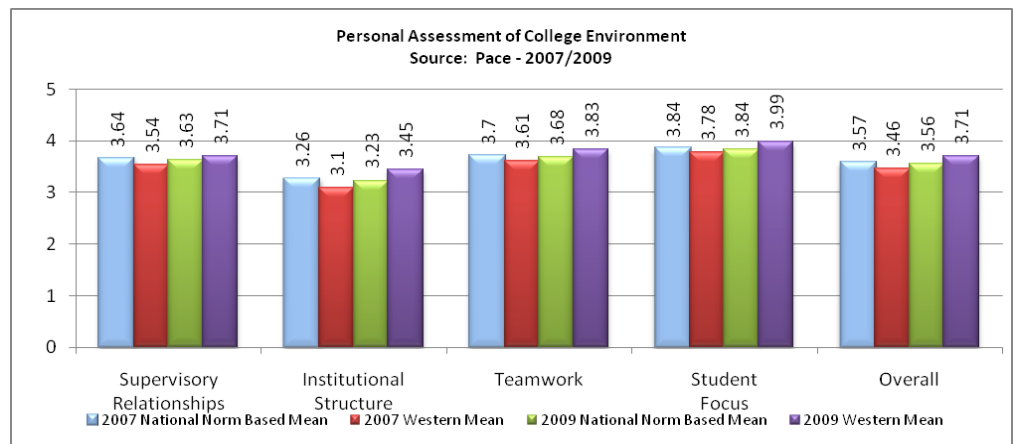


Figure 7-36 Employee Satisfaction with Student Focus

Student Focus		2007 Western Mean	2009 Western Mean	National Norm Base
7	The extent to which student needs are central to what we do	3.43	3.79	3.63
8	The extent to which I feel my job is relevant to this institution's mission	4.10	4.34	4.25
17	The extent to which faculty meet the needs of students	3.85	4.07	3.83
18	The extent to which student ethnic and cultural diversity are important at this institution	3.53	3.75	3.81
19	The extent to which students' competencies are enhanced	3.79	4.02	3.73
23	The extent to which non-teaching professional personnel meet the needs of the students	3.61	3.94	3.76
28	The extent to which classified personnel meet the needs of the students	3.64	3.75	3.74
31	The extent to which students receive an excellent education at this institution	4.00	4.18	3.97
35	The extent to which this institution prepares students for a career	4.13	4.27	3.96
37	The extent to which this institution prepares students for further learning	3.84	4.03	3.95
40	The extent to which students are assisted with their personal development	3.62	3.72	3.67
42	The extent to which students are satisfied with their educational experience at this institution	3.79	4.04	3.81
Mean Total		3.78	3.99	3.84

The primary measurement for leadership outcomes is PACE. Figures 7-35 through 7-39 display all PACE results. Several items relate to leadership communication, engagement, vision, values, two-way communication, and focus on action. Figure 1-4 identifies the multitude of two-way communication vehicles used by the College.

Figure 7-37 Employee Satisfaction with Teamwork

Teamwork		2007 Western Mean	2009 Western Mean	National Norm Base
3	The extent to which there is a spirit of cooperation within my work team	3.69	3.94	3.78
14	The extent to which my primary work team uses problem-solving techniques	3.50	3.71	3.64
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.61	3.91	3.63
33	The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs	3.55	3.85	3.70
36	The extent to which my work team coordinates its efforts with appropriate individuals	3.63	3.79	3.63
43	The extent to which a spirit of cooperation exists in my department	3.64	3.81	3.71
Mean Total		3.61	3.83	3.68

hicles used by the College.

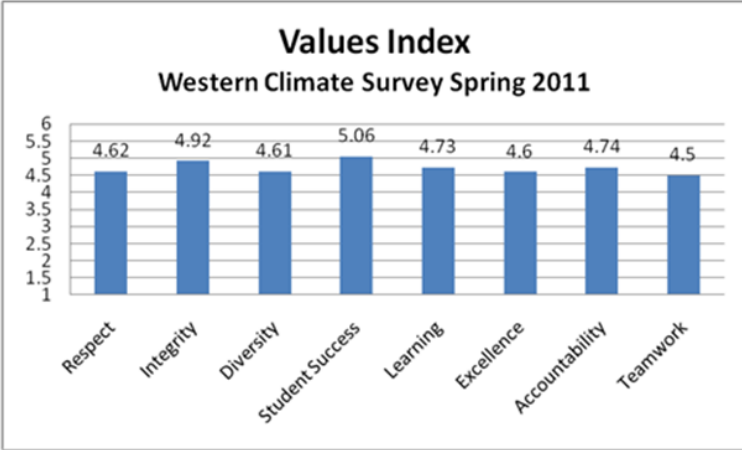
Figure 7-38 Employee Satisfaction with Institutional Structure

Institutional Structure		2007 Western Mean	2009 Western Mean	National Norm Base
1	The extent to which the actions of this institution reflect its mission	3.44	3.84	3.67
4	The extent to which decisions are made at the appropriate level at this institution	2.88	3.25	2.98
5	The extent to which the institution effectively promotes diversity in the workplace	3.36	3.58	3.65
6	The extent to which administrative leadership is focused on meeting the needs of students	3.31	3.70	3.48
10	The extent to which information is shared within the institution	2.83	3.30	2.89
11	The extent to which institutional teams use problem-solving techniques	2.98	3.37	3.09
15	The extent to which I am able to appropriately influence the direction of this institution	2.88	3.24	2.98
16	The extent to which open and ethical communication is practiced at this institution	3.05	3.48	3.09
22	The extent to which this institution has been successful in positively motivating my performance	3.04	3.41	3.24
25	The extent to which a spirit of cooperation exists at this institution	3.04	3.45	3.12
29	The extent to which institution-wide policies guide my work	3.32	3.60	3.47
32	The extent to which this institution is appropriately organized	2.85	3.36	3.00
38	The extent to which I have the opportunity for advancement within this institution	3.02	3.21	3.02
41	The extent to which I receive adequate information regarding important activities at this institution	3.38	3.69	3.49
44	The extent to which my work is guided by clearly defined administrative processes	3.08	3.33	3.28
50	The extent to which this institution uses pertinent data and information for decision-making and reporting	2.95	3.25	N/A
52	The extent to which upper level administration understands and supports my work	2.97	3.35	N/A
54	The extent to which employees are recognized and rewarded for their efforts and contributions to the organization and student well-being	2.77	3.05	N/A
Mean Total		3.10	3.45	3.23

Figure 7-39 Employee Satisfaction with Supervisory Relationships

Supervisory Relationships		2007 Western Mean	2009 Western Mean	National Norm Base
2	The extent to which my supervisor expresses confidence in my work	3.93	3.99	4.03
9	The extent to which my supervisor is open to the ideas, opinions, & beliefs of everyone	3.85	3.93	3.87
12	The extent to which positive work expectations are communicated to me	3.38	3.58	3.50
13	The extent to which unacceptable behaviors are identified and communicated to me	3.26	3.44	3.44
20	The extent to which I receive timely feedback for my work	3.36	3.56	3.48
21	The extent to which I receive appropriate feedback for my work	3.43	3.56	3.51
26	The extent to which my supervisor actively seeks my ideas	3.54	3.71	3.62
27	The extent to which my supervisor seriously considers my ideas	3.62	3.80	3.69
30	The extent to which work outcomes are clarified for me	3.28	3.56	3.44
34	The extent to which my supervisor helps me to improve my work	3.52	3.61	3.59
39	The extent to which I am given the opportunity to be creative in my work	3.89	4.02	3.93
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.44	3.67	3.49
46	The extent to which professional development and training opportunities are available	3.52	3.75	3.59
Mean Total		3.54	3.71	3.63

Figure 7-40 Employee Assessment of College Values (Spring 2011)



7.4a(3), (4), (5) Law, Regulation, and Accreditation; Ethics; and Society

Western’s key processes and measures of legal, ethical, and societal responsibilities are captured in Figure 1-5. Western is in compliance with all accreditation, regulatory, safety, and legal requirements. Measurement of Western’s ethical behavior is captured in the PACE Survey results (Figure 7-38, item 16) and through tracking of violations related to Western’s Code of Ethics for Employees. In the past 18 years, no violations to the Code of Ethics have been reported.

Figure 7-41 Professional Development Fund Usage by Non-faculty

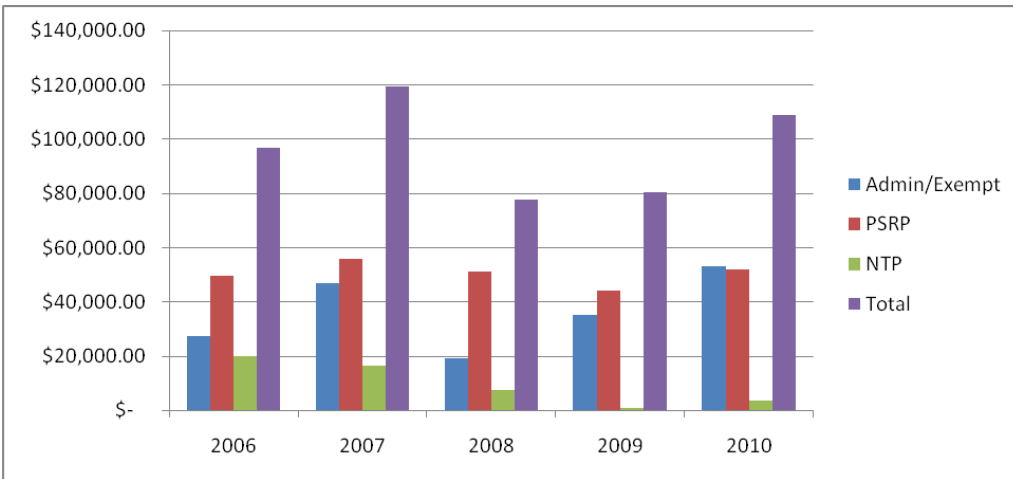


Figure 7-42 Professional Development Reimbursement for Faculty and Non-teaching Professionals

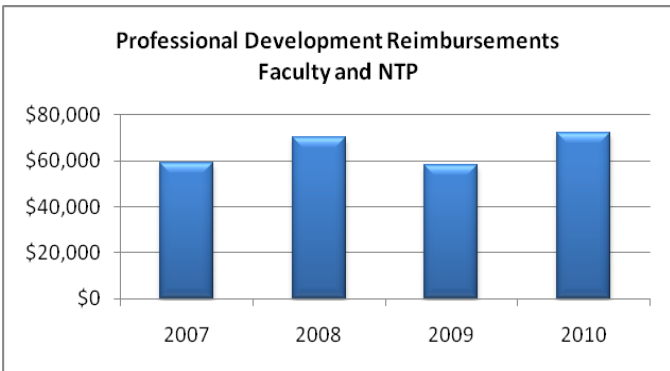


Figure 7-43 Employee Headcount (College Scorecard)

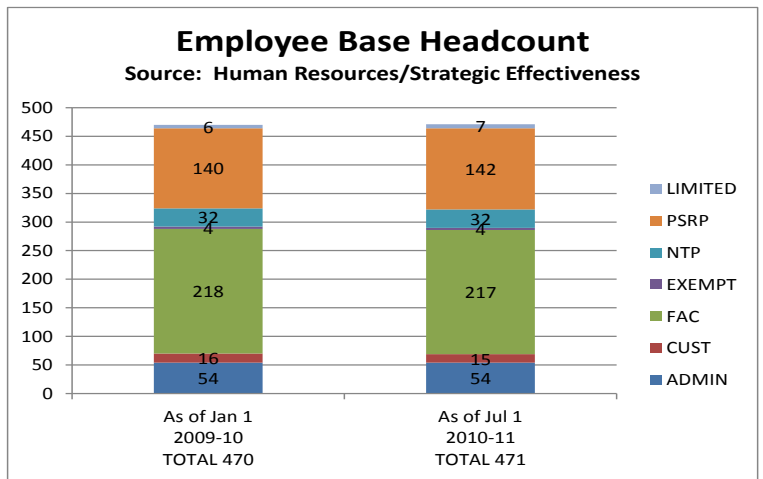


Figure 7-44 High School Market Share as Compared to WTCS Best (College Scorecard)

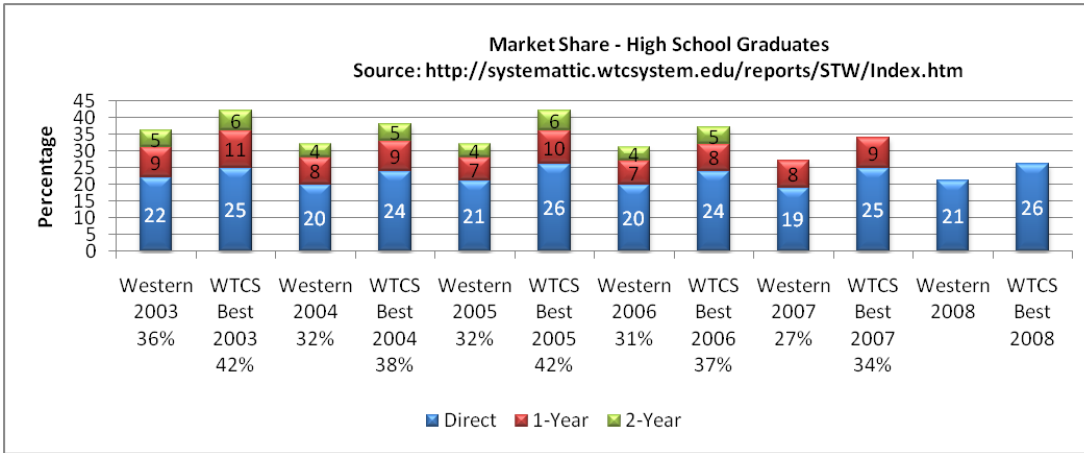


Figure 7-45 Western's FTE Trends (College Scorecard)

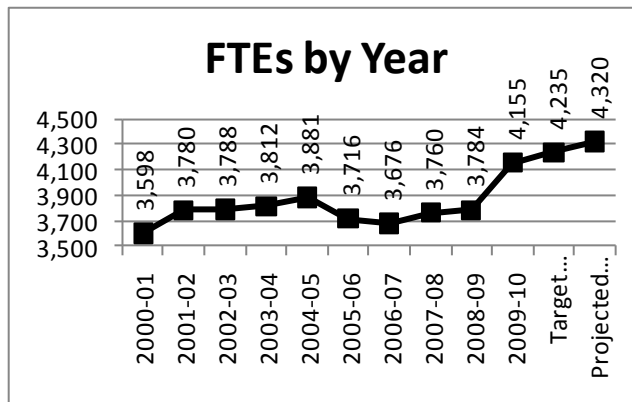
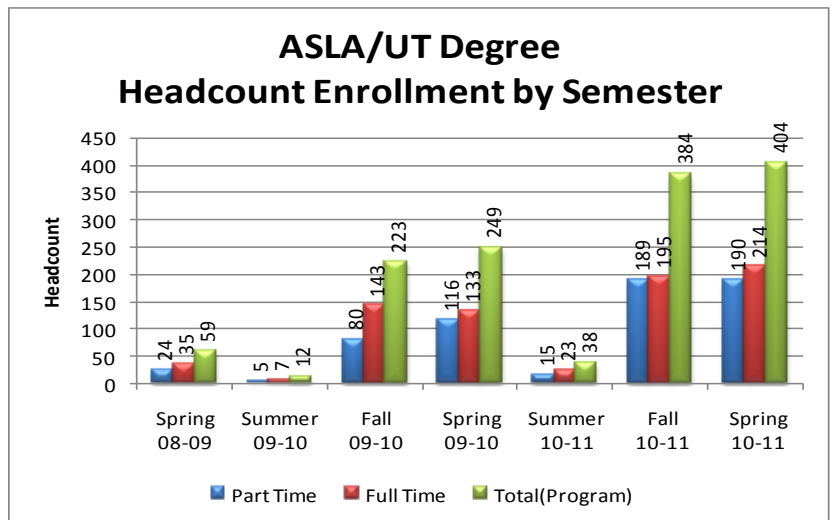


Figure 7-46 Growth of ASLA/Transfer Degree (College Scorecard)



7.5 Budgetary, Financial, and Market Outcomes

7.5a(1) and (2) Budgetary and Financial Performance; Market Performance

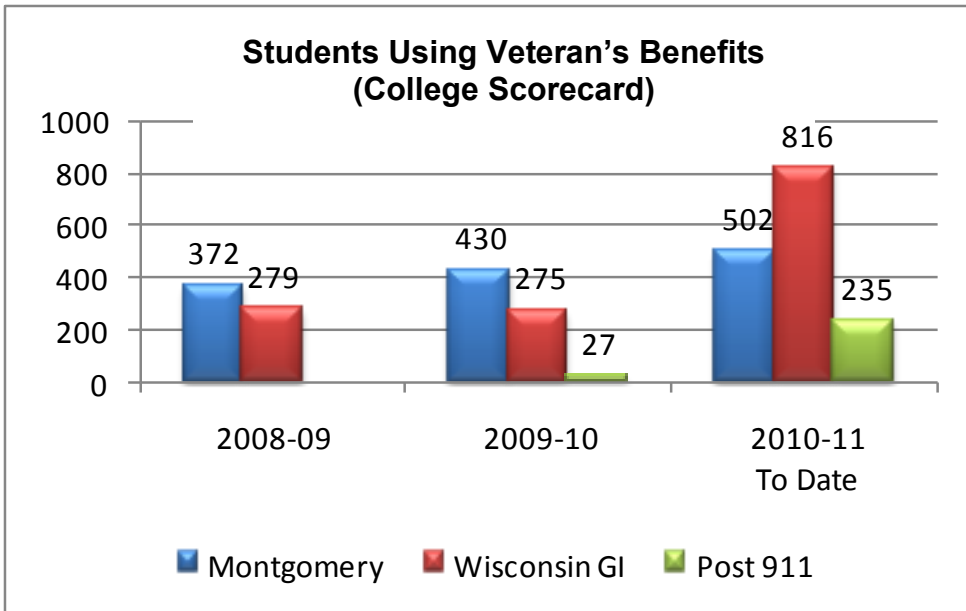
Western's budgetary and financial performance is monitored through key excellence indicators identified in Figure 6-4

(Leadership and Planning System, Financial Management). FTE generation (Figure 7-45) is one of the most closely monitored indicators for financial health. Western has experienced a positive trend in FTE generation over the past three years.

The share of district students who attend Western directly from high school and within 2 years of graduating from high school is a key indicator of market share. Figure 7-44 displays Western's results as compared to the WTCS Best. Western's marketing master plan is designed to improve these indicators. The National Student Clearinghouse data system indicates that dual enrollment and college-to-college transfer are popular activities for students at Western. The recent development of the Associate of Science Liberal Arts and University Transfer Degree is designed to enhance the flexibility students have. Figure 7-46 illustrates the positive growth the College has experienced in this area.

Other indicators of financial and budgetary health include are described in 7.1b(1) and include: grant revenue generation (Figure 7-21), fund balance (Figure 7-22), sources of revenue (Figure 7-23), mill rates (Figure 7-24), cost per FTE (Figure 7-25), allocation of expenditures (Figure 7-26), analysis of auxiliary services (Figure 7-27), energy consumption (Figure 7-29), and space utilization (Figure 7-28).

Figure 7-47 *Students Using Veteran's Benefits*



budgetary health include are described in 7.1b(1) and include: grant revenue generation (Figure 7-21), fund balance (Figure 7-22), sources of revenue (Figure 7-23), mill rates (Figure 7-24), cost per FTE (Figure 7-25), allocation of expenditures (Figure 7-26), analysis of auxiliary services (Figure 7-27), energy consumption (Figure 7-29), and space utilization (Figure 7-28).

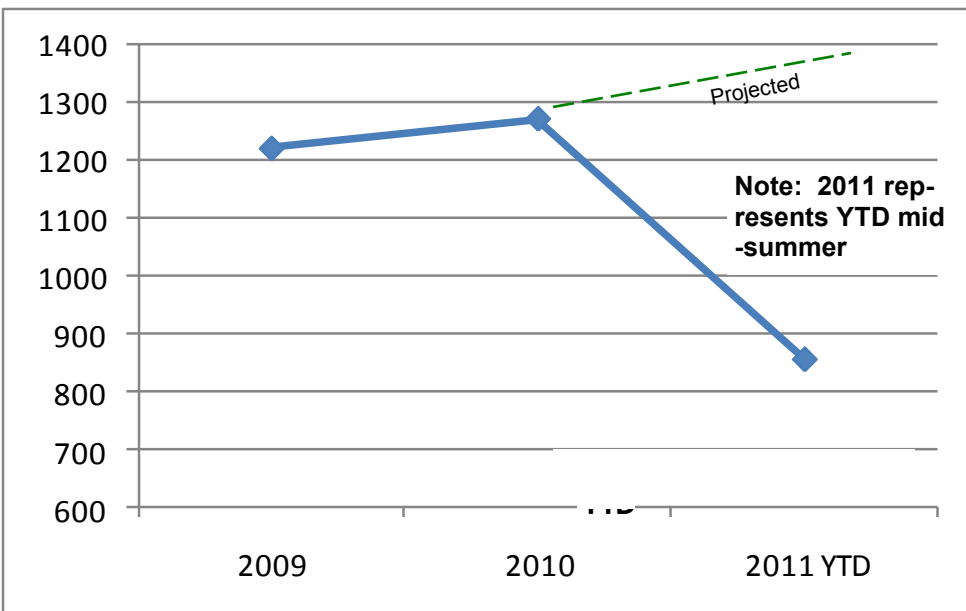


Figure 7-48 *Student Attendance of New Student Orientation*

