Western Technical College
THE *e*SSENTIAL EXPERIENCE

AQIP Systems Portfolio
November 2007

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Institutional Overview

01 Distinctive Features of Western's Institutional Culture

Western Technical College is in the midst of defining and describing itself in terms of systems to support student goal attainment. Throughout the portfolio, Western's work with defining its systems will be referenced. It is important to note that Western continues to define its systems and the visuals are works-in-progress.
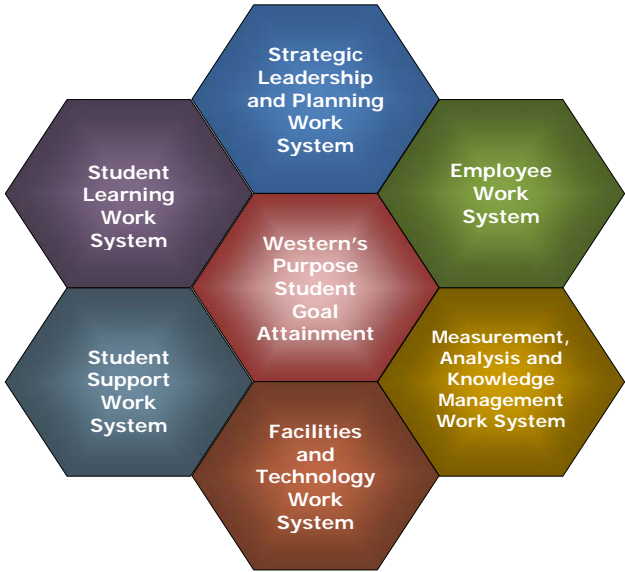
Type of Control
Western Technical College (Western) was established in 1912 as the La Crosse Vocational School. Over the past 90 years, Western has provided quality career and technical education and training for the residents of the District. It has evolved into a comprehensive, publicly supported technical college focused on customers, and committed to being the foremost provider of technical education and training for the region

Mission, Vision, and Values
Western's organizational context and culture are grounded in the College's heritage, yet designed to anticipate and meet the needs of the future. Western's commitment to students and stakeholders is reflected in the College mission, vision, and values (Figure O-1). Collectively, the mission, vision, and values translate into policies, practices, and procedures that reflect a unique culture.

Figure O-1 Western Mission, Vision, Values

Mission
Western Technical College is committed to excellence in learning, continuous improvement, student success, employer satisfaction, and community partnerships

Vision
Western Technical College is a collaborative, innovative educational leader in our community

Values
An environment where learning is the priority
Bringing affordable education to students, no matter where they live, no matter where they are in life
Partnerships that are important to the community's economic vitality and quality of life
Measuring the effectiveness of the services we provide
Our heritage while looking to the future
Using innovative technology and a variety of delivery systems
Working together in a healthy environment where creativity, humor, and fun are encouraged

Strategic Goals

Western's five-year strategic plan (2005-2010) provides the foundation for planning and budgeting. The strategic goals (Figure O-2) provide the framework for review and analysis of organizational performance and the focus to identify both short- and long-term actions.

Figure O-2 Strategic Goals 2005-2010

> **Strategic Goals**
>
> **Increase Student Goal Attainment**
> **Improve Program Effectiveness and Efficiency**
> **Enhance Human Resource Development**
> **Enhance Competitive Advantage**
> **Improve College Effectiveness and Efficiency**
> **Maintain Financial Stability**

Performance Improvement System

Western uses a leadership and performance excellence model that integrates the mission, vision, and values; the strategic goals; the Malcolm Baldrige framework; and a balanced scorecard perspective. Western uses a Plan, Do, Study, Act (PDSA) cycle as the foundation for Continuous Quality Improvement (CQI) efforts. Using the Baldrige framework to increase organizational learning has improved its ability to function more effectively as a system. Using a balanced scorecard approach to track performance relative to strategic goals has strengthened Western's ability to collect, analyze, and share data to make informed decisions. Identifying key College processes related to achievement of strategic goals has fostered a college-wide awareness of process management (Figures O11-17).

Academic Quality Improvement Program (AQIP)

Western is a charter member of the Higher Learning Commission of the North Central Association's Academic Quality Improvement Program. Aligning the re-accreditation process with CQI and performance excellence efforts has enhanced Western's ability to develop programs and services designed to help students learn and succeed. Western's participation in AQIP reflects its commitment since 1987 to on-going organizational learning and improvement.

02 Scope of Educational Offerings

Western consists of five instructional divisions that house all collegiate programs:
- Business
- Family and Consumer Sciences
- General Studies
- Health and Public Safety
- Technology and Industry

These academic offerings include 42 associate of applied science degree programs, 22 technical diploma programs, 6 certificates, and 40 internal certificates. The collegiate programs are addressed in Criterion 1 Helping Students Learn.

In addition, the Instructional Support Services division, houses all pre-collegiate programs that are addressed in Criterion 2 Accomplishing Other Distinctive Objectives. Business and Industry Services provides customized training and technical assistance to local businesses and employers. Western also offers apprenticeship training, non-credit adult occupational and avocational courses.

Western delivers its educational programs and services to students using a variety of mediums including traditional face-to-face as well as several alternative delivery options. Western has responded to changing stakeholder needs by increasing the use of distance learning capabilities and emerging technologies. The College has invested considerable resources in the development of a Virtual College environment and offers both online courses and programs. Many courses are now termed "blended" courses and include a combination of standard face-to-face instruction with a mixture of ITV or online communications and applications. Increasing the use of alternative delivery methods by investing in technology and employee training and development is a College priority.

03 Student Base

Western has approximately 21,000 students who are enrolled at the main campus in La Crosse or one of the six extended campuses described in Section 06 of the Overview. The student profile is described in Figure 0-3; the 2005-2006 enrollments by main campus and extended campuses are described in Figure 0-4.

Figure 0-3 Student Profile 2005-2006

Total Enrollment	Male	Female	Gender Not Reported	American Indian	Hispanic	White	Asian	African American	Pacific Islander	Race Not Reported
18879	8834	9868	177	271	259	15433	521	303	33	2059
100%	46.8%	52.3%	<1%	1.4%	1.4%	81.7%	2.8%	1.6%	<1%	10.9%

Source: Western.edu reports

Figure 0-4 2005-06 Enrollment (Credit/Non-Credit)

	Headcount	%	FTE	%
Main Campus	12778	62%	3038.36	82%
Extended Campuses	7714	38%	675.64	18%
Total	**20492***	**100%**	**3714.00**	**100%**

Source: Western.edu/reports and WTCS Facts Sheet
*Some students attend more than one campus

Western segments its students into eight primary markets based on the Wisconsin Technical College System educational design aid codes (Criterion 1, Figure 1-2). By segmenting students and identifying their key requirements, the College can better meet and exceed student expectations (Figure O-5). Additionally, these student segments provide the framework for developing targeted marketing, recruitment, programming, and delivery strategies.

Figure O-5 Student Segments and Key Requirements

Educational Aid Code Design	Student Segment	Key Requirements
10 (100 Level)	Associate Degree Students	Complete program requirements to graduate, obtain employment, and qualify for licensure
30-32 (300 Level)	Technical Diploma Students	Complete program requirements to graduate, obtain employment, and qualify for licensure
42, 47 (400 Level)	General Adult/ Occupational Adult (Non-Degree Students)	Meet job skill and/or individual educational needs
50 (500 Level)	Apprentices	Meet specialized trade/industry job skill requirements
60 (600 Level)	Adult Avocational Students	Meet lifelong personal enrichment needs
73-78 (700 Level)	Adult Basic Education Students	Meet basic literacy skills
38.14	Customized Training Clients	Obtain tailored training to meet specific business needs
--	Certificates/Special Certificate Students	Obtain short-term training to provide basic skills and/or certification requirements

04 Collaboration

Collaborative relationships are an important part of Western's culture, and support its vision and values as described in Figure 0-1. Collaboration provides Western with opportunities to serve the community in a variety of ways. Western's key stakeholders provide unique opportunities to enhance the College and community. The stakeholders and their key requirements are identified in Figure 0-6. Each stakeholder serves a key role in helping the College design programs and services that meet or exceed customer expectations. The stakeholders share a common interest in assuring quality educational offerings.

Figure O-6 Key Stakeholders and Requirements

STAKEHOLDER	KEY REQUIREMENTS
Alumni	Life-long learning opportunities
Employers	Well-trained employees
Community	Cost-effective education
District Board	Fiscal responsibility to taxpayers
WTCS	Adherence to Wisconsin State Statute 38.00 and WTCS policies
Local Legislators	Enhance economic well-being of the community

Western also has strong, collaborative relationships with key partners that include educational relationships, consortia, regional/community partners, labor organizations, institutional and program accrediting bodies, non-profit agencies, state and national partners, donors, the Western Foundation, Inc., and suppliers. Examples of collaboration and partnership efforts as well as the purpose and nature of the relationship are described in Criterion Nine (Figure 9-1).

05 Faculty and Staff Base

Western values its employees and is committed to employee health, well-being, satisfaction, and development. Non-administrative employees at the College are represented by Local 3605 of the Wisconsin Federation of Teachers (WFT); two units exist within the Local: Faculty/Non-Teaching Professional (NTP) and Paraprofessional and School-Related Personnel (PSRP). A separate bargaining unit (Local Teamsters 695) represents custodial staff. Skilled craft employees are non-unionized. Figure O-7 shows the Employee Profile for full-time employees.

Figure O-7 Employee Profile 2007

CATEGORY	Male	Female	Total
Exec/Adm Mgr	29	24	53
Faculty	83	107	190
Secretarial/Clerical (includes Part-time)	22	166	188
Professional Non-Faculty	9	26	35
Technical/Para-Professional (includes Part-time)	20	20	40
Skilled Craft	3	0	3
Service Maintenance (includes Part-time)	14	17	31
District Totals	**180**	**360**	**540**

Source: Human Resources

One of Western's strengths is the quality of its faculty. Primary importance is placed on hiring the best and most qualified faculty to fill positions. Faculty are hired based on their expertise in the discipline, work-place experience, and appropriate educational background and credentials. In addition to the academic credentials, all faculty meet certification requirements set forth by the Wisconsin Technical College System Board (WTCSB). Approximately 400 faculty are available to teach courses part-time and must meet the same certification requirements as full-time faculty.

06 Critical and Distinctive Facilities, Equipment and Technologies, Regulatory Environment

Facilities
Western functions as one College but delivers programs, courses, and services to students in an area that encompasses 4,736 square miles and serves all or part of 11 counties in western. The main campus is located in La Crosse, an economic center of the region as well as a center for health care, finance, and education. Facilities on the main campus include the Administrative Center, Academic Resource Center, Applied Technologies Center, Business Education Center, Coleman Center, Transportation Center, Kumm Center, Center for Childhood Education, Physical Plant Center, Western Residence Hall, and the Health Science Center.

The College also has extended campuses located in six smaller communities: Black River Falls, Independence, Mauston, Sparta (Public Safety Training Facility), Tomah, and Viroqua. Each of these extended campuses has a campus administrator who oversees day-to-day operations and serves as a member of the College's Academic Leadership Team thereby assuring alignment of programs and services at all District sites.

Western brought forward two successful building referendums (1992, 1996) with more than 60 percent community support. The College has invested more than $50 million in equipment and improved facilities since 1990. As a result, there have been facilities improvements and renovations at all campus locations including a major remodel and addition at the Independence campus, the transformation of the automotive and diesel facilities to a Transportation Center and the conversion of a machine tool lab to a nursing lab at the Mauston campus. Planned facilities renovations include construction of a new College welcome center and construction of a Business and Industry Conference Center. Western's commitment to providing state-of-the-art facilities for technical education and training is one of the hallmarks of its continued success and growth.

Equipment and Technologies
State-of-the-art equipment and technology are essential to providing quality programs and services in a technical college setting. Technology innovations allow Western to deliver services to students and staff more efficiently and effectively. The College's newly redesigned website, www.Westerntc.edu, is the primary information source for prospective and current students and is an important tool for stakeholders. Online registration, grade retrieval, annual technology updates, and additions to many instructional programs all point to Western's efforts to keep pace with improved technology. Interactive Television (ITV) and online or blended courses have significantly increased the College's ability to connect with students who otherwise might not be able to access post-secondary education.

An intranet web site (WIRE) provides a convenient and efficient medium for sharing information with staff at all campuses thereby enhancing College-wide communication. Conversion of the management information system from a VAX- Legacy-system (S1032) to an Enterprise system (PeopleSoft) was completed in 2006. PeopleSoft allows for a more efficient sharing of information between systems, databases, and campuses. Section 1C3 (Helping Students Learn) describes examples of technology and equipment used to enhance student learning at the College.

Computer technology replacement is now integrated into the normal budget process as a utility. All communications of data, voice, and video are considered a utility service for the College. A four-year replacement cycle was implemented in 1999 to maintain a standard for computing equipment. This process has removed the competition of budgeting for technology versus budgeting for instructional needs. All technology purchasing is centralized through Computer Services to maintain campus-wide standards for both hardware and software.

Regulatory Environment
As one of sixteen technical colleges in the WTCS, Western uses a shared governance model with responsibilities balanced between the District Board and the Wisconsin Technical College System Board (WTCSB) whose members are appointed by the Governor. WTCSB's primary responsibilities include distribution of state aids, staff certification, program approval, and establishment of tuition rates. The WTCSB also approves guidelines, offers statewide direction, and outlines the discretionary powers of the local board in its efforts to meet the needs of District residents.

The District Board consists of representatives from two local employers, two employees, three at-large members, a public school administrator and one elected official. Three members of each gender must be represented. Board members must be residents of the District. Each member is appointed to a three-year term beginning July 1. The District Board is responsible for establishing local governing policy, approving the College budget, establishing the property tax levy, and personnel issues.

Western has been accredited by the North Central Association of the Higher Learning Commission of Colleges and Schools since 1972 and was re-accredited in 1981, 1991, and 2000. In September

2000, Western was one of thirteen charter members of the HLC's Academic Quality Improvement Program (AQIP). In addition to the institution-level accreditation granted by the HLC through 2007, 17 academic programs are accredited by their professional associations and engage in rigorous self studies prior to on-site visits. Western's AQIP re-accreditation journey to date is illustrated in Figure O-8.

Figure O-8 AQIP Progression

AQIP Progression	
September 2000	Selected as a charter member
November 2000	Participated in first Strategy Forum
March 2001	Submitted four Action Projects
September 2001	Submitted Annual Updates
December 2001	Received feedback on Annual Updates
September 2002	Submitted Annual Updates
April 2003	Received feedback on Annual Updates
September 2003	Submitted Annual Update
December 2003	Received feedback on Annual Updates
December 2003	Submitted AQIP Systems Portfolio
February 2004	Received Systems Appraisal Feedback
September 2004	Retired first four Action Projects
September 2004	Participated in second Strategy Forum
April 2005	Submitted three new Action Projects
September 2005	Submitted Annual Action Project Updates
December 2005	Received feedback on Annual Updates
April 2006	Participated in AQIP On-Site Quality Checkup
September 2006	Submitted Annual Action Project Update
September 2007	Submitted Annual Action Project Update

Other regulatory, financial, safety, and legal processes and practices are described in Figure 0-9.

Figure 0-9 Regulatory, Financial, Safety, and Legal Environment

Key Process	Practices
Regulatory and Financial	• ADA management • EPA management • OSHA management • EEO management • Chapter 38—Wisconsin Statutes • GASB standards • FASB standards
Safety	• Safety and disaster management • Safety and fire inspections • Staff and student safety • Safety training
Legal	• Legal requirements • Establishing policies

Competitors

Western draws its students primarily from the 11-county area that it serves. The University of Wisconsin-La Crosse and Viterbo University, both located in the City of La Crosse, compete for the same pool of students who live within the surrounding community. Western's major competitors in the far northern and southern parts of the District include Southwest Technical College in Fennimore; Chippewa Valley Technical College in Eau Claire; Madison Area Technical College in Madison; and St. Mary's University, Winona State University, and Minnesota Southeast Technical College all located in Winona, Minnesota. Other competitors are private companies in the region that offer on-site technical training for business and industry. Increasingly, other providers of online education (public and proprietary) are becoming competitors.

07 Key Opportunities and Vulnerabilities

Western's *Key Vulnerabilities* are four strategic challenges that exert a decisive influence on Western's ability to achieve its strategic goals (Figure 0-2). These strategic challenges were re-

affirmed during a recent strategic planning process:

- Provide a high quality technical education with limited resources.
- Align resources and services to support ever-changing needs and expectations of diverse student segments.
- Align resources and services to support increasing developmental needs of students.
- Anticipate ever-changing needs and expectations of stakeholders.

In 2005, Western identified a new strategic goal related to enhancing competitive advantage. Western believed that to stay competitive in today's higher education market, it needed to take some steps to set itself apart from local competitors. As a result, the College engaged in significant "branding" research in the spring of 2005. Focus groups, interviews, and telephone surveys were conducted and after presentations to College staff and District Board members, a recommendation was made to adopt a new College brand: *The Essential Experience.*

At the same time, the WTCS was engaged in its own branding initiative and asked that each technical college in the system add a by-line under its name: "A Wisconsin Technical College." Because Western's name already included the word Wisconsin, the College decided to request a name change from the WTCS. On March 28, 2006, the State Board approved the name change to *Western Technical College.* Western believes this name change and new brand are key opportunities for the College to improve its image with both internal and external stakeholders. It provides the opportunity to emphasize that part of *The Essential Experience* at Western includes an emphasis on the academic rigor required to succeed in programs, and an emphasis on the technical college mission and technical education.

In addition to the College's name change and new brand, Western believes its twenty-year commitment to continuous quality improvement and performance excellence is its greatest key opportunity. Western has been on a steady path of improvement. Western has taken steps along the way to solicit external feedback from a variety of sources such as Wisconsin Forward Award, Malcolm Baldrige, the Continuous Quality Improvement Network (CQIN), and AQIP about the quality of its systems and processes. Western has embraced change as a fact of organizational life and has responded quickly to changes in both the external and the internal environments. Building upon a past that shows commitment to employees, students, and other stakeholders, Western has created a foundation for continued success and enhanced student goal attainment.

Figure O-10 *Western's Organizational Chart*

Western Technical College Organizational Chart

- Human Resources
- Business Services
- Computer/Telecommunication Services
- Physical Plant
- Controller/Budget Analyst

Vice President for Finance/Operations
Michael Pieper

- Business Division
- Family and Consumer Sciences Division
- General Studies and Educational Services Division
- Human Services Division
- Industrial Technologies Division
- Extended Education
- Institutional Accreditation

Vice President for Instruction
Dr. Margaret Boudreau

- Admissions and Registration
- Campus Activities
- Counseling and Support Services
- Instructional Support Services
- Marketing and Communications

Vice President for College Relations and Student Services
Dr. Denise Vujnovich

- Planning for Continuous Improvement
- Legislative Liaison

Associate Vice President Strategic Effectiveness
Constance Hoveland-Belden

- Academic Services
- Grants Management
- International Education
- Enterprise Operations

Director of Special Services
Art Marson

Assistant to the President/District Board
Ms. PK Mathew

President
Dr. Lee Rasch

Executive Director Western Foundation, Inc.
Lynn Rudig

District Board

Western's College Systems (DRAFT)

NOTE: This document is organized by functional process vs. Western's Organizational Chart

Figure O-12 Strategic Leadership and Planning Work System - DRAFT

Strategic Leadership and Planning Work System

Guides Western in setting direction, making decisions, and seeking opportunities for building a sustainable future.

Leadership & Governance
- Policy Development
- Shared Governance
- Accreditation (AQIP)
- Succession Planning/Leadership
- Board Relations

Continuous Improvement
- QRP
- College Systems Review (Process Management)

Planning & Measurement
- Environmental Scanning
- College Strategic Planning
- Master Planning (Instruction, Technology, Facilities)
- Unit, Division/Dept & Program
- Scorecard Integration

Budget Management
- Budget Formulation &
- Accounting
- Financial Monitoring
- Cash Flow
- Capital Borrowing
- Alumni Development
- Foundation Special Project
- Grants

Marketing & Public Relations
- Publications
- External Communications

Figure O-13 Employee Work System - DRAFT

Employee Work System

Will create a culture for employees to achieve their professional goals which ultimately support Western's mission, vision and values.

Employment
- Entering (recruitment, hiring, orientation, probation)
- Exiting (retirement, lay off, termination)

Professional Development
- Certification
- Employee Success Planning
- Staff Development Funding
- Employee Training

Compensation and Benefits
- Job Classification
- Payroll
- Benefits Administration
- Population Health Management

Union Relations
- Negotiations
- Dispute Resolution

Employee Communications
- Broadcast Communications
- Internal Meetings

Figure O-14 Measurement, Analysis & Knowledge Management Work System - DRAFT

Measurement, Analysis and Knowledge Management Work System

Will provide accurate and timely data to allow for informed strategic decisions.

Data Collection and Reporting

- Accreditation Data Collection and
- Regulatory Data Collection and
- Federal Data Collection and
- WTCS Data Collection and Reporting
- Internal Operational Data Collection and Reporting
- External Benchmarking Data Collection and Reporting
- Archiving

Knowledge Management Analysis and Use

- Report Portfolio Management
- Operational Research and
- Facility Information
- Financial Information
- Customer Information Management (BIS, Enrollment, LLL, Alumni)
- Employee Information
- Technology Management

Figure O-15 Facilities and Technology Work System - DRAFT

- Technology Management
  - Utility Replacement
  - New Technology
  - Network Growth Management
  - Help Desk Support
  - ITV Management

- Safety and Security
  - Crisis Response
  - Personal Safety
  - Facility Safety and Security

- Buildings and Grounds Management
  - Energy Conservation
  - HVAC
  - Plumbing
  - Electrical
  - Grounds
  - Housekeeping

Facilities and Technology Work System

Will provide a sustainable and competitive physical and technical learning environment.

Figure O-16 Student Support Work System - DRAFT

Student Support Work System

Will provide opportunities for students to access a learning environment while supporting them throughout their "Western Essential Experience".

Student Communication
- Correspondence
- Oral Communications
- Web

Admission/ Registration
- Registration
- Financial Aid
- Transfer Credit
- Foundation Scholarships
- College Application & Acceptance
- Program Application & Acceptance

Counseling and Advising
- At Risk Counseling
- Admissions Advising
- Academic Advising
- Career Counseling
- Personal Counseling

Student Development
- Orientation
- Student Government
- Activities
- Housing
- Conduct
- Wellness

Career Placement
- Job Posting Using Tech Connect
- Job Seeking Skills Training

Recruitment
- High School Recruiting
- Adult Recruiting
- Program Marketing

Figure O-17 Student Learning Work System - DRAFT

Student Learning Work System

Will provide students with the necessary tools and resources to reach their individual learning goals.

Teaching and Learning
- Credit Offerings
- Non-Credit Offerings
- Instructional Delivery
- Professional & Community Collaboration
- Stakeholder Input (advisory committees, employers,

Assessment
- Intake Assessment (academic, non academic)
- Classroom assessment (formative, summative)
- Program Outcomes Assessment (student, faculty, employer)
- Third Party Assessment (licensure/certification)

Program Development
- New Program Approval
- Program Mix (Academic Master
- Curriculum Development and Modifications
- QRP
- Articulation – Tech Prep

AQIP Criterion One: Helping Students Learn

Context for Analysis

1C1 Student Learning Objectives

Western's context for analyzing Helping Students Learn (Criterion 1) is based on the Wisconsin Technical College System (WTCS) mission as stated in Wisconsin State Statute 38.001 (1) and (2a). One of the principal purposes of the Wisconsin Technical College System is to provide education through associate degree programs and other programs below the baccalaureate level. Western has identified six core abilities or general student learning outcomes (Figure 1-1) that are common across all associate degree programs, technical diploma programs, and certificate offerings. These core abilities represent the overall employability skills, knowledge, and attitudes essential for successful performance in the work place and in life.

Figure 1-1 Core Abilities

Learning Outcome	Patterns of Knowledge/Skills
Communication	Demonstrate effective reading, writing, speaking, and listening skills
Mathematics	Demonstrate mathematical skills
Science	Apply scientific concepts
Problem Solving	Identify and solve problems, applying knowledge in a critical, creative, and ethical manner
Self-Awareness, Teamwork, Diversity	Recognize the value of self and others in order to be a productive member of a diverse global society
Technology	Evaluate and use information technology effectively

In addition to the core abilities, each program consults with employer advisory committees and state-wide curriculums where appropriate to identify occupational-specific learning outcomes.

1C2 Learning Aligned with Mission, Vision and Philosophy

Western assures that its student learning expectations, practices, and development objectives align with its mission, vision, and philosophy by validating the outcomes with program advisory committee members on a regular basis. In addition, many of the program outcomes are based upon industry standards or accreditation standards and reflect entry-level competence in specific skills and knowledge related to the discipline. A recent state-wide effort to develop common curricular standards for programs has resulted in a state-wide curriculum for the nursing, paralegal and supervisory management programs. The WTCS presidents have recently placed priority on the development of state-wide curriculum for all programs.

1C3 Key Instructional Programs

Wisconsin State Statute 38.001 defines the mission and purpose of the Wisconsin Technical College System, the governing body of the 16 technical college districts within the state. The mission of establishing less-than baccalaureate level post-secondary educational opportunities is a shared responsibility between the Wisconsin Technical College System Board and the College. Thus, the educational design process is multi-faceted and well-defined by the Wisconsin Technical College System Board. This framework, illustrated in Figure 1-2, identifies the education design aid codes and programs. The Wisconsin Technical College System also mandates the functions within the programs (types of courses) and range of credits.

Figure 1-2 Wisconsin Technical College System/Western Technical College Educational Framework

Education and Design Aid code	Program	Types of Courses	Minimum Credits	Maximum Credits
10 (100 level)	Associate Degree	Technical Studies	36	49
		General Studies	21	30
		Electives	0	6
30-32 (300 level)	One Year Technical Diploma (26 – 54 credits)	Technical Studies	70%	100%
		Occupation Supportive/ General Education	0%	30%
	Two Year Technical Diploma (55-70 credits)	Technical Studies	70%	100%
		Occupation Supportive/ General Education	0%	30%
42, 47 (400 level)	General Adult Occupational Adult	All Non-Credit "Aidable"	Requires only course approval at WTCS	
50 (500 level)	Apprenticeship	Apprenticeship programs of three (3) or more years of on-the-job training shall have a minimum of 400 hours of paid related instruction.	No minimum	No maximum
60 (600 level)	Adult Avocational	Non "Aidable"	Flexibility to offer any course that falls within mission defined by State Statute	
73-78 (700 level)	Adult Basic Education	Beginning, Intermediate, ESL, HIP, VIP, High School Diploma, GED, HSED, Developmental, and Remedial Education	All codes are non post-secondary courses (WTCS Reporting Process)	
38.14	Customized Training/ Technical Assistance	Training or assistance designed for a particular business/organization to meet specific employment requirements or other needs	N/A	N/A
	Certificates	Short-term training to provide basic skills and/or certification requirements	N/A	N/A

Figure 1-3 identifies the number of program offerings within the five instructional divisions at the College. These offerings include 43 associate of applied science degree programs, 23 technical diploma programs, and 6 certificates. The College also offers 40 internal certificates, apprenticeship training, non-credit courses, and customized training and technical assistance for business and industry. Adult Basic Education includes developmental education, remedial education, English for Speakers of Other Languages (ESL), and High School Credential—regular high school diploma, High School Equivalency Diploma (HSED), and General Educational Development Certificate (GED).

Figure 1-3 Number of Program Offerings by Division

Division	Associate Degree	Technical Diploma	Certificate
Business	11	3	
Family and Consumer Science	5	2	
General Education	2		
Industrial Technologies	13	10	1
Health and Public Safety	12	8	5
Extended Education and Training	Non Associate Degree, Technical Diploma or certificate offerings		
Instructional Support Services	Non Associate Degree, Technical Diploma or certificate offerings		

Western operates on a semester basis (16-week, 55-minute class period structure) including 4- and 8-week summer sessions and an 11-week summer term. Programs and classes are offered at various times (day, evening, and weekends) by the six instructional divisions. Classes are commonly scheduled in "blocks" to accommodate students. Both credit and non-credit offerings are available at the main campus and extended campus locations.

Courses are delivered in a variety of formats and vary by program offerings. The delivery methods include traditional face-to-face, traditional with web-based enhancement, web-based (online), accelerated, block and blend (combination of accelerated and online), interactive television, independent study, and cooperative education. Prior to implementing or integrating an alternative delivery method, Western studies the targeted student segment to make sure the method fits student needs. For example, the Supervisory Management program is offered in an accelerated format with classes structured in 6-7 week blocks offered in the evenings. This delivery method works well for the targeted student market which is defined as a non-traditional market that has work experience, a need to balance full-time work schedule, family and education.

Western has responded to changing stakeholder needs by integrating technology and innovative teaching methods into instructional programs. New technology is incorporated into programs and courses based upon emerging technologies, student need, feedback from advisory committees, employer focus groups, market research, and industry standards. Figure 1-4 illustrates a variety of resources and components that support the integration of technology into instruction. Figure 1-5 depicts the increase in the number of courses offered online.

Western's Learning Innovation Center and Instructional Technology Team consists of faculty, administration, learning and development consultants, and IT professionals, who stay abreast of emerging technologies and provide recommendations for technology upgrades and applications in the classroom. Technology upgrades are funded through Western's annual instructional planning and budgeting process, through grants, and through in-kind donations. For example, the Respiratory Therapist program received a $20,000 grant that included a $15,000 donation of The Vest (a high-frequency Chest Wall Oscillator) and $5,000 to attend a training workshop and obtain a pre-written curriculum.

Figure 1-4 Technology Resources and Components

Component	Service/Benefit	Impact
Instructional Technology Team	Promotes integration of technology into instruction; addresses issues related to instructional technology	Enhances instructional delivery to students in non-traditional formats (ITV, online, web-assisted, open lab, etc.)
Instructional Technology Dialogue Sessions; Online Faculty Mentoring Program	Fosters and supports development of faculty instructional websites	Enhances online instruction and delivery to students
BlackBoard	Online course management system	Provides an all-in-one system for online instruction (posting course materials, chat rooms, discussion boards, testing, posting grades, etc.)
Respondus—computer- based testing tool	Supports faculty evaluation/ assessment of students (can write, administer, and report on assessments electronically and administer and reports on summative course evaluations)	Provides a secure testing/assessment environment for students enrolled in online, ITV, and traditional
eTech (the WTCS virtual college)	Educational portal promotes online course/program availability, linked to each WTCS district website	Provides working adults more flexibility in pursuing an education from home
Learning Innovation Center website	Supports integration of technology into instruction by providing resources for web-based pedagogy and online instruction	Enhances online instruction and delivery to students
General Studies Online Writing Center	Supports student learning by providing online writing resources and access to online tutoring	Enhances student writing skills

Component	Service/Benefit	Impact
Video Conferencing between counseling office on La Crosse campus and extended campuses	Provides same level of counseling and advising services to extended campuses as students receive on La Crosse campus	Enhances college's ability to be more responsive to student needs
ITV Classrooms	Converts all ITV rooms to video/IP so they can connect to any location in the world	Provides more flexibility in meeting student scheduling needs
Student Email	Provides time sensitive communication to students	Increases student knowledge of College processes, services, and timelines; provides convenient exchange of information for instructors and students

Figure 1-5 Integration of Technology into Courses
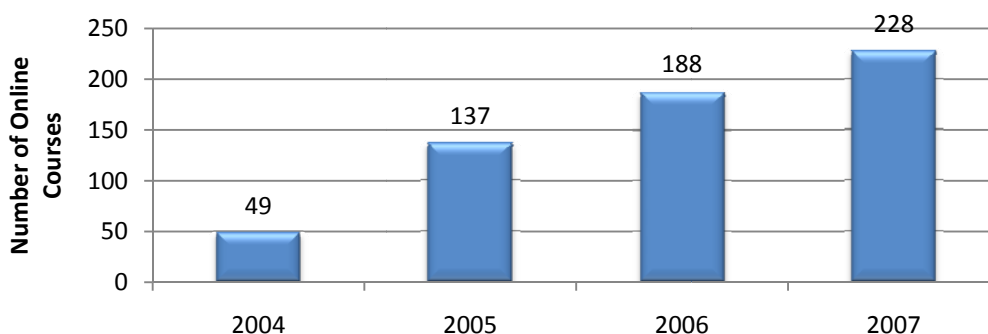
Source: Learning Innovations Center, 2007

1C4 Design and Delivery of Student Learning Options

Western ensures that the design and delivery of student learning options prepare students to live in a diverse world and accommodate a variety of learning styles. As mentioned in Figure 1-1, Western incorporates diversity into the curriculum as one of its Core Abilities. Students who successfully complete a degree program at Western recognize the value of self and others in order to be a productive member of a diverse global society.

In addition to integrating diversity into the curriculum, Western strives to create an environment where the faculty and student population is representative of the community that the College serves. Efforts to increase both the diversity of the staff and student population are on-going and are supported by the following:

- The Minority Resource Office has three minority staff who serve as community links capitalizing on diverse ideas, cultures, and thinking of the community.

- Employee recruitment efforts are focused on attracting and increasing the number of diverse, quality candidates for all employment positions. A computerized system to assess applicant flow has been implemented.

- The Diversity Team holds dialogue sessions with community groups such as the local school district to share ideas on how to promote the local area to diverse populations as part of the recruitment process.

- Students have the opportunity to serve on the College Diversity Team.

- A multicultural student organization at the main campus is active in promoting and increasing awareness of cultural diversity through speakers and programs.

- A diversity course entitled Psychology of Cultural Differences is offered in the General

Studies Division, and many programs include a specific diversity component in their curriculum.

In addition to Western's efforts to design learning options that help students live in a diverse world, the College places significant emphasis on accommodating a variety of student learning styles. Western recognizes that not all students learn in the same manner. To address this complex issue, the College provides a variety of course delivery methods as described in 1C3. It also provides access to support services such as tutoring and basic skills workshops.

Prior to selecting a program or course that is delivered in an alternative delivery mode (such as online or accelerated), students complete an assessment or are advised as to the appropriate selection of programs and courses. Students interested in online learning complete an online learning self-assessment to determine whether or not it is the right choice. Faculty throughout the college use assessment tools such as the VARK to help students identify their preferred learning style (visual, auditory, reading, kinesthetic). Professional development opportunities offered by the college help instructors learn how to appeal to students' multiple intelligences in the classroom.

Finally, faculty are trained to integrate a variety of learning activities and assessment opportunities into the curriculum by using WIDS (World-wide Instructional Design System). WIDS is a software that is used to design performance based courses and programs. It is a tool that provides a framework for developing and documenting curriculum that supports varying student learning preferences and abilities.

Students at Western experience activities such as small group discussions and projects, portfolio development, oral and written presentations, independent study, videos, lab activities, computer-assisted activities, apprenticeships, clinicals, internships, and service learning opportunities. The software assists in tracking the teaching and learning methods and assessments used in a particular course or program, and provides a library of ideas for faculty who are modifying or developing new curriculum.

1C5 Intellectual Freedom, Inquiry, and Respect for Diverse Opinions

Western creates and maintains a climate that celebrates intellectual freedom, inquiry, reflection, respect for intellectual property, and respect for differing and diverse opinions by recognizing and supporting faculty at all levels of teaching. The College supports faculty who are at the cutting edge of incorporating technology into their curriculum by providing time and resources to learn new technology and implement new approaches. Administrators also recognize that some faculty are more comfortable with traditional teaching pedagogy and thus create an environment that supports this approach as well. Efforts are made to encourage collaboration among faculty and to provide support through mentors to engage in new technology and pedagogy to deliver effective curricula.

Western defines its policies related to intellectual freedom in online documents such as the College Employee Handbook and Local 3605 Faculty/NTP Negotiated Contract. These policies: define the difference between college-owned, shared, and faculty-owned materials; describe how the materials can be used; and explain ownership in the event of faculty departure from the college. For example, the current policy for shared rights states:

> "The property rights for specific course material developed by an instructor, counselor or specialist to fulfill a special contract with the College shall be as defined in that special contract between the instructor, counselor or specialist and the College. The College may sell the materials, devices, etc. at cost to other Wisconsin Technical Colleges. Such Colleges shall not have any reproduction rights nor be required to pay any royalties. Any proceeds realized from the sale of these materials, devices, etc. shall be allocated in accord with the provision of the special contract. Regardless of the ownership rights defined in the contract, any patent or copyright shall bear the name of the instructor, counselor or specialist."

Processes

1P1 Determining Student Learning Objectives

Western determines its common student learning objectives or "core abilities" by using a collaborative faculty approach. The first set of core abilities was identified in 1995 by an assessment subgroup representing both general education and program faculty as part of the development of an assessment plan. These original core abilities have been revised as needed to reflect societal and industry changes. As indicated in Criterion 1C1, faculty in all technical programs have identified occupational-specific student learning outcomes that represent the culmination of learning as applied in the workplace. The WTCS program development process specifies procedures for identifying and validating learning objectives and requires input from employers and advisory committees. Western's programs meet high standards because curriculums are developed using a consistent process focused on business and industry needs, expectations, and standards.

1P2 Designing Responsive Academic Programming

Western designs new programs and courses to facilitate student learning using the New Program Development Process described in Figure 1-6.

Figure 1-6 Program Development Process
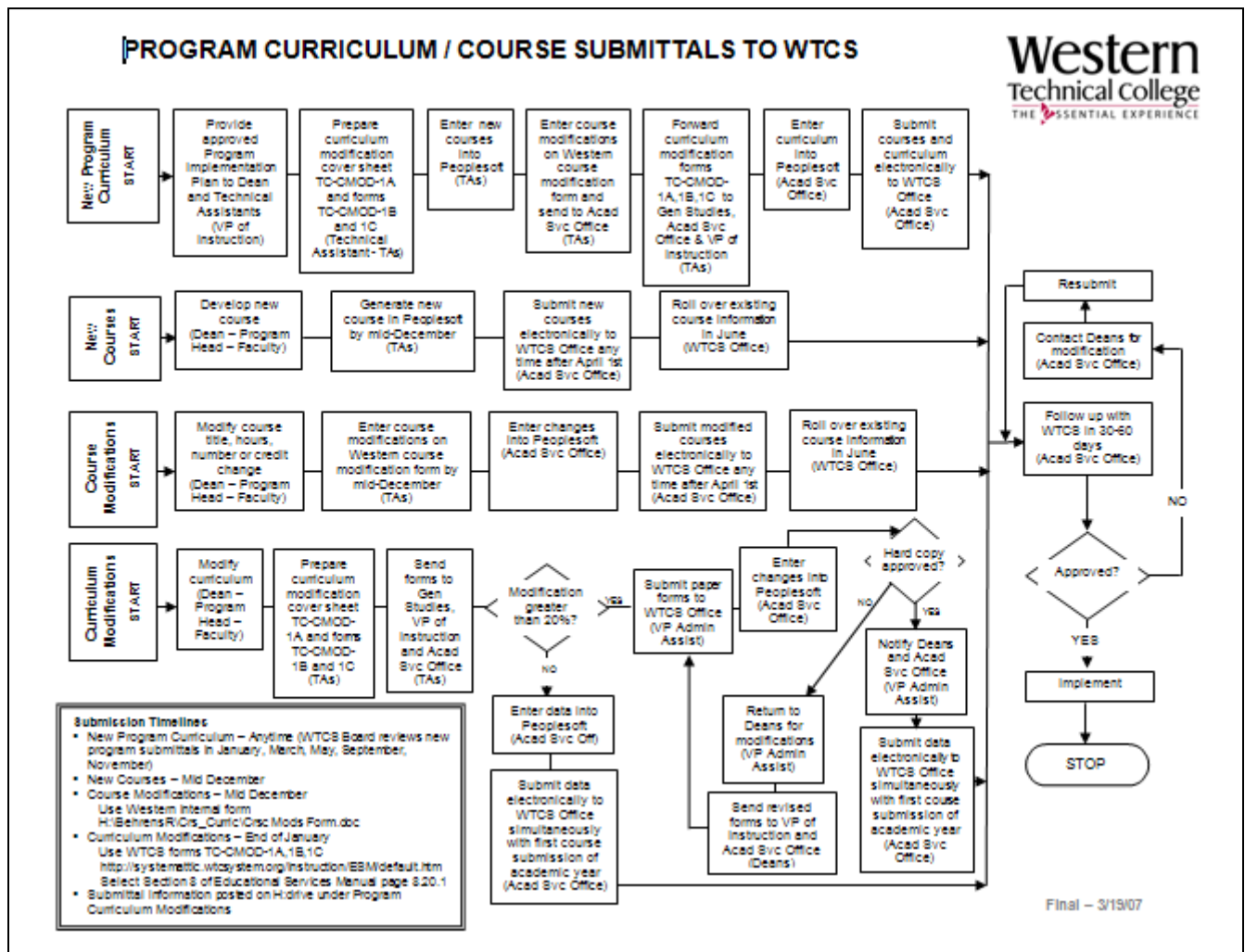
Within this process, all new programs must be configured as described in Figure 1-2. Other educational design aid codes shown in Figure 1-2 have design processes with specific criteria to meet the needs of the program that are outlined by the WTCS.

In designing responsive academic programming to balance educational market issues with student needs, instruction and student services units work collaboratively to ensure that programs: address student educational, developmental, and well-being needs; focus on active learning; and meet business and industry standards.

Changing student, stakeholder, and market requirements are assessed and analyzed in the instructional program Quality Review Process (described in 1I1). They are incorporated into both the design and delivery of educational programs and services using two methods: (1) the Curriculum Modification Process illustrated in Figure 1-6 and (2) faculty revision and updating of individual courses based on student feedback obtained through course evaluations, focus sessions, other listening/learning strategies (Figure 3-3), and employer feedback based on listening/learning strategies (Figure 3-4).

Active learning is a strong component of technical education. Western encourages faculty to use a variety of instructional techniques and learning activities that foster active or applied learning. Examples include collaborative learning, problem-based learning, accelerated learning techniques, electronic discussion boards, computer applications/simulations, and work-based learning experiences such as service learning, clinicals and internships. Learning activities vary by program and are influenced by student, employer and industry skills needs.

Meeting high standards is a priority for Western and is evidenced by accreditation, licensure, and development and assessment of student learning outcomes that are aligned with business and industry expectations and standards. By gathering and analyzing data, Western has been able to respond to community needs by modifying existing services, or by putting support mechanisms in place to assist students in the learning process. In 2005, Western learned through a listening session of a need from employers for specific IT training for its employees. The employers could not wait two-years to employ graduates with these skills, and the employees could not forfeit employment to attend a traditionally scheduled program. Western was rapidly able to structure curriculum on demand in a "bootcamp" format that met the needs of both the employer and the student.

1P3 Determining Preparation for Student Success

Western uses co-relational data from course placement exams and student grades in General Studies courses to determine test cut scores that students must meet in order to enroll in writing, mathematics, science and some social science courses. Students who do not meet the required score are enrolled in General College courses which are intended to prepare them for a specific General Studies course. If students' placement test scores warrant more basic academic preparation, they are enrolled in pre-collegiate remedial coursework to prepare for General Studies courses.

Students are accepted into programs at Western by meeting the program entrance requirements and showing evidence that they can perform the essential functions required in that occupation. The program entrance requirements as well as the necessary essential functions are identified by the faculty in the program with advice from the program's advisory committee members. For example, over the past several years the Associate Degree Nursing Program has modified the academic standards that a student must meet before being admitted into the program. Along with an increased level of focused advising that includes a personal academic plan for each student, this has resulted in higher passing scores on the Nursing Licensure Exam (see 1R2-1).

Prospective students often meet with a counselor and other student service personnel to determine the level of their basic skills and academic preparedness. These counseling sessions help assure that students are placed in appropriate programs and courses or receive the necessary remedial academic work to ensure their ultimate success in a program. At Western there is an ongoing initiative to provide students with increased knowledge of what a particular program will require of them academically. When students' academic preparedness is not sufficient to meet the academic demands of a program, they are provided with a recommended course of action to acquire the level of academic skill that is necessary for the program.

1P4 Communication of Student Preparation and Learning Expectations

Expectations regarding student preparation and student learning objectives (for programs, courses, and the awarding of specific degrees or credentials) are communicated to prospective and current students through printed media, the college website, face-to-face communication, and one-to-one discussion of student assessment results. On a semester-to-semester basis, Western publishes an online and printed class schedule that provides information regarding college admission requirements, and prerequisites. Western has integrated WIDS into the process of communicating student preparation requirements and learning expectations. WIDS feeds Western's web site to provide potential and current students with course outcome summaries that identify course goals, prerequisites, competencies, criteria, and learning activities. WIDS also provides tools for faculty to generate syllabi and outcomes assessment documents that can be distributed to students.

In addition to preparing students for success through online and printed information, Enrollment Services administers the COMPASS test to new students. Upon completion of the test, students receive immediate feedback on their results. If the student has selected a program, program-specific course placement is discussed and students are advised as to the appropriate course selection for program entry. If students have not selected a program, they meet with a counselor to discuss appropriate career paths and program selection. Expectations are also communicated through the Student Handbook, which is distributed online, at the College orientation, and through program-specific orientations.

1P5 Helping Students Select Programs

Western helps students select programs of study that match their needs, interests, and abilities through (1) general admissions guidelines/requirements, (2) student understanding of essential functions critical to perform program competencies, (3) program entrance requirements/ guidelines, and (4) services such as personal and career counseling, advising, and special needs provided by areas such as Disability Services, Minority Services, the Student Success Center, and Opportunity Center. A variety of career interest inventories are available to assist students in selecting programs to match their needs, interests, and abilities. In addition, students enrolling in associate degree and technical diploma programs complete an entrance assessment using COMPASS or ASSET to determine appropriate placement in math and basic English. Developmental courses are available for students who do not meet minimum proficiency requirements.

While advising has typically resided in Student Services, Western recognizes the importance of engaging students and faculty, and has implemented a new student advising pilot in 2007. As part of this pilot, 400 students will meet with program faculty prior to enrolling in a specific program. Through this direct contact with faculty, students will be funneled into the most appropriate program given needs, interests, and abilities. The students are tracked and retention and graduation rates will be compared to those who did not receive faculty advising prior to program entry. With input from this pilot, Western will develop a faculty/student advising model that can be deployed across the college.

Educational programs prepare for individual differences in student learning rates and styles using a variety of instructional delivery methods, learning activities, and performance-based assessments. Differences in individual learning styles and learning rates are accommodated by providing extended test time, peer tutoring, and other tutoring services. Instructors anticipate and prepare for differences in individual learning styles by using accelerated learning techniques in their classes, offering courses in a variety of delivery formats such as online or interactive television (ITV), and incorporating applied and/or integrated instructional methodologies.

1P6 Documenting Effective Teaching and Learning

Western determines and documents effective teaching and learning through a variety of mechanisms. Effective teaching is determined and documented through evaluation of instruction. This evaluation is multi-faceted and may include supervisor, peer, student, and self evaluation.

Students provide feedback through course and instructor evaluations, and supervisors may observe classroom teaching. The process is well-defined and communicated in the employee handbook and negotiated faculty agreement. In addition, Western uses WIDS in the development of curriculum and teaching methods. WIDS assists faculty in developing teaching methods that incorporate Bloom's taxonomy, and provides documentation as to the level of learning that occurs (knowledge, comprehension, application, analysis, synthesis, and evaluation).

Effective learning is documented primarily through Western's student learning outcomes assessment and through licensure and accreditation examinations. Upon completion of a degree program, students and faculty take part in a comprehensive assessment of student learning. Through this assessment, faculty gauge student learning by identifying the percentage of students who master each program outcome. Students gauge their own learning by indicating in an online assessment whether or not they have mastered each program outcome. On a regular basis, employers are asked to complete the same assessment for students they hire. Information gleaned from this process is funneled into the program Quality Review Process, shared with faculty, and discussed with employer advisory committees (Figure 1R1-1).

Effective teaching and learning are important to Western, and the Vice-President of Instruction and the Deans are instrumental in communicating effective teaching and learning expectations across the institution. Faculty learn about institutional expectations through:

- The hiring process
- The New Faculty Institute
- College-sponsored professional development activities
- Program head meetings

1P7 Building an Effective and Efficient Course Delivery System

Western has designed a course delivery system based upon factors including:

- Student requirements
- Facilities and instructional needs
- Availability of qualified faculty and staff
- Consideration of negotiated contract
- Determination of appropriate course delivery methods (described in 1C4).

Western operates on a semester basis (16-week, 55-minute class period structure) including 4- and 8-week summer sessions and an 11-week summer term. Online courses that alleviate brick and mortar room scheduling challenges, and interactive television (ITV) courses that provide the opportunity for multiple campus locations to share resources, contribute to the efficiency and effectiveness of Western's course delivery system.

To determine the feasibility of offering a class, Western conducts a class profitability algorithm. This tool allows Western to determine what level of financial outlay, if any, will be required with a new or continued instructional offering. In some instances the results yield positive cash flow to the College. While a new course or program is not automatically denied if it can't be self-supporting, it does allow the opportunity to identify the level of funding that may be required. The analysis can be used in various decision-making scenarios – such as determining whether to hire full-time or part-time instructors for a particular course or delivery method.

1P8 Currency and Effectiveness of Curriculum

Western analyzes the currency and effectiveness of its curriculum through discussion and input from its program advisory committees consisting of employers, current and former students, adjunct faculty and industry experts. It also addresses curriculum through annual state-called program meetings where all colleges in WTCS offering a particular program meet to discuss emerging trends, curriculum modifications, and best practices. The Quality Review Process (QRP), described in 1I1, also provides the opportunity to analyze the currency and effectiveness of curriculum.

In some cases, curriculum analysis may provide data that indicate a new program is needed or that an existing program should be discontinued or suspended. The Curriculum Modification process described in Figure 1-6 is used when program improvements are needed. A formal process defined by the Wisconsin Technical College System is used when a decision is made to discontinue or suspend a program.

1P9 Student and Faculty Learning Support Needs

Western Technical College attracts a diverse student population and is committed to an open-door policy for admission to the college for all prospective students who meet statutory requirements. Recognizing that students are diverse in educational preparation and that courses and programs at the college have varying levels of difficulty, admissions services are designed to provide the best match for each applicant's abilities, interests and aptitudes.

Western determines student needs relative to learning support during the student intake process and through academic advising. Applicants interested in a specific program area will go through assessment using COMPASS, a series of basic skill tests, prior to being admitted to the college. The results of the COMPASS, which include information on academic readiness, is used to guide students toward appropriate courses and programs to maximize their opportunity for success.

Students who are not program-ready have the opportunity to work with the Instructional Support Services Division (ISSD). This area of the college provides instruction for individuals who want to improve their academic skills, to complete their GED or high school credential, to prepare for college level classes, or to improve English language skills in our English for Speakers of Other Languages (ESOL) program.

It offers five different programs of instruction and a variety of specialized services for unique student populations. These services and classes are offered in day and evening programs at many different locations within the Western Technical College district. Each year ISSD helps about 3,000 individuals achieve their educational and training goals.

Once students are accepted into a program, they are assigned an academic advisor. Students who are enrolled in at least six credit hours have access to free academic support through the Academic Success Center where instructors in math, science, written/oral communications, reading and study skills provide individualized help/guidance for students course work and/or to upgrade necessary basic skills. In addition to guidance in course work, the Academic Support Center administers a brief Learning Styles Inventory so that students may identify their primary learning style. This is followed by a one-on-one conference with a staff member to discuss appropriate study strategies for successful learning.

Faculty needs relative to learning support are determined through Employee Success Plans facilitated by the Manager of Organization Development and the instructional program Quality Review Process. Through completion, monitoring, and annual updating of an Employee Success Plan, faculty are able to identify resources and training they need to be successful. In addition, areas of the College such as the library and the Learning Innovation Center conduct employee surveys to identify supplemental resources, instructional technology, professional development and training that are needed to support student learning.

1P10 Co-curricular Development and Learning

Co-curricular development goals are aligned with curricular learning objectives through a variety of conduits. These include:
- Thirty professional student clubs directly associated with occupational programs (i.e. the Society for Human Resource Management)
- Service learning activities that are linked to a program curriculum and offered as electives or as

part of a core program course
- Student Government leadership opportunities that include managing the $330,000 budget for Student Activity Fees and learning how to build coalitions to support initiatives and effect change in an organization
- Student Government sponsorship of campus events to support diversity and student academic achievement
- Wellness Center personal fitness credit courses
- Volunteer study clubs and tutoring to support athletes involved in varsity sports.

1P11 Determining Processes for Student Assessment

Western uses the Higher Learning Commission's Criteria for Accreditation Criterion Three: Student Learning and Effective Teaching as a framework for its comprehensive assessment efforts. Improving upon Western's current model of assessment is a strategic priority for 2007-2009. Western's current assessment model includes Entry, On-Going (Course Level), and Exit Assessment components. Each component incorporates various formative and summative assessment tools (Figure 1-7).

Entry-level assessment is designed to gauge entry-level student competency in basic reading, writing, and math skills to identify developmental needs. It ensures that students are appropriately placed in courses and programs to enhance their success. Western has recently modified its process so that students can receive assessment results earlier (discussed in 1P4).

On-going assessment occurs at the course level. The College uses the WIDS curriculum development model to create course outcome summaries that identify course goals, competencies, assessment criteria, and learning activities. Course syllabi can also be generated.

The WIDS curriculum development model provides the framework and process to identify student expectations at the course level. Student learning competencies and objectives are identified for each course. Faculty use formative assessment measures to gain immediate feedback about teaching effectiveness and student learning. This feedback is used to make mid-course adjustments and improvements. Students who need remediation may access services provided by the Academic Success Center and Instructional Support Services Division. Instructors may refer students for academic assistance, or students may seek assistance independently.

Figure 1-7 Western's Assessment Program

ASSESSMENT/PURPOSE	INSTRUMENT/TOOLS
Entry-Level Determine student basic academic skills	ASSET, COMPASS, ACT
On-Going (Course Level) Determine if students meet course-level competencies through formative and summative assessment	**Formative**--Classroom Assessment Techniques (CAT) and course evaluations **Summative**—Written and application exams, capstone projects and demonstrations, student exhibition of proficiency
Exit Level Determine if students achieve Student Learning Outcomes	Licensure/ certification exams, portfolios, capstone projects, student exhibition of proficiency, written exams

Exit assessment occurs upon program completion and is based upon student academic achievement of the college-wide Core Abilities and learning outcomes for each program. This assessment assures that students have mastered both the general learning outcomes expected of all learners and the knowledge specific to the degree which they have attained.

Western's exit assessment process has undergone cycles of improvement. The assessment process has been web-enabled and expanded to include (1) employer assessment of student learning (2) student assessment of outcome achievement and (3) faculty assessment of student learning (reported in Figure 1R1-1). Faculty use the "triangulated" assessment results and feedback to improve the curriculum; to enhance student learning; and to more effectively meet the needs of students and employers. The web-enabled approach allows faculty to easily update program

outcomes and to track trends in student learning.

1P12 Discovering Student Preparedness for Further Education and Employment

Western determines how well-prepared students completing programs, degrees, and certificates are for further education or employment based upon a variety of sources. These include:
- Annual faculty and employer assessment of student achievement of the student learning outcomes
- Six-month graduate follow-up survey
- Five-year longitudinal graduate follow-up survey
- Annual employer follow-up survey
- Feedback from program-specific employer advisory committees
- Graduate and employer focus groups as part of the Quality Review Process
- Licensure or certification results

1P13 Regularly Collected Measures of Student Performance

Western uses the QRP program scorecard and other real-time reports to regularly measure and analyze information related to student performance. On a semester-to-semester basis, program retention and course completion rates are collected and analyzed. On an annual basis, Western reviews:

- 1st to 2nd year retention rates
- Graduation rates
- Job placement in related fields
- Licensure pass rates
- Probation and suspension reports

Results are compared across the college, across the Wisconsin Technical College System, and to previous years for trend identification. In addition, an annual assessment of student learning outcomes (IP12) is conducted. These results serve as program and course level indicators.

Results

1R1 Results for Common and Program-Specific Student Learning Outcomes

Data on student academic achievement is one of Western's primary indicators of student success. Six years of data, segmented by educational design aid code for credit programs and student segments, represent faculty, student, and employer assessment of the student learning outcomes from 2002-2007 as described in Section 1C1 and Exit Assessment in Section 1P11.

The data, which can also be segmented by program and by outcome, provide program faculty with feedback to identify and close curriculum gaps based on student and employer requirements. This systems approach to assessment focuses on cross-curriculum reinforcement of general learning outcomes and key occupational-specific outcomes rather than course achievement.

Figure 1R1-1 Assessment of Student Learning Outcomes
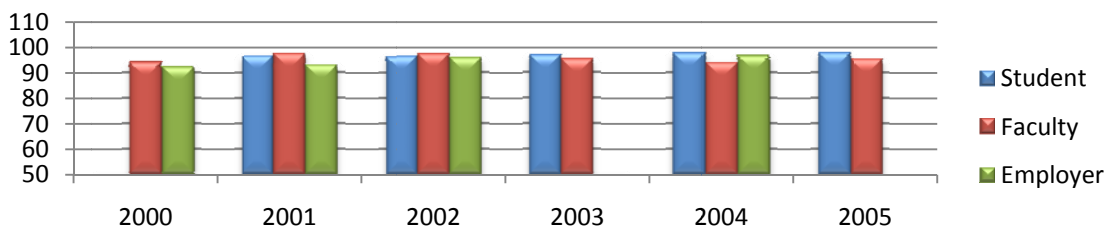
Source: Student Learning Outcomes Database, 2007

In addition to the assessment of student learning outcomes in occupational programs, Western also analyzes student performance in its Goal-Oriented Adult Learning programs (Instructional Support Services Division). Western's General Educational Development (GED) Pass Rate is displayed in Figure 1R1-2.

Figure 1R1-2 – GED Pass Rate 2004-2006
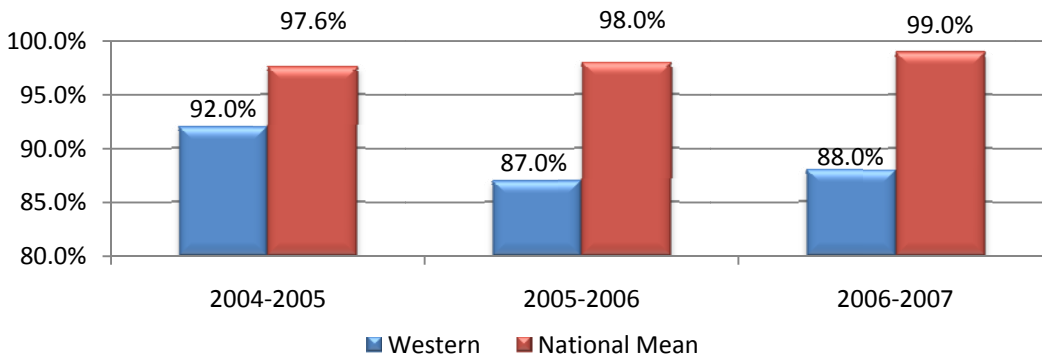
Source: ISS Division

1R2 Evidence that Students Have Acquired the Knowledge and Skills Base Required by the Institution and its Stakeholders

Western's evidence that indicate students have acquired the knowledge and skills base required by the institution and its stakeholders includes program-specific licensure exam results, program-specific graduation rates, course completion rates, employer satisfaction surveys, and graduate follow-up surveys.

Licensure Exam Results

Twelve programs use licensure exam results to assess program effectiveness. These data are important for program accreditation purposes and reflect both strong curriculum and effective student learning. This type of exam is required by these program graduates to be employed in the profession (Figure 1R2-1).

One example of increased pass rates is that found in the nursing program. Four years ago, Western's pass rate hovered at 80% over eight quarters (standard yard-stick). At present, the rate over eight quarters is 93% -- well above the national average of the mid-80s. During this same time period, the difficulty of the exam has been raised twice.

Figure 1R2-1 Licensure Exam Results 2006

2006 Licensure Exam Results		
Program	**Western**	**National/State Rate**
Clinical Laboratory Technician	100	75
Dental Hygiene	100	NA
Electroneurodiagnostic Technology	64	40
Health Information Technologist	100	70
Medical Assistant	88	67
Nursing	100	NA
Occupational Therapy Assistant	100	NA
Respiratory	100	85
Radiography	100	91

Source: Academic Deans, 2007

Graduation Rates

Graduation rates are tracked using two reporting systems. For comparative purposes within the WTCS, Western reports cohort graduation rates based on Perkins data. Graduation rates submitted to IPEDS are based on Student-Right-to-Know data. Figures 1R2-2 and 1R2-3 show a variety of graduation results; the data source is indicated for each of the results that are tracked. The Cohort Graduation Rate (Figure 1R2-2) is tracked through the WTCS Post-Secondary Report Card.

Figure 1R2-2 Cohort Graduation Rates

	1999-00	2000-01	2001-02	2002-03	2003-04
■ Western	65.3%	65.9%	67.4%	68.6%	65.1%
■ WTCS Mean	61.9%	61.6%	61.5%	65.2%	65.1%

■ Western ■ WTCS Mean ■ WTCS Best
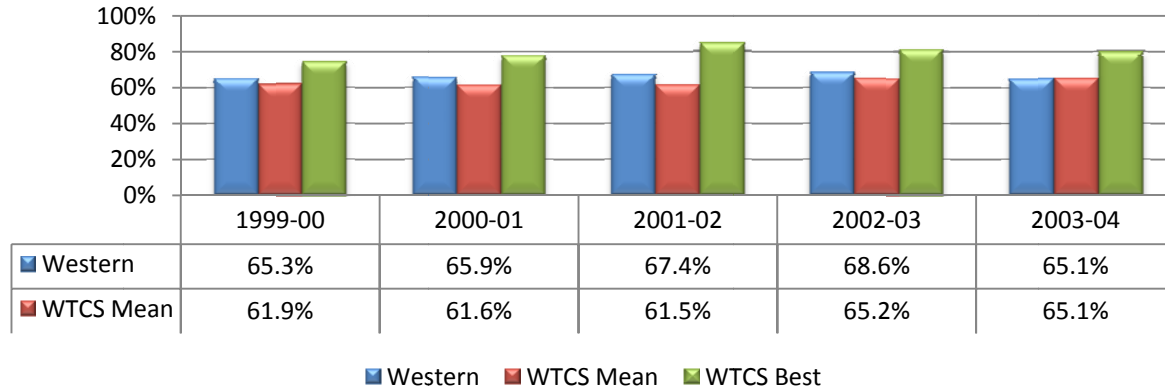
Source: 2002 WTCS Post-Secondary Report Card (based on Perkins data)
*New calculation formula implemented

Segmented student market graduation rates based on the 1998-99 cohort are shown in Figure 1R2-3 along with comparisons to the WTCS. As shown, Western surpassed the WTCS mean in all segments.

Figure 1R2-3 1998-99 Cohort Graduation Rate Segmented by Student Market

	Associate Degree	2-Year	1-Year	Short Term Certificate
WTCS Mean	57.6%	62.8%	75.6%	75.8%
Western	65.1%	83.6%	75.9%	78.8%
WTCS Best	77.9%	93.1%	86.7%	97.1%

■ WTCS Mean ■ Western ■ WTCS Best
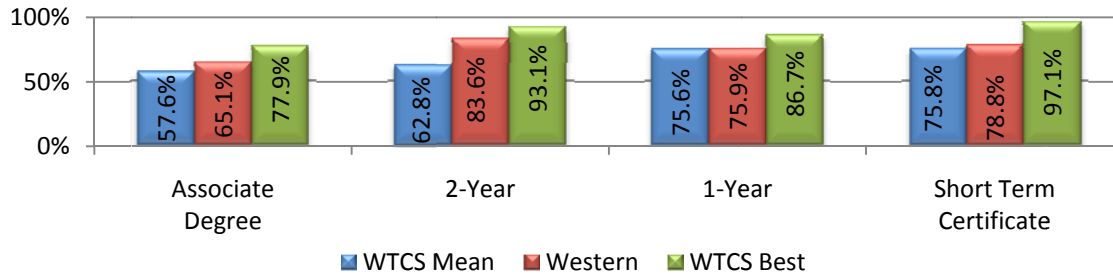
Source: 2001 WTCS Post-Secondary Report Card (based on Perkins data) AD (Associate Degree); 2-yr. (Two-Year Technical Diploma); 1-yr. (One-Year Technical Diploma); ST (Short-Term Certificates)

Course completion rates are shown in Figure 1R2-4. Western has met the WTCS mean for all but the most recent year.

Figure 1R2-4 Course Completion Rates Compared to WTCS
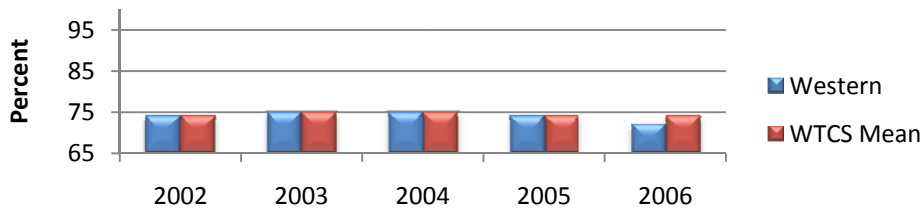
General Studies course completion rates are shown in Figure 1R2-5. Western has identified the opportunity for improvement in this area and the General Studies areas have been brought into the QRP for further analysis.

Figure 1R2-5 General Studies Course Completion Rates for AAS Degrees Compared to WTCS Mean
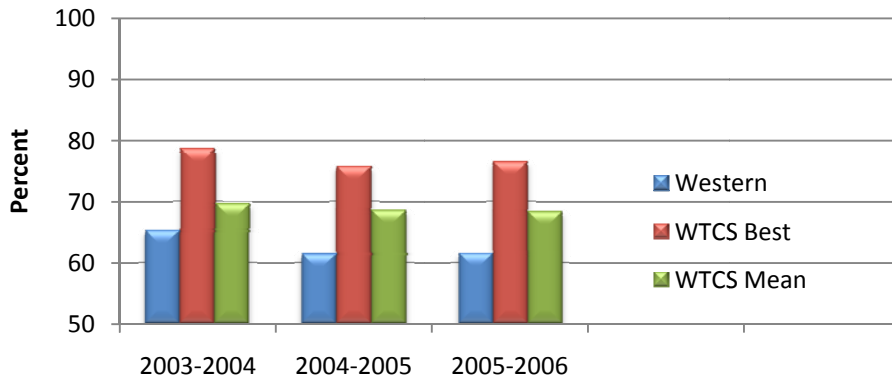
Employer Satisfaction

Every four years, all colleges in the Wisconsin Technical College System conduct an employer follow up survey that captures employer satisfaction with graduates. The survey covers satisfaction with graduates and their technical skills, application of knowledge, use of equipment and other core abilities such as reading, writing, speaking, and problem-solving. Western is able to compare District results with results from other Wisconsin Technical Colleges.

Figure IR2-6 depicts the results of the most recent survey and illustrates that District employers are satisfied with the knowledge and skills of graduates.

Figure 1R2-6 Employer Satisfaction with Knowledge and Skills of Graduates 2004-2005

Legend: WTCS % that meets or exceeds, Western % that meets or exceeds
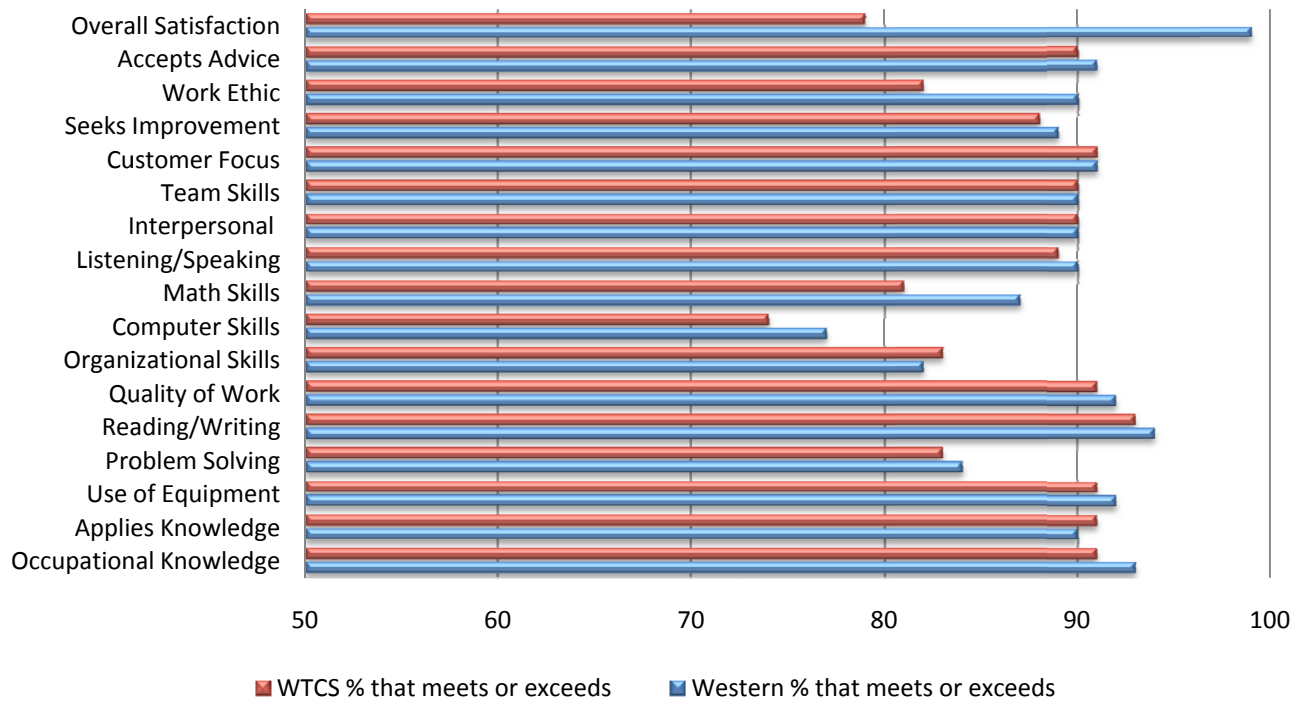
Source: Employer Satisfaction Survey, 2004-2005

Graduate Follow-Up Survey

The Graduate Follow-Up Survey is conducted annually to gather data regarding the activities and perceptions of students approximately six months after their graduation from Wisconsin's Technical Colleges. The most recent results indicate that Western is exceeding the WTCS average in both employment and placement in training-related employment. Figure 1R2-7 shows the results from the 2005-2006 Graduate Follow-Up Survey. Western's results exceeded the WTCS mean for percent of graduates employed and percent of graduates employed in a related field.

Figure 1R2-7 Graduate Follow Up Survey
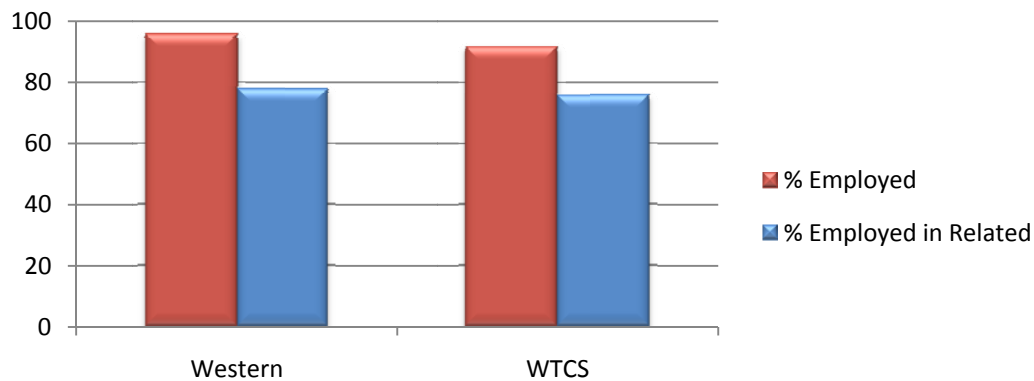
Legend: % Employed, % Employed in Related

Source: 2005-2006, Graduate Follow-Up Survey

Western's process for designing responsive academic programming (1P2) and monitoring the currency and effectiveness of curriculum (1P8) has resulted in five new programs and expansion or adapted delivery methods in sixteen programs in the past two years including the following:

Figure 1R3-1 New and Expanded Programs

New	Expanded
• Therapeutic Massage – Technical Diploma • Landscape Horticulture – Associate Degree • Business Management – Associate Degree • Accounting Assistant – Associate Degree • Computer Engineering Technology – Associate Degree	• Radiography (Alternative Delivery) • Dental Hygiene (Alternative Delivery) • Physical Therapy Assistant (Alternative Delivery) • Occupational Therapy Assistant (Alternative Delivery) • Respiratory Therapist (Shared with other colleges) • Radiography (Rural Wisconsin Health Coop) • Technical Communications (Shared with other colleges) • Medical Assistant (Expanded to additional extended campuses) • Nursing (Expanded to additional extended campuses) • Marketing (Expanded to extended campuses) • Human Resource Management (Expanded to extended campuses) • Administrative Assistant (Alternative Delivery) • Supervisory Management (blended offering) • Finance (Block-n-blend offering) • Fire Protection (relocated) • ENDT (Alternative Delivery)

As a result of Western's efforts to be responsive (1P2) and balance the needs of students and the institution (1P7), the total enrollments related to alternative delivery or technology-based delivery have increased by 22% from 2006 to 2007. Figure 1R3-2 represents enrollment in alternative delivery.

Figure 1R3-2 Graded Student Enrollment Segmented by Online or Interactive Television
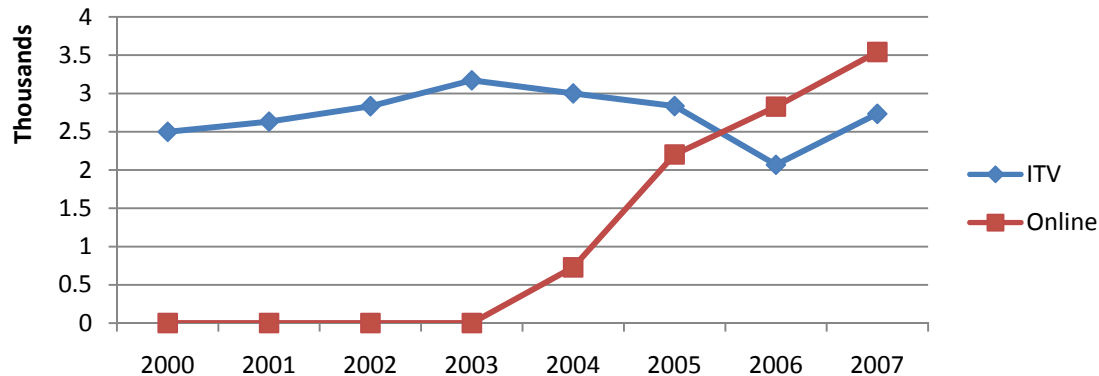
Source: H:FinanceOperations\Computer Services\COGNOS Reports\Delivery Summary

Student satisfaction with online learning is measured every semester. The percentage of students who would take another online course at Western has increased as illustrated in Figure 1R3-3.

Figure 1R3-3 Students Indicating Interest in Additional Online Courses at Western
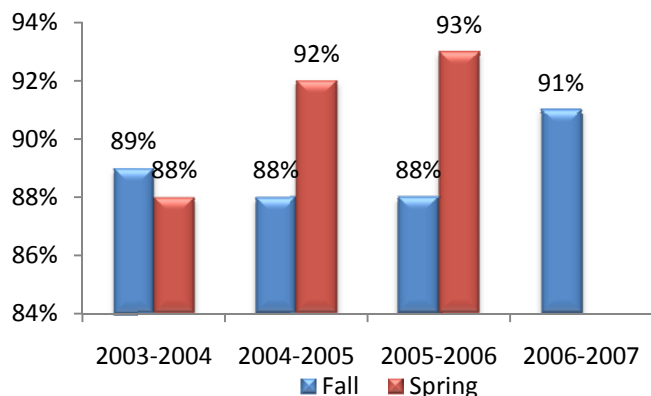
Source: Learning Innovations Center

In an effort to engage faculty in the advising process and help students select programs of study that match their needs (1P5), Western piloted a student advising model during the summer of 2007. Prior to the pilot, Western had no formal college-wide advising model for faculty to use when advising new students. Western plans to track the success of students involved in the initial pilot. Preliminary results indicate that the number of new students formally advised by faculty during the summer using a consistent model increased from 0 to 276.

In an effort to help students understand the preparation and learning expectations (1P4), Western implemented a change to the process related to sharing COMPASS exam results. Historically, it would take two weeks before a student would receive results and meet with a counselor. With the implemented changes to the process, students now receive feedback and guidance immediately after taking the test.

### 1R4 Comparing Results with Other Institutions

The Wisconsin Technical College System provides ample opportunity for colleges within the system to compare results. On a regular basis, the WTCS publishes employer satisfaction results (1R2-6), student performance information (1R2-2, 1R2-3, 1R2-4, 1R2-5), and graduate follow up information (1R2-7).

The Quality Review Process (QRP) provides for the opportunity for Western to compare its occupational programs to all of the 15 other colleges in the system. Indicators such as course completion, second-year retention, third-year retention, third-year graduation, fifth-year graduation, graduate placement rate, equity-minority course completion, equity-special populations course completion, and non-traditional gender enrollment are included. The QRP also provides the opportunity for comparison across the system with General Studies, Adult Basic Education, Adult Secondary Education, ESL, and Developmental/Remedial programs. Information is updated on an annual basis and historical trends are available for analysis.

In addition to system resources for comparison, Western also reviews comparative data from colleges that are members of CQIN and national comparative data (1R1-2) from sources such as the Kansas Study and the Community College Benchmark Project. Seeking out and using both comparative and benchmark data is one of the areas of focus for Western as it continues to develop and refine college systems and processes.

Improvement

1I1 Improving Current Processes and Systems for Helping Students Learn

The QRP serves as the framework for a comprehensive evaluation of programs. Its primary goal is to facilitate data-based decision making to improve services, programs, and offerings. The College's QRP adheres to guidelines set forth by the Wisconsin Technical College System (WTCS) for evaluation of instructional programs and student services. Evaluation activities are conducted with input from students, faculty, staff, administration and employer advisory committees using the continuous improvement model and a problem solving method that includes:

- describing the current situation
- identifying potential opportunities for improvement through data and information analysis
- creating a plan for improvement that follows the Plan, Do, Study, Act (PDSA) cycle

The QRP integrates evaluation activities with existing College initiatives and operational procedures and includes a program scorecard with ten WTCS defined measures. These measures include data that are gathered from Western's Client Reporting System. All colleges in the WTCS report similar data to be used for comparative purposes.

Western's instructional divisions and programs improve their educational programs and offerings to achieve better student learning and improvements to services by (1) implementing recommendations set forth in the QRP and embedding them in the annual planning document and (2) annually updating progress through the self-assessment portion of the planning document.

As part of the annual planning process, other units and divisions throughout the College review action plans and opportunities for improvement. Using the model for instructional programs, a formal QRP is being integrated in other areas of the College such as Student Services.

1I2 Setting Targets for Improvement

Targets for improvement for current student learning and development are set at the program level or appropriate support service unit. The College Scorecard and the individual program scorecards serve as tools to set targets. The WTCS provides thresholds and targets by program. Thresholds are an average of the four lowest scoring colleges in the system with a particular program or service. Targets are an average of the four highest scoring colleges in the system (see Figure 7-6). In addition to using the WTCS scorecards, Western also sets goals for student learning and development based on targets established through Perkins accountability efforts. The College's strategic plan takes into account performance related to these targets and the instructional master plan is designed to address opportunities for improvement. Western's strategic plan and instructional master plan identify current priorities, which are in turn reflected in division and program annual plans and QRP improvement plans. Based on Western's most recent results for student learning and development, the following priorities have been established:

- Advance the infrastructure to manage and support student goal attainment (starting with recruitment and ending with student goal attainment). This includes establishing a prospects/leads process; identifying a method to collect student intent and track goal attainment; establishing program entrance requirements as well as cut scores; offering prepared learner coursework as an option for students in the areas of math, reading, and natural sciences; and developing a "first year experience" plan.
- Identify a process that will assist in the identification of emerging trends, employer needs, etc. for the purpose of creating a program mix. The term program mix is defined as Western's academic product offering. This may include credit, non-credit, and customized learning opportunities and considers the organizational structure to support program mix.
- Create and implement a consistent academic advising model college-wide that includes student advising by faculty members throughout the student's educational career at Western.
- Create a strategy for instructional technology and delivery.
- Create a comprehensive assessment model that addresses pre, during, and post assessment.

Current results and improvement priorities are communicated to students, faculty, staff, administrators, and District Board at monthly District Board meetings and monthly Academic Leadership Team meetings.

AQIP Criterion Two: Other Distinctive Objectives

Context for Analysis

2C1 Explicit institutional objectives

Western's explicit institutional objectives in addition to Helping Students Learn are identified in Figure 2-1 and are based upon Wisconsin State Statute 38.001 and regional and local needs.

Figure 2-1 Other Distinctive Objectives

Objective	Measures
Provide apprenticeship training	Apprenticeship Enrollments (2R1-1)
Provide customized training and technical assistance • Build Lunda Center – training facility • Develop Skills Institute	Customized Training Contracts (2R1-2)
Contract with secondary schools to provide educational opportunities for high school age students in order to enhance their potential for benefiting from postsecondary education and for obtaining employment.	Alternative High School Participation 1989-2003 (2R1-3)
Coordinate and cooperate with secondary schools to facilitate the transition of secondary school students into postsecondary technical college education through curriculum articulation and collaboration. • RISE Initiative – Focused on career pathways model	High School Articulation Agreements (2R1-4) Development of career pathway model/program of study
Provide a collegiate transfer program	Post-Secondary Student Transfer Within Wisconsin (9R) Post-Secondary Program Articulation and Transfer Degree (9R)
Provide community services and avocational or self-enrichment activities	Non-Credit Course Enrollment by FTE and Headcount (2R1-5 & 2R1-6)
Provide education in basic skills to enable students to effectively function at a literate level in society	Adult Education and Family Literary Performance Report (2R-8) Instructional Support Service Core Outcome Measures (2R1-9) Western Adult Education and Family Literacy Performance Comparison Report (2R1-10) GED Pass Rate (1R1-2)
Provide education and services which address barriers created by stereotyping and discriminating and assist minorities, women and the handicapped or disadvantaged	Disadvantaged/Disabled Students Served (2R1-11) Minority GOAL Students Served (2R1-12)
Service Learning	Number of faculty and courses that integrate service learning (2R1-14) Number of students involved in service learning (2R1-13) Number of hours of service learning (2R1-15)

2C2 Alignment with Mission, Vision and Values

Western's other distinctive objectives are defined by Wisconsin State Statute and are directly connected to the strategic planning process ensuring alignment with mission, vision, and philosophy. Section 38.001 defines the mission and purpose of the Wisconsin Technical College System.

2C3 Support of Student Learning

These other distinctive objectives support or complement Western's processes and systems for Helping Students Learn by adhering to Wisconsin Statute 38.001. These objectives provide a mix of educational opportunities to meet the diverse needs of the stakeholders within the district. For example, the distinctive objective that relates to providing customized training and technical assistance to business and industry often results in providing a pathway or feeder to degree programs. By committing resources to customized training, Western has the opportunity to enhance enrollments in its occupational programs and influence student goal attainment.

Processes

2P1 Determining Other Distinctive Objectives

As indicated in 2C2, the broadly defined other distinctive objectives are identified by Wisconsin State Statute Chapter 38 (Wisconsin Technical College System) with oversight through the Wisconsin Technical College System Board. Senior leadership and academic leadership guide how the objectives will be achieved. The College's Strategic Plan and Academic Master Plan are aligned to ensure focus on Helping Students Learn and Other Distinctive Objectives. As a technical college within the WTCS, Western has the autonomy at the local level to determine how these objectives will be achieved.

For example, Western's Instructional Support Services Division is instrumental in helping to build and maintain relationships with the community by providing education and basic skills to enable students to effectively function at a literate level in society. This division, referred to as GOAL (Goal-Oriented Adult Learning), serves approximately 3,500 students each year at 15 locations throughout the District including the main campus and all extended campuses. The division offers five major courses of study and a variety of specialized services supporting unique student populations:

- Adult Basic Education (ABE); Developmental Studies
- High School Credential which includes the General Educational Development Certificate (GED) and High School Equivalency Diploma (HSED) or regular high school diploma
- Workforce education; and English for Speakers of Other Languages (ESOL)
- Special services include:
  - Minority Resources Office
  - Migrant Labor Services
  - Conversation Partners Program
  - Incarcerated Youth and Adults

Western's pre-collegiate GOAL program serves as a stepping stone for many students to enroll in collegiate programs at the College.

2P2 Communicating Other Distinctive Objectives

Western communicates the expectations regarding the distinctive objectives via the following:
- Monthly District Board meetings
- Weekly Senior Leadership Team meetings
- Monthly Academic Leadership Team meetings
- Monthly Management Forum meetings
- Bi-weekly Academic Deans Council
- Policy and Legislative Team meetings
- Electronic Information Flow Sheets generated by the President's office
- Email and the intranet
- Periodic forums such as Professional Development Day and All College Day

- Publications such as local newspapers and newsletters
- Annual planning and budgeting process
- Employee Success Plan discussions with individuals on an annual basis

2P3 Determining Faculty and Staff Needs

Western determines faculty and staff needs relative to these objectives based upon:
- Analysis of results in the College scorecard
- Annual review of Employee Success Plans
- Action plan development as part of the planning and budgeting process
- The Quality Review Process and annual review of instructional program scorecards
- Focus groups used to assess services and to gather student perceptions of how the College is doing
- Other feedback from students, employers, and contract agencies

2P4 Assessing Other Distinctive Objectives

Faculty and staff in the appropriate units (divisions, departments, or offices) are most closely involved in assessing and reviewing these "distinctive other objectives." Since several of these objectives have measures that are incorporated into the College Scorecard (Figure 7-5), the Senior Leadership Team, Academic Leadership Team, and District Board are also involved in assessing and reviewing the objectives. To readjust the objectives or the processes that support them, feedback from these groups is incorporated into the action plans that are developed as part of the annual planning, facilities, and budgeting process in each of the appropriate units or divisions.

2P5 Measuring Effectiveness of Other Distinctive Objectives

The measures of accomplishing other distinctive objectives that are regularly collected and analyzed are identified in Figure 2-1. In most cases, these measurements are incorporated into the College Scorecard and can be drilled down to the division/unit or program level.

Results

2R1 Results in Accomplishing Other Distinctive Objectives

Because apprentices must be employed to participate in apprenticeship training programs, enrollments fluctuate based upon area businesses' hiring practices and needs. For example, during the present economic downturn, enrollments have been lower than in the mid 90s.

Figure 2R1-1 Apprenticeship Training Enrollments

2001	2002	2003	2004	2005	2006
308	188	152	142	122	127

Source: Industrial Technologies Division

Business and industry contract with Western for customized training. Western provides training in a variety of areas drawing upon the collective expertise of faculty and trainers. Figure 2R1-2 shows fairly stable revenue generation from this educational market area.

Figure 2R1-2 Customized Training Results

	2001	2002	2003	2004	2005	2006
Total Contracts	203	192	231	199	218	213
Net Revenue	$122,512	$104,636	$91,329	$138,085	$130,280	$147,780
FTEs generated	104.26	97.49	93.02	99.38	110.38	115.00

Source: Customized Training Division

Figure 2R1-3, Alternative High School Participation, demonstrates Western's commitment through State Statute 38.001 3a1 to contract with secondary schools to provide educational opportunities for high school age students in order to enhance their potential for benefiting from postsecondary education and for obtaining employment. Western serves as an alternative high school for district high school youth meeting Department of Public Instruction "at risk" criteria. As a result of mandated legislation, Western currently contracts with an average of 22 district high schools to provide services to youth through modified compulsory attendance legislation.

Major factors contributing to retention of these "at risk" students include:
- Class size (standard is 12-15 students per section)
- Shorter school day consisting of four hours per day or 20 hours per week
- A strong faculty advisor system
- Individualized instruction that promotes self-confidence and achievement
- Daily tracking of student performance, behavior, and attendance.

As part of the alternative high school experience, students participate in a variety of activities such as community service activities (Rotary Lights, Community Thanksgiving).

Figure 2R1-3 Highlights of Alternative High School Participation 1990-2007

Western	State Average
119 hours per student per year	79 hours per student per year
Western Technical College's Instructional Support Services Division had the highest number of instructional hours per student in the WTCS, a direct reflection on retention	
70% completion rate for alternative high school students who have successfully completed the program	
728 former ISS students enrolled in degree classes during spring semester 2006-2007	
$365,350 generated in 118.15 compulsory education contracts FY2007	
$4,600,000 generated in 118.15 compulsory education contracts 1990-2007	

Source: Instructional Services Division

Western's high school articulation demonstrate Western's commitment to coordinate and cooperate with secondary schools to facilitate the transition of secondary school students into postsecondary technical college education through curriculum articulation and collaboration (Statute 38.001 3a2).

Western shows steady headcount and FTE generation throughout the District in offering non-credit (aid codes 42, 47, 60) courses in fulfilling the mission to provide avocational or self-enrichment activities (Figures 2R1-4, 2R1-5).

Figure 2R1-4 Non-Credit Student Enrollment - State FTEs
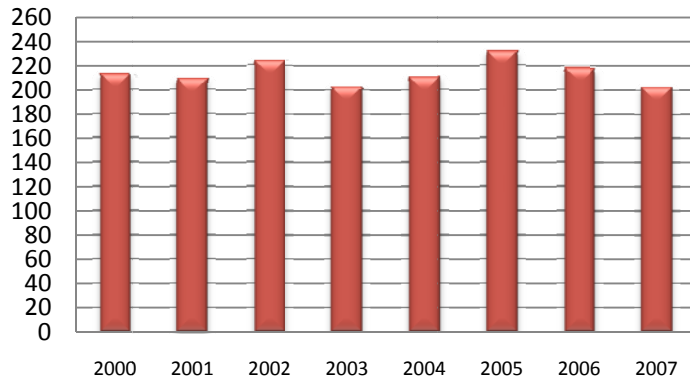
Source: Computer Services, Legacy/Peoplesoft, Non-Degree Aid Codes 42, 47, 60

Figure 2R1-5 Non-Credit Student Enrollment - Headcount
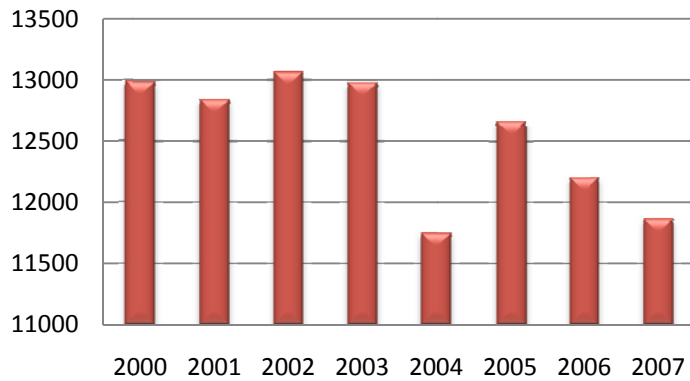
Source: Computer Services, Legacy/Peoplesoft, Non-Degree Aid Codes 42, 47, 60

Western also offers a variety of non-credit occupational training courses to provide service to the community. One example is providing certification exams for occupations in food service (Figure 2R1-6).

Figure 2R1-6 Sanitation Exam Certification/Food Service Managers

Sanitation Certification Exams	2000 2001	2001 2002	2002 2003	2003 2004	2004 2005	2005 2006	2006 2007
Number of Courses	9	15	13	9	9	9	10
Students Enrolled	161	227	258	219	202	169	168
Students who chose to take exams	135	196	175	187	173	154	158
Number of Students Passing Certification	123	179	163	167	143	124	128
Success Rate	**91%**	**92%**	**93%**	**89%**	**82%**	**81%**	**81%**

Source: Family & Consumer Sciences Division

In 2001-02 a nationwide set of five core outcome measures was adopted for states to track the effectiveness of their adult educational services. These core outcomes and sub-measures are identified in the 2004-2005 Adult Education and Family Literacy Performance Report (Figure 2R1-7, 2R1-8). In 2004-05 Western exceeded the national and WTCS actual levels for all outcomes it tracked.

Figure 2R1-7 Adult Education and Family Literacy Performance Report Comparison

Outcome	National/State 04/05 Actual	Western 04-05 Actual	WTCS 04-05 Actual
Core Outcome Measure 1 – Educational Gains Submeasures			
ABE Beginning Basic Education	54.96%	72.09%	54.47%
ABE Low Intermediate	56.48%	82.31%	55.81%
ABE High Intermediate*	52.25%	64.61%	52.22%
ASE Low*	59.29%	74.29%	58.61%
ASE High*	80.44%	0.00%	80.05%
ESL Beginning Literacy education	53.78%	56.73%	51.39%
ESL Beginning	53.16%	62.50%	51.14%
ESL Intermediate Low	54.09%	72.73%	53.23%
ESL Intermediate High*	54.91%	77.78%	55.57%
ESL Advanced Low*	55.53%	# Less than 10	56.16%
ESL Advanced High	68.20%	# Less Than 10	70.75%
Outcome 2: Entered Employment	52.03%	62.86%	55.11%
Outcome 3: Retained Employment	53.91%	100.0%	62.87%
Outcome 4: Receipt of a Secondary School Diploma*	58.52%	94.41%	61.81%
Outcome 5: Placement in Postsecondary Education or Training	71.09%	97.52%	71.31%

Source: Instructional Support Services Division

Figure 2R1-8 Western Technical College Adult Education and Family Literacy Performance Report

Outcome	Western 01-02 Actual	Western 02-03 Actual	Western 03-04 Actual	Western 04-05 Actual
Core Outcome Measure 1 - Educational Gains Submeasures				
ABE Beginning Basic Education	80.0 %	85.44%	77.04%	72.09%
ABE Low Intermediate	94.2%	78.86%	81.49%	82.31%
ABE High Intermediate*	94.7%	80.39%	86.69%	64.61%
ASE Low*	97.7%	81.20%	89.20%	74.29%
ASE High*	80.6%	98.68%	81.79%	0>00%
ESL Beginning Literacy education	74.6%	54.72%	48.28%	56.73%
ESL Beginning	68.9%	61.54%	58.82%	62.50%
ESL Intermediate Low	91.7%	70.0%	65.52%	72.73%
ESL Intermediate High*	100.0%	# less than 10	60.00%	77.78%
ESL Advanced Low*	100.0%	# less than 10	# less than 10	#less than 10
ESL Advanced High	# less Than 10	n/a	# less than 10	# less than 10
Outcome 2: Entered Employment	40.6%	41.18%	0.00%	62.86 5
Outcome 3: Retained Employment	61.7%	# less than 10	0.00%	100.0%
Outcome 4: Receipt of a Secondary School Diploma*	74.8%	97.28%	96.93%	94.41%
Outcome 5: Placement in Postsecondary Education or Training	67.0%	69.72%	98.81%	97.52%

Source: Instructional Support Services Division

Western segments the number of students served in special categories as part of the Client Reporting Systems—Perkins reporting (Figures 2R1-9, 2R1-10). Through the Client Reporting System, students may be identified as disabled or disadvantaged (academically and/or economically). The disabled designation includes disabilities such as deafness, speech impairments, visual impairments, and learning disabilities. The increased trend in academically disadvantaged students reaffirms the need to address the strategic challenge of providing services to meet the needs of academically disadvantaged students.

Figure 2R1-9 Disadvantaged/Disabled Students Served

Student Segment	FY00	FY01	FY02	FY03	FY04	FY05	FY06
Academically Disadvantaged	3420	3646	3491	3400	2977	2670	2953
Economically Disadvantaged	2474	2494	2404	2413	2322	3558	3862
Disabled	731	570	588	548	559	717	783
Total Headcount	21,164	21,252	20,927	19,673	20,257	19,424	18,962

Source: Client Reporting VE215406
http://systemattic.wtcsystem.org/webdocs/SASReports/00007200.gohlikem.VE215406.txt

Figure 2R1-10 Minority GOAL Students Served
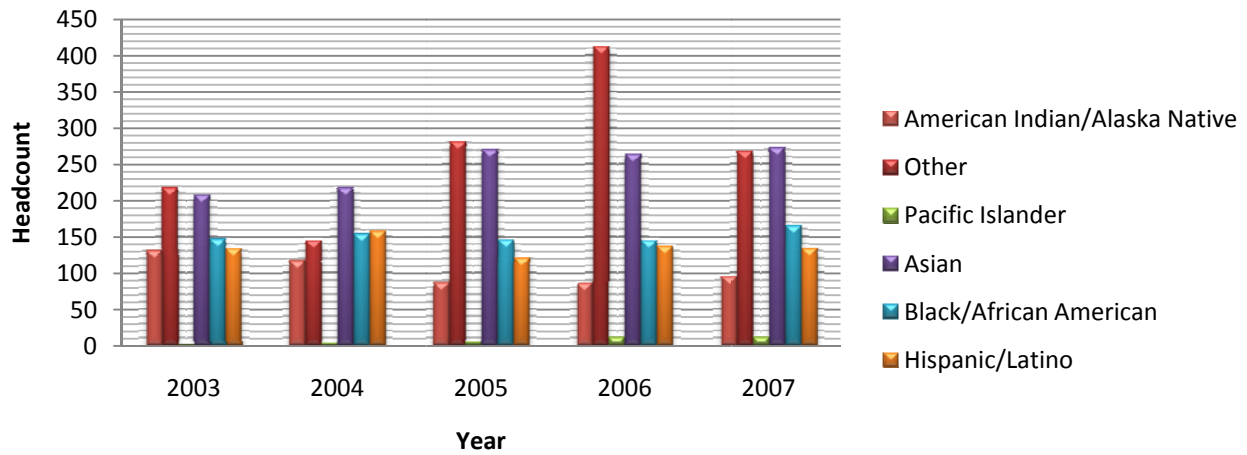
Through combined efforts Western students and instructors have taken service-learning to greater heights this academic year than ever before. Each division of the college included service-learning within program coursework. Twenty-six instructors incorporated service-learning into 31 courses this year, with some instructors engaging student's in service-learning in both the fall and spring semesters. Through these efforts, over 557 students partnered with 46 local agencies to make a difference in area communities. These students provided 14,383 hours of service to the community, helping to increase the scope and capability of both the organizations and the people they served. The dollar value of Western student's contributions, according to the Independent Sector, exceeds $269,000. Figures 2R1-11 through 13 provide trend data related to service learning efforts.

Figure 2R1-11 Service Learning – Students Involved

Figure 2R1-12 Service Learning – Faculty – Courses Involved
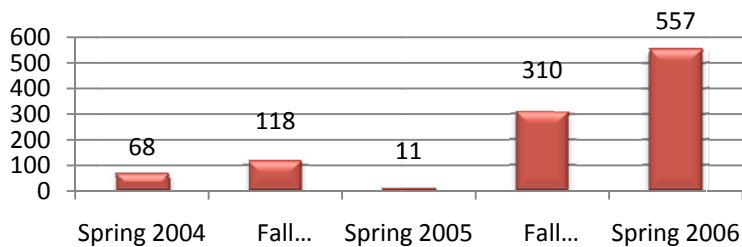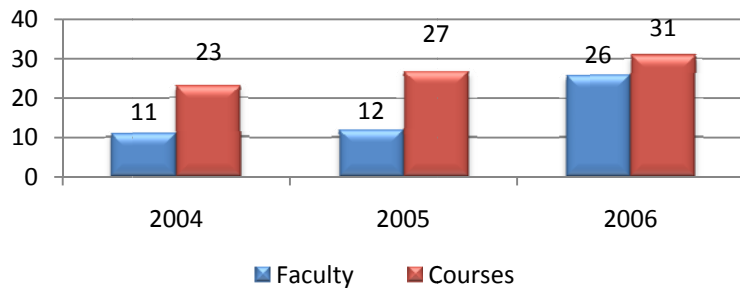
Source: Health and Public Safety Division, 2007

Figure 2R1-13 Service Learning – Hours of Service Per Semester
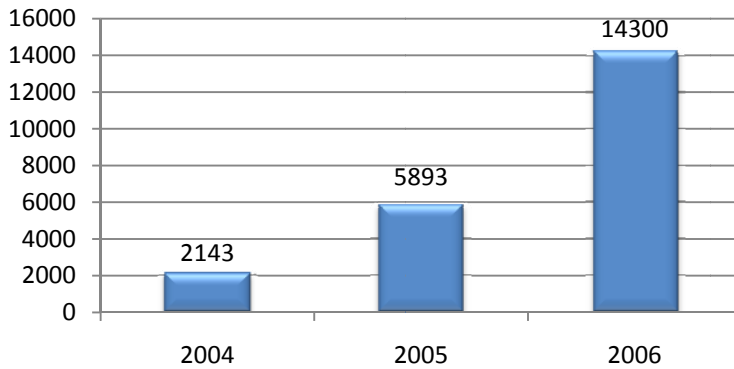
Source: Health and Public Safety Division, 2007

2R2 Results Compared to Peer Institutions and Other Organizations

The comparative results provided are mainly within the Wisconsin Technical College System (mean and best in class). National means are provided for Adult Basic Education and GED Pass Rate.

2R3 Strengthening Overall Institution

These results serve to strengthen the overall institution and enhance relationships with the communities and regions that we serve in a number of ways:
- They provide opportunities for continued learning from high school to technical college to baccalaureate degree offerings
- They enhance the economic well-being of the community by contributing to a trained work force
- They allow for Western to reach and impact stakeholders beyond the "traditional student" stakeholder
- They allow for local and regional response to emerging issues and trends
- They contribute to increased efficiency and increased satisfaction in meeting the needs of stakeholders

Improvement

2I1 Improving Systems and Processes for Other Distinctive Objectives

Western improves its systems and processes to accomplish other distinctive objectives through its steadfast commitment to continuous quality improvement. Western uses the PDSA process, the QRP, the application of the Baldrige and AQIP framework for performance excellence, and the analysis of results captured in the College Scorecard and through feedback received from a variety of the listening and learning strategies such as focus groups.

The WTCS has developed and Western has begun to integrate a statewide scorecard for the apprenticeship programs and for the Adult Basic Education related programs.

2I2 Setting Targets for Improvement for Other Distinctive Objectives

Western sets its improvement targets for its Other Distinctive Objectives within the strategic planning process or through guidelines set by Perkins and the WTCS. Scorecards developed by the College and WTCS include targets for improvement. Often, Western strives to exceed the WTCS mean and to be best in class. With initiatives such as service-learning, Western strives for increased activity levels in service learning throughout the college on an annual basis. Results for Other Distinctive Objectives are reviewed on a semester-to-semester basis and are considered in the annual planning and budgeting process. Scorecards are posted on the WTCS web site and Western's intranet and are discussed through the QRP meetings held with each division and program. Two "all college" days and Information Flow Sheets from the College president provide the opportunity to communicate results and expectations on a regular basis.

AQIP Criterion Three: Understanding Students' and Other Stakeholders' Needs

Context for Analysis

3C1 Categorizing Students and Other Stakeholders

Western attracts a student population primarily from the 11 counties that comprise the District. Students are segmented and sub-segmented to meet their needs more effectively (Figure 3-1). Prospective students include high school students and non-traditional students. Current students are divided into eight key segments that are aligned with the WTCS Educational Aid Code Design identified in Figure 1-2. Associate degree, technical diploma, and certificate students are further segmented by academic programs within instructional divisions. Western's stakeholders are both internal and external. Internal stakeholders (employees) are addressed in Criterion Four—Valuing People. External stakeholders include alumni, parents, employers, community, District Board, Wisconsin Technical College System, and local legislators that are described in this criterion.

3C2 Short- and Long-term Requirements and Expectations

The short- and long-term requirements and expectations of the student groups are illustrated in Figure 3-1; the stakeholder groups are illustrated in Figure 3-2. Relationship building mechanisms and short- and long-term requirements and expectations are also identified.

Figure 3-1 Student Segments, Relationship Building Mechanisms, and Short- and Long-Term Requirements

Students	Relationship Building Mechanisms	Short-term and Long-term Requirements
Prospective students	High school visits Surveys On-site visits College web sites Education fairs Camp W (middle school students)	Relevant, affordable, flexible, accessible programs and courses
Current students Associate Degree Technical Diploma General Adult/Occupational Adult (Non-degree) Apprentices Adult Avocational Adult Basic Education Customized Training Clients Certificate	Focus groups Surveys Student Government Student organizations Student web portal College web site College publications Counselors Faculty and admissions advisors Student email E-Newsletter College and program orientation	Complete requirements to: Graduate Transfer Gain employment Update or upgrade skills

Figure 3-2 Other Stakeholder Segments, Relationship Building Mechanisms, and Short- and Long-Term Requirements

Stakeholders	Relationship Building Mechanisms	Short-term and Long-term Requirements
Alumni	Reunion events Alumni database Alumni newsletter Alumni breakfasts College Foundation Tech Connect (job posting web site) Program advisory committees	Life-long learning opportunities
Parents	College web site College orientation	Information about programs Tools for selecting a college

	High school meetings Open houses	Knowledge of financial aid process
Employers	Employer Follow-up Survey Focus groups Program advisory committees Employer needs analysis College web site Tech Connect (job posting web site)	Well-trained pool of potential employees Skills training for incumbent workers
Community	Town Hall meetings College web site Service learning Newspaper, radio, and television articles	Cost-effective education Economic development
District Board	Board retreats District Board meetings Professional development (conferences and events) Board/Staff teams	Fiscal responsibility to taxpayers
Wisconsin Technical College System (WTCS)	State-called meetings College web site WTCS web site	Adherence to Wisconsin State Statute 38.00 and WTCS policies
Local Legislators	Public forums Targeted meetings Legislative staffers Federal and State legislative days	Enhance economic well-being of the community

Processes

3P1 Identifying the Changing Needs of Students

Although the WTCS broadly defines the student segments and/or markets the educational programs will address, each of the 16 technical colleges has the autonomy to offer programs to specifically meet the local needs of the communities it serves. As part of its strategic plan and the goal to increase student goal attainment, the College uses a variety of tools and strategies to listen and to learn in order to identify students' general and special needs and expectations. Figure 3-3 outlines the strategies for prospective and current students.

Figure 3-3 Student Listening/Learning Strategies

Prospective Student Listening/Learning Strategies	Current Student Listening/Learning Strategies
• Student focus sessions • Student application information relating to program entrance requirements/guidelines • ASSET/COMPASS data • Financial aid forms • Client Reporting data • Admissions advising	• Noel-Levitz Student Satisfaction Inventory • Student complaints • Student Government • Student course evaluations • Informal classroom strategies • Academic advising • Counseling

During the application and registration processes, prospective students complete a variety of forms that provide the College with valuable information that is used for purposes of educational program and support service planning, marketing, improvements, and other service development. These include application forms, financial aid forms, and Client Reporting Forms.

Most students complete the ASSET/COMPASS entrance assessment test if they have not taken an American Collegiate Testing (ACT) placement test or if they have not engaged in coursework at another postsecondary institution. Data from these forms and assessment tests are analyzed to determine specific student needs and are used by advisors and counselors during the intake process to make decisions about the student's academic preparedness and to identify factors that could impact the student's ability to be successful.

After completing the registration/intake process, students are segmented by academic program and are assigned to a faculty advisor. Students are invited to participate in a New Student Orientation and/or program-specific orientations. The intent is to help the student establish a "connection" early in their start at the College.

Western gathers student feedback that can be used to pinpoint student needs through the Noel-Levitz Student Satisfaction Inventory, student complaints/suggestions mechanisms, the Student Government, student course evaluations, formative student satisfaction surveys, and informal listening strategies. Student complaint feedback is important because it identifies systems or processes that may not be meeting student needs and expectations.

An example of how Western has used its listening and learning mechanisms includes the design of a Welcome Center that provides a comprehensive "one-stop" shop for student intake. Feedback from the Noel-Levitz Student Satisfaction Inventory identified a need to streamline and enhance processes related to student intake (registration, financial aid, etc.). The facility has been designed, construction is underway, and processes will be re-engineered using Lean concepts.

3P2 Building and Maintaining Relationships with Students

Western builds and maintains relationships with students through the mechanisms and communication methods identified in Figure 3-1, and by meeting short- and long-term requirements and expectations that are also identified in Figure 3-1.

The primary methods used to build relationships to attract and retain traditional students is for prospective students to have the opportunity to learn about Western through campus visits, high school visits, tech prep curriculum, and through online media. Relationships with non-traditional students occur mainly through their awareness of what Western has to offer through online, newspaper and television advertising, brochures and semester schedules, and through collaboration with employers and the Wisconsin Job Service.

Western has recently redesigned its web site to provide in-depth information on all program offerings. A typical program web page contains links to informational program videos, curriculum specifics, program outcomes, job placement, pre-requisites, and program FAQs.

Student Services and the instructional divisions are key areas in developing student relationships with current students. These relationships are established and maintained throughout their academic career through collaboration with the counselors, faculty, academic advisors, and staff. The relationships include classroom activities; communication tools including student email, student web portal, and Blackboard; student organizations; intramural activities; competitive athletic activities; work-study program; Wellness Center membership; student and family health care services; recognition of student achievement in the student newspaper; and graduation ceremonies.

3P3 Identifying the Changing Needs of Stakeholders

Western uses a variety of listening and learning strategies to gather relevant information that can be used to determine and anticipate changing stakeholder needs and expectations (Figure 3-4).

Figure 3-4 Stakeholder Listening/Learning Strategies

Stakeholder	Stakeholder Listening/Learning Strategies
Alumni	Six-Month Graduate Follow-up Survey Five-Year Graduate Follow-up Survey Alumni reunions Program advisory committees
Parents	Parents' Perception Survey Student/Parent college orientation sessions Face-to-face meetings Campus tours
Employers	Annual Employer Follow-Up Survey Needs assessment Focus groups Advisory committees Student learning outcomes assessment Business and Industry Services advisory committees
Community	Town meetings Greater La Crosse Area Chamber of Commerce and area Chambers

	Coulee Region Economic Summit City Vision 2000 Extended campus community meetings Career fairs Alcohol task force
K-12	High school tours CESA meetings Counselor "externships"
District Board	Board meetings College/Board teams
WTCS	State-Called meetings WTCS Board's Association WTCS Presidents' Association
Local Legislators	Public Forums

Western analyzes and selects a course of action regarding changing stakeholder needs by monitoring the results of the performance measures that have been identified to meet short-term and long-term expectations. Through the continuous improvement process, the strategic planning process, and the annual program and services, budget and facilities planning process, results are analyzed, compared to benchmark colleges such as those in the WTCS, and a course of action is identified.

Results from mechanisms such as the Six-Month Graduate Follow-Up Survey and Five-Year Graduate Follow-Up Survey are used to develop future programs, to plan for facilities, and to design student support services that meet the ever-changing needs of students.

A recent example of how Western has used the results of these listening and learning strategies includes the addition of more classes at the extended campuses and an increased emphasis on developing more online courses and programs to meet the needs of currently employed adults who need education to enhance or upgrade their job skills.

3P4 Identifying the Changing Needs of Stakeholders

Western builds and maintains relationships with key stakeholders through the relationship building mechanisms and communication methods identified in Figure 3-2 and by meeting short- and long-term requirements and expectations that are also identified in Figure 3-2.

3P5 Addressing New Stakeholder Groups

Western anticipates the future needs of student and stakeholder groups through:
- Feedback received through the various listening and learning strategies used for existing stakeholders
- Regular analysis of District employer needs and labor market trends
- Research conducted through environmental scanning, analysis of the College's Client Reporting system, and analysis of the data submitted and retrieved from the National Student Clearinghouse
- Analysis of performance results of current services and offerings

To determine whether or not to offer new educational services and offerings, Western considers its mission, vision, values and strategic plan. It also considers the financial ramifications, return on investment, and the impact the services and offerings could have on the community and economic development of the state.

3P6 Complaint Management System

Western has a formal complaint management process for students and employees as described in the student handbook, the employee handbooks, and on the College website. Complaint processes for faculty and staff as internal stakeholders are identified in the Employee Handbook available on the intranet. Formal grievance procedures are outlined in each of the negotiated employee group contracts. Western approaches stakeholder complaints on an individual basis through the appropriate service or instructional area. Community complaints are addressed by the President or other

appropriate senior leader.

Western's student complaint policy is communicated to students via the Student Handbook. It consists of a six-step process with appropriate timelines in place when resolution cannot be reached at the initial stages. The Vice President of Student Services and College Relations reviews initial complaints to determine who should address the complaint. Depending upon the nature of the complaint, a counselor is assigned to work with the student as the student advocate. An appeals process is available to the student throughout each of the stages.

Complaint trends are aggregated and analyzed by student services managers to determine the cause, if possible, and to make improvements in existing processes. This information is also shared with Student Government.

3P7 Determining Satisfaction

Western determines student and other stakeholder satisfaction using a variety of mechanisms. The measures of student satisfaction that are analyzed and collected regularly are identified in Figure 3-5; the measures of stakeholder satisfaction that are analyzed and collected regularly are identified in Figure 3-6.

Current student satisfaction is determined through the on-going use of surveys including course and instructor evaluations administered at the instructor level. Frequency of instructor and course evaluations varies among faculty and among divisions except for evaluations that are required as a component of the probationary review (see Criterion 4). Results are used at the instructor and program level to make course and program improvements based on student feedback.

Current student satisfaction is also determined by using the Noel-Levitz Student Satisfaction Inventory. The survey is useful in determining gaps in performance that indicate what the College is doing well and where improvements are needed. The Inventory also serves as a benchmark tool relative to other institutions. Instructional divisions receive results segmented by program that provide feedback relative to student expectations and satisfaction that are used at the program level for decision making. Student services units can also segment results relative to the support services they provide. Thus, as part of the strategic planning process and the annual program and services, budget, and facilities planning process, programs and support service units develop action plans to address and improve student satisfaction.

Figure 3-5 Student Satisfaction Determination

STUDENT SATISFACTION DETERMINATION

Student	Measure	Comparison	Result
Current	Course/Instructor Evaluations (Student Satisfaction at Course/Instructor Level--not aggregated at College level—used for continuous improvement at course/program/division level)	Internal	N/A
Current	Noel-Levitz Student Satisfaction Inventory (Student Satisfaction with College Services)	Internal and national two-year institutions	3R1-1
Current	Noel-Levitz Student Satisfaction Inventory (Comparison to 2004)	Internal and national two-year institutions	3R1-2

Figure 3-6 Stakeholder Satisfaction Determination

STAKEHOLDER SATISFACTION DETERMINATION			
Stakeholder	**Measure**	**Comparison**	**Result**
Alumni	Six-Month Graduate Follow-Up Survey Results	Internal and WTCS	3R3-1
	Five-Year Graduate Follow-Up Survey Results	Internal and WTCS	3R3-2
	Foundation contributions	Internal	NA
Employer	Employer Satisfaction Survey Results–Includes satisfaction with 　　Graduate Training 　　Technical Skills 　　General Skills	Internal and WTCS	3R3-3
	Graduates Employed in District	Internal and WTCS	3R4-2
	Graduate Employment Rate	Internal and WTCS	3R4-1
	Customized Training Results	Internal	2R1-2
	Customized Training Impact	Internal	3R4-3
	Customized Training Customer Satisfaction	Internal	3R4-4
Community	Enrollment in Non-Credit Courses	Internal	2R1-4 & 5
	Certification Exams	Internal	2R1-7
	Foundation contributions	Internal	NA
	Non-duplicated Headcount and FTEs	Internal	3R2-1
	Non-duplicated Headcount by Degree Type	Internal	3R2-2
	Western's District High School Market Share – Direct Enrollment	Internal/WTCS	3R4-5
	Western's District High School Market Share – Direct, 1-year, 2-year	Internal/WTCS	3R4-6
	Percent of Students who are District Residents Enrolled at Western with 6+ credits	Internal/WTCS	3R4-7
Parents	Parent Perception Survey		3R4-8, 3R4-9
District Board	Support of Capital Borrowing		NA

Results

3R1 Student Satisfaction with Performance

Student Satisfaction with College Services is presented in Figure 3R1-1 and 3R1-2. The information gleaned from the Noel-Levitz Student Satisfaction Inventory is segmented for analysis by program and student demographics and used in decision making and planning for continuous improvement by appropriate units.

Trend line data from the Noel Levitz Student Satisfaction Inventory is available for three years; 2002, 2004, and 2006. Comparing these data trends allows Western to take action on those areas that need improvement in attaining the goal of student success. While scores for instructional effectiveness are lower, overall scores remain high in the area of quality instruction and faculty/student engagement. Students overall feel that the quality of instruction is excellent and that faculty have an understanding of the unique circumstances of the lives of students at Western. Students feel a sense of belonging and feel cared for as individuals. They are engaged in learning through practical experience applications. Scores for safety and security are actually higher than those of past years indicating that new procedures for parking have increased the satisfaction of students. However, there has been a major shift in student priorities to registration, class availability and related processes.

There is a continued emphasis on the need for financial aid availability for students, along with a feeling of dissatisfaction with registration and related processes (3R1-1). After reviewing the results of the survey, the college held focus groups with students to validate student priorities. The data has been a catalyst for the college in reviewing and reengineering registration and related processes,

including financial aid procedures, to improve service to students. The college has also hired a consultant to help implement lean processes in these student services areas. Additional positions have been budgeted and are currently being hired in admissions and registration to better serve students. Improvements have also been made to the Web and portal to make it easier for students to find information and register online.

Figure 3R1-1 Student Satisfaction with College Services

1-7 Likert Scale Survey with 7 = Very Satisfied
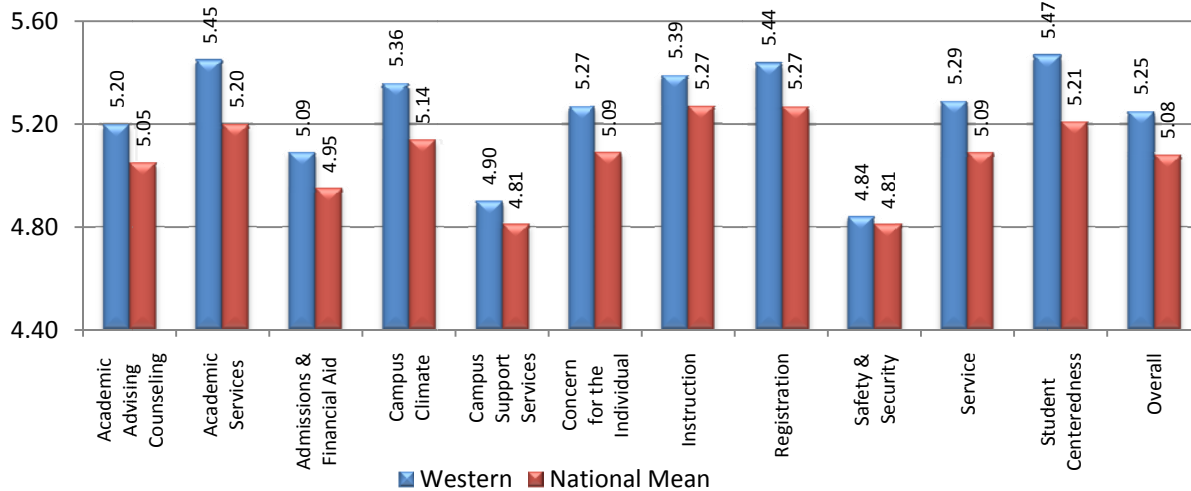
Source: *Noel-Levitz Student Satisfaction Survey, 2006*

Figure 3R1-2 Student Satisfaction with College Services Comparison to 2004

Scale	Western Technical College			Comparison to 2004
	Satisfaction 2002	Satisfaction 2004	Satisfaction 2006	Mean Difference
Instructional Effectiveness	5.37	5.48	5.38	-0.10
Concern for the Individual	5.24	5.32	5.19	-0.13
Registration Effectiveness	5.37	5.36	5.12	-0.24
Academic Advising/Counseling	5.17	5.26	5.11	-0.15
Academic Services	5.41	5.48	5.29	-0.19
Admissions and Financial Aid	5.04	5.02	4.76	-0.26
Student Centeredness	5.40	5.42	5.28	-0.14
Campus Climate	5.31	5.33	5.18	-0.15
Service Excellence	5.24	5.28	5.04	-0.24
Safety and Security	4.70	4.66	4.75	0.09
Campus Support Services	4.81	4.91	4.78	-0.13
Responsiveness to Diverse Populations	5.37	5.35	5.24	-0.11
College Average	5.20	5.24	5.09	-0.15

Source: *Noel-Levitz Student Satisfaction Inventory*

3R2 Results of Building Relationships with Students

Faculty have engaged in projects to build relationships and to promote the College and the value of a college degree. In 2006-2007, one instructor spent a good deal of time visiting area high schools promoting the Information Technology programs. While the project originally began as a promotional campaign, it took on a much broader and more powerful appeal: "Go to college and stay in college!"

This instructor spoke at 18 area high schools and reached over 850 students. He has been asked to return to every one of them. The message is sincere and the delivery is captivating. Students are asked to identify a budget based upon an income equivalent to that of a high school graduate. They are then asked a series of questions that help them quickly realize they need more than a high school education to have the kind of life they imagine. The instructor proceeds to discuss how much it will cost to go to college; options for paying for it; and the obvious comparisons between technical colleges and universities. He then briefly touches on the Information Technology programs at Western. The success of this faculty-driven project has led to discussions about creating a "Visit Team" designed to spread the "Go To College – Stay in College" message to this broader audience.

Western tracks its impact on building relationships with students by analyzing headcount, FTE generation, and headcount distributed by degree type (Figures 3R2-1 and 3R2-2). Trends indicate a fluctuation in headcount and FTE generation but steady growth in headcount in Associate Degree and Technical Diploma areas. This is an important initiative for the WTCS.

Figure 3R2-1 Total Non-Duplicated Headcount and FTEs

	2003	2004	2005	2006	2007
Non-Duplicated Headcount	20998	19711	20756	20099	19694
FTEs	3033	3036	3178	3650	3621
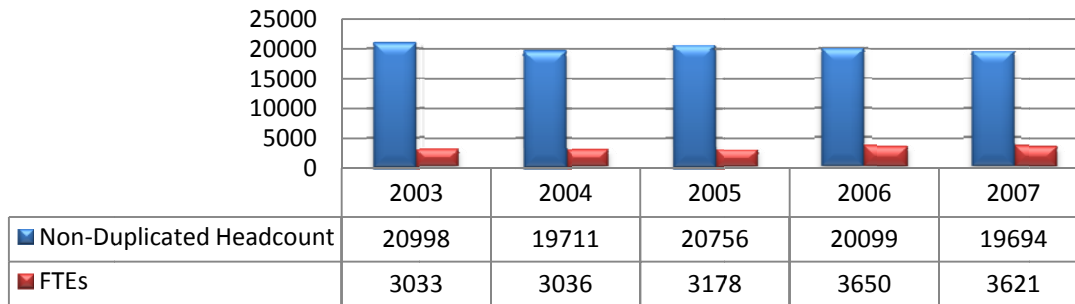
Source: Enrollment Status = Enrolled Report, Computer Services, October 2007

Figure 3R2-2 Non-Duplicated Headcount by Degree Type

	Associate Degree (10)	Technical Diploma (30,31,32)	Vocational (42,47)	Apprenticeship (50)	Adult Avocational (60)	Adult Basic Ed (73,74,75,76,77)
2005	5433	1746	12443	153	348	0
2006	5529	1791	11149	144	241	3633
2007	5553	1885	10940	141	344	3555
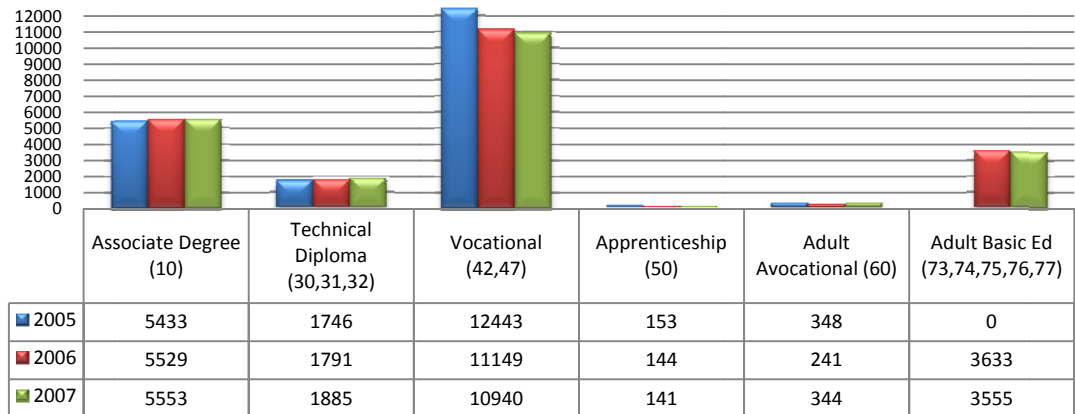
Source: Cognos, Computer Services, July 2007

3R3 Results for Stakeholder Satisfaction with Performance

Western's measures for stakeholder satisfaction include: graduate satisfaction with training six months after graduation (Figure 3R3-1); graduate satisfaction with training five years after graduation(Figure 3R3-2); and employer satisfaction with Western's graduates' training, technical skills, and general skills (Figure 3R3-3).

Western's graduate satisfaction with training rates remain steady and consistent or above the WTCS mean for the past three years.

Figure 3R3-1 Graduate Satisfaction with Training – WTCS Comparison
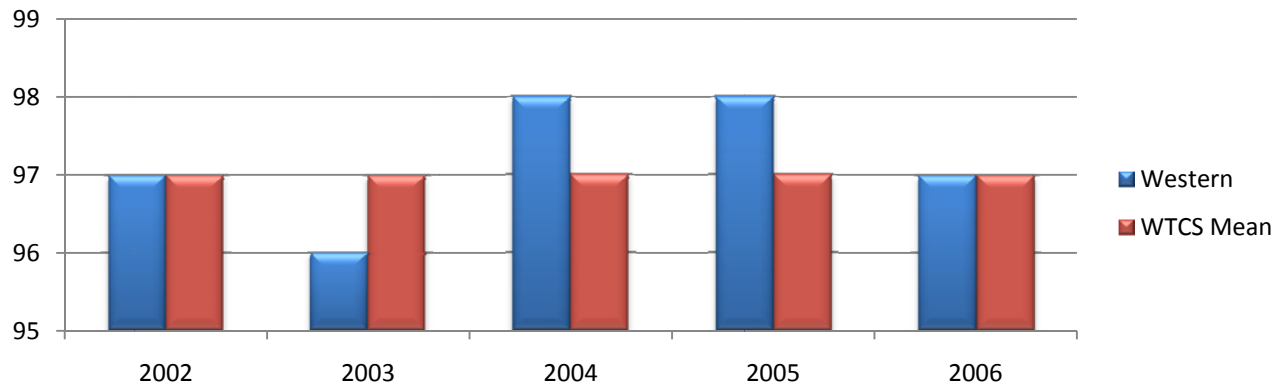
In conjunction with the WTCS, Western conducts a survey of graduates five years after graduation. The most recent results are displayed in Figure 3R3-2 and show that Western is just below the WTCS mean for graduates recommending technical education; above the WTCS mean for employment; and well above the WTCS mean for salary growth.

Figure 3R3-2 Five-Year Longitudinal Graduate Follow-Up – WTCS Comparison
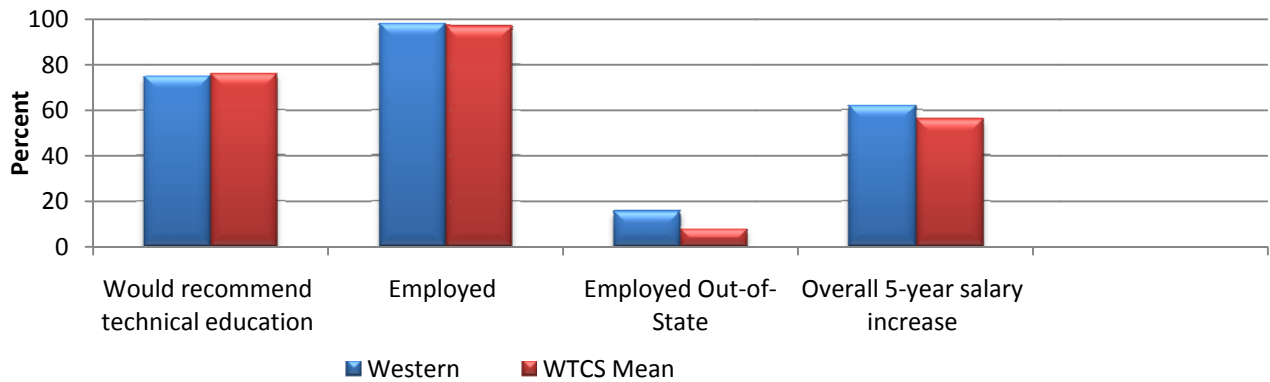
In addition to measuring graduate satisfaction, WTCS and Western also measure employer satisfaction with graduate skills as depicted in 3R3-3. The data shows gains in satisfaction with job knowledge, reading and writing, and math skills since 2001.

Figure 3R3-3 Employer Satisfaction with Western Graduates' Skills

	1999	2000	2001	2003	2005
■ Job Knowledge	91%	92%	91%	92%	98%
■ Reading & Writing	92%	94%	92%	95%	97%
■ Math	93%	96%	96%	96%	100%
■ Computer		89%		99%	98%
■ Listen & Speaking		90%		98%	97%
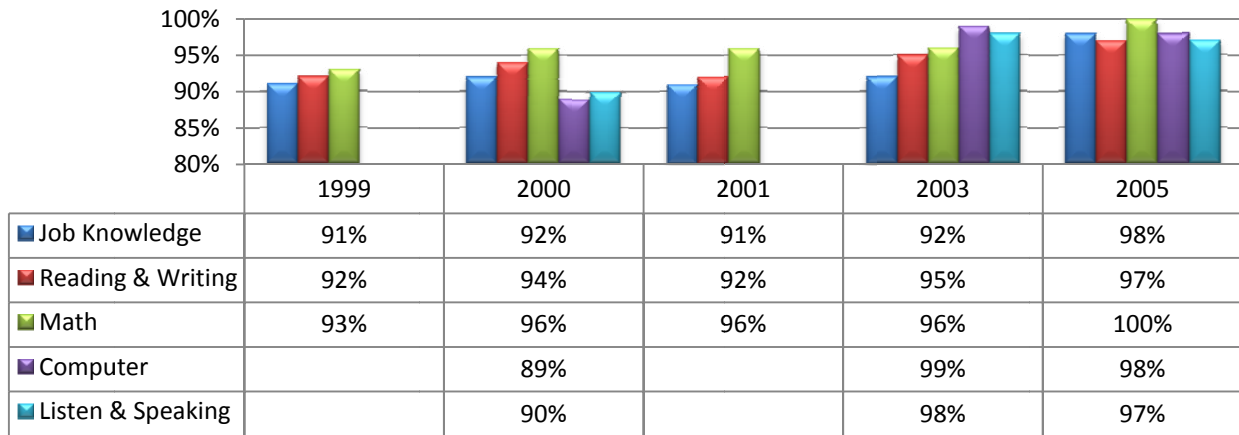
Source: WTCS, http://systemattic.wtcsystem.org/reports/VE212300.VE212300.02WESTERN.htm, October 2007

3R4 Results for Building Relationships with Key Stakeholders

Western's measures for building relationships with key stakeholders include: graduate employment rate after six months (Figure 3R4-1); percent of graduates employed in the District (Figure 3R4-2); customized training impact on region's employers (Figure 3R4-3, 4); high school market share (Figure 3R4-5, 6); percent of students who are District residents enrolled at Western (Figure 3R4-7); and parent perception of Western Technical College (Figure 3R4-8)

The percentage of Western graduates employed within six months of graduation has been steady since 2002. Western has exceeded the WTCS mean for the past five years as is evidenced in Figure 3R4-1.

Figure 3R4-1 Graduate Employment Rate – WTCS Comparison

Source: WTCS, http://systemattic.wtcsystem.edu/reports/VE211300.VE211300.02WESTERN.htm
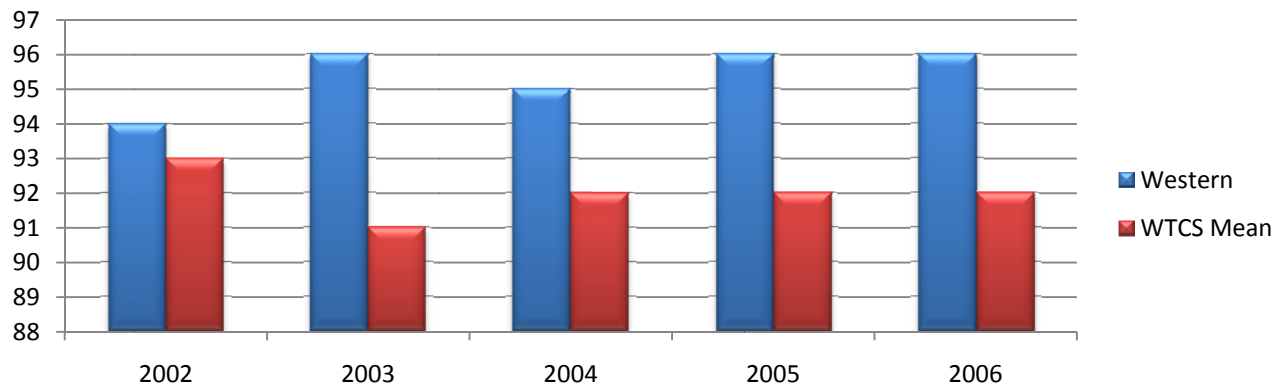
Local taxpayers place emphasis on the number of graduates employed in the District and employer faith in Western graduates is evidenced by the number of graduates that are employed. Figure 3R4-2 shows the percent of Western graduates who find employment in the District within six months of graduation. These rates consistently exceed the WTCS mean.

Figure 3R4-2 Graduates Employed in District – WTCS Comparison

Source: WTCS, http://systematic.wtcsystem.edu/reports/VE211300.VE21130
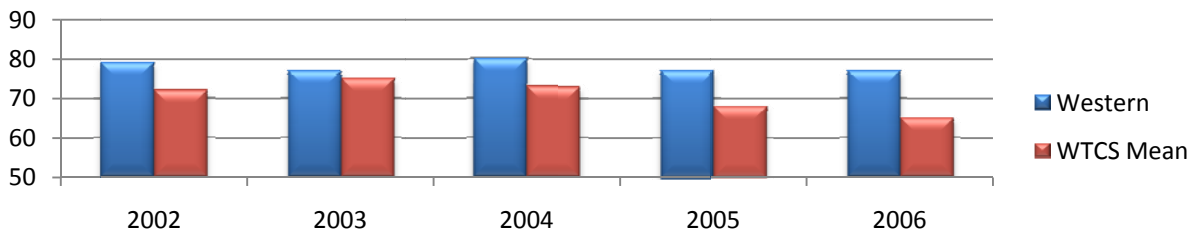
0.02WESTERN.htm

A measure of building relationships with employers is the ability of Western to provide and the willingness for employers to invest in customized training. Figure 2R1-2 shows a steady increase in the net revenue generated by customized training. Another measure of the effectiveness of building relationships with employers is the ability for employers to recognize the dollar savings or return on investment due to customized training. NWMOC partners with Western to conduct customized training in areas such as Lean manufacturing. Figure 3R4-3 depicts the financial impact the training had on the companies that took part in this training (cost savings, investments avoided, retained sales, and increased sales). Figure 3R4-4 shows customer satisfaction with this training.

Figure 3R4-3 Western's Customized Training Impact on District Employers
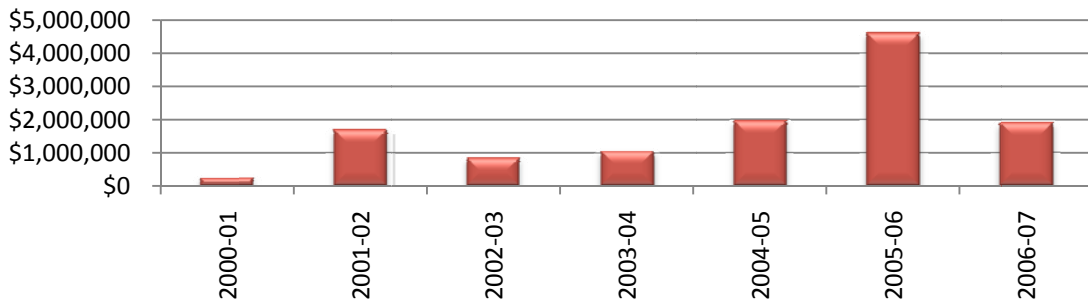
Source: Business and Industry Services, Western/NWMOC Impacts Report, June 2007

Figure 3R4-4 Customer Satisfaction with Western/NWMOC Training

Customer Satisfaction Score

Source: Business and Industry Services, WTC/NWMOC Impacts Report, June 2007

A measure of Western's efforts to build relationships with high schools and potential students is expressed in terms of the percentage of high school market share. This is the percentage of high school graduates who enroll at Western directly from high school, and the percentage of high school graduates combined who enroll at Western directly, within one year and within two years of graduation. Figure 3R4-5 includes those students who enrolled directly to Western after graduation. Figure 3R4-6 includes those students who enrolled either directly, one year after, or two years after graduation. Western consistently exceeds the WTCS mean and was ranked as WTCS best in 2003.

Figure 3R4-5 Western's District High School Market Share – Enrolled Directly from High School

Percent of District High School Students
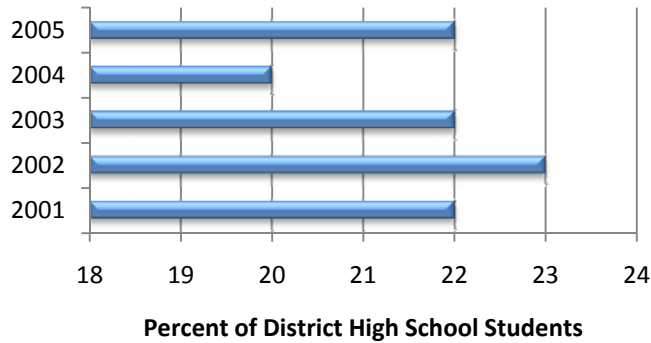
Source: http://systemattic.wtcsystem.edu/reports/STW/VE216646.htm, October 2007

Figure 3R4-6 Western's District High School Market Share – Enrolled Directly, 1 Year Out, 2 Years Out vs. WTCS Mean and WTCS Best

Percent of District High School Students
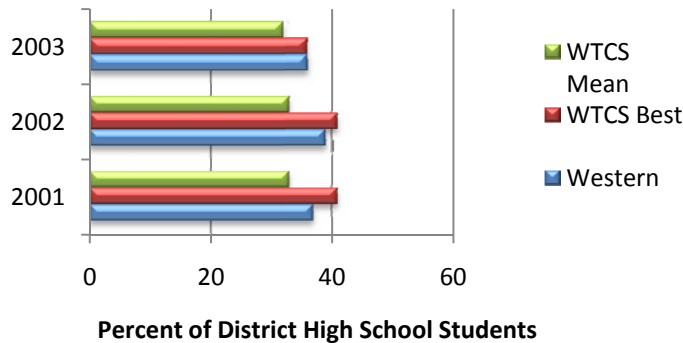
*** Western ranked best in WTCS 2003*
Source: http://systemattic.wtcsystem.edu/reports/STW/VE216646.htm, October 2007

A measure of Western's efforts to build relationships within the community is the percent of Western students who are District residents with 6+ credits. Figure 3R4-7 displays Western and the WTCS mean. Western has exceeded the WTCS for the past four years.

Figure 3R4-7 Percent of Students that are District Residents Enrolled at Western with 6+ credits vs. WTCS
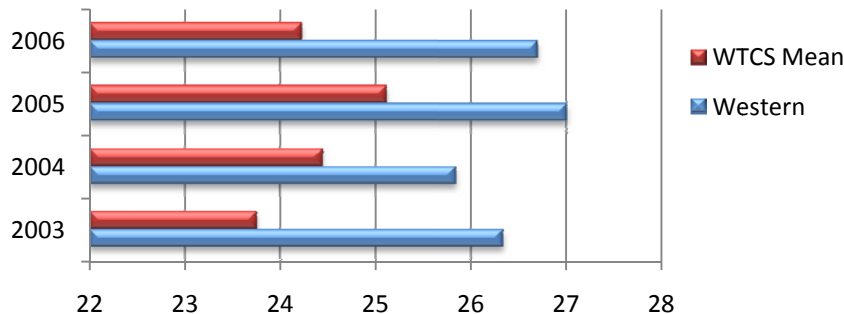
Source: VE215587 WTCS Client Reporting System, October 2007

Measures of Western's efforts to build relationships with parents are reflected in a recent study commissioned by the WTCS Marketing Consortium in August 2007. The survey was conducted to create a baseline understanding of how parents in the state view the technical colleges, the competitors, and how they prioritize and think about post-high school options for their sons and daughters. Figure 3R4-8 presents the results of this survey. Promoters are defined as brand advocates and are likely to recommend the technical colleges to their son/daughter. Passives are

defined as neutral in their assessment of the technical colleges. Detractors are unlikely to recommend the technical colleges and have negative things to say about the WTCS brand.

Figure 3R4-8 Parent Perception Survey – WTCS Comparison
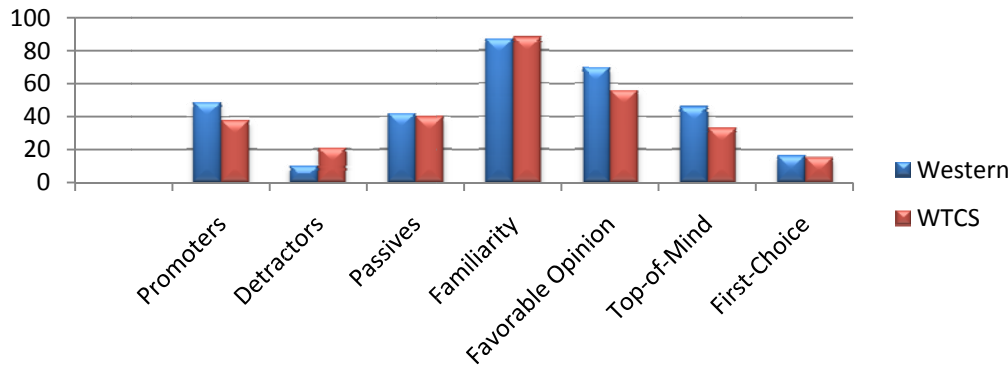
Source: A Tracking Study of Parent's Perceptions: Baseline 2007, WTCS, August 2007

Western's Net Promoter Score (Figure 3R4-9) is the highest in WTCS. The Net Promoter Score is calculated as the difference between promoters and detractors.

Figure 3R4-9 Net Promoter Score Comparison - WTCS
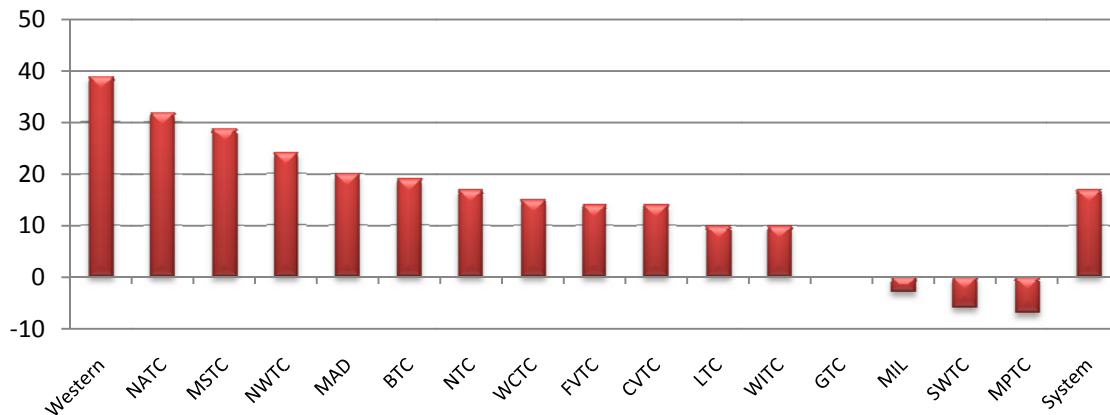
Source: A Tracking Study of Parent's Perceptions: Baseline 2007, WTCS, August 2007

3R5 Comparison to Other Higher Education Institutions

External comparatives for student and stakeholder satisfaction and relationship building performance measures are identified in Figures 3-5 and 3-6. Sections 3R1, 3R3 and 3R4 all contain comparative data. Western compares itself to colleges in WTCS for graduate and employer satisfaction, and to national peer colleges in student satisfaction.

Improvement

3I1 Improvement to Current Processes and Systems for Understanding Stakeholders

Western has improved its processes for gathering student and stakeholder satisfaction data by (1) using the AQIP and Baldrige frameworks to identify the appropriate and relevant information to collect, (2) tying student and stakeholder satisfaction to the College scorecard, (3) implementing efficiency and effectiveness approaches including student email, (4) administering surveys online such

as the modified version of the Personal Assessment of the College Environment (PACE) Climate Survey addressed in Criterion 4—Valuing People, (5) adopting nationally-normed surveys to obtain comparative data. Employees who participate in state and national conferences and continuous improvement activities such as CQIN and AQIP have the opportunity to network and learn about new approaches to obtain feedback from stakeholders and to keep satisfaction approaches current.

In addition, Western has sought additional data sources to supplement in-house or WTCS information sources. One example of this is the use of the National Student Clearinghouse (Figure 9R1-5) for the purpose of understanding individual and cohort student enrollment patterns outside of Western. Use of this type of information has led to the development of program offerings that better meet the needs of students.

3I2 Setting Targets and Communicating Results and Priorities

Western continues to establish processes for setting performance targets. Currently, individual programs and units set targets for improvement relative to their key student and stakeholder groups. The College's QRP works with program areas to set improvement targets based on student input through course evaluation, business and industry input through advisory committee meetings, and high school student input through focus groups. Comparison data from other programs within the WTCS is also reviewed. Specific improvement targets include enrollment, retention, and student satisfaction.

In other areas such as marketing, benchmark data have been collected from 800 community members in regard to attitudes about the quality and value of education provided by Western, effectiveness of job training, transfer opportunities to four-year colleges, and responsiveness to our communities. An attribute analysis was also done comparing Western to four-year public and private institutions in the area. Based on the 2006 results and the likelihood of shifting high mean scores (on a Likert scale of 1-6, Western's average scores were 4.9) 2008 improvement targets have been set, and will again be comparatively analyzed with four-year public and private institutions in the area.

Western communicates its results and improvement priorities in a variety of ways. Survey results such as the Noel-Levitz Student Satisfaction Survey, PACE Climate Survey, Graduate Follow-up Surveys, and Employer Satisfaction Surveys are posted on the Colleges intranet site, WIRE, and printed copies are available in the library. Results and improvement priorities for other areas of the college, such as marketing are presented to various college boards, committees, and teams such as academic leadership team, senior leadership team, district board, QRP teams, department and division teams.

Specific improvement priorities to enhance focus and understand student and stakeholder needs include the following:
- Identification/implementation of a prospect tracking software that allows the College to collect prospective student information
- Investment in additional survey instruments including the Community College Survey of Student Engagement
- Integration of the Noel-Levitz Student Satisfaction Inventory into program-level quality review processes

AQIP Criterion Four: Valuing People

Context for Analysis

4C1 Organizing Work and Jobs

The distinctive ways in which Western organizes its work environment, work activities, and job classifications to strengthen its focus on student learning and development are described below. Western is focusing on systematic and aligned approaches in this area to generate results that impact the organization as a whole and student goal attainment.

Work and jobs at the College are designed primarily around functions. They align work areas with units or employees who work collaboratively to keep current with educational service needs. Faculty, staff, and administrators work together to ensure that the College achieves its strategic priorities, and meets student and stakeholder needs. In addition, faculty positions are designed to meet the required educational design framework described in Figure 1-2. Their workload is calculated in units that include both teaching and non-teaching activities.

Teams serve as a means of communication, interaction, and formal and informal staff knowledge/skill sharing across departments, jobs, and locations. They provide the framework for strengthening employee-based decision making at all levels. This team structure (Figure 5-2) helps the College in both its planning and decision-making processes and offers opportunities for input to College work processes. Although the formal organizational structure described in Criterion 5 (Leading and Communicating) depicts the way supervision, planning, budgeting, and formal reporting occurs, the committee/team structure illustrates the way College/District work is accomplished.

One of the most significant ways Western focuses on student learning and development is demonstrated by the primary importance that is placed on hiring the best and most qualified faculty to fill positions. Faculty are hired based on their expertise in the discipline, work-place experience, and appropriate educational background and credentials (Figure 4-1). In addition to the academic credentials, all faculty meet certification requirements set forth by the Wisconsin Technical College System Board.

Figure 4-1 Faculty Educational Credentials

DEGREE	NUMBER OF FACULTY
Doctorate	6
Associate Degree	2
Masters	124
Bachelors	49
Bachelors Equivalency	30

Source: Faculty Catalog, Human Resources, 2007

4C2 Key Institutional and Demographic Factors

The key institutional and geographic factors that determine how Western addresses its work environment and job classification include:
- Collaboration with collective bargaining units
- Geographically dispersed campuses
- Size of and demand for skills needed in adjunct faculty pool

Faculty and staff at the College are organized formally and represented by the Western Wisconsin Federation of Employees--Local 3605. The Teamsters Local 695 represents the custodial staff. Local 3605 is an integral part of the work system at Western. Faculty and staff participate by providing input on job design, compensation, and recognition through union contract negotiations. Local 3605 represents the full- and part-time contract faculty, non-teaching professional (NTP), and Paraprofessional and School-Related Personnel (PSRP). Members from these employee groups represent Local 3605 on key College steering and implementation teams. The Federation bargains with the local District Board on wages, hours, and working conditions and also represents the members of their respective units when complaints arise. New contracts were ratified in February 2004 for the Faculty/NTP and PSRP employee groups using cooperative decision-making (consensus bargaining) to address non-monetary issues. The Skilled Craft employees are not represented by a union group.

In addition to faculty and staff who are represented by Local 3605, the College utilizes MANPOWER (temporary custodial), Olsten Staffing (temporary support services), and Riverfront (employment for developmentally disabled adults). These outside sources provide a pool of qualified individuals who fill part-time or temporary staff positions at the College. The temporary assignments have resulted in regular employment for some individuals using the standard selection process. Figure O-7 depicts the employee profile for full and part-time employees.

Western's geographically dispersed campuses require flexible resources for teaching both credit and non-credit courses and for administrative support. To meet this need, a database of approximately 600 adjunct faculty is maintained, and approximately 200 instructors teach part-time each semester. Adjunct faculty who teach credit courses must meet the same certification requirements as full-time faculty. An Adjunct Faculty Handbook provides these part-time employees with important information about the College and access to needed resources. Several instructional divisions also hold their own adjunct faculty orientation sessions.

The administrative support to the extended campuses is connected to the main campus through an organized group called SWEET. This team meets regularly to discuss opportunities for collaboration and consistency in work across the extended campuses.

4C3 Demographic Trends

The demographic trends that the College analyzes as it looks at its workforce needs over the next decade include the following:
- Continued increase in planned retirements of faculty, staff, and administrators
- Emerging technology that will impact the program offerings and methods of delivery and require faculty and staff to develop specialized skills
- Emerging or declining occupations that may require altered program offerings and different educational or occupational credentials for faculty
- Changes in the size of the populations the College serves (i.e. a decrease in the number of 18-25 year-olds and an increase in aging populations)
- Changes in the size or types of minority populations throughout the District

4C4 Training Initiatives

Key faculty, staff, and administrative training initiatives that the College is currently planning for support the implementation of the strategic plan. They include:
- Technology in the workplace (Blackboard, Office 2007, Peoplesoft, student email, Voice-over-IP)
- Curriculum design (WIDS)
- Customer service training
- Lean methodology, process mapping, problem-solving, consensus-based decision-making (collective bargaining teams)
- Leadership development
- Skillsoft

- WTCS certification requirements
- Student advising training for faculty

Employee Success plans identify individual training requested by employees to aid in their individual development and where possible, these requirements are aggregated to provide on campus training to address multiple needs.

Processes

4P1 Identifying and Specifying Credentials and Skills

Broadly speaking, Western identifies specific credentials, skills, and values required for faculty, staff, and administrators by carefully reviewing, revising, and updating all open positions that occur at the College prior to posting the position—either internally or externally. Faculty descriptions that focus on key duties and responsibilities have been agreed to in negotiations and are coupled with state certification and applicable accreditation requirements to define the essential qualifications for new faculty and instructional administrative staff. Special attention is paid during the interview process to incorporate behavioral interview questions that help selection committees determine if the candidate shares Western's values.

Beginning at the unit level, managers identify characteristics and skills needed by potential employees. In addition, faculty skills and characteristics are determined by certification requirements defined by the WTCS education design code described in Criterion 1. Managers closely examine each vacancy in terms of its function to determine if the position needs to be restructured, redesigned, or eliminated to effectively meet emerging College needs. The College's open positions report is reviewed regularly. Each position is reviewed to determine (1) if the position needs to be filled immediately or if it can be held open for a time thus allowing a temporary salary savings, (2) if the position can be combined with one or more existing positions, and (3) if the position can be eliminated either immediately or after a short transition period staffed by other staff or a temporary employee.

Job descriptions are developed based upon the skills and qualifications needed. A position reclassification process is in place for both administrators and PSRP. This method recognizes changes in job roles to address the changing needs and operations of the organization. Any management position without clearly identified internal successors are posted simultaneously, both internally and externally. Position postings within the faculty/NTP and PSRP classifications are grouped in three tiers. To provide the opportunity for career progression, internal candidates are given preference based upon the tier criteria before qualified external candidates are considered.

Western makes certain through its hiring process that the people it employs possess the requisite characteristics through the use of its defined hiring process. The hiring process ensures legal compliance with statutory and College selection requirements while striving to employ the best-qualified candidate for the position. The Human Resources Department serves as a resource to each unit/selection committee throughout the hiring process.

4P2 Recruiting and Retaining Employees

New employees are recruited using a variety of media and methods including:
- Electronic postings (College, WTCS, and local Job Service web sites)
- Local and regional newspapers within a tri-state area, trade journals, and the *Chronicle of Higher Education*
- Community links fostered through the Minority Resource Office and the Diversity Team

Opportunities for staff to become familiar with the college include:
- One-day orientation session for new employees focused on Western's culture which includes its continuous improvement philosophy
- Two-day New Faculty Institute
- New faculty mentoring program
- Unit-specific Safety Training (i.e. blood-borne pathogen training for Health and Public Safety staff)

Efforts to retain new and existing employees include:
- Orientation sessions, training and development, development and review of Employee Success Plans
- Compensation and non-monetary reward/recognition strategies
- Work design strategies
- Health and well-being emphasis
- Focus on employee satisfaction

Western plans for changes in personnel by monitoring employee demographics (the potential for retirement) and by planning for adjustments in staff resources through the strategic planning and annual budgeting process. Western's succession planning for senior leaders includes initiating the hiring process for the successor in a timely manner so that the successor will have the opportunity to work with the retiring senior leader for a short time.

4P3 Work Process and the Impact on High Performance and Ethical Conduct

Western's highly integrated system of standing committees, steering teams, project and process teams forms the foundation of the College's work processes and activities. This integrated and cross-functional structure contributes to communications, cooperation, high performance, innovation, empowerment, organizational learning, and skill sharing. Figure 5-2 illustrates Western's team structure and how communication is facilitated to others in the organization. In addition, Western leverages its intranet web site so that all employees can stay current and knowledgeable about decisions that are made.

The College ensures the ethical practices of all employees by defining policies and procedures that are communicated in the Employee Handbook that is available on wire. Checks and balances exist in areas such as the College's cash handling process to ensure a multi-layered/multi-person approval process. In addition, the College has a Code of Ethics designed specifically to apply to employee use of the Internet and personal computers. As new employees are oriented to the College, these ethical practices are explained and emphasized. Any action by an employee that violates these ethical policies is dealt with swiftly and firmly. The College attorney is always consulted on such matters to assure fair and equitable treatment of the employee and strict adherence to College policy. Student and staff grievance processes provide opportunity for identification/sharing. Professional development days provide workshops related to ethical conduct.

4P4 Training

College-wide training is broad-based and addresses activities related to the College's long-term key objective *Enhance Employee Success*. Education, training, and development are provided to address College and personal staff needs. Training is provided through both internal and external resources such as The Higher Learning Commission, Pegasus, and CQIN.

Western motivates faculty, staff, and administrators to contribute fully and effectively throughout their careers by using a variety of processes and mechanisms including (1) Western's leadership system and employee success philosophy (Employee Success Plans), and (2) collaborative efforts of both management and the representative bargaining units. Department managers also play a significant role in reinforcing training. They identify key employees within their work unit or team to receive specialized training as needed. These employees' knowledge and skills are reinforced when the supervisor expects the employees to (1) implement the process at the College or within work units, (2) become content experts, and (3) train other employees.

Other motivating mechanisms open to employee groups include:
- Professional leave to attend conferences
- Non-paid professional leaves of absences that may include professional development
- Team/committee work that provides opportunities to participate/contribute to goals of specific teams that match interests and employee success goals of individuals
- Sabbaticals for faculty/NTP employee groups
- Occupational Competency Grant (a WTCS state grant with matching College funds) that supports three faculty per year to obtain up to 80 hours of on-the-job training
- WTCS Technical Preparation Grant that provides counselors the opportunity to work in secondary educational support services
- Union-sponsored employee development activities such as its annual convention
- Tuition reimbursement for Administrative, Support and Technical, professional and custodial staff to encourage continuing formal education
- Salary adjustments and professional development funds for Faculty who pursue additional education
- College Foundation professional development resource for all staff to apply for support to attend local, regional, and national training, classes or conferences as either presenters or participants
- Department/Unit budgets that provide employee success funding
- Professional Development funds/sources including the faculty/NTP 0.5 percent of base salary

4P5 Determining Training Needs

The college determines its training needs through a variety of means including the Employee Success Plan process (refer to 4P6); the QRP; through departmental institutional planning; and through environmental scanning and trend monitoring. Employee needs segmented by employee groups are also identified from feedback received from the PACE Climate Survey. The results are used to develop a series of training activities which are open to all employee groups and include general and specialized training sessions as well as required training activities for some employee groups.

The training is aligned with the plans addressed in Criterion 8 (Planning Continuous Improvement) and augments its focus on helping students learn by the way in which it is designed and delivered. Organizational training for key College needs is identified in Figure 4-2.

Figure 4-2 Key Organizational Needs

NEED	ADDRESSED BY
Technology	In-House Computer Specialist Trainer, MIS Help Desk, Instructional Technology Team, Online Mentoring
Leadership/ Supervisor Development	Management Forum, WLDI, Chamber Leadership
New Faculty and Staff Orientation	New Employee Orientation, New Faculty Institute, New Faculty Mentoring
Safety	Safety Committee, Crisis Team, Physical Plant, Individual Units
Performance Measurement/ Improvement	Quality Review Process
Diversity	Diversity Team, Greater La Crosse Area Chamber of Commerce Diversity Statement Program

Faculty and staff evaluate training and professional activities using formal and informal processes; i.e. written evaluations and verbal feedback. These results, coupled with results from needs surveys and the PACE Climate Survey, provide data that are analyzed and used by the Human Resources Department to continuously improve education and training offerings that align with the College's Strategic Priorities.

4P6 Designing and Using a Personnel Evaluation System

In 1999 the local District Board approved the Employee Success Policy which is a philosophy that promotes open communication among all employees and supports the belief that all employees can be successful if given the opportunity and appropriate support. With the development of the Employee Success Policy, Western identified guidelines that ensure an environment of encouragement, trust, and mutual commitment that is designed to reinforce employee growth, development, and training needs throughout their tenure at the College.

Employee success focuses on personal and professional goals of employees, and the development of individual plans to help staff achieve these goals. The plans align an individual's personal goals with division/unit goals and overall organizational goals. On occasion, performance issues arise and in these instances, a Special Performance Appraisal process is available. Figure 4-3 outlines Western's comprehensive performance evaluation methods.

4P7 Recognition, Reward, and Compensation System

Western's compensation plan is structured to attract and retain high quality faculty and staff. Compensation is negotiated for all employee groups excluding administrators; the District Board determines salary increases for administrators. The College has evolved with a varying pay scale, salary adjustment procedures for all employee groups that are described in Figure 4-3.

The College recognizes faculty, staff and teams for their achievements through recognition at District Board meetings, Information Flow Sheets from the President, and College-wide electronic notices. Examples of achievement include publications, performance, research, presentations at conferences, and activities such as curriculum improvements and grant awards to enhance student learning and development.

Employees are also recognized for exceptional quality efforts with verbal and written appreciation from their supervisor, other departments, and/or senior leaders. The Foundation hosts an annual year-end breakfast to recognize current retirees and to present years-of-service awards to staff. District Board members and retired employees are invited to participate.

Compensation incentives are also available to motivate faculty and staff to pursue professional development. As a result of the collective bargaining process:
- Faculty/NTP receive 0.5 percent of their base salary that is allocated to a professional development fund which can be used for any business related expense to include training, attending conferences, or purchasing materials/resources to meet their professional and business needs.
- PSRP, custodial, administrative staff and most NTP receive educational tuition reimbursement for course work completed up to sixty credits in a five year period.

Figure 4-3 Western's Salary Compensation and Performance Evaluation Methods

EMPLOYEE CATEGORY	WAGE AND SALARY ADMINISTRATION	SALARY ADJUSTMENT PROCEDURES	PERFORMANCE EVALUATION AND EMPLOYEE SUCCESS
Administrator	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 ES Policy - Probationary reviews for two years - Annual ES Plans are prepared thereafter

EMPLOYEE CATEGORY	WAGE AND SALARY ADMINISTRATION	SALARY ADJUSTMENT PROCEDURES	PERFORMANCE EVALUATION AND EMPLOYEE SUCCESS
Faculty/NTP	Outlined in 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	• Implementation of the ES Policy • Probationary faculty are evaluated at least once per semester during the first three years of employment • Faculty develop annual ES Plans • Special Performance Appraisals, etc.
PSRP	Outlined in PSRP Contract	• Job reclassification • 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 subsequent annual reviews • PSRP develop annual ES Plans for three year cycles with 18 month reviews.
Custodial	Outlined in Teamsters Contract		

4P8 Determining Key Issues Related to Staff Motivation

Western determines key issues related to the motivation of faculty, staff, and administrators by administering an employee climate survey every other year. The Personal Assessment of the College Environment (PACE) survey was first administered to College staff in 1994. After exploring various climate survey instruments, Western determined that the four components of the PACE Climate Survey are appropriate measures to assess key factors related to employee well-being, satisfaction, and motivation. These four components include 1) supervisor relations, 2) teamwork, 3) institutional structure, 3) student focus. These components focus on both the College values and the strategic goal to Enhance Human Resource Development.

The Senior Leadership Team and Management Forum review and analyze the results (1) according to the collective College-wide response and (2) segmented by individual employee groups and by division/units to determine what strategies are needed to improve the work environment and to support employee well-being and satisfaction. Appropriate courses of action are identified to work on improving the College's score on the survey. The 2007 results compared to previous years saw little change (Figure 4R1-1). At this time, results are being shared with staff for feedback and action planning.

4P9 Providing for and Evaluating Employee Satisfaction, Health and Well-being

The College focuses on improving workplace health, safety, and well-being through the implementation of various activities and initiatives that are coordinated or monitored by the Wellness Center, Safety Committee, Crisis Team, Health Benefit Improvements Team and Security Services.

The College Safety Committee takes an active role in assessing safety and risk factors in the organization and in making recommendations based upon these assessments. The Crisis Team has also developed a Crisis Management Handbook that outlines procedures to be followed in the event of an emergency situation, and has had mock drills as well as one specific incident to work through its processes. The College provides a safe work environment and work climate with several basic security provisions for students, faculty, and staff that include providing 24-hour security service and escort services. Campus Security maintains monthly security logs and incident reports that are reported to senior leadership; the results are available on site.

The College's Wellness Manager develops, promotes, and implements health-related activities at the Western Wellness Center to all students and staff. In recent years, the Wellness Center has shifted its focus from a fitness-oriented facility to one that encourages and promotes a holistic and balanced lifestyle. It coordinates educational programs on personal health topics and activities/ facilities

including health risk and fitness assessments, personal training, health promotion programs, exercise rooms, swimming pool, gymnasium, and locker facilities. College employees and family members can join the Wellness Center for a reasonable annual fee. In 2007, the College implemented the first annual Health Risk Assessment through Mayo Health Systems. In addition to reports for participating staff and spouses, the system provides aggregate risk reports which will guide future group education.

Several formal and informal measures are used to evaluate employee satisfaction, health, and well-being. The formal, nationally-normed, biennial PACE Climate Survey is administered to collect qualitative data using a 1-5 Likert scale. The results provide both internal trend data and comparative data with other national two-year institutions.

Informal Pulse Check surveys are used as formative assessments to collect feedback on issues such as College values, parking, communication flow, and other issues that are of importance at a particular time to address a specific College need, work unit, or employee segment. Other indicators to assess employee satisfaction, well-being, and motivation are participation at training weeks, the favorable tenor of negotiations as a result of consensus bargaining, the low turnover rate (Figure 4R2-1) and low number of grievances which may reflect Western's collaborative work environment.

4P10 Regularly Collected Measures of Valuing People

The measures of valuing people that are collected and analyzed regularly include the employee survey satisfaction results (PACE).

Results

4R1 Results for Valuing People

Western's PACE Employee Climate Survey results indicate that Western is slightly below the 2007 national mean for all areas. This survey is a direct measure for one of the College's strategic priorities. The results have been shared with all managers in the College and they in turn are shared with all employees. Western is in the process of understanding the significance of the data and is collecting input as to how to respond.

Figure 4R1-1 Employee Satisfaction with College Environment

	Supervisory Relationships	Institutional Structure	Teamwork	Student Focus	Overall
2007 Western	3.54	3.10	3.61	3.78	3.46
2007 Mean	3.64	3.26	3.70	3.84	3.57
2005 Mean*	3.23	3.59	3.58	3.56	3.61
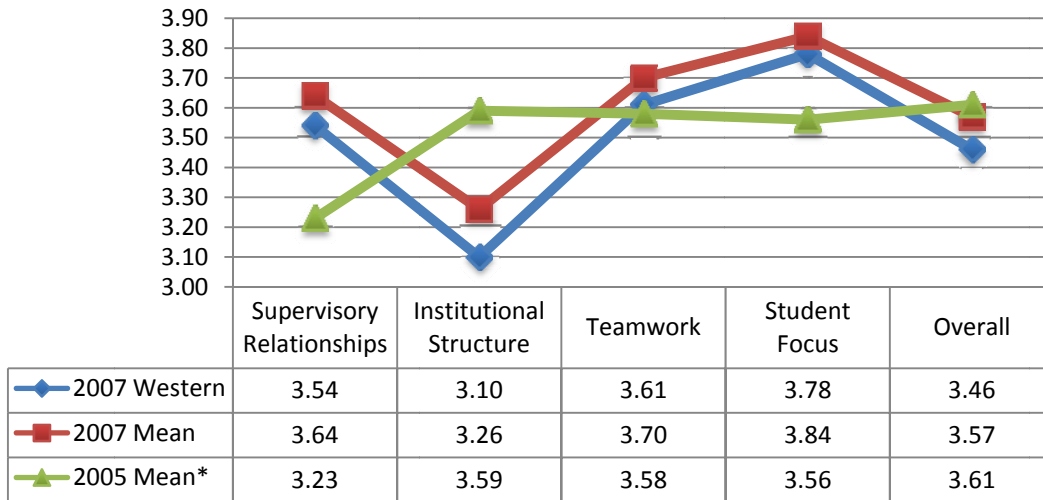
Source: PACE, 2007, Research Unit

One of Western's strategic priorities is to enhance employee success and satisfaction and this includes employee wellness. Figure 4R1-2 identifies the trends in Wellness Center membership. Western continues to develop programs and services that meet the needs of both students and staff.

Figure 4R1-2 Wellness Center Student and Employee Membership

Wellness Center Membership

	2002	2003	2004	2005	2006
Students	1589	1180	1025	972	969
Staff	232	103	101	115	115
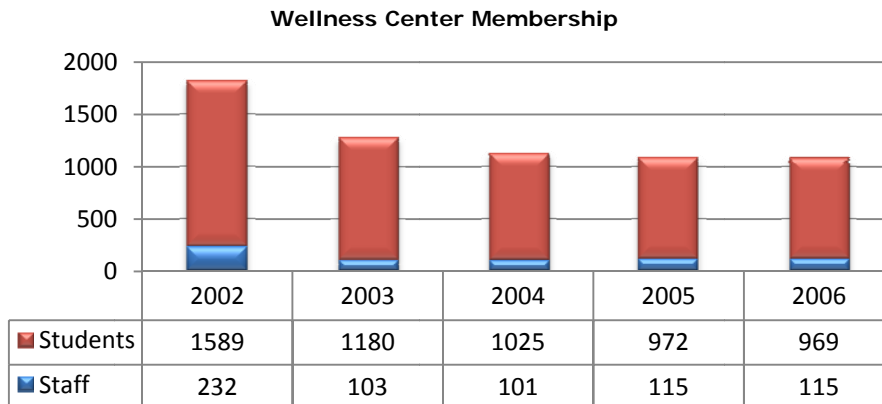
Source: Wellness Center, 2007

4R2 Results for Processes Associated with Valuing People

Western believes that its low employee turnover rate is indicative of the effectiveness of its processes related to Valuing People. Figure 4R2-1 illustrates Western's turnover rate compared to data from the Bureau of Labor and Statistics.

Figure 4R2-1 Attrition Rate vs. BLS Data
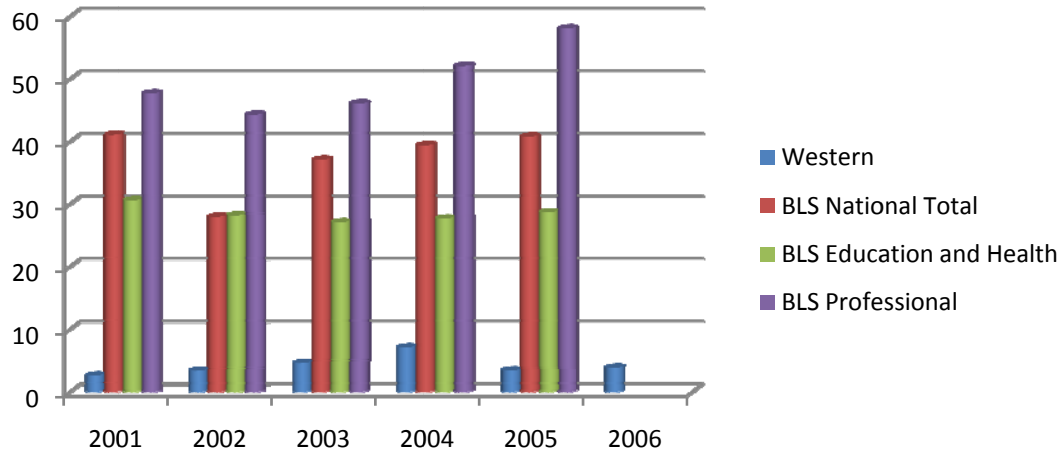
Source: Human Resources, 2007

Western's participation in the PACE survey dropped slightly in 2007 (Figure 4R2-2).

Figure 4R2-2 Participation in PACE Survey – 2005-2007 Comparison by Group
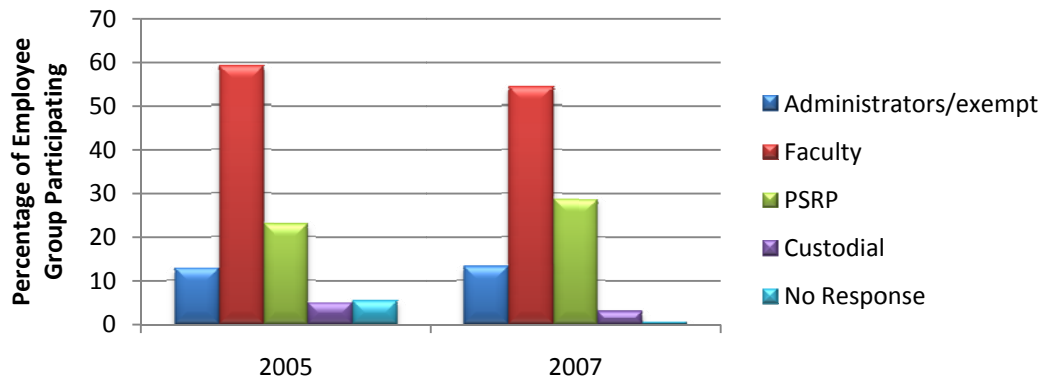
Source: Human Resources, 2007

Western's increase in the percentages of employees who have developed an Employee Success Plan demonstrate a commitment to its personnel evaluation system. Western acknowledges that it has an opportunity to increase the percentage of plans that are updated on an annual basis (4R2-3).

Figure 4R2-3 Participation in Employee Success Plans

Employee Success Plan Implementation Spring 2007					
	Total Employees	Total with Plan	Total with Current Plan	% with Plan	% with Current Plan
ADMN/Exempt	51	49	24	96%	49%
FAC	191	182	126	95%	69%
NTP	36	29	3	81%	10%
CST	17	17	14	100%	82%
PSRP	129	110	55	85%	50%
TOTAL	**424**	**387**	**222**	**91%**	**57%**

Source: Human Resources

4R3 Evidence that Indicates Productivity of Employees Helps to Reach Goals

Western conducted the PACE in April of 2007. Researchers at the National Initiative for Leadership and Effectiveness (NILIE) have synthesized from the literature four leadership or organizational systems ranging from coercive to collaborative. According to Likert (1967) the Collaborative System generally produces better results in terms of productivity, job satisfaction, communication and overall organizational climate. Four factors are measured (supervisory relationship, institutional structure, teamwork, student focus) and contribute to an overall determination of the type of climate at Western (coercive, competitive, consultative, or collaborative). Results from 2007 indicate that Western's climate results fall within the consultative range. The data also indicates that perceived levels of productivity and satisfaction have declined slightly since 2005 (Figure 4R3-1) and are below the Norm Base. Western recognizes this as an opportunity for improvement and it is addressing it in the strategic planning process.

Figure 4R3-1 2007 PACE Results
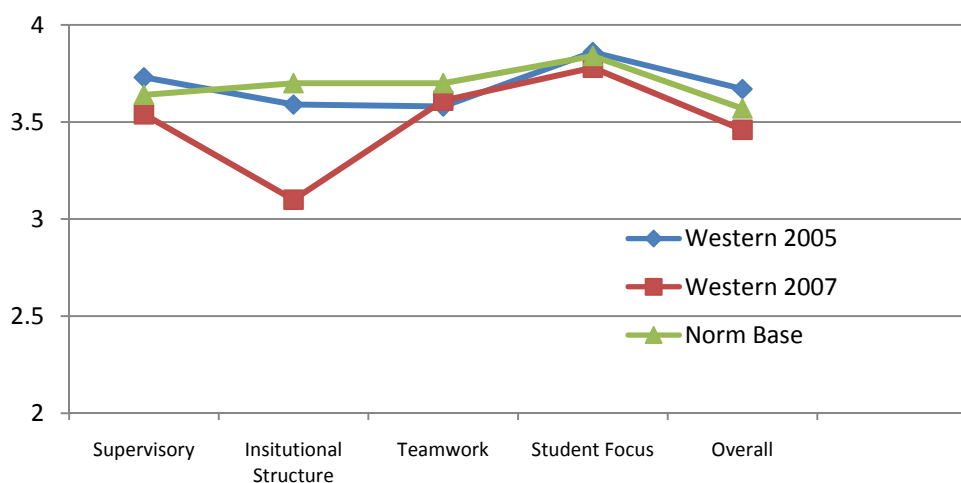
*Norm Base = 45 different climate studies conducted at two-year institutions since 2006.
Source: PACE Survey, 2007, Human Resources

4R4 Comparative Results

Western uses the Norm Base results from PACE for comparison. An example is noted in Figure 4R3-1.

Improvement

4I1 Improving Current Processes for Valuing People

Western improves its current processes and systems for valuing people by reviewing feedback from formal surveys to determine gaps in expectations and performance and to determine organizational priorities to address areas that are of concern college-wide, by employee segments, or divisions/units. The College also evaluates the effectiveness of team structure and re-aligns when necessary. Most recently, several key teams in the College were re-aligned to enhance communication throughout the organization (see Figure 5-2).

In addition, informal activities such as Pulse Check surveys and 1:1 meetings with supervisors are assessed to determine whether topics need to be addressed further using a more formal process or at a higher level in the organization. An example of using evaluation findings to identify priorities to improve the work environment and to support faculty and staff is the Joint Labor-Management Team's proactive approach to rising healthcare costs. As a result, health care agreements for all employee groups were re-negotiated.

Western sets targets for improvements by reviewing results as they relate to the College's strategic goals and objectives, and by examining the comparative results such as those provided by the PACE survey. Areas that are deemed to be most important are included in Human Resource plans for the following year.

Current results and improvement priorities are communicated to students, faculty, staff, administrators, and appropriate stakeholders via the President's message delivered on College Day held in August; District Board reports; Management Forum; informal sharing; and Professional Development Day activities held each October.

AQIP Criterion Five: Leading and Communicating

Context for Analysis

5C1 Leadership and Communication Systems

As described in the Organizational Profile, Western operates under a shared governance model with responsibilities balanced between the Local District Board and the State Board of the WTCS.   The organizational chart (Figure O-10) describes the formal leadership structure. Western's team structure has recently been redesigned to enhance communication and effectiveness.

As part of an integrated team and communication system (Figure 5-1), senior leaders provide the vision for setting and deploying the College's values, short- and longer-term directions, and performance expectations.

Figure 5-1 Integrated Team and Communication System

Internal Stakeholders — External Stakeholders — Environmental Factors

District Board Policy and Planning Teams
New Directions
Master Facilities
Policy and Instruction
Planning, Budget and Audit

Senior Leadership Team

College Steering Teams
Academic Leadership Team (ALT)
Business and Operations Team (BOT)
Policy and Legislative Team (PLT)

Strategic Plan
Master Plans
Mission
Vision
Values

College Implementation Teams
Project Teams
Process Teams
Division/Unit Teams
Program Teams

Western has recently redesigned its Senior Leadership Team and College Steering Teams to be more inclusive, efficient, and to provide additional clarity. Figure 5-2 captures this reconfiguration and describes the purpose, areas of focus, membership and related committees or project teams.

Figure 5-2 Steering Team Structure

Team	Purposes	Areas of Focus	Membership	Related Teams
Senior Leadership	• 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	College president and direct reports Chairs of: • Business and Operations Team • Academic Leadership Team • Policy and Legislative Team	• Management Forum • Negotiations Team • Business and Operations Team • Academic Leadership Team • Policy and Legislative Team
Academic Leadership Team	• Enhance enrollment, retention, and learning processes based on systems perspective of student success • Evaluate and monitor enrollment, retention and learning processes	• 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	• VP of Student Services and College Relations • Vice President of Instruction • Deans and Associate Deans • Admissions/registration • Counseling/assessment • Student development • Marketing/recruitment • Financial aid • Learning Center manager • IT manager • Academic quality improvement specialist • Student input • ISS • Research specialist • Extended Campus Administrators • Director of Library Services • Director of Business and Industry Services	• Academic Deans Council • Student Services managers • Computer Steering team • Academic Learning Council • Welcome Center Operations
Business and Operations Team	• 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	• Controller • Vice President of Operations • Dean • Vice President of Student Services and College Relations • Vice President of Instruction • Facilities manager • Director of Business and Industry Services • Academic Services Manager • Enterprise area manager • Director of Special Services • Student	• Lunda Center team • Coleman Study Group • Welcome Center building • Parking Committee • Information Coordination Team

Team	Purposes	Areas of Focus	Membership	Related Teams
			Services/College Relations Manager	
Policy and Legislative Team	• 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	• College President • Director of Special Services • Deans (2) • Faculty (2) • HR Director • Student Government • Student Services and College Relations Manager • Union representative • Safety systems representative	• Lunda Center team • Academic Lab procedures team • Student email policy and procedures team • Incident Command Team

5C2 Alignment of Leadership

Western ensures that the practices of its leadership system at all institutional levels align with the practices and views of the District Board and senior leaders. This happens through on-going reporting at College Steering Team meetings and at District Board meetings. Western's integrated team and communication system illustrated in Figure 5-1 provides a framework for alignment. In regard to oversight entities, the District Board President serves on the Wisconsin Technical College District Boards' Association, and the College President meets monthly with the WTCS Director and other technical college presidents.

5C3 Integrating Values and Expectations

Western's senior leaders integrate the College values into all aspects of operations. These values set forth the College's expectations regarding ethics and equity, social responsibilities, and community service and involvement. Western's value statements provide an organizational context that promotes and supports ethical behavior (Figure 0-1).
Equity for all students is assured by two policies that describe the rights, responsibilities, and conduct expectations for students: the Student Rights and Responsibilities Policy (EO700) and the Student Code of Conduct (EO706). These policies are outlined and explained in the Student Conduct and Discipline handbook
(http://www.westerntc.edu/student_handbook/StudentPlanner.pdf). The policy was reviewed and approved by the Student Government and by Western's legal staff prior to adoption by the District Board. A Policy for Provision of Reasonable Accommodation for People with Disabilities and a Five-Year District Plan for Minority Student Participation and Retention are also evidence of our commitment to equity. These policies set the broadest possible parameters for a safe, sound, and equitable educational environment.

Western's Five-Year Affirmative Action/Civil Rights Compliance Plan sets forth policies and related activities to monitor and encourage improvement in the areas of affirmative action and equal opportunity for staff and students. The Affirmative Action Policy Statement, Equal Opportunity Education and Employment Policy, and Policy Prohibiting Harassment of Employees and Students are distributed to all District employees and are also published in the student catalog, student handbook, and employee handbook. These policies are stressed during new employee orientation and in manager training sessions. College policies are also available to all staff on the intranet WIRE.

Western's Private Sector Review Committee conducts an annual screening of all contracted training to business and industry to ensure that we are not duplicating or competing with the private sector. Additionally, Western does not publish or sell lists of students and addresses to any vendor.

Processes

5P1 Aligning Mission, Vision and Values

Western's senior leaders set directions in alignment with the mission, vision, and values in a variety of ways. All decisions at the College are framed around achievement of strategic goals and objectives including enrollment, retention, learning, and stakeholder satisfaction. This ensures that the needs and expectations of students and key stakeholder groups are addressed. These goals and objectives guide the development of strategic and annual plans.

Embedded into the culture of Western is a commitment to students and to student learning. Students are the primary customers and their needs and expectations drive development of all programs, services, and facilities. Annual planning retreats that include the Senior Leadership Team, Management Forum, and the District Board provide an opportunity to review the College's mission, vision, values, strategic goals and objectives and performance measures. Reports on progress in achieving these priorities are provided at monthly District Board meetings and at bi-weekly meetings of the College's Policy and Legislative Team and the Senior Leadership Team. Senior leaders, union members, instructional members, and a student representative all serve on this steering committee. Meetings are open to all employees of the College and agendas and minutes are posted on the intranet. Because decision-making is de-centralized at the College, teams are empowered to be innovative and to take initiative with respect to problem-solving and collaboration with guidance of the steering teams. Individual employee development is encouraged and organizational learning is fostered through College-wide involvement in teams and committees.

5P2 Future Opportunities, Building and Sustaining a Learning Environment

Senior leaders guide the College in seeking future opportunities by focusing on one of the College values—partnerships. The president plays an integral role in seeking out and in creating new partnerships that will contribute to the growth and development of the College as well as the community and surrounding region. Additionally, District Board members, Senior Leadership Team Members, extended campus administrators, and Business and Industry Services represent communities in all parts of our 5,000-square-mile district and play a major role in connecting the College with potential opportunities.

Senior leaders help to build and sustain a learning environment by targeting resources to encourage faculty and staff to continuously learn and grow. One of Western's strategic goals, Enhancing Human Resource Development and the newly created position of Manager of Organizational Development, provide direct evidence of senior leadership's commitment to creating a learning environment. Organizational learning is part of the College culture and an integral component of Western's continuous quality improvement philosophy. From the first day employees start working at the College, they are introduced to the Employee Success Policy and the process by which all employees develop an Employee Success Plan.

5P3 Decision-making Processes

Western employs a dynamic network of teams that connect the District Board, the Senior Leadership Team, steering teams, and implementation teams as described in Figures 5-1 and 5-2. These teams form an integrated team and communication system that exemplifies a commitment to collaborative decision-making. This integrated team structure serves as the framework for ensuring that senior leaders communicate values, directions, and expectations to all faculty and staff. Each steering committee has a Chair that sits on the Senior Leadership Team ensuring that a connection is maintained.

District Board Teams, identified in Figure 5-1 are comprised of District Board and Senior Leadership Team members. They set the direction for policy and planning decisions, thus assuring a strong link between policy setting and implementation.

5P4 Using Information to Make Decisions

Leaders use information and results in their decision-making process to assess progress relative to achieving the performance measures associated with the strategic goals and objectives. The performance measures that are regularly reviewed are identified in the College Scorecard presented in Criterion 7C2 (Figure 7-5). While all of these results are regularly reviewed by senior leaders, certain results are reviewed more carefully by specific teams or committees as shown in Figure 5-3.

Figure 5-3 Information Review Teams and Committees

Group	Results Reviewed	Frequency
District Board	Enrollment Retention Learning Satisfaction	Monthly Monthly Monthly Annually
Policy and Legislative Team	Enrollment Retention Learning Satisfaction	Bi-Monthly Bi-Monthly Annually Annually
Learning Council	Enrollment Retention Learning Satisfaction	Bi-Monthly Monthly Monthly Annually
Management Forum	Enrollment Retention Learning Satisfaction	Monthly Monthly Monthly Annually
Academic Deans Council	Enrollment Retention Learning Satisfaction	Bi-Weekly Bi-Weekly Bi-Weekly Annually

5P5 Communication at Various Organizational Levels

Communication occurs at all levels and in all directions as illustrated in the integrated team and communication system described in 5C1 and Figure 5-1. This system promotes a constant flow of information through all levels of the College and at all campuses and is enhanced by Western's intranet. Western's culture is one that values on-going communication and shared decision-making. Meetings are an accepted mode of sharing information and a place where staff members can freely share their ideas.

5P6 Communicating a Shared Mission, Vision, Values and Expectations

In addition to the integrated team and communication system, senior leaders communicate values, directions, and expectations to all employees by using a variety of written, oral, and electronic tools (Figure 5-4).

Figure 5-4 Communication Tools

Intranet (WIRE)	Information Flow Sheets	Meeting Minutes	1:1 Meetings
College Day	Public Web Site	New Staff Orientation	Town Meetings
Extended Campus Visits	Interactive Television	Budget Forums	

These tools provide a constant flow of information throughout the College and multiple opportunities for faculty, staff, and students to interact with senior leaders formally and informally. Communication with extended campuses is enhanced by holding forums via interactive television or conference calls. Additionally, the District Board holds at least one monthly meeting at each extended campus every two years to assure that extended campus employees are included in the communication link.

5P7 Encouraging the Development of Leadership Abilities

Leadership abilities are encouraged, developed, and strengthened among faculty, staff, and administrators in a variety of ways – including the use of Employee Success Plans. Senior leaders recommend individuals or seek recommendations from units to identify individuals to participate in formal local, state, and national leadership development activities based upon an individual's perceived leadership potential, current involvement in the organization, and organizational needs. Examples of these formal leadership programs include the local Greater La Crosse Chamber of Commerce Leadership Program (generally two participants per year), Wisconsin Leadership Development Institute (WLDI) that is open to all employee groups (generally two participants per year), and the National Institute of Leadership Development (Figure 5R1-1).

Western supports and encourages staff to pursue advanced degrees. A tuition reimbursement policy offsets the cost of tuition. On occasion short-term, professional development employment opportunities are available to all employees that provide the opportunity to experience a new job or role and to expand individual knowledge and skills. These opportunities are often times stepping stones to career progression and leadership roles in the organization and may include activities such as serving on the Baldrige writing team.

Annually, Western sends a team of formal leaders and informal leaders to conferences such as CQIN, Pegasus (systems thinking) and the Higher Learning Commission's Annual meeting. As a result of external and in-house opportunities, Western focuses on "growing" leaders from within the organization. Professional development days are set aside and Employee Success Plans are used as the vehicle for individuals to pursue opportunities to develop leadership abilities.

5P8 Leadership Succession

Western ensures that its mission, vision and values are passed on during leadership succession by providing the opportunity for leaders to plan retirement two to three years in advance. This allows for leaders to declare their retirement plans and to develop a transition plan while the senior leader is actively employed. Western's president meets weekly with senior leaders to ensure that the mission, vision and values are reinforced.

Western's succession planning system is practiced in certain areas throughout the College, but no formal college-wide plan exists. Western has recognized the need to develop a formal system and is in the process of exploring potential models. Western's current job posting process and Employee Success Plan process allow for individuals to express an interest in leadership opportunities. These individuals are then potential applicants for posted positions. The goal of the hiring process is to allow the successor to have time to work with the retiring senior leader. This

process has been effectively used in the areas of student development and ISS.

When a new District Board member joins the College, he/she participates in an orientation program that includes attendance at Board meetings and attendance at various College committee/team meetings prior to taking office.

5P9 Measures of Leading and Communicating

Western's primary measurement of leading and communicating that is collected and analyzed regularly is the Personal Assessment of College Effectiveness (PACE). Western also uses brief surveys following every Management Forum meeting, College Day, and Professional Development Day. Western's Associate Vice President of Strategic Effectiveness recently conducted an internal communication survey that provided information that has been used to restructure the Steering Teams and communication frequency and method.

Results

5R1 Results for Leading and Communicating

Western's overall results for Leading and Communicating are displayed in Figure 4R1-1 Employee Satisfaction with College Environment. Additional analysis reveals the following:

- Western's College climate is classified as one based on a consultative management style. It falls slightly below the Norm Base (Figure 5R1-1) but within the same classification.

- In reviewing each item of the PACE Survey:
    - No items fell within the coercive management style (between 1.0 and 2.0)
    - Eleven fell within the competitive management style (between 2.0 and 3.0
    - Forty-two fell within a consultative management style (between 3.0 and 4.0)
    - Three fell within the collaborative management style (between 4.0 and 5.0)

- Western's effectiveness with various methods of communication is rated as fairly effective to very effective.

-

Figure 5R1-1 PACE Comparative Analysis of College Climate
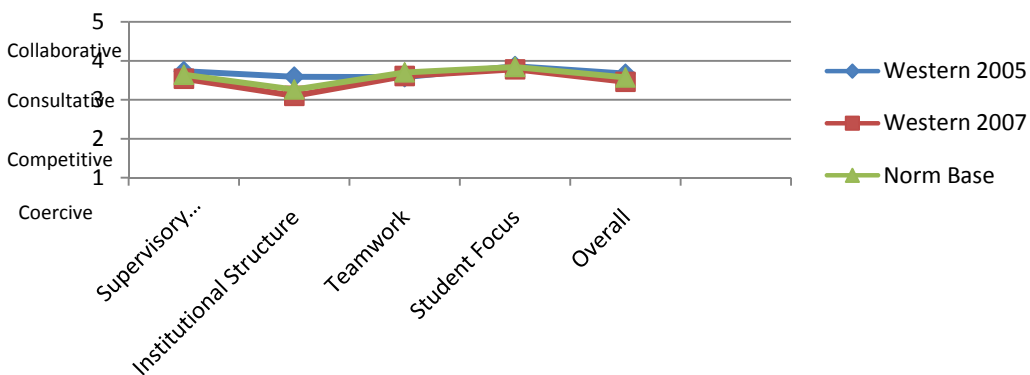
Source: PACE Survey, Human Resources, 2007

Figure 5R1-2 Effectiveness of Information Flow Sheets

- Not Effective
- Slightly Effective
- Fairly Effective
- Very Effective
- Extremely Effective
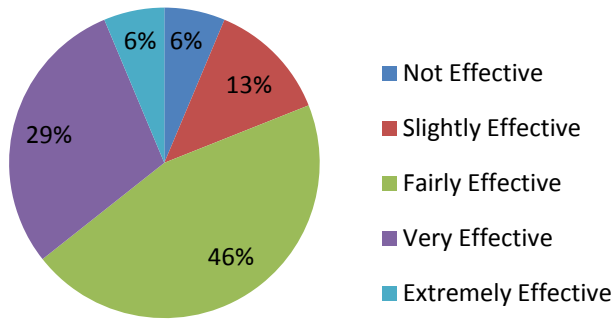
Source: Internal Communication Survey, October 2006, Strategic Effectiveness

Figure 5R1-3 Effectiveness of Intranet

- Not Effective
- Slightly Effective
- Fairly Effective
- Very Effective
- Extremely Effective
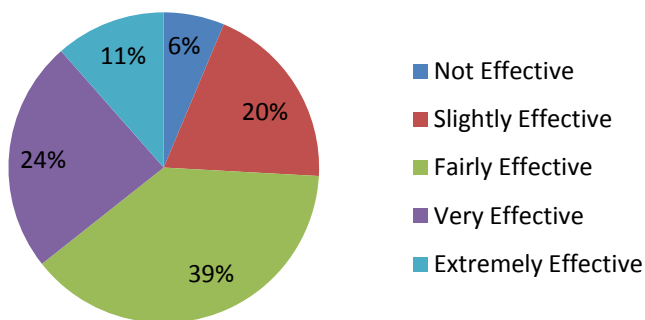
Source: Internal Communication Survey, October 2006, Strategic Effectiveness

Figure 5R1-4 Effectiveness of College Day

- Not Effective
- Slightly Effective
- Fairly Effective
- Very Effective
- Extremely Effective
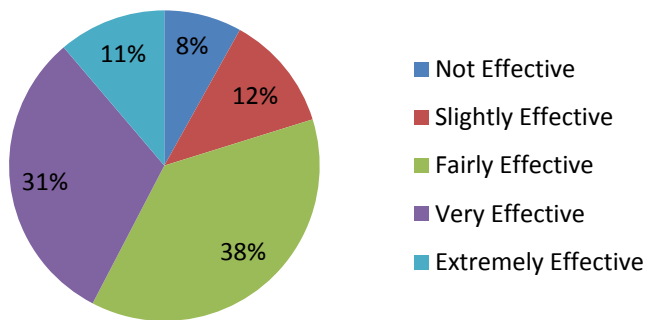
Source: Internal Communication Survey, October 2006, Strategic Effectiveness

Figure 5R1-5 Effectiveness of Meetings

Pie chart legend:
- Not Effective — 5%
- Slightly Effective — 7%
- Fairly Effective — 36%
- Very Effective — 37%
- Extremely Effective — 15%
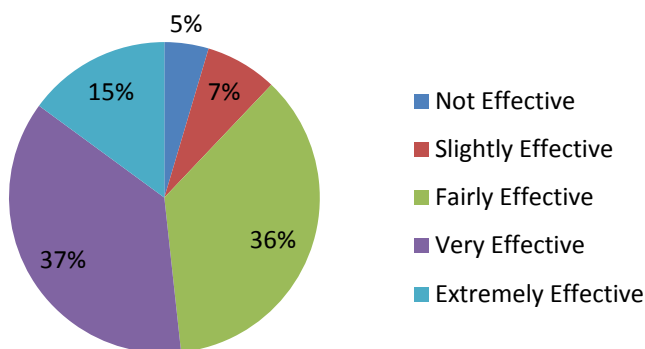
Source: Internal Communication Survey, October 2006, Strategic Effectiveness

5R2 Comparative Results

Western's overall results for Leading and Communicating are compared nationally in Figures 4R1-1 and 5R1-1. Western falls slightly below the national Norm Base.

Improvement

5I1 Improving Current Processes

Western uses feedback from the PACE, from the 2006 Methods for Internal Communication Survey, and from ongoing event surveys to improve current processes for leading and communicating. Project teams are created when necessary.

5I2 Setting Targets for Improvement

Western sets target for improvement using the national Norm Base in PACE and by seeking incremental improvement each time an event survey is administered. When available, Western's goal is to exceed comparative means and strive to become best in class.

As a result of the PACE, Western has targeted the following improvement priorities for leading and communicating. These are areas on the PACE that received a mean score of 2.5 or less:
- Positively motivate performance
- Share information
- Use problem solving techniques
- Recognize and reward for efforts
- Make decisions at the appropriate level
- Organize the college

Results of surveys are shared in large groups such as Management Forum, and in smaller groups such as division meetings. The information is also available through Western's intranet. Through the sharing of results, Western gathers ideas as to how these processes can be improved. For example, senior leadership received feedback through an event survey that it could improve communication if meeting agendas and minutes were posted on the intranet. Western has implemented this process – allowing for the sharing of information at all levels in the College.

AQIP Criterion Six: Supporting Institutional Operations

Context for Analysis

6C1 Student and Administrative Support Service Processes

Western's most recent Systems Portfolio Appraisal (2003-2004) identified the opportunity for the College to document and align key processes with key requirements and strategic priorities. Western has identified an Action Project that calls for the integration of college-wide systems thinking. This project and its goals are high amongst current priorities because the project provides a foundation and "launching pad" for Western to articulate, standardize, measure, and optimize processes that impact student success. This foundation creates an operational blueprint of how Western's systems interact and connect to support strategic priorities. It enhances Western's ability to identify opportunities for improvement and to measure outcomes. The work from this Action Project is integrated into the discussion of how Western supports institutional operations.

Western's student support service processes are depicted in Figure O-16 identified in Western's systems configuration as Student Success Work System. Figure 6-1 identifies the related process and student needs.

Figure 6-1 Student Support Service Processes and Needs

Related Process	Needs
Student Communications	Timeliness, accuracy, accessibility
Admission and Registration	Timeliness, service excellence, student centeredness
Counseling and Advising	Concern for individual, confidentiality, timeliness, access to counselor or advisor
Student Development (housing, wellness, activities)	Availability, accessibility, variety, affordability
Career Placement	Timeliness, access to resources

Figures O-15 and O-13 depict Western's administrative support service processes. These are identified in Western's systems configuration as Strategic Leadership and Planning Support System and Facilities and Technologies Support System. Figure 6-2 identifies the related process and describes the stakeholder needs.

Figure 6-2 Administrative Support Service Processes and Needs

Related Process	Needs
Budget Management (accounting, grants, foundation)	Coordination of funds Fiscal responsibility to tax payers
Planning and measurement	Strategic plans Coordination of annual planning Coordination of measurement/scorecards Continuous quality improvement
Technology management	Support of technology used in learning
Safety and security	Provide safe and secure environment
Buildings and grounds management	Maintenance of buildings and grounds
Marketing, recruitment and public relations	Coordination of promotion, events, orientations, graduation

6C2 Reinforcing Processes and Systems

The student support services and administrative support services reinforce and support processes and systems described in Criterion 1 and 2. They provide the organizational infrastructure to facilitate the deployment of College activities to achieve Western's priorities. These support services are essential for faculty and staff to perform effectively and efficiently to ensure student success and to help students learn.

The College measures student satisfaction with student support service processes using the Noel-Levitz Student Satisfaction Inventory. This inventory, purpose, use, and related results are described in Criterion 3P7 with results presented in Figure 3R1-1.

Processes

6P1 Identifying Student Support Service Needs

Student support service and needs are identified through the various listening and learning methods identified in Criterion 3 and include surveys, focus groups, suggestions, grievances, and other student and stakeholder feedback. Students, graduates, and employees are surveyed to determine key student service requirements. In the annual planning process, needs for new or modified student services also emerge through employee input, focus groups, forums, or various other committees. Alumni and employer surveys provide external feedback on services. Results of student or market surveys and stakeholder feedback have led to expanded library, cafeteria, and child-care hours. Key student service support process needs are identified in Figure 6-1.

6P2 Identifying Administrative Support Services Needs

Administrative support service needs of faculty, staff, administrators and other stakeholders are identified in the biennial PACE survey; through pulse check surveys; through open forums; the Employee Success Plans; and through the annual program and services, budget, and facilities planning process. The key needs are described in Figure 6-2.

6P3 Managing Student and Administrative Support Service Processes

The unit managers for the key student and administrative support service processes use a variety of approaches to manage these processes on a day-to-day basis. Student service units design and deliver student support processes to meet key student needs (Figure 6-1). In addition, project or process teams representing multiple units address specific process improvements and use feedback such as student surveys and the Quality Review Process. For example, each semester counseling, admissions, registration, the business office, and instructional divisions work closely in designing registration timelines and orientation schedules and activities.

Many areas seek informal feedback and conduct periodic surveys to assess student satisfaction with services provided and make adjustments as needed. Administrative support unit managers monitor key performance requirements as part of their day-to-day operations. They meet with respective senior leaders at regularly scheduled 1:1 meetings to ensure that progress toward meeting key performance requirements is tracked and analyzed. Monthly Management Forums also provide opportunities for managers to discuss College-wide issues and to interact formally with the senior leaders.

As mentioned in 6C1, Western is in the process of documenting college support systems, major processes and sub-processes as part of its AQIP Action Project to deploy systems thinking

across the college. This Action Project was designed to 1) identify the primary college system, the support systems, major processes, sub-processes and detail policies and procedures and how they impact strategic priorities; 2) create documentation of systems and processes; 3) provide a foundation for measuring key processes and achievement of strategic goals as identified in the College's Strategic Plan and Balanced Scorecard; 4) facilitate and promote systems thinking at all levels of the College. Figures O13-19 depict Western's progress to-date.

6P4 Using Information to Improve Services

Western designs, continually expands, and/or redesigns key support processes based upon organizational need and the changing needs of employees in delivering programs and services. These needs are identified through the:
- Quality Review Processes
- Annual continuous improvement plans
- Annual program and services, budget, and facilities planning process
- Feedback obtained from the PACE Climate Survey
- Feedback obtained from the Noel-Levitz Student Satisfaction Inventory
- Employee Success Plans

Western's key student and administrative support areas have used information and results to enhance a variety of services. One significant example is Western's efforts to provide a one-stop shop for student intake services. Feedback from both external and internal stakeholders was used to identify the opportunity to improve and streamline the student intake process. Not only is a new facility in the construction phase, the organization has identified the need to re-engineer intake services. Western has begun to flowchart the processes and has hired a facilitator to conduct a lean analysis. Improvement areas will be identified and project teams will be created.

6P5 Regularly Collected Measures of Student and Administrative Support Services

Western regularly collects the following information that is helpful in measuring the effectiveness of and satisfaction with student and administrative support services:
- Student satisfaction with college services (3R1-1)
- Financial aid default rates (6R1-1)
- Funding procured through Foundation efforts (6R1-2)
- Funding procured through grants (6R2-2)
- Budget reallocation process effectiveness (6R2-3)
- Fund balance management (6R2-5)
- Moody's Rating (6R2-4)
- College's willingness to invest in technology (expenditures) (6R1-3)
- College's willingness to invest in facilities and capital equipment (expenditures) (6R1-4)
- Wellness Center membership (6R2-6)
- Employee perception of effectiveness with institutional structure (PACE)
- Employee perception of the extent to which guidance is provided by clearly defined administrative processes (PACE)
- Employee perception of the extent to which non-teaching (supporting) personnel meet the needs of the students (PACE)
- Employee perception of the extent to which the organization uses proven processes and practices to effectively and efficiently get work done (PACE)

Results

6R1 Results for Student Support Service Processes

Results for student satisfaction with student support services are covered in 3R1-1. In addition, several other measures (6P5) are used to gauge effectiveness of these processes.

Over sixty percent of Western's students are eligible for financial aid. The cohort default rate identified in Figure 6R1-1 is based on the number of borrowers who entered repayment and those who entered repayment and defaulted. As shown, Western's default rate has decreased since 2003.

Figure 6R1-1 Financial Aid Default Rate

Summary of Federal and State Financial Aid Programs					
	2001-02	**2002-03**	**2003-04**	**2004-05**	**2005-06**
Total Recipients	2,484	2,577	2,899	3,432	2,704
Total Financial Aid	$11,126,683	$12,823,031	$13,977,276	$14,487,058	$12,727,221
% of Eligible Applicants	67$	66%	74%	86%	69%
Average Aid Per Person	$4,479	$4,976	$4,821	$4,221	$4,707
Cohort Default Rate*	2.7% N=22/802	5.3% N=45/802	6.5% N=64/973	4.9% N=50/1017	4.1%

Source: Student Services

Figure 6R1-1a Financial Aid Default Rate Comparison
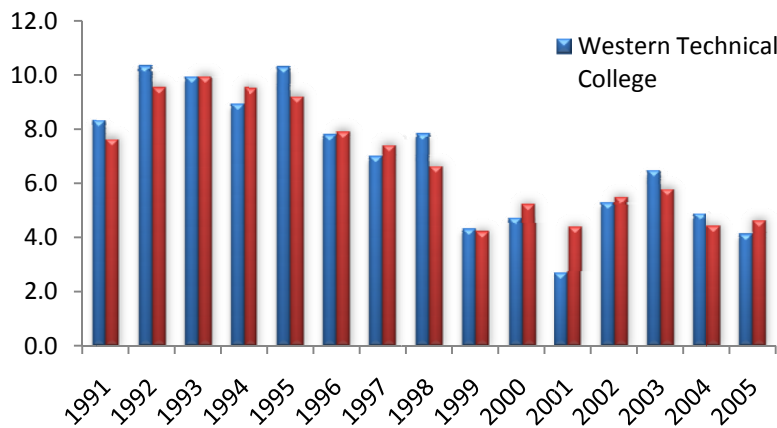
Source: Student Services

The Western Foundation provides a significant source of funding for student scholarships (Figure 6R1-2 and 6R1-2a).

Figure 6R1-2 Foundation Student Scholarships
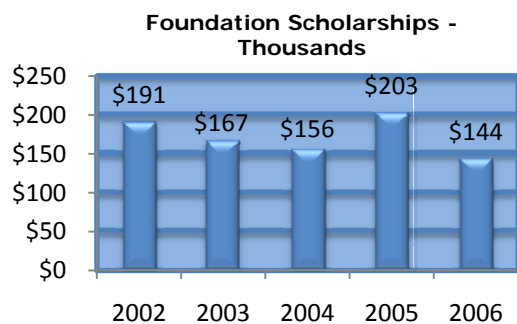
Source: Foundation Office

Figure 6R1-2a Foundation Assets

Source: Foundation Office

Technology investments address Western's strategic challenge of providing a high-quality technical education with limited resources. These investments include computer and telecommunications needs (computer, server, and printer replacement), software projects (PeopleSoft), network improvements, ITV, etc. The facilities master plan tracks capital expenditures to address facilities needs such as remodeling, new construction, utility, and major equipment. Figures 6R1-3 and 6R1-4 display trends in expenditures in these areas.

Figure 6R1-3 Technology Expenditures

Technology Expenditures

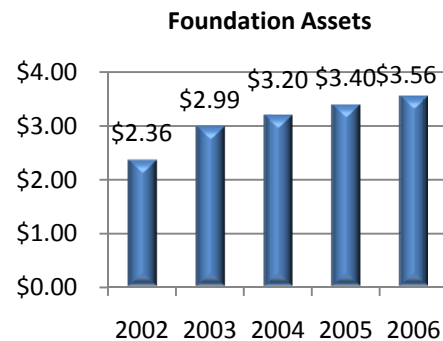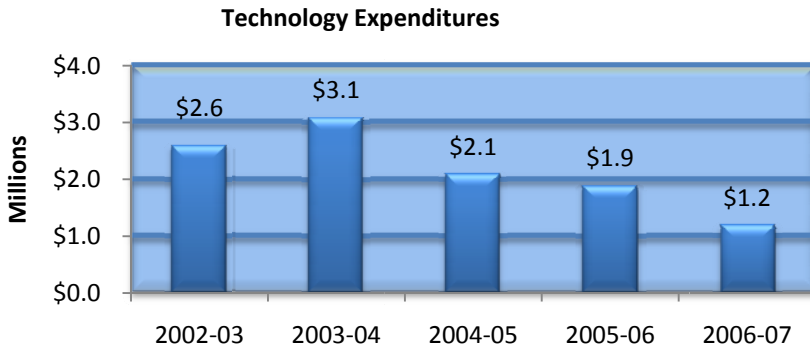| Year	Expenditure
2002-03	$2.6
2003-04	$3.1
2004-05	$2.1
2005-06	$1.9
2006-07	$1.2

(values in Millions)

Source: Finance and Operations

Figure 6R1-4 - Facilities and Capital Equipment Master Plan Expenditures

Master Plan Facilities and Capital Equipment Expenditures					
	FY 03	FY 04	FY 05	FY 06	FY 07
Facilities (New/Remodel)*	$900K	$2.3M	$3.8M	$4.9M	$4.0M
# Projects	6	4	6	11	4
Equipment	$975K	$950K	$1.2M	$1.8M	$900K

Source: Finance and Operations

6R2 Results for Administrative Support Service Processes

Figure 6R2-1 illustrates employee perceptions of the effectiveness of institutional structure, work processes, and the extent to which supporting personnel meet the needs of students.

Figure 6R2-1 PACE Climate Survey Results Norm Base Comparisons

	2005 Mean Western	2007 Mean Western	Norm Base
Perception of effectiveness with institutional structure	3.59	3.10	3.26
Perception of the extent to which work is guided by clearly defined administrative processes	3.0	3.08	3.29
Perception of the extent to which non-teaching professional personnel meet the needs of students	3.69	3.61	3.74
Perception of the extent to which supporting personnel meet the needs of students	n/a	3.64	3.72
Perception of the extent to which the organization uses proven processes and practices to effectively and efficiently get work done	3.08	2.85	n/a (customized question)

The amount of grant revenue brought into the College to support the growth and development of programs and services has declined over the past four years (Figure 6R2-2). The percentage of grants compared to total operating revenue has also declined in the past four years (6R2-2a).

Figure 6R2-2 Grant Revenue
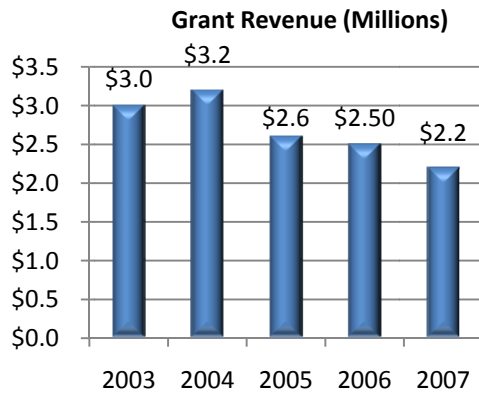
Figure 6R2-2a Grant Revenue as a Percent of Total Operating Revenue

Grant Revenue (Millions)

Year	Value
2003	$3.0
2004	$3.2
2005	$2.6
2006	$2.50
2007	$2.2

Year	Percent
FY03	7.5
FY04	7.8
FY05	6.1
FY06	5.8
FY07	5
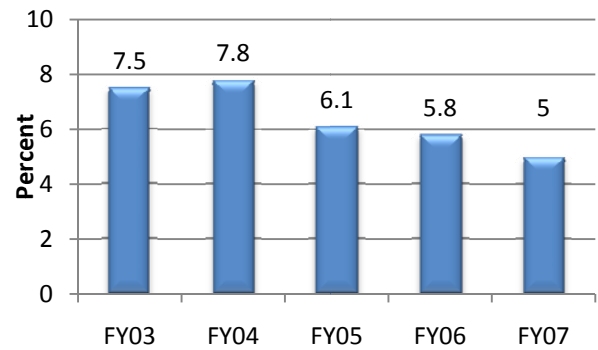
Source: Green Sheet, Finance and Operations

There has been a continuing decline in the portion of state aid funding that has caused an increased reliance on local property taxes. This decline, combined with the need to keep property taxes at a reasonable level presents a challenge to keep up with programmatic changes. As a result of these funding restrictions, Western has reallocated over $9 million during the past five years to support College-wide initiatives and the strategic plan (Figure 6R2-3). Over that same time period, the College has added $6 million in new programs and services.

Figure 6R2-3 Effectiveness of Budget Reallocation Process

Effectiveness of Budget Reallocation Process

Year	Value
2004	$2,188,200
2005	$2,829,000
2006	$2,142,000
2007	$1,058,000
2008	$902,000
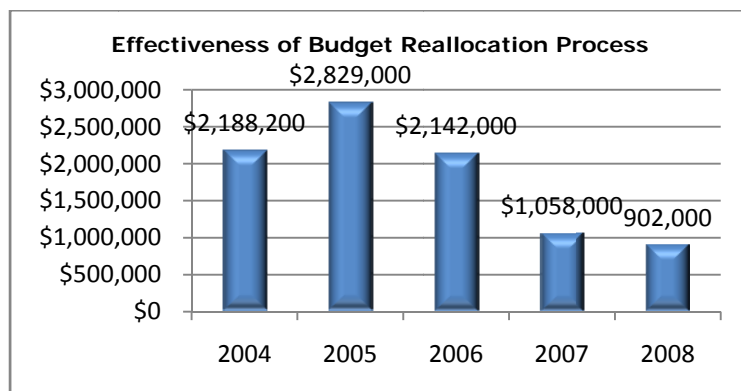
Source: VP, Finance and Operations

Western's bond rating, which affects borrowing rates, has remained relatively consistent since 1990 (Figures 6R2-4 and 6R2-4a). Factors that impact the bond rating include:
- Unreserved fund balance (Figure 6R2-5) – the higher the better
- Mill rate (total and operational Figures 6R2-5a, 6R2-5b) – the lower the better
- Valuations per FTE (Figure 6R2-5c) – the higher the better

Figure 6R2-4 Moody's Long-term Bond Rating

Moody's Long-term Bond Rating	
Period	**Rating**
1990 – July 2004	A1
July 2004 – February 2006	A2
February 2006 – Current	A1
Rating range from Aaa,Aa,A, Baa,Ba,B,Caa,Ca,C (highest to lowest)	

Source: Finance and Operations

Figure 6R2-4a 2006-2007 WTCS Bond Rating Comparison

WTCS College	Rating
Blackhawk	Aa3
Chippewa Valley	Aa2
Fox Valley	Aa1
Gateway	Aa1
Indianhead	Aa1
Lakeshore	Aa2
Madison	Aaa
Mid-State	Aa2
Milwaukee	Aa2
Moraine Park	Aa1
Nicolet	Aa2
Northcentral	Aa2
Northeast	Aa1
Southwest	A1
Waukesha	Aaa
Western	A1

Source: Finance & Operations, Baird Report, Appendix A, September 4, 2007

Figure 6R2-5 Unreserved Fund Balance
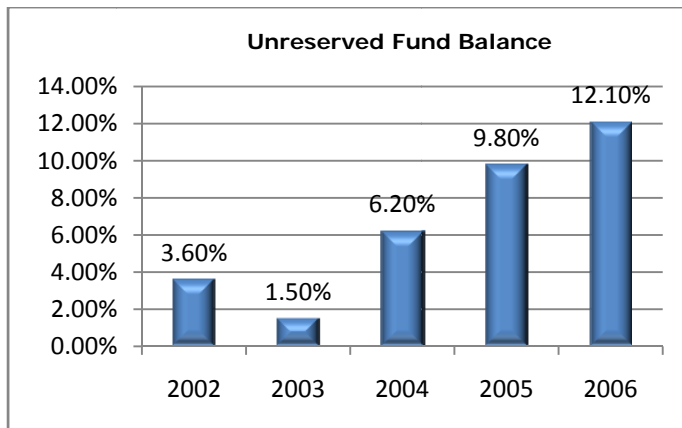
Source: VP, Finance and Operations

Figure 6R2-5a Total Mill Rate
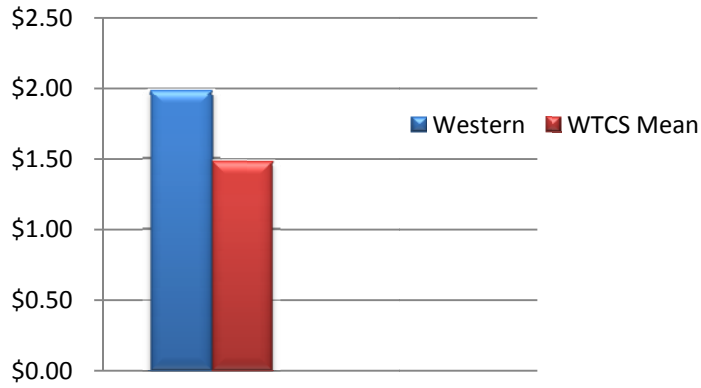
Source: Wisconsin Technical College System website

Figure 6R2-5b Operational Mill Rate
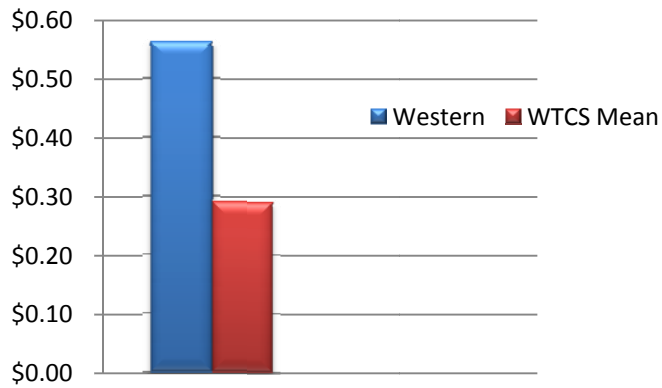
Source: Wisconsin Technical College System website

Figure 6R2-5c Valuations Per FTE
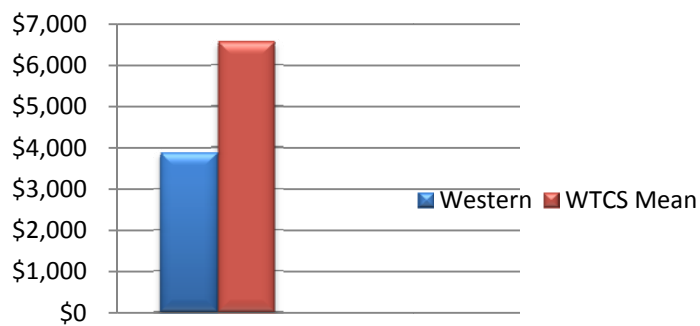
Western's cost per FTE (Figure 6R2-5d) is the third lowest in WTCS and is a measure of cost-containment.

Figure 6R2-5d Cost Per FTE

Cost per FTE
Western is WTCS 3rd lowest (low is good)

	2002*	2003	2004	2005	2006
■ Western	$10,132	$10,661	$10,280	$10,296	$11,272
■ WTCS Mean	$11,330	$11,341	$11,522	$12,160	$12,804
■ WTCS High	$15,369	$14,804	$16,086	$17,574	$20,548
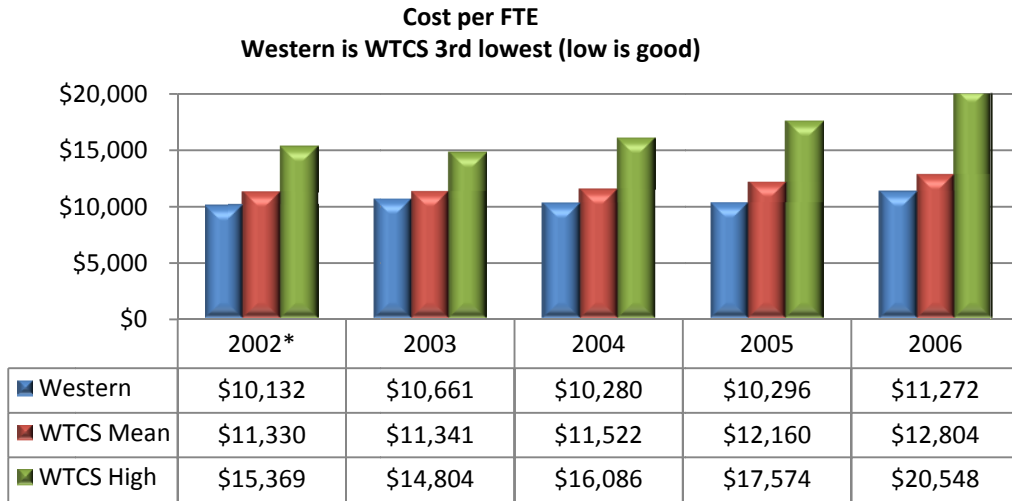
Source: VP, Finance and Operations - from VE-CA-5

Western provides wellness-focused services to both students and employees. Figure 4R1-2 depicts Wellness Center membership over the past five years. Western continues to develop innovative ways to bring wellness to the forefront of student development. It has recently implemented a tobacco free environment and has formed an alcohol awareness committee.

6R3 Comparative Results

Western comparative data for 6R1 and 6R2 is in an early stage of development. Western recognizes the opportunity to compare itself to other higher education institutions and organizations outside of education. Currently, the WTCS financial information, the Noel Levitz Student Satisfaction Inventory, and the PACE are valuable sources for comparison.

Improvements

6I1 Improving Processes

Western is piloting a model to evaluate student services and will consider the model for all student and administrative support services.

6I2 Improving Processes

Short-term and long-term targets are set as part of the annual program and services, budget, and facilities planning process. Units, departments, or teams set targets for improvement for students and administrative support processes based on analyzing past performance and monitoring current processes.

Current results and improvement priorities are communicated to students, faculty, staff, administrators, and appropriate stakeholders using established mechanisms identified in 5-1 and 5-2.

Priorities for improvement in this area are aligned with Western's strategic plan and include:
- Re-engineer the centralized intake admissions process to be more efficient and customer focused

- Align costs within Western's budget resulting in a percentage of district total expenditures to be not less than 60% salaries, not more than 25% benefits and 15% operational overhead though focused negotiations
- Establish a revolving 3 year business plan for college enterprise areas to operate as profit centers
- Establish a process for internal and external group purchasing and/or utilization of Western internal vendors
- Develop partnerships with external agencies to share expenses or increase revenue streams
- Expand workforce development grants
- Establish a venture capital fund of $500,000 to support BIS expansion through the Lunda Center

AQIP Criterion Seven: Measuring Effectiveness

Context for Analysis

7C1 Data Collection, Storage and Accessibility

Western uses a centralized data collection and retrieval system to collect and store information and data; additionally, discrete databases throughout the College feed into this centralized data warehouse (Figure 7-1). The data are made accessible to those who need them through a variety of different mechanisms (Figure 7-2). Figure 7-3 describes Western's organizational responsibility for data and the three primary methods used to access this information. PeopleSoft, one of Western's collaborative relationships and a major component of the information management system, is discussed in Criterion 9.

Figure 7-1 Data Collection and Retrieval System
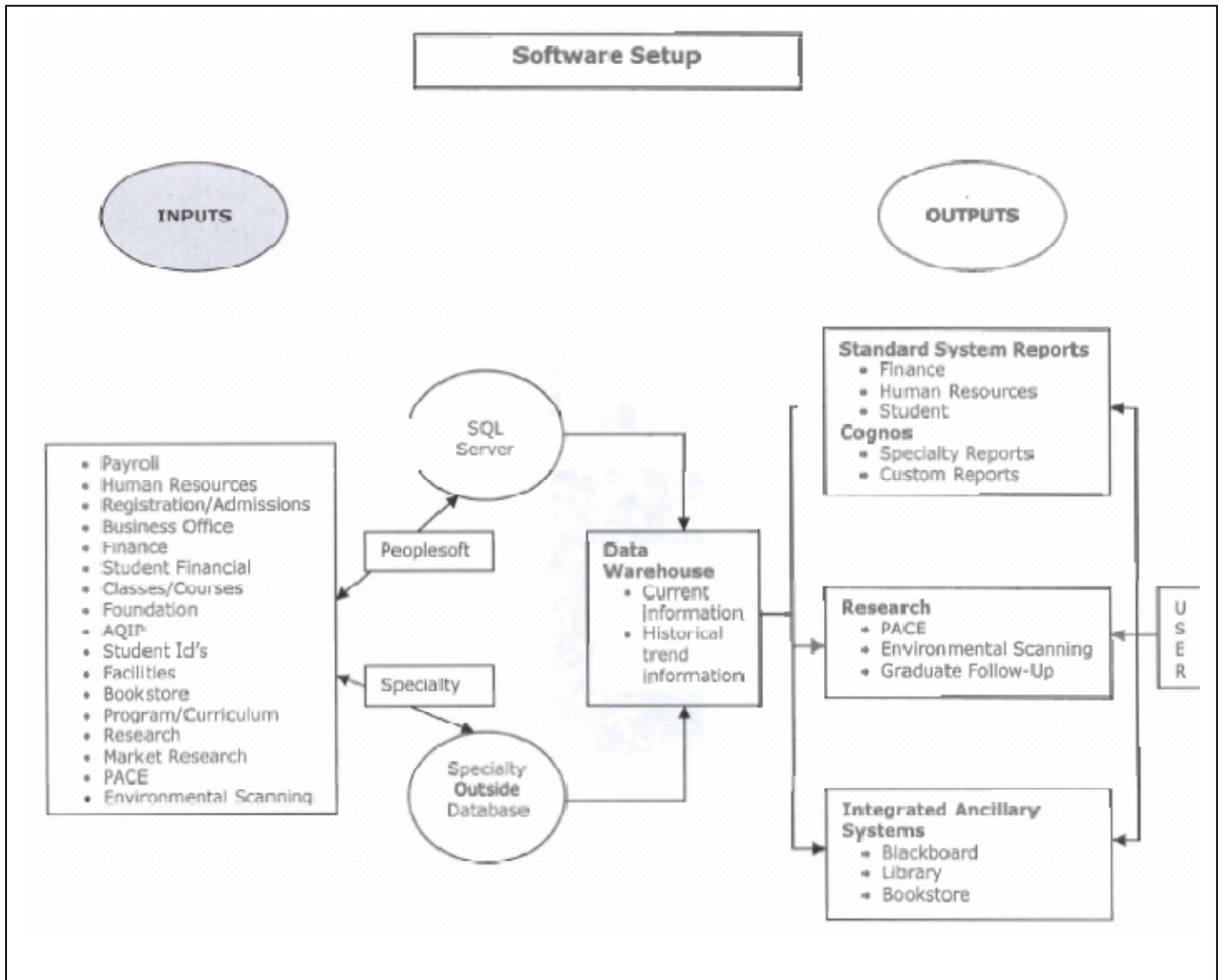
Figure 7-2 User Access Mechanisms

User Group	Access Mechanisms	
Employees	Intranet (WIRE) Public College web site PeopleSoft PeopleSoft employee portal Shared file storage drive Email/Calendars PeopleSoft Management Information System Blackboard	WTCS remote desktop Cognos reports QRPDS database WTCS web site National Student Clearinghouse database Access database for assessment of student learning 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 Brochures and catalogs Tech Connect web site (job posting site) Access database for assessment of student learning
Community, Employers, District Board, K-12 Partners	Public College web site District Board meetings	WTCS web site Brochures and Annual Report High School Linkage CD
WTCS	Internet downloads State reporting WTCS web site	College web site QRPDS

Figure 7-3 Organizational Responsibility for Data
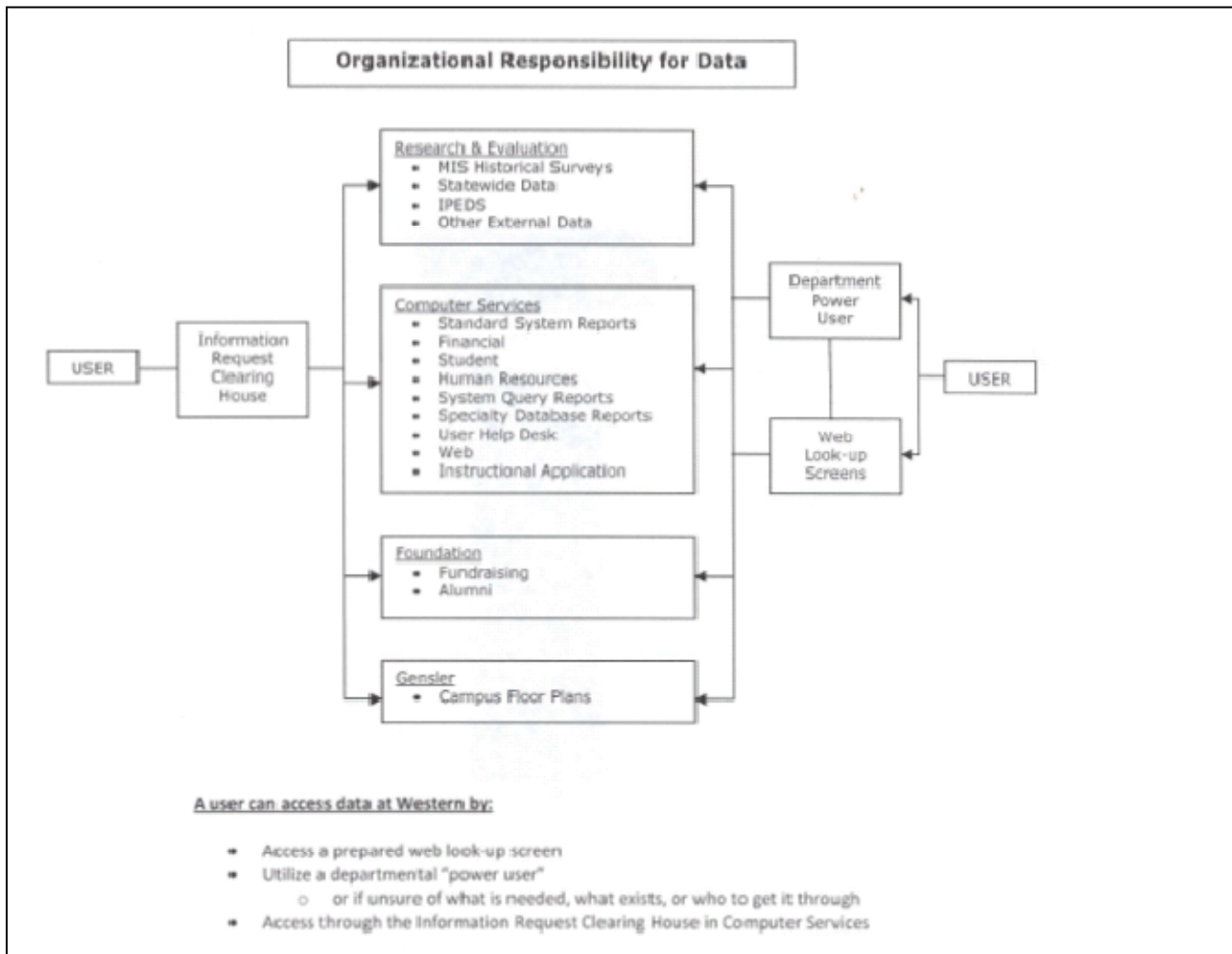
Western's key institutional measures for tracking effectiveness are identified in Figure 7-4. The framework for these measures is based upon the College strategic objectives, goals, and decision drivers. Western is in the process of refining its strategic planning process and modifying and improving its College Scorecard. The College has identified several measures that are currently tracked and several measures that need to be tracked for a comprehensive analysis of effectiveness. Figure 7-4 identifies the strategic goal, the measures that are currently tracked, and the measures that need to be tracked through development of our information systems and report capabilities. Figure 7-5 is a snapshot of how this information will be displayed in the College Scorecard. The scorecard allows for the ability to drill down to detailed data, trend data and comparative data where available.

Figure 7-4 Strategic Goals 2007-2012

| Strategic or Goal	Measures Currently Tracked	Measures Identified for Future Tracking
Increase Student Goal Attainment	• Course completion • Semester-to-semester retention • 1st year to 2nd year Retention • Graduation rates • Student learning outcomes	• Student goal attainment based upon student intent • Percent of Adult Basic Ed students matriculating to degree programs
Enhance Program Effectiveness and Efficiency	• Graduate placement in related fields • Percent of FTE projection achieved • Percent of programs in Quality Review Process	• Percent of total capacity reached • Percent of new student capacity • Ratio of graduates to district job openings • New initiative/program FTEs
Enhance Human Resource Development	• Percent of developed Employee Success Plans • Percent of current Employee Success Plans • Employee satisfaction (PACE) • Population Health Management Participation • Minority staff levels	
Enhance Competitive Advantage	• High school market share • Number of individuals served by customized training • Credit FTE generation • Non-credit FTE generation • Adult Basic Education FTE generation • Headcount	• Percent of district residents enrolled at College • Percent of FTEs generated by new students
Improve Effectiveness and Efficiency of College Systems	• Student Satisfaction • Employee Satisfaction	• Percent of processes that have been standardized/documented
Maintain Financial Stability	• Unrestricted fund balance • College cost per FTE • Moody's rating • Cash flow borrowing • Foundation support of College and students • Grant funding	• Profit margin of Business and Industry Services • Profitability of auxiliary services

Source: Strategic Effectiveness, Strategic Plan, 2007

Figure 7-5 College Scorecard Snapshot
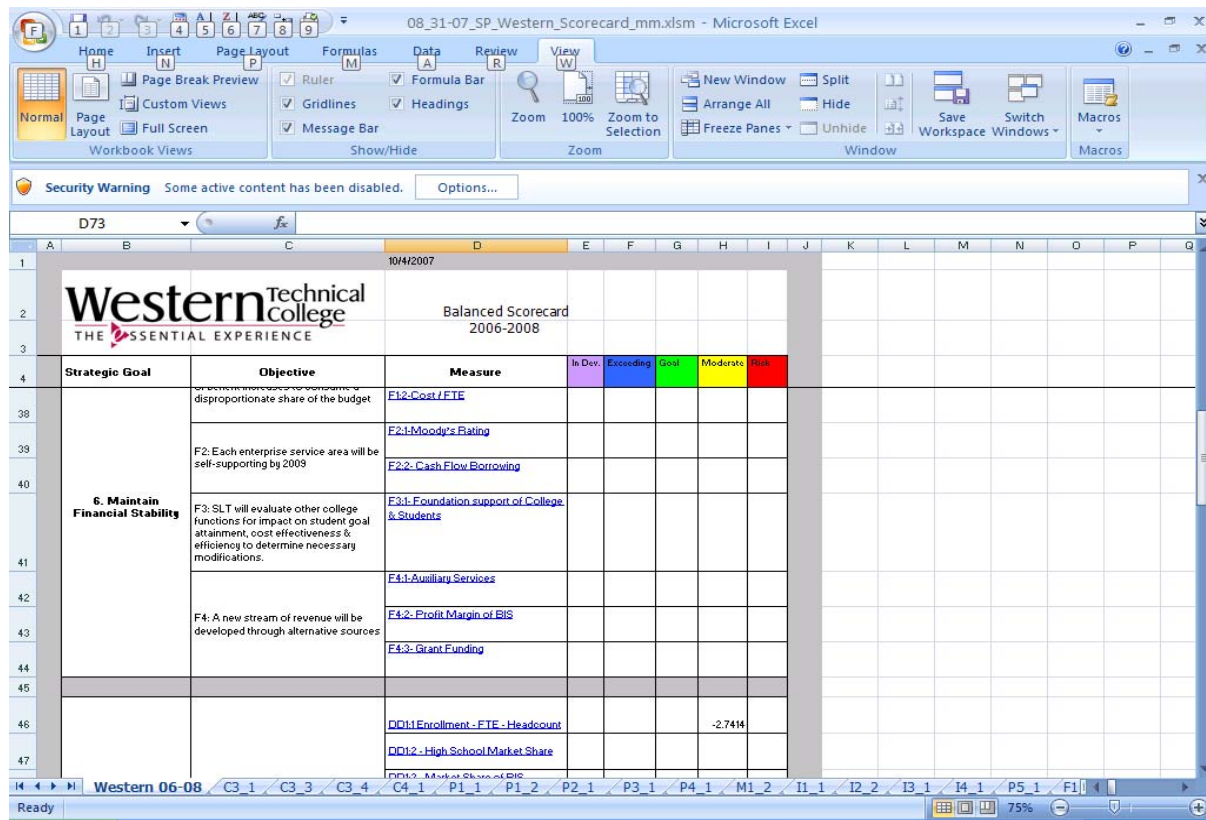
Source: H:\Strategic Effectiveness\College Scorecard\SC_MostCurrentVersion, 2007

In addition to Western's College Scorecard, the WTCS introduced a program scorecard in May 2003 (Figure 7-6). This scorecard enables program-to-program comparison across the WTCS and provides a mechanism that supports state and federal funding accountability efforts. Western recognizes that the WTCS and the College have needs for different measures and is working on the integration of the Western Scorecard and the state's program-specific scorecard. Scorecards for other areas of the College including Student Services and Health and Public Safety are in pilot stages.

Figure 7-6 Program Scorecard

Fiscal Year: 2006

Western Technical College
Educational Program Evaluation
10-101-1 ACCOUNTING

Indicator Type	Indicator Name	Threshold	Target	Actual
STATE LEVEL	C200-Course Completion	57.94	76.11	68.75
	C400-Special Populations Course Completion	53.27	74.04	68.9
	C600-Minority Course Completion	42.27	70.72	63.16
	F200-Second Year Retention	50.97	66.43	53.96
	F400-Third Year Retention	32.94	56.37	45.53
	F600-Third Year Graduation	16.41	39.77	18.7
	F800-Fifth Year Graduation	19.02	42.65	34.82
	I300-Job Placement - All Employment	80.42	100	100
	I600-Job Placement - Related Employment	54.77	84.45	81.82

Source: WTCS Cognos Report, accessed October 2007

Processes

7P1 Selecting, Managing and Using Information and Data

Western selects, manages, and uses information and data based on accreditation requirements, Federal reporting requirements, state reporting requirements, WTCS recommendations/requirements, College-defined requirements related to strategic goals and objectives, and program specific requirements related to program accreditation or program level goals and objectives. The Strategic Plan and the College Scorecard provide the framework for the selection of data and information. Western's primary focus is Student Goal Attainment and the following decision drivers are considered in the measurement of performance as it relates to student learning:

- Enrollment – Do we get them?
- Retention – Do we keep them?
- Learning – Do they learn?
- Satisfaction – Are they satisfied?

Achievement of strategic priorities (goals and objectives) and actions is monitored at the College, division, and department levels as part of the Annual Program and Services, Budget, and Facilities Planning Process. 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.

As part of the Quality Review Process 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.

7P2 Determining Data Needs for Departments and Units

While Western has made solid progress with its College Scorecard and the use of the Program Scorecards, it does not yet have a formalized college-wide process for identifying and prioritizing data needs at the department/unit level. In addition to the data that is collected for various Federal, State and WTCS reports and scorecards, Computer Services, quality improvement, and research staff receive requests for information and data on a daily basis. Requests are currently being tracked and a method for prioritization is being discussed. In addition to the requests that come in from across the college, Computer Services is proactive in meeting with staff across the College to ascertain data needs. An Information Coordination Team meets regularly to discuss data needs and accessibility. One of its major areas of focus is creating a process for identifying and prioritizing data and information requests.

7P3 Determining Needs and Priorities for Comparative Information

Western recognizes the need for comparative information and is in the process of identifying opportunities to benchmark outside the organization and outside the education industry. Western is strong in its use of comparative data with other two-year institutions. Figure 7-7 is a partial list of comparative data sources.

Western seeks key comparative data and information to ensure effectiveness related to its strategic goals and objectives. Western uses four types of comparative data: (1) internal, (2) state educational such as the Wisconsin Technical College System mean and best, (3) national educational such as AQIP, PACE, Noel-Levitz, U.S. Department of Education Adult Education and Family Literacy indicators, and (4) national outside education.

Figure 7-7 Comparative Data Sources

Type of Information/Indicators	Source of Comparative Information
Student satisfaction	Noel-Levitz Student Satisfaction Survey
Employee satisfaction	PACE Climate Survey
Financial stability	Moody's rating WTCS
Student goal attainment/success	U.S. Department of Adult Education and Family Literacy WTCS Perkins AQIP, Baldrige, CQIN colleges Licensing agencies
Competitive advantage – market share	WTCS
Program efficiency/effectiveness	WTCS

Internal data is trended to demonstrate progression toward achievement of key performance measures. State comparative performance indicators from the Wisconsin Technical College System are used to demonstrate how the College is doing relative to its fifteen sister colleges. National comparatives such as licensure exams and surveys demonstrate Western's performance relative to other institutions of higher education. Finally, national comparatives outside education help the organization determine effectiveness of organizational initiatives or processes.

The methods and criteria used to select sources of comparative information vary depending upon the performance measure and the availability of comparative information. Western selects tools for measuring effectiveness based on the availability of comparative; as is the case with the use of the Noel-Levitz Student Satisfaction Survey and the PACE Climate Survey.

7P4 Institutional Analysis of Data

Western analyzes overall performance of the institution on both an on-going and annual basis through the use of its scorecards and static and dynamic reports. It has recently redesigned its team structure to facilitate the sharing of information. 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 established where possible.
- Senior leaders assess overall performance of the strategic goals and objectives on a weekly basis.
- The District Board receives a monthly update related to Western's key decision drivers: Enrollment, Retention, Learning, Satisfaction.
- Management Forum, Academic Leadership Team, Extended Campus Administrators, Learning Council meet on a monthly basis and discusses organizational performance.
- Program heads meet two times per year.
- Divisions host department meetings two times per year and discuss organizational results and impact on organizational performance.
- Programs receive an updated scorecard on an annual basis.
- The president shares College performance information in his State of the College address at College Day held at the beginning of the fall and spring semesters.

The results of most key measures are available on Western's intranet. The results of information analysis are incorporated into the annual planning process in the fall and form the basis for development of the Strategic Plan.

7P5 Alignment of Department and Unit Information Analysis

Western has designed and is implementing a College-wide scorecard that provides the ability to look at data and information at the institutional/strategic objective level and to drill down to the

program/unit level, course level, and student level. The data collection, storage and retrieval systems at the College and at the WTCS provide reports that allow for a unit or department to segment information according to its needs. For example, the College may be interested in understanding its progress towards Student Goal Attainment. It may select an indicator such as semester-to-semester retention rates to analyze. The College can conduct analysis by looking at reports that are accessible to all employees. Semester-to-semester retention rates can be analyzed from the College level, instructional division level, or program level. Data can be further segmented by course, student population, instructor, term, and delivery methods.

7P6 Ensuring Effectiveness of Information Systems

Western ensures the effectiveness of its management information system(s) and related processes through analysis of the indicators identified and described in Figure 7-8. The Director of Computer and Telecommunication Services, together with the Information Systems Management Team and Instructional Delivery Team, collaborate to ensure that hardware and software are reliable and user friendly. In 1997 Western created and implemented a Computer Utility Plan, that replaces all PCs on a three-year replacement cycle. This was recently changed to a four year cycle, and the utility concept now includes all computers, networking equipment, and video/audio visual equipment for the District.

Western's network is upgraded on a regular basis to maintain a reliable system for all users through the following mechanisms:
- Use of standardized software and hardware to enhance user satisfaction when teaching or working at any of the campus locations
- Monitoring of operational hardware system performance
- Timely staff and faculty training on how to use new hardware and software applications
- Use of web-based incident reporting and tracking
- Use of a "help desk" team made up of several technical staff has reduced help request time and increased efficiency in problem resolution
- Monitoring of the College network performance - wire.westerntc.edu and our public website - www.westerntc.edu to determine peak use times and web pages accessed along with user numbers, platforms, and locations

Figure 7-8 describes the depth of the processes in place to ensure that information systems and related processes are reliable, confidential and secure.

Figure 7-8 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 and Password for each system	User account management, FERPA, HIPA
Standardization	Standard hardware platform Central purchasing	Software compatibility review Standard operating system and applications
Security	User authentication Application access	Single authentication point Automatic updates- Op system and virus

7P7 Measures of Effectiveness

Areas of effectiveness that are measured are described in Figure 7-8. Examples of some of these include:

- Standardization process – impact on support costs
- Students registering on the web/self-service site
- Academic computer labs student visits (hourly, daily, weekly, monthly, annually)
- Computer replacements through the utility program
- Computer work orders by month, year, division, etc.
- Open work orders by request date
- Total completed computer work orders by department
- Student satisfaction/evaluation survey results for academic computing labs

Results

7R1 Meeting Institution's Needs

Figure 7R1-1 captures a snapshot of the Information Networking Media Services scorecard which tracks the results for many areas related to information systems. Western has not yet identified a formal process for collecting information related to internal satisfaction with data collection, analysis, and use. Anecdotal evidence indicates that Western has an opportunity to improve in this area. Feedback indicates that data is not user-friendly.

Figure 7R1-1 INMS Scorecard Snapshot

Western Technical College	INMS - 2008 Scorecard											
Strategic Goal	**Key Measure**	**Exceeding Goal**			**Goal**	**Moderate**			**Risk**			
		10	9	8	7	6	5	4	3	2	1	
Improve College Effectiveness and Efficiency - Information Networking Media Services	**Standardizing Technology across the district.**				■(green)							
	Standardizing Software applications across the district.					■(yellow)						
	Consolidating Procedures and Processes					■(yellow)						
	Library Lab Attendance		90%		60%	50%	40%	35%	30%	25%	10%	
	Computer Utility Replacements / Year		■(blue)									
	Work calls to support ITV Classrooms				■(green)							
	ROI on Computer Utility		40%		35%		30%			15%		
	Web Registrations		80%		75%	60%	50%			28%		

Gray represents starting level.

7R2 Comparative Information

Western uses comparative information as follows:
- Quarterly meetings with WTCS IT Directors allow for verbal and documented comparison of technology use
- Western hosts several WTCS email lists where regular collaboration is communicated on any issues that can effect sister schools across the state
- Monthly breakfast meetings with local IT non-educational leaders to discuss current IT issues
- WTCS Purchasing Consortium – standard software packages and purchasing across the state

Improvement

7I1 Improving Current Processes

Western is in the process of flowing out all of its research processes, surveys and client reporting processes. Input from various teams throughout the College is being collected to identify and prioritize the type of information that is needed on a regular basis. External sources are being considered – such as the use of the Community College Survey of Student Engagement and a Gap Analysis from CCBenefits. Continued development of the College scorecard and division/unit level scorecards is a priority.

Western also attends quarterly WTCS IT meetings to discuss best practices, lowering costs, bulk purchases and policy. Western is regularly adding automated processes at each workstation system start (boot up) to perform across the network, system updates (virus and operating systems), and general house-cleaning routines such as removal of unneeded files. Beginning in the first quarter of 2008, Voice (phone) services will merge with data and video as Western combines its phone services with Voice/IP across the district. Unified messaging will be implemented to join the email/voice servicers into one system.

7I2 Setting Targets

Western sets targets in INMS as illustrated in 7R1-1. In addition, Western's strategic plan includes targets related to data/information sharing. Results and targets are communicated to stakeholders via the INMS scorecard.

AQIP Criterion Eight: Planning Continuous Improvement

Context for Analysis

8C1 Vision

Western's vision, "to be a collaborative, innovative educational leader in the community," provides the context for setting the strategic direction. To achieve the vision, Western will address these strategic challenges:
- Provide a high quality technical education with limited resources
- Align resources and services to support ever-changing needs and expectations of diverse student segments
- Align resources and services to support developmental needs of students
- Anticipate ever-changing needs and expectations of stakeholders

8C2 Institution's Short-term and Long-term Strategies

Western's mission, "committed to excellence in learning, continuous improvement, student success, employer satisfaction, and responsiveness to the Western District," provides the context for planning and continuous improvement.

Processes

8P1 Planning Process

Western's Strategic Planning Process (Figure 8-1) is dynamic and guides the College's program and services, budget, and facilities planning for a five-year cycle. This planning process enhances the College to establish strategic priorities, address student and stakeholder needs, enhance performance relative to competitors, and enhance overall performance. All aspects of the planning process are intended to enhance the College's ability to be responsive to the needs of the District.

Strategic goals and objectives are identified for a five-year time frame and revisited on an annual basis – in order to be responsive and provide focus for developing strategic plans for key operational areas: facilities, technology, instruction, marketing, and student services (Figure 8-2). An integral part of the strategic planning process is alignment of strategic challenges with strategic goals and objectives. This alignment process assures that goals and objectives are moving the College forward with respect to the mission and vision to meet student and stakeholder needs and to stay competitive in the higher education environment.

Western's mission, strategic challenges, strategic goals and objectives, key actions, performance measures, and targets are integrated into the strategic plan (Figure 8-3).

Western's annual program and services, budget, and facilities planning process (Figure 8-4) guides the yearly development of major division and unit-level action plans that include performance measures, resource needs, and budget implications. These annual plans guide the development of the subsequent year's budget.

District Board members, senior leaders, administrators, faculty, and staff are all involved in this process throughout the various stages of planning and budget development. The Business and Operations Team under the guidance of the Senior Leadership Team provides the primary leadership for budget-related decisions that must be made as the subsequent year's budget is

developed. This on-going budget dialogue and decision making related to the division and unit-level action plans connects the planning and budgeting processes. Decisions are made based on a set of criteria, questions Western needs to ask each time a budget request comes forward beginning with "Does this align with Western's strategic plan, related unit master plan and performance excellence criteria?"

Figure 8-1 Strategic Planning Process Five-Year Cycle
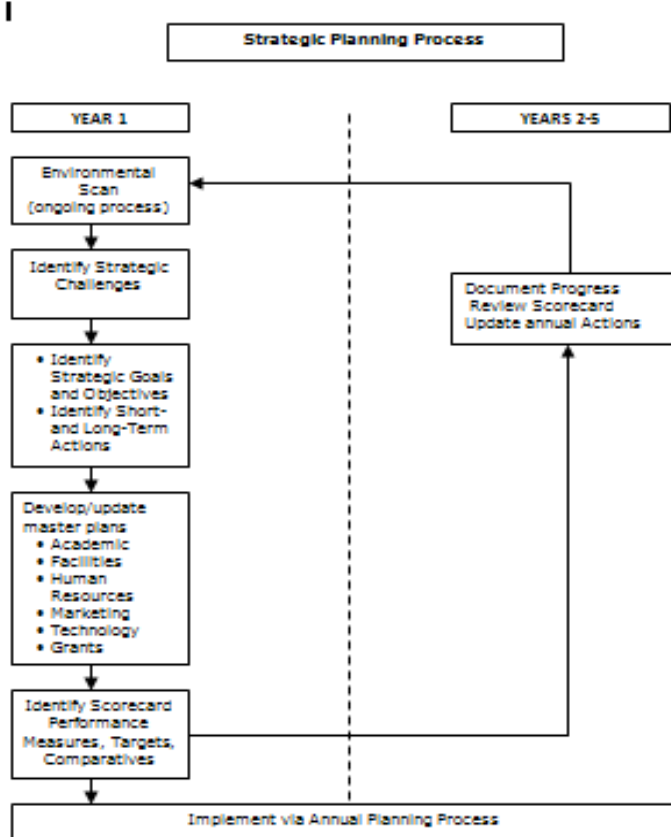
8P2 Selecting Short-term and Long-term Strategies

Western selects its strategic goals and objectives and related short- and long-term actions by responding to the strategic challenges that impact the College. Trend analysis of the key factors identified in Figure 8-5 has resulted in the identification of key strategic challenges. Addressing conflicting expectations of key stakeholders has been a challenge for Western. Because the College believes so strongly in its role to serve the student, employers, and the community, Western has had to practice diligence in not trying to be all things to all people.

With increasing limitations on resources, the College has reorganized its steering team structure as illustrated in Figure 5-2. A primary driver of this reorganization is to have senior leadership focus more on strategic planning and strategic decision-making to better reconcile stakeholder needs with resources. Western's culture is changing – and this is evident through the on-going efforts to make sure that short-term and long-term strategies fit with the College's mission, vision, and values.

8P3 Developing Key Action Plans to Support Institutional Strategies

The annual program and services planning process is driven by the College's strategic plan and unit master plans (Figure 8-2). The process to develop strategies/tactics begins at the closest point of impact – the programs. The process then moves up through the college.

- Instructors or staff begin by completing annual planning spreadsheet documents which allow them to list up to four no cost actions and four actions that require a budget allotment. The format requires the program/service staff to include:
  - Action description
  - Performance measures
  - Alignment with at least one strategic goal
  - Capital expense detail
  - Operational expense detail
  - Possible alternative funding source
- Division and department managers then add in actions which impact the entire division or department. Managers and instructors or staff will then meet to discuss overall priorities.
- All actions at the division or department level that are no cost can be approved at the division or department level. Those actions requiring new dollars are rolled into the next level of decision making.
- All division or department actions requiring new dollars are rolled into a summary spreadsheet where the unit managers and the assigned Vice President determine the priority requests for that unit.
- Each unit then brings forward their top priorities to the Business and Operations Team to go through the budget deliberation process. This team has cross representation of units as well as levels of staffing represented.
- Once the final budget decisions have been made that information will be fed back to the unit, department or division and ultimately to instructors or staff for implementation.

Figure 8-2 Strategic Priorities Planning Components

Planning Component	Key Participants	Planning Timeline	Long-range Action Plans
Strategic Planning	District Board; Senior Leadership Team; Steering Teams, Management Forum, college-at-large	5 years (annual review of actions)	Strategic Plan
Facilities Planning	Business and Operations Team	10 years/3years/1year Western has a 10 year plan and annually submits to WTCS an updated three year plan – any project not listed in the three year plan will not be considered by WTCS	Facilities Master Plan
Technology Planning	Information Systems Oversight Committee	3-5 years	Technology Master Plan
Academic Planning	Academic Leadership Team	3-5 years	Academic Master Plan (In Progress)
Market Planning	VP of Student Services and Public Relations Team	3-5 years	Marketing Master Plan
Human Resource Planning	HR staff, VP of Finance and project team	3-5 years	Human Resources Master Plan (In strategic plan for 2008-09)
Grants planning	Director of Special Services, Grants staff, and project team	3-5 years	Grants Master Plan (In strategic plan for 2008-09)

Operational dollars are allocated as part of the budget development process. Capital equipment requests are funded separately and are allocated to units based on need and/or an internal formula allocation. As part of the planning process, the Grants Office works closely with major divisions/units to identify new and/or emerging initiatives that might be supported by grant dollars.

Funding sources are a key factor that significantly impacts Western's action plan development and deployment. Because of changes in state funding for the WTCS, Western strives to be as efficient as possible in the use of resources.

Performance measures for the College-level strategic goal, objectives, actions and decision drivers provide the framework for the Western Scorecard (Figure 7-5) and the basis for organizational performance review. Tracking college progress and making corrections through the planning process is achieved through Western's District Board and the steering team structure which consists of the Senior Leadership Team, the Business and Operations Team, the Academic Leadership Team and the Policy and Legislative Team. Tracking of progress for annual actions is completed on the unit, department/division levels.

Progress is communicated to staff via electronic reports on the intranet, College Day presentations, President Information Flow communications, Management Forum Meetings, and all-subscriber emails.

8P4 Coordinating and Aligning at All Levels

Aligning planning processes with overall institutional strategies occurs at the department and unit level through the development of short- and longer-term action plans. The alignment of these action plans with the strategic priorities and related performance measures ensures consistent deployment throughout the College. It also ensures that faculty, staff, and administrators are working together to help achieve our overall strategic priorities.

8P5 Selecting Measures

Western selects measures and sets performance projections for institutional strategies and action plans partially through the common measures identified by the Wisconsin Technical College System and measures identified specifically to address progress related to the strategic goals and objectives. Western looks at benchmarks from other higher educational institutions and CQIN and AQIP partners.

8P6 Accounting for Resources

As part of the planning process, Western identifies resource needs (i.e., staff, financial, facilities, technology, and equipment) through budget development at the unit and department level. This information is used to create an overall College budget for the upcoming year that is prioritized based upon College needs.

8P7 Developing People Capabilities

Western ensures that faculty, staff, and administrator capabilities will be developed and nurtured to address requirements regarding changing institutional strategies and action plans by aligning human resource plans with the strategic plan, Employee Success Plans, and employee education and training needs. Individual unit training throughout the year and offerings during all-college professional development days are processes used to meet the training needs for all employee groups.

8P8 Measures of Effectiveness of Continuous Improvement System

The measures of the effectiveness of systems for planning continuous improvement that are collected and analyzed include:

- AQIP Systems Portfolio Appraisal Feedback
- Action Projects Feedback
- QRP Improvement Plan Feedback (from WTCS)

- Current Baldrige Application Process

Figure 8-3 Example of Strategic Objective in Western' Strategic Plan

Western Technical College Strategic Plan			
Goal #1 Increase Student Goal Attainment			
Strategic Objective	**2007-2008 Actions**	**2008 & Beyond Actions**	**Measurement Methods will include:**
1.1 The infrastructure to manage and support Western's core business starting with recruitment and ending with Student Goal Attainment will be advanced.	1.1a Establish a prospects/leads process through the use of PS software 1.1b Identify method to collect student intent and track goal attainment 1.1c Pilot an Academic Advising model which expands the role of instructor advising for continuing students 1.1d Establish program entrance requirements as well as cut scores 1.1e Offer prepared learner coursework as an option for students covering the areas of Math, Reading, and Natural Science and determine cut scores 1.1f Develop first year experience plan	- Implement a turbo admit process - Implement a method to measure student intent and goal attainment - Expand instructional academic advising model college-wide - Establish a process for personal education plans for at risk students - Increase early intervention counseling services - Create and implement a comprehensive learning assessment model - Increase the percentage of students who attend new student orientation - Increase the number of faculty using interactive teaching methods	- Retention rates - Graduation rates - Course completion rates - Job placement rates - Project completion - Prospects - Advising model - Program entrance requirements - Prepared leaner coursework - First year experience model

Figure 8-4 Annual Program and Services, Budget, and Facilities Planning Process
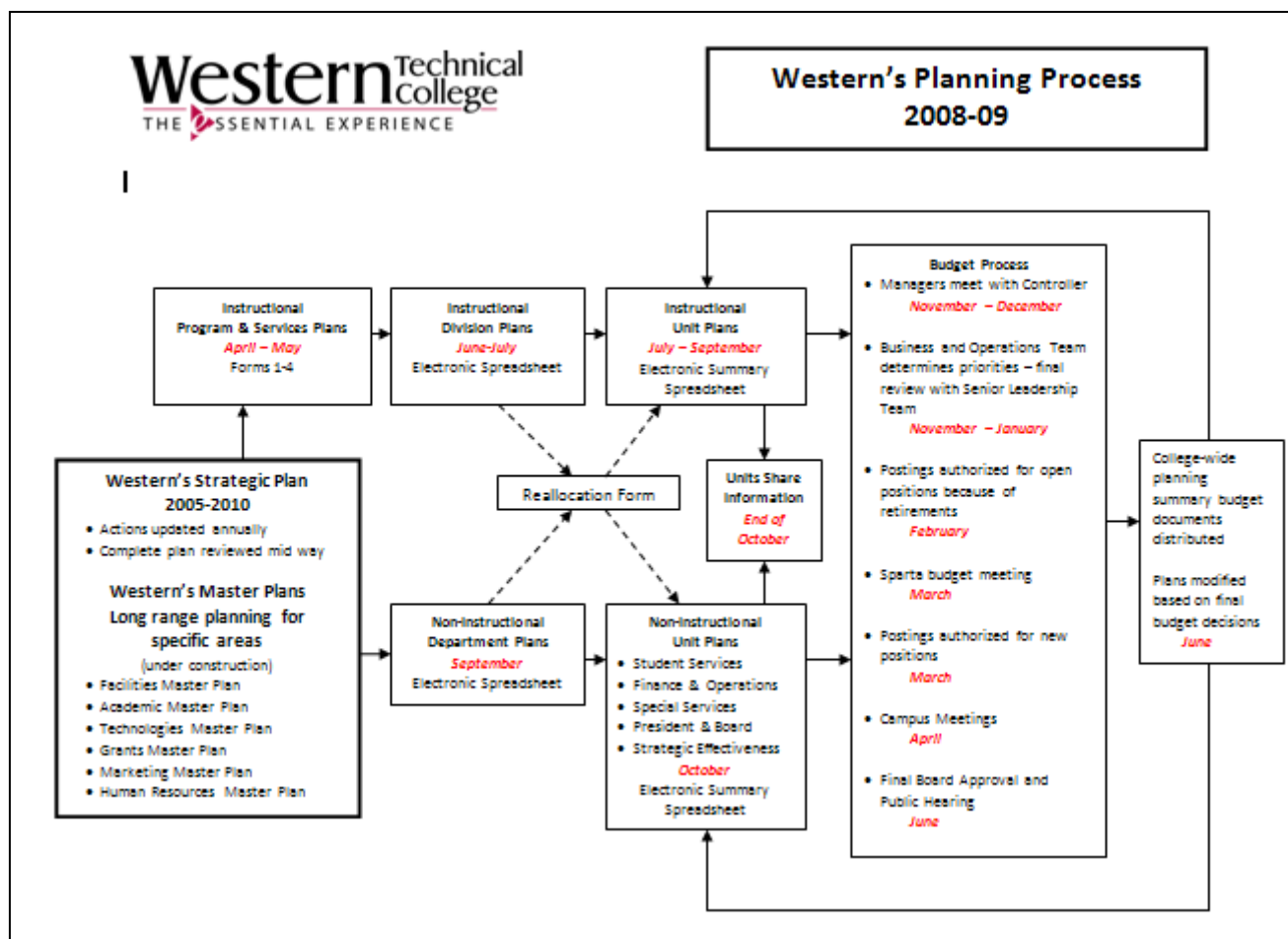
Figure 8-5 Key Factor Analysis

Key Factors	Sources for Gathering Relevant Information	Analysis Team
Funding Sources	State Budget	District Board Senior Leadership Team (SLT) Business and Operations Team (BOT)
Current Students	Student Opinion Survey	SLT Student Service Unit Teams Academic Leadership Council (ALC) Program Teams
Future Students	Focus Groups High School Dialogue Sessions Market Research	SLT ALC Program Teams Student Service Unit Teams
Current Stakeholders	Employer Survey Advisory Committee Feedback	ALC Student Service Unit Teams Program Teams
Future Stakeholders	Needs Assessments Market Research Environmental Scans	ALC Student Service Unit Teams Program Teams College Relations Unit Team

Key Factors	Sources for Gathering Relevant Information	Analysis Team
External Factors—e.g. Partner's Strengths/Weaknesses; Competitive Environment; Comparable Schools	Wisconsin Forward Award Application HLC—AQIP Process Climate Survey Employer Survey Student Satisfaction Survey	ALC District Board New Directions Team Student Service Unit Teams Program Teams
Technological Changes	Market Research National Conferences Trade Journals	Instructional Technology Team Information Systems Management Team Program Teams
Student Learning and Development	Licensure Exams Student Learning Outcomes Assessment	ALC Assessment Team Program Teams District Board Policy and Instruction Team
College Strengths and Weaknesses	Wisconsin Forward Award Application HLC—AQIP Process Climate Survey Employer Survey Student Satisfaction Survey	SLT ALC Program Teams Student Service Unit Teams District Board
Ethical, Societal, Budgetary, and Other Potential Risks	ADA Reports OSHA Reports NACUBO Report WTCS State Reports	BOT PLT ALC Student Services Unit Team Program Teams District Board Planning, Budget, and Audit Team Diversity Team
Community Economic Vitality	Information supplied by 7 Rivers Region Technology Alliance (Economic Summit, Higher Education Council) and local Chambers of Commerce	SLT District Board BOT PLT

Results

8R1 Results for Accomplishing Institutional Strategies and Action Plans

Figure 8-3 provides an example of a strategic objective and the types of results that are/will be collected. These results are located in various criterion sections throughout the Systems Portfolio.

8R2 Projections for Performance

Western is in the early stages of establishing performance projections for key measures related to strategic goals, objectives, and action plans. These performance projections are influenced by a variety of demographic, environmental, and socio-economic factors. Internal and external trends are considered when initial five-year projections are set. These projections are revisited on an annual basis.

8R3 Comparison

Western uses four types of comparative data: internal, state educational, national educational, and national outside education that are indicated with various results presented throughout the portfolio. Overall, Western's performance compares favorably with those of higher education institutions. A sample list of comparative performance measures is shown in Figure 7-7.

8R4 Evidence of System Effectiveness

Western uses feedback from externally reviewed organizational assessments to help improve as an organization. Figure 8R-1 identifies the scoring bands for two state quality award applications and Malcolm Baldrige National Quality Award application. Western is in the process of submitting an additional Malcolm Baldrige National Quality Award application.

Figure 8R1-1 Malcolm Baldrige National Quality Award and Wisconsin Forward Quality Award Feedback

Category	Possible Points	2001 WFA % Band	2001 WFA Points	2002 WFA % Band	2002 WFA Points	2002 Baldrige % Band	2002 Baldrige Points
			Site Visit		Site Visit		Consensus
1 - Leadership	120	60-70% 72	-84	50-60% 60	-72	30-40%	36-48
2 - Planning	85	50-60% 43	-51	50-60% 43	-51	30-40%	26-34
3 - Student, Stakeholder, & Market Focus	85	50-60% 43	-51	50-60% 43	-51	30-40%	26-34
4 - Information & Analysis	90	40-50% 36	-45	40-50% 36	-45	50-60%	45-54
5 - Faculty & Staff Focus	85	60-70% 51	-63	40-50% 34	-43	30-40%	26-34
6 - Process Management	85	50-60% 43	-51	40-50% 34	-43	50-60%	43-51
7 - Organizational Results	450	30-40% 13	5-180	40-50% 18	0-225	30-40%	135-180
Total	1000	Band 4 451-550	423-525	Band 4 451-550	430-530	Band 3 351-450 3	37-391

Source: Continuous Improvement

Improvement

8I1 Improving Current Processes and Systems

Western improves its current processes and systems for planning continuous improvement by analyzing feedback from AQIP Action Projects and Systems Appraisals, by soliciting informal feedback from College employees about the effectiveness of the planning process, and by trending results of the modified PACE Climate Survey in the areas of organizational structure and work design.

8I2 Improvement Priorities

Western communicates results to students, faculty, staff, administrators, and appropriate stakeholders as a regular part of the communication system described in Figure 5-1.

Western has identified the following improvement priorities related to Criterion 8:
- Complete an environmental scan/market research and study of trends
- Fully develop an academic master plan to drive instructional planning and decision-making
- Develop a human resource master plan
- Develop a QRP model for all of Western's services
- Continue the development and integration of the College-wide, division/unit, and program level scorecards

- Revisit the College mission, vision and values
- Develop a consistent and comprehensive internal communication process

AQIP Criterion Nine: Building Collaborative Relationships

Context for Analysis

9C1 Key Collaborative Relationships

The key collaborative relationships that support Helping Students Learn (Criterion 1) are described in Figure 9-1. These relationships provide unique opportunities for collaboration, partnerships, and relationship enhancement.

Figure 9-1 Key Collaborative Relationships

Collaborative Relationships	Examples	Purpose and Nature of Relationship
Educational Relationships	CESA 4 (Community Education Service Agency)	Collaboration with post-secondary institutions to assist grades 7-12 partners (existing)
	University of Wisconsin-Stout	Program transfer of graduates; partner in continuous quality initiatives and training (i.e. joint WFA application writing seminar training to organizations throughout the state) *(existing and receiver)*
	Higher Education Partners (Viterbo University, University of Wisconsin – La Crosse, Winona State University)	Course and program transfer for students *(existing and receiver)*
	Northwest Wisconsin Manufacturing Outreach Center (NWMOC)	Joint technical assistance to area businesses *(outsource)*
Consortia	La Crosse Medical Health Science Consortium, Inc.	Joint health-care educational training consortium *(community support)*
	WTC PeopleSoft Consortium WTCS SW PeopleSoft Consortium	Technology upgrading *(existing)*
	TechConnect	Electronic job placement resource developed at Western and offered through WTCS *(community support)*
Regional/ Community	7 Rivers Region Technology Business Alliance	Enhance economic well-being of the region *(emerging and community support)*
	Greater La Crosse/Winona Collaboration	Promote regional collaboration in health care, education, and the economy *(emerging)*
	City of La Crosse and other cities within the District	Enhance economic well-being of the region *(existing and community support)*
	Chamber of Commerce	Community support *(existing and community support)*
	Workforce Development Board/Job Center	Enhance economic well-being of the region
	Servant Leadership Learning Community	Enhance leadership techniques in region
Labor	Local 3605 Wisconsin Federation of Teachers and Local 695 Teamsters	Promote collaborative working relationship regarding wages, benefits, and working conditions for faculty and staff through collective bargaining *(existing)*
Accreditation	Higher Learning Commission (AQIP) Specialized program accreditation bodies	Institutional accreditation *(existing)* Validation/recognition *(existing)*
Non-Profit Agencies	Wisconsin Forward Award, Inc.	Partner in promoting continuous quality initiatives throughout the state *(existing)*
	Community Organizations	Volunteerism and fund raising *(community support)*
State	Wisconsin Job Service	Collaborative employment training *(community support)*
	Statewide Marketing	Collaborative marketing efforts
	Districts' Mutual Insurance	Consortium designed to secure cost-savings
National	CQIN (Continuous Quality Improvement Network)	Consortium designed to promote continuous improvement within community/technical colleges *(existing)*
Donors	Alumni Association and community	Provide financial support *(emerging)*
Foundation	Western Foundation, Inc.	Provide professional development funding support for staff and scholarships to students *(existing)*

Suppliers	Local K-12 School Districts	Supplier of potential students *(feeder)*
	Per Mar Security	Provide campus security services *(outsource)*
	ManPower and Olsten Staffing	Temporary employment suppliers *(outsource)*
	Riverfront, Inc. (non-profit)	Employment supplier (developmentally disabled adults)

9C2 Reinforcing Institutional Mission

These collaborative relationships support Western's *vision* as a "collaborative, innovative educational leader in the community" and one of Western's *values*, "partnerships that are important to the community's economic vitality and quality of life". Partnerships are one of the key factors analyzed as part of the planning process (Figure 8-5).

Processes

9P1 Creating, Prioritizing and Building Relationships

Western creates, prioritizes, and builds relationships by pursuing partnerships that provide opportunities for innovation with business and industry, the community, and other higher education organizations. Western is viewed as a leader in building and maintaining relationships within the community and our higher education partners. This strong presence in the community is evidenced by the La Crosse Medical Health Science Consortium, Inc. created in the fall of 1993. This nationally recognized model represents an alliance among five partners: Western Technical College, University of Wisconsin—La Crosse, Viterbo University, Franciscan Skemp Healthcare/Mayo Health System, and Gundersen Lutheran Medical Center. This alliance has fostered regional economic development and enhances western Wisconsin primary care; strengthens medical health science education; and solidifies interactive research initiatives in the clinical sciences.

Western also builds and maintains relationships with higher education institutions through program articulation and degree transfer initiatives. Students have the option of transferring to various post-secondary colleges through program-to-program, degree completion, or UW-System-WTCS multi-institutional agreements. Examples include course articulation with local area post-secondary universities in various program areas. The post-secondary program articulation agreements (2+2 agreements) that lead to bachelor's degrees with various colleges and universities are identified in Figure 9R-6. Numerous colleges and universities also accept individual course credits.

Western builds and maintains relationships with K-12 districts in a number of formal and informal ways to increase the supply of incoming students. These methods include articulation meetings, Tech Camp, Camp W, Career Fairs, Technology Expo, Student Shadow Days, campus tours, and Youth Options. Through articulation efforts discussed in Criterion 2, credits are granted to incoming students for Advanced Standing Credit, Youth Options or Contracted Funded Courses for Transcripted Credit, Youth Apprenticeship and Certified skilled Co-Op Programs, Credit-by-Examination, and Advanced Placement exams.

Students transferring from other post-secondary institutions to Western may use past educational experience to fulfill six elective credits as well as transfer all appropriately matched general education, occupation-specific, and/or supportive courses. "Credit for Prior Learning" is recognized within the WTCS to provide appropriate credit for appropriate life experiences.
 Western also partners with Northwest Wisconsin Manufacturing Outreach Center (NWMOC) to provide technical assistance to area manufacturing businesses. Another partnership example is the 7 Rivers Region Technology Business Alliance that was launched in 2000 as a strategic not-for-profit partnership between education, industry, and government. Western is a core member of this partnership that was motivated by the perspective that information technology has emerged to the point that it could have an increasingly vital role in the regional economy and quality of life. In 2001 the College partnered with the local Mass Transit Utility to offer free student bus passes to alleviate parking congestion at the main campus.

Western takes a proactive approach to seeking out partnerships and collaborative efforts that will enhance the community and also provide opportunities for staff and students to contribute positively to the greater good. Western demonstrates its public responsibility and citizenship role by encouraging employees to be active members of local community groups. Many of Western's employees serve on local school boards, participate in United Way, Rotary, Lions, and other community service activities. Students are encouraged through their clubs, organizations, and through service learning to provide community service work. Student clubs donate time to community activities including Children's Miracle Network, National Alliance for the Mentally Ill, Habitat for Humanity, United Cerebral Palsy Telethon, New Horizons Women's and Family Shelter, and Rotary Lights.

9P2 Meeting the Needs

Western ensures that the varying needs of the groups involved in these relationships are being met through (1) letters of agreement or memorandums of understanding that describe the nature of partnerships, (2) informal feedback that is obtained through ongoing dialogue with the various partners, (3) creation of steering teams to guide the relationships (4) Plan, Do, Study, Act approach at established intervals in the relationship, (4) Western's leadership role in educational and community activities, and (5) Western's initiative and/or invitation to continue partnering in activities that benefit the region. In addition, Western determines the satisfaction of higher education partners and K-12 suppliers through articulation efforts at both levels.

9P3 Creating and Building Relationships within the Institution

Since 1976 Western has created and built a long-standing relationship internally with Local 3605, the bargaining unit of the American Federation of Teachers for faculty, NTP, and PSRP employee groups. Since 1998 Western has been collaborating with the Teamsters Local 695 who represent the custodial group.

Western ensures integration and communication with Local 3605 by having a representative from both the faculty/NTP and PSRP groups participate in steering committee meetings. Most recently, the Vice President of Instruction has established a forum (Learning Council) where faculty can share best practices, address faculty concerns, and provide a faculty voice in areas such as strategic planning and quality improvement. Western's President is active in campus activities that involve all employees and has an "open door" policy.

9P4 Measures of Building Collaborative Relationships

Western uses the following measures to determine our effectiveness in building collaborative relationships:

- Western/NWMOC partnership activities
- Western's customized training activities
- Socio-economic impact of the College
- United Way Campaign contributions
- High school graduates market share
- Employee perception of climate
- Post-secondary student transfer within Wisconsin
- Post-secondary program articulation and degree transfer agreements

Results

9R1 Results in Building Key Collaborative Relationships

Western's results for building key collaborative relationships can be found throughout the portfolio as follows:

Figure 9R-1

Relationship	Measure	Figure
Western/NWMOC partnership	Customer satisfaction	3R4-4
Western's customized training activities	Revenue generation and business impact	2R1-2, 3R4-3
United Way	Campaign contributions	9R-3
High Schools	Graduate market share	3R4, 5, 6
Employees	Perception of climate (PACE), effectiveness of communication	4R3-1, 5R-1, 2, 3, 4, 5,
Post-secondary institutions	Post-secondary transfer within Wisconsin, post-secondary program articulation and degree transfer agreements	9R-4, 5
Community	Socio-economic impact, service learning activities, percent of residents enrolled at Western	9R-2, 2R-11, 12, and 13, 3R-7
Foundation	Foundation scholarships	6R1-2

The Wisconsin Technical College System contracted with a third party (CCBenefits) to determine the socio-economic impact (Figure 9R-2) generated by each technical college. In addition to Western's contribution to local job and income formation and taxpayer return on investment, two areas of benefits have been tracked: (1) higher earnings captured by exiting students and (2) a broad collection of social benefits. This study supports Western's efforts to enhance the economic well-being of the region.

Figure 9R-2 Socioeconomic Impact of College

Annual Socioeconomic Impacts of Western on the State and Regional Economy	
Higher Earnings	$14,028,414
Absenteeism Savings	$882,720
Medical Cost Savings	$980,939
Incarceration Savings	$203,865
Crime Victim Savings	$65,979
Additional Productivity (fewer incarcerations)	$122,959
Welfare Savings	$359,030
Unemployment Savings	$161,465
Total	$16,805,371

Source: The Socioeconomic Benefits Generated by Western Technical College Report – January 2006

Western encourages employee support of local charities and participates in the United Way Campaign, one of the nation's leading community solutions providers (Figure 9R-3). By encouraging employee participation, Western can focus on the most important needs in the community--building partnerships, forging consensus, and leveraging resources to make a measurable difference.

Figure 9R-3 United Way Employee Contributions

Source: Human Resource Department

Figure 9R-4 reflects the results of Western's post-secondary program articulation and degree transfer efforts to facilitate continued education and training for students who complete courses at the College.

**Figure 9R-4 Post-Secondary Program Articulation and Degree Transfer**

College/University	Program to Program Articulation (2+2) and/or Baccalaureate Degree Completion
Capella University	Bachelor of science degree in various programs in the School of Business and School of Technology
Ferris State	Air Conditioning, Heating and Refrigeration
Franklin University	Bachelor's degree in business administration; computer science; digital communication; human resources management; management; marketing, health care management; public safety management; management information systems; technical management; and new majors as developed.
Lakeland College	Early Childhood Education
Marian University	Nursing
Milwaukee School of Engineering	Electronics; B.S. in Electrical Engineering Technology
Silver Lake College	All AAS degrees
University of Minnesota- Crookston	Bachelor of science in business management; health management; hotel; restaurant and institutional management; and early childhood program management
University of Wisconsin- Eau Claire	Nursing
University of Wisconsin- Green Bay	Nursing
University of Wisconsin- La Crosse	Finance; Accounting; Business Administration-Personnel; General Marketing; Programmer Analyst; Marketing; EET; CET; CLT; Radiography; Network Specialist
University of Wisconsin- Madison	Nursing
University of Wisconsin- Milwaukee	Early Childhood Education; Nursing
University of Wisconsin- Oshkosh	Nursing; Early Childhood Education; Supervisory Management
University of Wisconsin- Parkside	Early Childhood Education
University of Wisconsin- Platteville	Electronics; Programmer Analyst-CIS; Electromechanical Technology; Mechanical Design; Electronic Publishing; Accounting; Finance; Agribusiness/Science Technology; Marketing; Supervisory Management; and Visual Communication
University of Wisconsin-Riverfalls	Agribusiness and Science Technology

University of Wisconsin- Stevens Point	Criminal Justice; Early Childhood Education
University of Wisconsin-Stout	Criminal Justice; Early Childhood Education; Electronics; Finance; Programmer Analyst-CIS; bachelor of science degree in industrial management; Service Management or vocational; technical, and adult education; Bio-med; Clinical Lab Tech; DisAbility Support Specialist; Network Specialist; Marketing
University of Wisconsin-Whitewater	Early Childhood Education; Marketing
Upper Iowa University	Accounting; business and management; general education courses; 60 credits of Associate Degree apply toward a bachelor's degree (offer their classes at the WWTC Viroqua and Mauston extended campuses)
Viterbo University	Criminal Justice; Nursing; bachelor of integrated studies or business administration; accounting; criminal justice, law enforcement; Early childhood education; Human Resources, Business Administration; Instructional Assistant; Computer Support Specialists, Network Specialists; Program Analyst; Marketing; Supervisory Management
Winona State University	Criminal Justice; Nursing; Business Education

Source: Tech Prep Specialist, October 2007

Four-year educational institutions are one of Western's key collaborative relationships. One of the purposes of the WTCS is to provide students with an option to transfer to four-year institutions. Figure 9R-5 represents a steady growth in the number of Western students who transfer to four-year institutions within western Wisconsin and eastern Minnesota.

Figure 9R-5 Post-Secondary Student Transfer
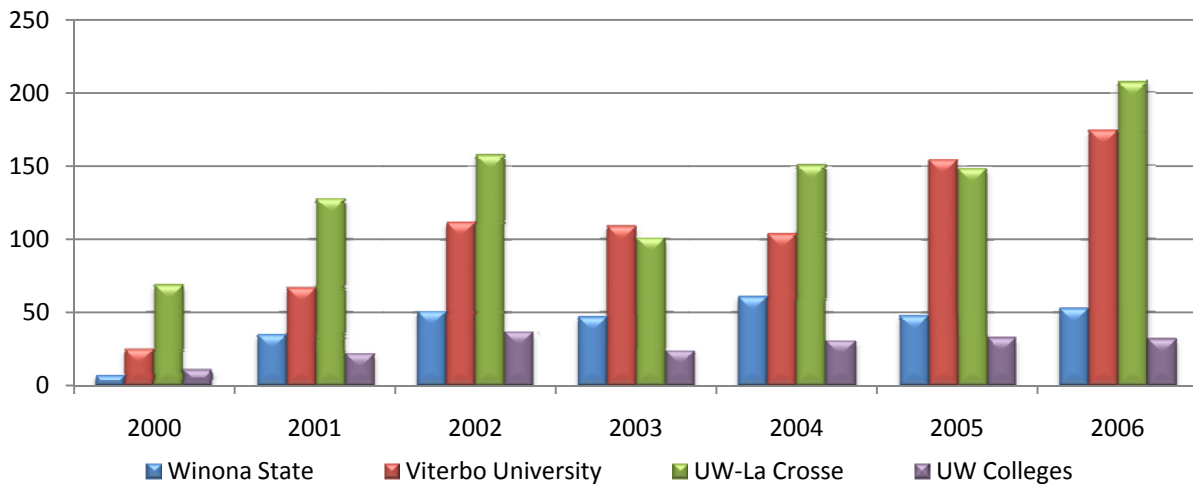
Source: National Student Clearinghouse, Report on Initial Transfer, 2006

9R2 Comparisons

Comparative results and internal trends, where available, are summarized with the results for each measurement (see Figure 9R-1). Western compares itself to other WTCS colleges and national norms (PACE). Western exceeds WTCS college means in high school market share (3R-5, 6) and percent of district residents enrolled (Figure 3R-7). Western is slightly below the norm base for employee perception of climate (PACE results, Figure 5R-1).

Improvement

9I1 Improving Current Processes

Western improves its processes for building collaborative relationships by meeting periodically with College steering teams and partners to discuss effectiveness of relationships. When appropriate, letters of agreement or memorandums of understanding provide guidance and parameters of relationships. These are used as tools to review the effectiveness of relationships. Western also improves its processes by analyzing data that is collected in Figure 9R-1.

9I2 Setting Targets and Priorities for Improvement

Targets for improvement for building collaborative relationships are set after data are reviewed and analyzed. Western targets increased participation and/or revenue generation. When comparative data is used, Western's target is to exceed the mean and/or be the best in class. Specific improvement priorities include the following:

- Increased transfer of general education credits from the technical college system to the University of Wisconsin System. This issue is being addressed jointly by senior leaders and administrative staff within the Wisconsin Technical College System, University System, and among state legislators.
- Regional Industry Skills Education (RISE) Initiative: New regional partnerships and industry sector initiatives designed to target training investments and align technical college and state university programs; pioneer local industry-driven career pathway models; and connect worker education to student and employer needs.

Western communicates current results and improvements to relationship partners, faculty, staff, administrators, and appropriate students and stakeholders by sharing information via District Board meetings, College steering committees, Informational Flow Sheets, and publications such as local newspapers and newsletters. This information is also posted on the intranet WIRE.

Glossary

1:1 – One-on-one meetings between employees and their supervisor/mentor

ABE – Adult Basic Education

ACT – American Collegiate Testing; a commercial college placement testing service

Administrators – non-union employees with supervisory responsibility

ASSET – Assessment of Skills for Successful Entry and Transfer; a commercial college placement testing service

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

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

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

ESOL – English for Speakers of Other Languages

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

General Education – 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 Educational Development Certificate (High School Credential)

GOAL – Goal-Oriented Adult Learner; program focused on remediation needs of students wanting to enroll in a post-secondary program

HBIT – Health Benefits Improvement Team

HSC – Health Science Consortium – local partnership of Western, two universities and two medical centers, promoting careers in allied health and research

HSED – High School Equivalency Diploma

IPEDS – Integrated Postsecondary Education Data System

ITV – Interactive Television; alternative instructional delivery method used to connect Western with its extended campuses and district high schools

MIS – Management Information System

NACUBO – National Association of College and University Business Officers

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

NWMOC – Northwest Wisconsin Manufacturing Outreach Center

PACE – Personal Assessment of the College Environment (national survey instrument used to determine employee satisfaction)

PeopleSoft – commercial MIS; Western is converting its existing S1032 to this system. Financial and Human Resources are converted; Student Administration portion is in progress

PDSA – Plan, Do, Study, Act cycle

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

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 Satisfaction Inventory - commercial survey conducted by Noel-Levitz to determine student satisfaction with college services

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

VOICe – Virtual Online Instruction Center

WFT – Wisconsin Federation of Teachers

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

WTCSB – Wisconsin Technical College System Board

Index to Evidence for the Criteria for Accreditation

Criterion One – Mission and Integrity
The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Core Component 1a The organization's mission documents are clear and articulate publicly the organization's commitments.

- The District Board has adopted statements of mission, vision, values, and organizational goals that together clearly and broadly define the college's mission *(Institutional Overview, 01; 2C1)*.

- The mission, vision, and values include a strong commitment to excellence in learning, continuous improvement, student success, employer satisfaction, and responsiveness to the Western District *(Institutional Overview, 01)*.

- The college makes the mission documents available to the public, prospective, and enrolled students through printed publications and electronically through the college's web site *(Institutional Overview, 01)*.

Core Component 1b In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

- In its mission documents, the college addresses diversity within the community values and common purposes it considers fundamental to its mission *(Institutional Overview, O1)*.

- The college's values affirm a commitment to honor the dignity and worth of individuals through a focus on learning, partnerships, and working together in a healthy environment where creativity, humor and fun are encouraged *(Institutional Overview, O1; 1C5; 4P2)*.

- The college's values, goals, and strategic planning documents provide a basis for the college's basic strategies to address diversity *(Institutional Overview, O1; 1C4; 1C5; 3P1)*.

Core Component 1c Understanding of and support for the mission pervade the organization.

- The board, administration, faculty, staff, and students understand and support the college's mission
  (Institutional Overview, O1; 3P1; 5C3; 8P1).

- The college's strategic goals are mission-driven; all planning and budget priorities flow from and support the mission *(Institutional Overview, O1; 8C2; 8P1)*

- The goals of the administrative and academic subunits of the college align with the college's mission
  (8P1; 8P3).

Core Component 1d The organization's governance and administrative structure promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

- The college uses a shared governance model with responsibilities balanced between the local District Board and the Wisconsin Technical College System Board. Board policies and practices at both the local and state levels document the boards' focus on the college's mission *(Institutional Overview, 01; 5C1)*.

- The distribution of responsibilities as defined in governance structure, processes, and activities is understood and is implemented through delegated authority. Effective communication facilitates governance processes and activities *(5P3; 4P3)*.

- Faculty and other academic leaders share responsibility for the coherence of the curriculum and the integrity of academic processes *(1C1; 1P3)*.

- The college evaluates its structures and processes regularly and strengthens them as needed *(Institutional Overview; 7P4; 7P5; Improvement section of all categories)*.

Core Component 1e   The organization upholds and protects its integrity.

- The activities of the college are congruent with its mission; the college understands and abides by local, state, and federal laws and applicable regulations. The college consistently implements clear and fair policies regarding the rights and responsibilities of each of its stakeholder groups *(Institutional Overview; 4P1)*.

- The college deals fairly with its external constituents and presents itself accurately and honestly to the public *(9C1; 9C2; 9P1; 9P2; 9P3.)*

- The college documents timely response to complaints and grievances, particularly those of students
(3P6).

- The college consistently implements clear and fair policies regarding the rights and responsibilities of each of its internal constituencies *(5C3; 3P6)*.

- The college sets forth policies and procedures related to ethical practices in the Employee Handbook, the intranet WIRE, and the Code of Ethics developed for employee use of the internet and personal computers   *(4P3)*.

Criterion Two – Preparing for the Future
The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill the mission, improve the quality of its education, and respond to future challenges and opportunities.

Core Component 2a   The organization realistically prepares for a future shaped by multiple societal and economic trends.

- The college uses a dynamic strategic planning process that reflects a sound understanding of the organization's current capacity. The process includes extensive environmental scanning which includes consideration of emerging factors such as technology, demographic shifts, globalization, and multiculturalism   *(Category 8)*.

- As part of its planning process, the college incorporates aspects of its history and heritage that it wishes to preserve, but it also recognizes the need for agility, change, and innovation. The college clearly identifies authority for decision-making regarding strategic goals, action plans, and budgeting *(Category 8)*.

Core Component 2b   The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

- The college's resources are adequate for achievement of its educational programs and services. Resource needs are identified through the annual planning and budgeting process which includes budget development at the unit and department levels *(6P1; 8P1, 8P3, 8P4, 8P6)*.

- The college uses its human resources effectively and aligns its human resource plans with employee education and training needs. The organization's history of financial resource development and investment documents a forward-looking concern for ensuring educational quality *(8P7, 4P4, 4P5)*.

- The college's planning processes are flexible enough to respond to unanticipated needs for program reallocation, downsizing, or growth *(8P3, 8P6)*.

Core Component 2c   The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

- The college demonstrates that its evaluation processes provide evidence that performance meets stated expectations. A college-wide Balanced Scorecard includes performance indicators that are used to monitor institutional effectiveness *(7C1, 7P1; All Improvement Sections)*.

- The college maintains effective systems for collecting, analyzing, and using organizational information. Appropriate data and feedback loops are available and used throughout the college to support continuous improvement. PeopleSoft is the college's information management system *(7C1, 7C2, 7P1, 7P2, 7P4)*.

- The college uses the Quality Review Process (QRP) to evaluate all instructional programs. Program scorecards for each instructional program include performance measures related to program effectiveness and efficiency *(1P8, 2P5)*.

Core Component 2d   All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

- Coordinated planning processes center on the mission documents that define the vision, values, goals, and strategic objectives for the college. Planning processes link with the budgeting processes. *(8C1, 8C2, 8P1, 8P6)*.

- The college's long-range strategic planning processes allow for reprioritization of goals when necessary because of changing environments identified during extensive environmental scanning and SWOT analyses.   Planning processes involve internal constituents and, where appropriate, external constituents and consider the relationships among educational quality, student learning, and the diverse, complex, global and technological world in which the college and its students exist   *(8C2, 8P2, 8P3, 8P4, 8R1, 8R2, 6R2-3)*.

Criterion Three — Student Learning and Effective Teaching
The organization provides evidence of student learning and effective teaching effectiveness that demonstrates it is fulfilling its educational mission.

Core Component 3a   The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

- The college clearly identifies program-specific and general learning outcomes for each of its programs in all credit and non-credit categories: associate degree, technical diploma, certificate. Faculty define the student learning outcomes and create the assessment tools to determine whether those outcomes are achieved *(1C1, 1C2, 1P1, 1P2)*.

- Assessment of student learning occurs at multiple levels: course, program, institutional, and includes direct and indirect measures of student learning. Results obtained through assessment of student learning are available to students and other stakeholders as appropriate *(1P11, 1R1)*.

- In addition to its results for the direct assessment of student learning, the college integrates results for indirect assessment of student learning such as graduation rates, pass rates on licensure/registry exams, and employment rates data. All of these data are reported on Program Scorecards. Faculty, deans, and senior leaders routinely review the effectiveness of the college's student learning assessment results   *(1P11, 1P12, 1P13, 1R1, 1R2)*.

Core Component 3b   The organization values and supports effective teaching.

- Qualified faculty members determine curricular content and strategies for instruction. Faculty are involved in all aspects of program/curriculum development and revision *(1C1, 1P1, 1P2)*.

- The college provides faculty professional development designed to improve pedagogy and to encourage innovative teaching. Several areas support effective teaching including the Learning Innovation Center, the Instructional Media Center, and the Library. Extensive faculty development has been provided in the areas of assessment, curriculum development, and integration of technology into instruction *(1C3, 1C4, 1C5, 4C4)*.

- The college evaluates teaching effectiveness as part of the probationary faculty evaluation process outlined in the Faculty Contract (Section 18.03). After the faculty is no longer probationary, the Employee Success Plan is used in a formative manner to encourage faculty to identify their own professional development needs related to the department, program, college goals. Faculty are rewarded and recognized in a number of formal and informal ways *(1P6, 4P6, 4P7)*.

Core Component 3C   The organization creates effective learning environments.

- The college provides an environment that supports all learners and respects the diversity they bring by providing program offerings that meet the varied needs of learners including pre-collegiate courses; associate degree courses; technical diploma courses; certificates; Adult Basic Education; GED preparation; and English Speakers of Other Languages (1C3).

- Student learning assessment results gathered from faculty, students, and employers inform improvements in curriculum, pedagogy, instructional resources, and program planning *(1P11, 1P12, 1P13)*.

- The college's advising and counseling system focuses on student preparedness, appropriate placement into pre-collegiate or collegiate-level courses, and appropriate career guidance. Student Support Services and programs are available to all learners including distances learning students *(1P3, 1P4, 1P5)*.

- The college has invested heavily in new technologies to enhance the learning environment for students. State-of-the art laboratories, classrooms, shops have been built and equipment has been purchased *(1C3, 1P9, 6P4, 6R1)*.

- The college's systems of quality assurance include regular review of whether its educational strategies, activities, processes, and technologies enhance student learning *(1P2, 1P7, 1P8, 1P12, 1P13, 6P4)*.

Core Component 3d   The organization's learning resources support student learning and effective teaching.

- The college ensures access to the resources necessary to support learning and teaching. Learning support units are staffed appropriately and are evaluated regularly to enhance student learning and effective teaching *(Institutional Overview, 1P9, 1R3, 6C1, 6C2, 6R2)*.

- The college support students, staff, and faculty in using technology effectively. New technology is used wherever possible to enhance student goal attainment, to increase student access, and to enhance faculty use of technology. Technology is also integrated wherever possible to enhance efficiency and effectiveness of college systems and processes as evidenced by the implementation of PeopleSoft *(1C3, 1P7, 6P4)*.

- The college's budget priorities clearly reflect the college's commitment to the improvement of teaching and learning *(8P1, 8P3, 8P6, 6R2)*.

- The college's systems and structure enable partnerships and innovations that enhance student learning and strengthen effective teaching. Collaborative relationships support the college's Vision as a "collaborative, innovative educational leader in the community" and one of its

Values, "partnerships that are important to the community's economic vitality and quality of life" *(Institutional Overview, 9C1, 9C2).*

Criterion Four – Acquisition, Discovery, and Application of Knowledge

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Core Component 4a   The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff that it values a life of learning.

- The college has published statements supporting freedom of inquiry for faculty, staff, and students and honors these statements in its practices *(1C5).*

- The college's planning and budgeting processes demonstrate that it values and promotes a life of learning for faculty, staff, and students. The college provides extensive professional development opportunities to faculty members, staff, and administrators *(4C4, 4P4, 4R2).*

- The college publicly acknowledges the achievements of students and faculty in acquiring, discovering, and applying knowledge *(5P1, 5P3).*

Core Component 4b   The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

- The college integrates general education into all of its associate degree and technical diploma programs through curricular and experiential offerings intentionally created to develop the attitudes and skills requisite for a life of learning in a diverse society. Six general student learning outcomes are common to all courses and are identified in each course outline. Each associate degree and technical diploma program includes a required number of general education credits *(1C1, 1C3).*

- All associate degree, technical diploma, certificate, and Adult Basic Education programs have identified student learning outcomes that are listed in program brochures and on the college's website. Graduates demonstrate they have achieved a breadth of knowledge and skills, the capacity to exercise intellectual inquiry, and effective preparation for lifelong learning *(1C1, 1P1, 1P6, 1P11, 1P12, 1P13, 1R1, 1R2).*

- The college demonstrates the linkage between curricular and co-curricular activities that support inquiry, creativity, and social responsibility *(1P10, 2C1).*

Core Component 4c   The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

- The college's student learning goals and outcomes document that graduates have gained the skills and knowledge they need to function in diverse local, national, and global societies. Faculty expects students to master the knowledge and skills necessary for independent learning in programs of applied practice *(1C1, 1C3, 1C4).*

- The college's Quality Review Process includes attention to currency and relevancy of courses and programs. This process involves employers, advisory committee members, and other internal and external stakeholders who understand the relationship between the currency of the curriculum and the utility of the knowledge and skills gained. Regularly scheduled advisory committee meetings provide yearly opportunities for employer input into curriculum relevancy. Job placement rates, graduate and employer satisfaction surveys attest to the college's effectiveness in this area *(1P8, 1R2).*

- The college provides curricular and co-curricular opportunities that promote social responsibility. The college has recently adopted a Service Learning program *(1P10, 2C1).*

Core Component 4d   The organization provides support to ensure that faculty, students, and staff acquire, discover and apply knowledge responsibly.

- The college's academic and student support programs contribute to the development of student skills and attitudes fundamental to responsible use of knowledge *(1P2)*.

- The college has explicit policies and procedures to ensure ethical conduct in its instructional and institutional activities. These policies and procedures are published in faculty and student handbooks *(3P6, 4P3)*.

- The college creates, disseminates, and enforces clear policies involving intellectual property rights and includes them in employee and student handbooks *(3P6, 4P3)*.

Criterion Five – Engagement and Service
As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Core Component 5a   The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

- The college's commitments are shaped by its mission and capacity to support those commitments -- and the college demonstrates attention to the diversity of stakeholders (*Institutional Overview, 3C1, 3P3*).

- The college engages in extensive environmental planning as part of its strategic planning process to understand the changing needs of its stakeholders and communities *(8P1, 8P2)*.

- The college responds to external constituencies by providing programs and services such as continuing education, customized training, online learning, and interactive televised courses *(1C3, 9C1)*.

Core Component 5b   The organization has the capacity and commitment to engage with its identified constituencies and communities.

- The college's structures and processes enable effective connections with its communities *(9C1, 9C2, 9P1)*.

- The college's educational programs and co-curricular activities engage and connect students, staff, administrators, and faculty with external communities through programs such as service learning; through program requirements that include clinical and cooperative components; through consortia partnerships such as PeopleSoft and the Health Science Consortium; and through active advisory committee participation *(1P10, 2P1, 9C1, 9C2)*.

- The college's planning processes project ongoing engagement and service, and the college's resources support effective programs of service and engagement *(8C2, 8P1, 9R1, 9R2)*.

Core Component 5c   The organization demonstrates its responsiveness to those constituencies that depend on it for service.

- Collaborative ventures exist with other higher learning organizations and education sectors, including K-12 partnerships, articulation agreements, 2+2 programs, and system-wide collaborative ventures *(2C1, 9C1, 9C2)*.

- The college participates in partnerships focused on shared educational, economic, and social goals *(9C1, 9C2, 9P1)*.

- The college's partnerships give evidence of building effective bridges among diverse communities and community leaders testify to the usefulness of the college's partnership efforts *(9C1, 9C2, 9R1, 9R2)*.

Core Component 5d Internal and external constituencies value the services the organization provides.

- The college offers its facilities to the community and provides programs to meet the continuing education needs of licensed professionals in its communities *(3P4, 3P7).*

- The college's economic and workforce development activities are sought after and valued by civic and business leaders *(2C1, 2C2, 2R1, 3R3).*