

Key Groups/Definitions	Sub-Categories	Short & Long-Term Requirements & Expectations
District Board	Composition: 2 Employer members 2 Employee members 1 Elected official member 1 School District Administrator 3 Additional Members Non-voting members: Student, Teacher's Union & Support Staff Union Reps	<ul style="list-style-type: none"> • Growth • Fiscal responsibility • Quality programs and instruction • Positive image for WCTC • Community needs & economic development • Accurate and timely information on changes at WCTC
Community Members – includes all who benefit from educational services and programs.	<ul style="list-style-type: none"> • Senior Citizens • Life-long learners • Learning in Retirement (LIR) 	<ul style="list-style-type: none"> • Taxpayer value • Offering a variety of enrichment programs • Educated workforce • Fiscal responsibility • Responsive to needs
Other Educational Institutions – Pre-schools through universities whose staff collaborate with WCTC to provide training and education to members of our common community.	<ul style="list-style-type: none"> • Pre-schools • K-12 • Other colleges and universities 	<ul style="list-style-type: none"> • Youth options offerings • Transcribed credits • Internship opportunities • Transferability of credits among institutions • Career pathways
Alumni		<ul style="list-style-type: none"> • Communication from WCTC • Participation on Advisory Committees • Additional educational opportunities
WCTC Foundation		<ul style="list-style-type: none"> • Works with Financial Aid to provide student scholarships
WTCS and other Wisconsin Technical Colleges		<ul style="list-style-type: none"> • Collaboration on curriculum design • Sharing costs • Networking/Best Practice sharing • Required state reporting

Processes

3P1 Changing Needs of Student Groups

WCTC uses a variety of methods to analyze and respond to the changing needs of our students. Student needs are defined as those issues that students express regarding their experiences at WCTC as well as academic and personal challenges to achieving their goals. The varied range of student population is shown in Figure 3-1. This diversity of student need is assessed using both quantitative and qualitative measures to determine if targets are being met (see Figure 3-2).

Each WCTC program has an industry advisory committee made up of employers, employees and alumni to provide regular feedback and guidance for curriculum development, program modification, facilities needs, and equipment acquisition. New programs and services are researched and initiated using Ad Hoc industry/community advisory members to provide initial steering committee advice at the development stage. The WTCS and WCTC staffs are tapped to assist with labor market and student demographic information pertinent to specific industry sectors, providing information helpful in designing programs for targeted occupations and meeting learner needs.

Figure 3-2 Student Needs Determination Matrix

Prospective Students
<ul style="list-style-type: none"> • High school visits (open houses, career nights, etc.) • Surveys during recruitment activities • Work with high school teachers/counselors (e.g., annual H.S. counselor symposium) • Meetings with principals and superintendents • Periodic reviews of the 118.15 program statute
<ul style="list-style-type: none"> • QRP identifies changing student needs • Teacher Improvement System (TIS) process fosters adjustments to instruction
<ul style="list-style-type: none"> • Participation in WTCS Prepared Learner Initiative • Use TABE (Test of Adult Basic Education) and the BEST (Basic English Skills Test)
<ul style="list-style-type: none"> • Transcribed credit course monitoring visits • School-to-Work consortium meetings
Enrolled Recent High School Graduates and Transitional Young Adults
<ul style="list-style-type: none"> • New students are surveyed to determine major concerns and admissions experiences. • Counselor Early Alert student referral system
<ul style="list-style-type: none"> • Student satisfaction survey
<ul style="list-style-type: none"> • Special needs professionals help students who need accommodations
<ul style="list-style-type: none"> • End-of-course student evaluations
<ul style="list-style-type: none"> • Student government participation on District Board
Enrolled Returning Adults and Older Workers
<ul style="list-style-type: none"> • Students self-identify needs regarding career change/ advancement, life changes, etc. to faculty and/or counselor
<ul style="list-style-type: none"> • Needs-assessments for incumbent workers by WCTC Corporate/Community Training • Clinical or technical certification or licensure requirements

On-going program improvement is addressed via the QRP where each educational program is reviewed on a 5-year rotating basis using statewide comparison data as benchmarks (1P8). Qualitative review is conducted as well using student face-to-face and written surveys, employer input and focus groups. A plan for program improvement is called for as a part of the program review report.

Student needs are also addressed as part of an on-going dialogue with our K-12 partners. WCTC works with our School-to-Work Consortium to identify learning opportunities and improve transition of students through Youth Apprenticeships, Youth Options and articulated agreements. Visits to area high schools by faculty supervising transcribed credit agreements provide another avenue of interchange among partners.

3P2 Relationship building with students

WCTC values building and maintaining relationships with all students, both prospective and current, in order to create an environment that fosters student success (Figure 3-3). WCTC’s student-learning centered philosophy guides all policy and practice decisions. With regard to student service, WCTC has instituted C.A.R.E.S. behaviors that provide guidelines for employees (Figure 3-4).

Figure 3-3 Specific relationship-building activities, results and targets for prospective students

Target Population/ Communication Avenue	2006-07 Actual	2007-08 Target
High School Students		
Direct Mail	N/A	N/A
Career Exploration Nights	366	438 (+20%)
Senior Night	423	475 (+10%)
Tours	287	Not determined
H.S. Visits/Career Fairs	48	48
H.S. Counselor Symposium	New in 07-08	100% of district H.S. represented
Multi-Cultural Students		
H.S. Presentations/ College Fairs	20	25
Community & College Events	10	10
Hispanic Youth Career Fair	300	300
La Casa de Esperanza visits	2	2
Case Management	100 students	125 students
Adults		
Southeastern Wisconsin Education Consortium (SEWEC) events at business locations	13	13
-Human Resource Directors Symposium	New in 07-08	25
-Community Events/Mall Booths	2	4

Figure 3-4 WCTC C.A.R.E.S. (Connection; Attitude; Responsiveness; Empathy; Solutions)

C.A.R.E.S. Characteristics	Employee Performance Standards
“As a student-learning centered organization, WCTC believes that customer service is meeting or exceeding the needs and expectations of individuals interacting with the College’s staff and service systems.”	
Connection	
<ul style="list-style-type: none"> • Make a connection with your customers by providing a welcoming environment that is friendly, caring and inviting. • Give the customer your complete attention. 	<ul style="list-style-type: none"> • We will identify ourselves by name, both in person and on the telephone. • WCTC campuses will be clean and attractive with accurate, understandable signage. • We will ensure that our facility and our website comply with ADA requirements for accessibility.
Attitude	
<ul style="list-style-type: none"> • Smile. • Demonstrate pride, passion, and joy in your work. • Demonstrate teamwork and make our students part of the team. • Recognize and acknowledge each individual's contributions. • Greet people whose path you cross. 	<ul style="list-style-type: none"> • We will treat customers with professionalism, courtesy, and respect.
Responsive	
<ul style="list-style-type: none"> • Provide reliable and responsive service. • Give students and other customers timely and accurate information. (Communicate clearly.) • Provide appropriate resources when needed. • Assist students and other customers to meet their needs and goals. • Help students and other customers learn (learn how to learn). • Deliver what you promise; don't promise what you can't deliver. • Give attention to detail (the little things can make all the difference). 	<ul style="list-style-type: none"> • We will keep our voice mail and email messages current. • We will respond to our voice mail and email messages within 2 business days or we will provide an estimate of response time based on the complexity of the issue. If we will be out of the office for a length of time, we will provide messages that give specifics as to when we will return and give an optional phone number to call as appropriate. • When we transfer a call we will stay on the line until another staff person picks up the call. We will not allow callers to get caught in a voice mail loop. • We will not transfer calls more than once. If we can't answer a question, we will get the phone number and have the appropriate staff person call back (or we will call back when we have the answer to the question). • We will keep general office hours of 8:00 a.m.-5:00 p.m. Monday through Thursday; 8:00 a.m.-4:30 p.m., Fridays, in summer, and when school is not in session; exceptions will be posted. • When customers ask directions to a campus location, staff members will respond courteously with clear directions and, where practical, will escort them to the destination.
Empathy	
<ul style="list-style-type: none"> • Treat people with dignity and respect. • Listen to our students and other customers. • Personalize service--go beyond our students' and other customers' expectations. • Try to see things from the customer's perspective. 	<ul style="list-style-type: none"> • We will call students and other customers by their names. • We will demonstrate the use of good listening techniques, such as making eye contact, leaning forward, paying attention to nonverbal behaviors, asking good questions, etc. • We will ask our customers if there is anything else we can do for them.
Solutions	
<ul style="list-style-type: none"> • Whenever possible, resolve problems and complaints. • Offer alternatives. • Remove roadblocks that prevent us from serving students and other customers. 	<ul style="list-style-type: none"> • We will listen and do all we can to resolve our customers' issues. • We will acknowledge and apologize for mistakes.

Because WCTC is a commuter college, primary relationship building occurs when students are on campus; however, technology is changing that relationship. The student portal has expanded

traditional means of communication and relationship building with students. Some additional examples of relationship building for current are shown in Figure 3-5

Figure 3-5 Examples of relationship-building for current students

Relationship Building Providers	Methods
Associate Deans & Administrators	<ul style="list-style-type: none"> • Make classroom visits the first week of the semester • Share priority registration information • Attend events such as portfolio presentations, awards ceremonies, and graduations • Hire student workers
Counselors	<ul style="list-style-type: none"> • Conduct program information meetings, one-on-one appointments, and classroom visits. • Operate an Early Alert System for students who are struggling academically or personally. • Coach students who are on academic probation • Serve as case managers to special populations, special services, students of color, displaced workers & others.
Faculty	<ul style="list-style-type: none"> • Posted office hours provide opportunities for coaching and academic advising. • Facilitate student events, celebrations, and portfolio presentations • Attend ceremonies, graduation, etc. • Serve as club advisors • Network on behalf of students with area employers • Serve as informal mentors
Student Life/ Student Government	<ul style="list-style-type: none"> • Facilitates membership in student clubs, organization and government. • Provides Student Handbook. • Assists students through conduct hearings as needed.
General	<ul style="list-style-type: none"> • One-on-one student assistance for career exploration, needs assessments, and pre-enrollment assessment • Assistance in navigating financial aid processes • Availability of computer labs, library, cafeteria, child care, etc. all assist in cementing good relationships with students.

WCTC continues the relationship by following up six months after completion with its graduates/alumni. The survey focuses on graduates' satisfaction with their experience at WCTC, their success in finding employment and their continuing education interests. Another survey with graduates occurs five years post-completion. The last formal survey of non-completers was conducted in 2003; due to poor response rates this process has been replaced by

exit surveys of students when they formally drop a course and by phone calls placed to students by associate deans or case managers. By staying in touch with these students, they will remember WCTC and perhaps return to complete their degrees when they are more ready to do so. Results from each of these surveys are used to develop future programs, to plan for facilities, and to design student services that support students' ever-evolving needs.

In addition, some adult students come to the college after receiving customized training through Corporate and Community Training (CCT) services. After an initial visit to a company, CCT continues the relationship via personalized visits, phone calls, e-mails, and an online newsletter called *Conduit*.

3P3 Changing needs of key stakeholders

WCTC uses a variety of methods to collect information about the changing needs of key stakeholder groups.

Primary processes for collection information with employers include:

- Feedback from advisory committee members during bi-annual meetings
- Environmental scanning with employers during program reviews
- Feedback and discussion during Bridges to the Community meetings
- Needs assessments of worker skill gaps for incumbent workers
- Focus groups of advisory committee chairpersons
- Employer Follow-up studies done every 4 years
- QRP results from interviewed employers
- Licensure and certification results

Primary processes for collecting information with community leaders/members include:

- Feedback and discussion at legislator/business leader breakfasts
- Feedback and discussion during Chamber of Commerce and community service organizations
- Feedback and discussion during Bridges to the Community meetings
- Interaction with vendors who provide literature pertaining to the latest technology
- Periodic town hall meetings
- Open District Board meetings

Information collected from students and other key stakeholders are analyzed immediately for response to issues that can be quickly addressed. The College Leadership Council and Deans assume responsibility for larger issues as necessary. Long-term analysis and action steps take place during college strategic planning (Category 8). Feedback from students and other key stakeholders are analyzed and considered as specific departments are prioritizing their key action items in concert with the overall college strategic goals.

3P4 Building and maintaining relationships with key stakeholders

Building and maintaining relationships with key stakeholders is a priority for WCTC and focuses regular, formal and informal contacts throughout our community. Other means of relationship-building with community members include:

- Graduate Follow-up Studies (6 months/5 years)
- WTCS Outstanding Alumni Award
- WCTC staffs serve on boards and speak at area Chamber of Commerce, Kiwanis, Rotaries, Great Blue Heron Girl Scout Council, etc.
- Executive breakfasts with community leaders and legislators
- President's Bridges to the Community program
- Media releases highlighting WCTC
- Host Community events – Breakfast with Santa, Annual Craft Fair, Corporate Capers for Special Olympics, Trek Ride for Multiple Sclerosis, etc.
- Availability of RTA Education Center for community/employer training
- Community Nursing Center, Flu Shot Clinic, Dental Clinic
- Income Tax Services (VITA)

WCTC experiences two-way communication with area employers through their membership on program advisory committees, through an Employer Follow-up Survey (done every four years), and by two employers and two employees serving on the WCTC Board. Other means of relationship-building with employers include:

- Provide skilled workers trained in specific areas
- Provide guaranteed re-training after graduation
- Provide various, flexible training options for degree, diploma, certification and/or licensure – traditional, accelerated, short-term, customized, and on-site
- Provide interns at cooperative education employer sites
- Clinical placements for nursing and other allied health students

- Partnerships through apprenticeships and related training
- Maintaining job postings through county-wide Tech-Connect job bank
- Host district wide Job Fair
- Host industry-focused Job Fairs as needed (e.g. Regional Health Job Fair; Manufacturing Job Fair, etc.)
- Attend industry trade shows

WCTC maintains strong relationships with other partners in order to serve students. See Figure 9-1 for a comprehensive look at these additional relationships.

3P5 Determining new student & stakeholder groups

Anticipating whether or not to address additional student and/or stakeholder groups is considered during various stages of Strategic, Academic, and Facility planning. WCTC remains alert to changing trends that impact the College and its students. Formal and informal processes occur to determine how trends like demographics, K-12 enrollments, new and emerging careers and technology, labor market analyses and environmental scanning results will affect WCTC. For example, WCTC has recently responded to health care training needs, homeland security issues, and expanded incumbent worker training in manufacturing with specific grants awarded to meet area needs.

3P6 Student and stakeholder complaints

The student complaint procedure, academic and discipline appeals and harassment/discrimination processes are all defined in the Student Code of Conduct. It is available on line, in the Student Handbook and published in the WCTC catalog each year. The nature of the complaint dictates the response and course of appropriate action. For example, complaints regarding an instructor or quality of instruction are managed by the appropriate program associate dean and dean. In addition to the specific student complaint process, some complaints are filtered through responses to the Graduate Follow-up Surveys and during student interviews and focus groups during program reviews (QRP). This information is shared with the appropriate associate dean or Human Resources for analysis and action.

Stakeholder complaints are managed by the department directly affected. For example, CCT collects employer and employee feedback in the form of post-training evaluations. Complaints are documented at that time and followed up with a

meeting between the CCT representative, the program associate dean, and the company affected.

Whatever the source, all student complaints are reviewed and results determined. Feedback is provided to the student making the complaint and, if appropriate, improvements are made and fed back again.

3P7 Satisfaction measures

Determining student and stakeholder satisfaction is accomplished via formal and informal processes. End-of-course feedback forms measure topics related to, for example, effectiveness of instructor communication, respect and enthusiasm, effective use of class time, quality of teaching materials, productive use of technology, and variety of classroom activities. Students are asked to rate whether the course they took was a wise use of time and money, how the physical environment contributed to their learning, etc. If concerns arise, the associate dean or appointed faculty mentor works individually with the course instructor to develop and execute professional improvement plans. Other concerns in the end-of-course feedback are addressed by department associate deans and deans as needed.

Student satisfaction is measured 6 months after program completion by an initial Graduate Follow-up Survey. An additional survey is done with graduates 5 years post-graduation as well. Non-completers have also been surveyed (3P2). Some departments conduct their own satisfaction surveys, especially during the program review cycle (every 5 years). At that time, students may be asked specific questions about their program scheduling, course sequencing, ability to apply what they are learning on the job, and goals for future transfer in some cases. Students in the Nursing program, in particular, participate in a pre-graduation focus group regarding their satisfaction with the program.

Employer satisfaction is measured in different ways. First, an Employer Satisfaction Survey is conducted every four years. Second, employers working with Corporate and Community Training are surveyed regularly to determine if customized training is meeting their needs and expectations. Employers of WCTC cooperative education student interns are interviewed and surveyed throughout the co-op experience to facilitate

effective student learning and to make certain that employer needs are adequately met.

On an informal basis, staff engages students and other stakeholders in casual conversation outside of the classroom or during student activities. Though not scientific data collection, this method often leads to “quick fixes” of issues concerning our customers.

In 1999 and 2002, WCTC students participated in the ACT Student Satisfaction Survey and in November 2006, students completed the Noel-Levitz Student Satisfaction Inventory (SSI). Results are discussed in 3R1 and 3R4.

Results

3R1 Results for student satisfaction

The items on the Noel-Levitz SSI are clustered together conceptually to form scales. In Figure 3-6 the scale means show the big picture of what matters most (Importance scores) to WCTC students and how the college is performing (Performance scores). WCTC students are similar to those nationally in that they rank instructional and registration effectiveness the most important. Compared to the national comparison group of other community, junior and technical colleges, WCTC students are significantly more satisfied with: Academic Resources/Services, Safety and Security, Campus Climate, Student Centeredness, Campus Support Service, and Instructional Effectiveness. They are significantly less satisfied with issues concerning Academic Advising/Counseling; and Admissions and Financial Aid.

3R2 Student relationship results

WCTC evaluates the results of relationships in a variety of ways:

- Number of new applications & students admitted
- Enrollments in courses and programs (O3, 2P5)
- Number of FTE students per year
- Number of students taking transcripted credit courses in high school who become regular WCTC program students (1P5, 2P5)
- IPEDS, QRP Retention and attrition rates (c.f. Section 1)
- Satisfaction rates from annual Graduate and Apprenticeship Follow-up surveys (Figure 1-14)
- Student return visits – to say “thank you”
- Transfer rates to and from WCTC
- First time pass rates for nursing students (Figure 1-13)
- Perkins Report Card data for retention (Figure 2-7)